LER 562: HR Planning and Staffing || Fall 2018

University of Illinois at Urbana-Champaign
School of Labor and Employment Relations

Tuesdays: 8:00 am – 10:50 am || Armory 134

A. INSTRUCTOR INFORMATION

Professor:	Simon Lloyd D. Restubog, PhD
Office Phone:	(217)-300-8007
Email:	simonldr@illinois.edu (best way to reach me)
Office hours for student consultation:	By appointment
Communication preference:	The best way to reach me is through e-mail. Please ensure that LER 562 HR Planning and Staffing is included in the subject line along with a clear description of your question/query/problem. I will also be available during our class breaks for a quick discussion. However, if you would like to see me for a more in-depth discussion or consultation, I strongly recommend that you make an appointment. Thank you.

B. COURSE DESCRIPTION

Staffing is a critical component of the human resource function. It involves the selection and retention of a committed and high-performing workforce. This course is designed to help students develop an in-depth understanding of the processes and practices involved in planning and staffing. We will cover the key aspects of the staffing function including foundations for a selection program, job analysis, selection measurement, utility and validity of selection measures, staffing decisions and employee retention. Although the topics covered will be presented from a human resource management perspective, we will also draw upon theory and research from other related disciplines such as industrial/organizational psychology, social psychology and organizational behavior.

C. COURSE OVERVIEW

Learning Outcomes

At the end of the course, students should be able to:

1. explain how organizations attract, recruit and select potential employees;
2. discuss the strengths and weaknesses of various selection methods/measures in predicting work behaviors (e.g., job performance, work attitudes and counterproductive behaviors);

3. compare and contrast the reliability and validity approaches;
4. explain how bias can influence selection decisions;
5. propose a job description and specification reflecting key knowledge, abilities, skills and attitudes;
6. identify the most appropriate selection tools/approaches to assess key knowledge, abilities, skills and skills;
7. develop a sound recruitment plan for a target job;
8. internalize a sense commitment to lawful, fair and ethical practices in planning and staffing.

Approach to Teaching and Learning and Course Expectations

I subscribe to the tenets of a learner-centered teaching philosophy focusing on the students' experiences, abilities and competencies. My role is to encourage, facilitate, and help sustain this process. I expect you to be responsible for your own learning. As such, I will assume that you have devoted time and effort reading the assigned material, and that you will attend the class with questions that you wish to address, and insights that you wish to share. In essence, maximizing your learning requires that you read the assigned material and actively participate in class discussions and activities. Below are specific assumptions that will guide our class interactions:

- We enjoy learning from each other;
- We encourage thoughtful, active and engaging discussions;
- We are open to a diversity of views and perspectives but these should be expressed in a professional and respectful manner;
- We support each other's achievements;
- We come to class on time;
- We ensure that laptops/tablets/mobile devices are turned-off in class unless these devices are necessary in our class activities.

The course content will be a blend of research and practice. Key concepts, cases and practical experiences will be presented in the lectures that are not covered in the course material. We will also have guest speakers to share their knowledge and experience in developing and implementing selection programs and practices.

Feedback

Students will be given feedback in the following areas:

1. Written and verbal feedback on team presentations;
2. Written feedback on their consulting project;
3. Verbal feedback to the whole class.

D. COURSE TOPICS

Date	Topics	Readings/Reminders
W1 Aug 28	Course orientation Expectation setting Formation of teams for the Team Consulting Project	**Primary Readings/Resources**: None

	Development of individual and team psychological contracts. Topic allocation for discussion leaders/co-facilitators.	
W2 Sept 4	Introduction to selection Job performance concepts and measures Discussion leaders/Co-facilitators	**Primary Readings/Resources**: Read Chapter 1 Gatewood, R. D., Field, H. S., & Barrick, M. R. (2016, 8th Ed.). *Human Resource Selection*. Boston, MA: Cengage Learning. Read Chapter 2 Gatewood, R. D., Field, H. S., & Barrick, M. R. (2016, 8th Ed.). *Human Resource Selection*. Boston, MA: Cengage Learning. (Book is available in the reserved section of the Main Library)
W3 Sept 11	Job analysis and competency modeling Discussion leaders/Co-facilitators **1 page outline of your consulting report and action plan are due. For submission at the beginning of class.**	**Primary Readings/Resources**: Read Chapter 3 Gatewood, R. D., Field, H. S., & Barrick, M. R. (2016, 8th Ed.). *Human Resource Selection*. Boston, MA: Cengage Learning. (Book is available in the reserved section of the Main Library) Sanchez, J.I., & Levine, E.L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? *Human Resource Management Review, 19*, 53-63.
W4 Sept 18	Recruitment of applicants: Applicant and organizational perspectives Discussion leaders/Co-facilitators	**Primary Readings/Resources:** Read Chapter 5 Gatewood, R. D., Field, H. S., & Barrick, M. R. (2016, 8th Ed.). *Human Resource Selection*. Boston, MA: Cengage Learning. (Book is available in the reserved section of the Main Library) Slaughter, J.E., & Greguras, G.J. (2009). Initial attraction to organizations: The influence of trait inferences. *International Journal of Selection and Assessment, 17*, 1-19.
W5 Sept 25	Ethics, bias and legal issues in selection	**Primary Readings/Resources:** Hough, L. M., Oswald, F. L., & Ployhart, R. E.

	Guest Speaker: Dr. Jun Gu (Monash University, Australia) Discussion leaders/Co-facilitators	(2001). Determinants, detection, and amelioration of adverse impact in personnel selection procedures: Issues, evidence, and lessons learned. *International Journal of Selection and Assessment, 9*, 152-194. Lindsey, A., King, E., McCausland, T., Jones, K., & Dunleavy, E. (2013). What we know and don't: Eradicating employment discrimination 50 years after the Civil Rights Act. *Industrial and Organizational Psychology, 6*(4), 391-413. King, E. B., Avery, D. R., & Sackett, P. (2013). Editorial: Three Perspectives of Employment Discrimination 50 Years After the Civil Rights Act—A Promise Fulfilled? *Journal of Business and Psychology, 28*(4), 375-382. Gutman, A., & Dunleavy, E. (2013). Contemporary Title VII enforcement: The song remains the same? *Journal of Business and Psychology, 28* (4), 487–503. Barron, L.G., & Hebl, M. (2013). The force of law: The effects of sexual orientation antidiscrimination legislation on interpersonal discrimination in employment. *Psychology, Public Policy, and Law, 19*, 191-205.
W6 Oct 2	Reliability and validity in selection Discussion leaders/Co-facilitators for each topic	**Primary Readings/Resources**: Read Chapter 7 and Chapter 8 Gatewood, R. D., Field, H. S., & Barrick, M. R. (2016, 8th Ed.). *Human Resource Selection*. Boston, MA: Cengage Learning. (Book is available in the reserved section of the Main Library)
W7 Oct 9	***** Long Exam 1 ***** **Consulting Report Consultation**	**Primary Readings/Resources**: None
W8 Oct 16	Selection methods: Application forms, biodata assessment, reference letters and selection interviews Discussion leaders/Co-facilitators for each topic	**Primary Readings/Resources**: *Biodata and application forms* Allworth, E., & Hesketh, B. (2000). Job requirements biodata as a predictor of performance in customer service roles. *International Journal of Selection and Assessment, 8*, 137-147. Becton, J.B., Matthew, M.C., Hartley, D.L., & Whitaker, D.H. (2009). Using biodata to predict turnover, organizational commitment, and job

		performance in healthcare. *International Journal of Selection and Assessment, 17*, 189-202.
		Mount, M. K., Witt, L. A., & Barrick, M. R. (2000). Incremental validity of empirically keyed biodata scales over GMA and the five factor personality constructs. *Personnel Psychology, 53*, 299-323.
		Reference letters Madera, J. M., Hebl, M. R., Martin, R. C. (2009). Gender and letters of recommendation for academia: Agentic and communal differences. *Journal of Applied Psychology, 94*, 1591-1599.
		Nicklin, J. M., & Roch, S. G. (2009). Letters of recommendation: Controversy and consensus from expert perspectives. *International Journal of Selection and Assessment, 17*, 76-91
		Selection interview Bangerter, A., Corvalan, P., & Cavin, C. (2014). Storytelling in the selection interview? How applicants respond to past behavior questions. *Journal of Business and Psychology, 29*, 593-604.
		Campion, M., Palmer, D. K., & Campion, J. E. (1997). A review of structure in the selection interview. *Personnel Psychology, 50*, 655-702.
W9 Oct 23	Selection methods: Cognitive abilities and personality assessment Discussion leaders/Co-facilitators for each topic	**Primary Readings/Resources** Read Chapter 10 In Schmitt, N. (Ed.), *The Oxford Handbook of Personnel Assessment and Selection*. NY: Oxford University Press. Kuncel, N. R., & Hezlett, S. A. (2010). Fact and fiction in cognitive ability testing for admissions and hiring decisions. *Current Directions in Psychological Science, 19*, 339-345. Read Chapter 11 In Schmitt, N. (Ed.), *The Oxford Handbook of Personnel Assessment and Selection*. NY: Oxford University Press.
W10 Oct 30	Making selection decisions Special topic: Employee retention Discussion leaders/Co-facilitators	**Primary Readings/Resources**: Making selection decisions Ryan, A.M., Sacco, J.M., McFarland, L.A., & Kriska, S.D. (2000). Applicant self-selection: Correlates of withdrawal from a multiple hurdle process. *Journal of*

	for each topic	*Applied Psychology, 85*, 163-179. Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology, 1*, 333-342 Employee retention Aguinis, H., & Bradley, K. J. (2015). The secret sauce for organizational success: Managing and producing star performers. *Organization Dynamics, 44*(3), 161-168. Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives, 24*(2), 48-64. Mitchell, T. R., Holtom, B. C., & Lee, T. W. (2001). How to keep your best employees: Developing an effective retention policy. *Academy of Management Executive, 15*(4), 96-109. Steel, R. P., Griffeth, R. W., & Hom, P. W. (2002). Practical retention policy for the practical manager. *Academy of Management Executive, 16*(2), 149-164.
W11 Nov 6	Special topic: Expatriate selection Executive selection Discussion leaders/Co-facilitators for each topic Guest speakers: TBA	**Readings/Resources** Expatriate selection Caligiuri, P., Tarique, I., & Jacobs, R. (2009). Selection for international assignments. *Human Resource Management Review, 19*, 251-262. Executive selection Hollenbeck, G. P. (2009). Executive selection – what's right…and what's wrong. *Industrial and Organizational Psychology, 2*(2), 130-143.
W12 Nov 13	***** Long Exam 2 *****	**Readings/Resources** None
**Thanksgiving Vacation (November 17 – November 25)**	
W13 Nov 27	***** Team Presentations ***** **(4 teams will be randomly selected to present)**	**Readings/Resources** None
W14 Dec 4	***** Team Presentations ***** **(4 teams will be randomly selected to present)**	**Readings/Resources** None
Dec 5 (TBA)	Presentation Feedback	**Readings/Resources** None

E. COURSE REQUIREMENTS AND GRADING

<u>**Assessment Summary**</u>

Assessment requirements	Weight	Length	Learning Outcomes	Due
Assessment 1a: Consulting Report (Team)	30%	20 pages	5, 6, 7, 8	Report is due a week after your team presentation.
Assessment 1b: Consulting Report Presentation (Team)	10%	35 minutes	5, 6, 7, 8	November 27 December 4 Verbal feedback will be provided.
Peer Evaluations (based on overall performance in presentation and consulting report)	5%			
Assessment 2: Discussion and Co-facilitation (Dyad/Triad)	15%	30-45 minutes	1, 2, 3, 4, 8	Verbal feedback will be provided.
Assessment 3. Contribution and Participation (Individual)	10%	Throughout the semester	1, 2, 3, 4, 8	Throughout the course.
Assessment 4: Two Long Exams (Individual)	30%	1.5-2 hours	1, 2, 3, 4, 8	October 9 and November 13 (to be administered in the class).

<u>**Assessment Detail**</u>

Assessment 1a and 1b: Consulting Report and Presentation

Weighting	Consulting report: 30% Consulting presentation: 10% Peer evaluation: 5%
Purpose	The purpose of this assignment is two-fold: firstly, to provide you with a "hands-on experience" in proposing and developing a sound recruitment plan for an organization. I would like you to take the role of a human resource consultant/specialist. Your task is to prepare a technical report (with an executive summary) incorporating your expert knowledge on HR planning and staffing. Secondly, for you to develop your presentation skills. Assume that you are presenting your report to the Chief Human Resource Officer and HR team. It is important that you convince them about the quality of your proposal. I will take the role of the Chief Human Resource Officer of the organization. As such, it is my responsibility to critically evaluate your proposal and recommendations. Two representatives from the other teams will serve as

	reactors and will provide actionable and feedback recommendations about your proposal.
	Eight teams will be formed consisting of 5 students per group and should have at least: 1 male, 1 female, one domestic student, and one international student. In order to ensure fairness, order of presentations will be determined through random selection.
	To ensure that every member of the team contributed to this assessment, each team member will also be asked to complete a peer evaluation. Peer evaluations should be submitted along with the consulting report.
Required Format	Please see Guidelines for the Consulting Report.
Deadline	One week after your team presentation. For example, if your team presented on the 27th of November, your report is due on the 4th of December at 8 am.

Assessment 2: Discussion and Co-Facilitation

Weighting	Discussion and Co-Facilitation: 15%
Purpose	The purpose of this assessment is twofold: Firstly, for you to have a deeper understanding of current research in HR selection and develop an appreciation of how key research findings inform managerial practice. Secondly, for you to improve your presentation skills such that you have experience in delivering useful information in an understandable and engaging way which enables your classmates to think critically about an issue, and to contribute to the discussion.
	In collaboration with the Instructor/Guest Speaker, 2-3 students will co-lead and facilitate the discussion for each session. The co-facilitators are responsible for identifying, summarizing the key concepts and findings of the supporting readings/articles followed by a series of open-ended questions that can be the basis for a 30-45 minute discussion. The supporting articles should have been published in the past 5-10 years (see below for recommended journals). The aim here is to: a) ask questions, b) present a case/problem or c) facilitate a discussion on research findings that meaningfully build or extend the assigned readings and stimulate further discussion and debate. You may also decide to integrate these approaches in the class discussion. Please send me a copy of your discussion questions (along with the problem/case and additional research papers) by the Thursday prior to the class (not later than 1:00 pm).
Deadline	To be assigned

Assessment 3: Contribution and Participation

Weighting	Contribution and Participation: 10%
Purpose	Contribution and participation in class activities are central components of the learning process. Each student is expected to attend the class fully prepared. This includes completing the assigned readings and/or exercises. Remember, all material from the assigned readings is examinable so it is to your benefit that you keep up with your weekly readings and participate in the discussion to solidify your understanding. If you cannot commit your time and energy, I strongly advise you to consider taking a different course.

	The following are some examples of participation:
	• Raising and answering substantive issues and questions
	• Sharing relevant ideas, observations and personal experiences
	• Pointing out relationships to earlier topics, discussions, and simulations.
	• Participating in class activities/exercises.
	• Helping others develop their views and ideas.
Deadline	Throughout the semester.

Assessment 4: Two Long Exams

Weighting	30%
Purpose	Two long exams consisting of true or false, multiple choice or a hybrid of the two will be administered during the semester. The content of the exam includes assigned readings, power point slides, class discussions, and key take-away/learning points from guest speakers.
Schedule	October 9 and November 13.

The following grading scale will be used:

Letter Grade	Percentage Equivalent (%)
A	96 - 100
A-	92 - 95
B+	88 - 91
B	84 - 87
B-	80 - 83
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	Below 60

F. REQUIRED MATERIAL/READINGS

▪ Some readings will be made available through COMPASS. Other references will be made available in the reserved section of the library.

▪ I may distribute additional handouts and assign additional readings. You are responsible for reading and incorporating, where feasible, these additional materials into your learning.

▪ Some topics in HR planning and staffing are reasonably dynamic and the relevant material in books may date quite quickly. It is therefore important to read and explore around the prescribed text/readings and to monitor relevant periodicals (both practitioner as well as academic journals). I strongly recommend that you use the following journal resources for the consulting report and discussion and co-facilitation course requirements (note that this is

only a partial list of journals which publish research on selection, recruitment and assessment):

Academy of Management Journal
Academy of Management Perspectives
Applied Psychology: An International Review
British Journal of Industrial Relations
Human Resource Management
Human Resource Management Journal
International Journal of Selection and Assessment
International Journal of Human Resource Management
Journal of Applied Psychology
Journal of Business and Psychology
Journal of Management
Journal of Organizational Behavior
Journal of Occupational Health Psychology
Journal of Occupational and Organizational Psychology
Journal of Vocational Behavior
Leadership Quarterly
Organizational Behavior & Human Decision Processes
Personnel Psychology
Psychological Assessment
Psychological Science

G. GENERAL GUIDELINES IN SUMBITTING WRITTEN ASSIGNMENTS AND EVALUATING YOUR WORK

▪ An electronic copy (MS Word document version) will be submitted via email. Please abide by the page limits. I will <u>not</u> read additional pages beyond the maximum. The cover page, executive summary and appendices are not included in the page limit.

▪ Any late submission will incur a deduction of 10 points per day late. For example, a paper submitted one day late would incur a 10-point deduction from the overall grade; two days late will incur a deduction of 20 points and so forth.

▪ Students who do not show up in their allocated session/team presentation will incur a grade of zero.

▪ All assessments will be graded in accordance to grading criteria that I will distribute in class.

▪ I strongly encourage students to obtain feedback on their writing, formatting and so forth prior to submitting their assignments. The UIUC's Center for Writing Studies provides free workshops and writing assistance.

H. ATTENDANCE AND SPECIAL CONSIDERATIONS

▪ Students are expected to come to class and back from breaks on time.

- I will only allow two absences. Beyond that, I will excuse an absence only in emergency situations (e.g., death notice, a medical certificate from a doctor indicating more than simply an appointment, etc.)

- I am committed to support the needs of all students. Students who have special needs or a disability must be registered with the Division of Disability Resources & Education Services (DRES). Please contact me within the first two weeks of the semester. DRES application information is available at: http://disability.illinois.edu/applying-services.

- Make-up exams will only be given with an official University excused absence or due to extreme circumstances (e.g., death in the family, participation in legal proceedings requiring your attendance, hospital stay based on doctor's recommendation). An official excused absence must include evidentiary support.

I. ACADEMIC INTEGRITY

The University rules regarding academic integrity, examination and other official provision will be enforced and should be reviewed by all students (http://studentcode.illinois.edu/index.html).