



**DRAFT (as of 01/08/19)**

**LER 562: HR Planning and Staffing || Spring 2019**

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

**Mondays: 2:00 pm – 4:50 am || Venue: TBD**

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**A. INSTRUCTOR INFORMATION**

Professor:	Simon Lloyd D. Restubog, PhD
Office Phone:	(217)-300-8007
Email:	<a href="mailto:simonldr@illinois.edu">simonldr@illinois.edu</a> (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.

**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. If such an incident occurs (e.g., using personal emails, instant messaging, facebook or social network websites, internet browsing unrelated to the class), you will be asked to leave the class.**

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 (HR experts and practitioners) to share their knowledge and experience in developing and implementing selection programs and practices.

### **D. COURSE TOPICS**

<b><u>Date</u></b>	<b><u>Topics</u></b>	<b><u>Readings/Reminders</u></b>
Week 1 Jan 14	Course orientation  Expectation setting  Formation of teams for the Team Consulting Project  Development of individual and team psychological contracts.	<b><u>Primary Readings/Resources:</u></b> 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.

	<p>Topic allocation for discussion leaders/co-facilitators.</p> <p>Introduction to selection</p> <p>Job performance concepts and measures</p>	<p>(2016, 8th Ed.). Human Resource Selection. Boston, MA: Cengage Learning.</p> <p>(Book is available in the reserved section of the Main Library)</p>
Week 2 Jan 21	Martin Luther King (No Classes)	
Week 3 Jan 28	<p>Continuation of Discussion of Chapter 2</p> <p>Job analysis</p> <p>Exercise</p>	<p><b><u>Primary Readings/Resources:</u></b> Read Chapter 3 Gatewood, R. D., Field, H. S., &amp; Barrick, M. R. (2016, 8th Ed.). Human Resource Selection. Boston, MA: Cengage Learning.</p> <p>(Book is available in the reserved section of the Main Library)</p>
Week 4 Feb 4	<p>Recruitment of applicants: Applicant and organizational perspectives</p> <p>Discussion leaders/Co-facilitators</p> <p>1-page outline of your consulting report and action plan are due. For submission at the beginning of class.</p>	<p><b><u>Primary Readings/Resources:</u></b> Read Chapter 5 Gatewood, R. D., Field, H. S., &amp; Barrick, M. R. (2016, 8th Ed.). <i>Human Resource Selection</i>. Boston, MA: Cengage Learning.</p> <p>(Book is available in the reserved section of the Main Library)</p>
Week 5 Feb 11	<p>Reliability and validity in selection</p> <p>Discussion leaders/Co-facilitators for each topic</p> <p>Exercise</p>	<p><b><u>Primary Readings/Resources:</u></b> Read Chapter 7 and Chapter 8 Gatewood, R. D., Field, H. S., &amp; Barrick, M. R. (2016, 8th Ed.). Human Resource Selection. Boston, MA: Cengage Learning.</p> <p>(Book is available in the reserved section of the Main Library)</p>
Week 6 Feb 18	<p>Ethics, bias and legal issues in selection</p> <p>Guest Speaker</p> <p>Discussion leaders/Co-facilitators</p> <p>Exercise</p>	<p><b><u>Primary Readings/Resources:</u></b> Hough, L. M., Oswald, F. L., &amp; Ployhart, R. E. (2001). Determinants, detection, and amelioration of adverse impact in personnel selection procedures: Issues, evidence, and lessons learned. <i>International Journal of Selection and Assessment</i>, 9, 152-194.</p> <p>Lindsey, A., King, E., McCausland, T., Jones, K., &amp; Dunleavy, E. (2013). What we know and don't: Eradicating employment discrimination 50 years after</p>

		the Civil Rights Act. <i>Industrial and Organizational Psychology</i> , 6(4), 391-413.
Week 7 Feb 25	<b>*** Long Exam 1 ***</b>  <b>Consulting Report Consultation</b>	<b><u>Primary Readings/Resources:</u></b> None
Week 8 Mar 4	Selection methods: Application forms and biodata assessment, reference letters and selection interviews  Discussion leaders/Co-facilitators for each topic	<b><u>Primary Readings/Resources:</u></b> <i>Biodata and application forms</i>  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. <i>International Journal of Selection and Assessment</i> , 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. <i>Personnel Psychology</i> , 53, 299-323.  <i>Reference letters</i>  Nicklin, J. M., & Roch, S. G. (2009). Letters of recommendation: Controversy and consensus from expert perspectives. <i>International Journal of Selection and Assessment</i> , 17, 76-91  <i>Selection interview</i>  Campion, M., Palmer, D. K., & Campion, J. E. (1997). A review of structure in the selection interview. <i>Personnel Psychology</i> , 50, 655-702.
Week 9 Mar 11	No classes  Data collection for consulting project	<b><u>Primary Readings/Resources</u></b> None
Week 10 Mar 25	Selection methods: Cognitive abilities and personality assessment  Discussion leaders/Co-facilitators for each topic	<b><u>Primary Readings/Resources</u></b> Read Chapter 10 In Schmitt, N. (Ed.), <i>The Oxford Handbook of Personnel Assessment and Selection</i> . NY: Oxford University Press.  Kuncel, N. R., & Hezlett, S. A. (2010). Fact and fiction in cognitive ability testing for admissions and hiring decisions. <i>Current Directions in Psychological Science</i> , 19, 339-345.  Read Chapter 11

		In Schmitt, N. (Ed.), <i>The Oxford Handbook of Personnel Assessment and Selection</i> . NY: Oxford University Press.
Week 11 Apr 1	Making selection decisions  Special topic: Employee retention  Discussion leaders/Co-facilitators for each topic  Guest speaker	<b><u>Primary Readings/Resources:</u></b>  Making selection decisions  Read Chapter 15 Gatewood, R. D., Field, H. S., & Barrick, M. R. (2016, 8th Ed.). <i>Human Resource Selection</i> . Boston, MA: Cengage Learning.  (Book is available in the reserved section of the Main Library)  Employee retention Aguinis, H., & Bradley, K. J. (2015). The secret sauce for organizational success: Managing and producing star performers. <i>Organization Dynamics</i> , 44(3), 161-168.  Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. <i>Academy of Management Perspectives</i> , 24(2), 48-64.
Week 12 Apr 8	Special topics: Expatriate selection Executive selection  Discussion leaders/Co-facilitators for each topic  Guest speaker	<b><u>Primary Readings/Resources</u></b>  Expatriate selection Caligiuri, P., Tarique, I., & Jacobs, R. (2009). Selection for international assignments. <i>Human Resource Management Review</i> , 19, 251-262.  Executive selection Ones, D. S., & Dilchert, S. (2009). How special are executives? How special should executive selection be? Observations and recommendations. <i>Industrial &amp; Organizational Psychology</i> , 2(2), 163-170.
Week 13 Apr 15	<b>Team Presentations and Feedback</b>	<b><u>Readings/Resources</u></b> None
Week 14 Apr 22	<b>*** Long Exam 2 *** Submission of Consulting Reports</b>	<b><u>Readings/Resources</u></b> None

## E. COURSE REQUIREMENTS AND GRADING

### Assessment Summary

Assessment requirements	Weight	Length	Learning Outcomes	Deadlines and Notes
Assessment 1a: Consulting Report (Team)	30%	15 pages (excluding appendices and references)	5, 6, 7, 8	Report is due on April 22.  Written feedback will be provided.
Assessment 1b: Consulting Report Presentation (Team)  Peer Evaluations (based on overall performance in presentation and consulting report)	10%  5%	30 minutes	5, 6, 7, 8	Presentations are scheduled on April 15.  Peer ratings are due on April 22.  Verbal and written feedback will be provided.
Assessment 2: Discussion and Co-facilitation (Individual)	15%	20-30 minutes	1, 2, 3, 4, 8	Written feedback will be provided
Assessment 3. Contribution and Participation (5%) and Check-up quizzes (5%) (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	February 25 and April 22 (to be administered in the class).  Exam performance will be curved based on class performance.

### Assessment Detail

#### 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 consulting report (with an executive summary) incorporating research evidence from the readings as well as your expert

	<p>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 consulting 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.</p> <p>Teams will be formed consisting of 3 students per group and should have at least: one international student. In order to ensure fairness, order of presentations will be determined through random selection.</p> <p>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.</p>
Required Format	Guidelines for the Consulting Report will be distributed in class.
Deadline	To be submitted in class. Deadline is on April 22.

### Assessment 2: Discussion and Co-Facilitation

Weighting	Discussion and Co-Facilitation: 15%
Purpose	<p>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 and selection 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.</p> <p>Students will lead and facilitate the discussion for each session. The lead discussants 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 20-30 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. <b>Please send me a copy of your discussion questions (along with the problem/case and additional research papers) by Wednesday (not later than 1 pm).</b></p>
Deadline	To be assigned

### Assessment 3: Contribution and Participation

Weighting	Contribution and Participation (5%) and Check-up Quizzes (5%)
Purpose	Research evidence suggests that approximately 70%-80% do not read the assigned material before class (Clump, Bauer, & Bradley, 2004; Podelefsky & Finkelstein, 2006). To ensure that students are well-prepared and have done the pre-reading,

	<p>check-up quizzes (5%) will be administered commencing on the 28th of January. The check-up quizzes will consist of 5 <u>easy</u> open-ended or multiple-choice questions to check your basic understanding of the assigned material. You will be allowed to drop your lowest check-up quiz score. There will be no make-up for check-up quizzes. If you miss 1 session, this will be considered as the lowest quiz score.</p> <p>Contribution and participation (5%) 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.</p> <p>The following are some examples of participation:</p> <ul style="list-style-type: none"> <li>• Raising and answering substantive issues and questions</li> <li>• Sharing relevant ideas, observations and personal experiences</li> <li>• Pointing out relationships to earlier topics, discussions, and simulations.</li> <li>• Participating in class activities/exercises.</li> <li>• Helping others develop their views and ideas.</li> </ul>
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. Exam performance will be curved based on class performance.
Schedule	February 25 and April 22.

The following grading scale will be used:

Letter Grade	Percentage Equivalent (%)
A+	96 - 100
A	92 - 95
A-	89 - 91
B+	85 - 88
B	82 - 84
B-	79 - 81
C+	76 - 78
C	72 - 75
C-	69 - 71
D+	66 - 68
D	63 - 65
D-	60 - 62



## 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.
- **Power point slides will be uploaded in COMPASS after the class.**
- 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 SUBMITTING 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 not read additional pages beyond the maximum. The cover page, executive summary, references, tables/figures, 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 that specific assessment requirement; 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, FEEDBACK AND SPECIAL CONSIDERATIONS

- Students are expected to come to class and back from breaks on time.
- I will only allow **one absence**. 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 a life-long learner and would welcome feedback from the students throughout the course. The feedback is mutually beneficial. From the professor's perspective, it will help me improve my teaching so that I can make the course more interesting and also help the students succeed. From the students' perspective, it will allow the students to communicate their needs and difficulties. To address these objectives, I will appoint a **class committee** (consisting of 3 members) which will be responsible for collecting anonymous feedback from class throughout the semester. I will meet the class committee every fortnight (2 weeks) to discuss any issues or concerns.
- 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>).