

Human Resources and Industrial Relations 6302 – Fall Semester, A Term
Staffing and Selection: Strategic and Operational Concerns
Tuesday Evenings, 5:45 - 9:05 pm

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Office Hours: by appointment

Please feel free to contact me with any questions and ideas you may have about the course. I also want to emphasize that I welcome open discussion about concerns and/or critical feedback related to the course. This is a continuous learning environment, both for you and for me. In terms of getting in touch with me, I will generally be available for at least an hour before every class meeting. I am also receptive to staying after class if your work schedule makes it difficult for you to come in early. Other than that, you should email me to set up specific appointments.

Content Description:

This course is designed to provide an in-depth appreciation of a systems approach to staffing and selection in organizations. We will explore theories, empirical research, practical and typical patterns of use, and trends in the demand for and application of staffing and selection activities. We will pay close attention to the current challenges of an increasingly dynamic workplace and diverse workforce. Consistent with a systems approach, we will explore issues pertaining to (a) staffing and selection strategy, (b) job analysis and competency modeling, (c) choosing, designing, and implementing staffing and selection practices, and (c) evaluating the effectiveness of staffing and selection practices. Also from a systems approach, we will often focus on relationships between these specific practices and other components of the overall HR system (e.g., compensation and performance management). The course will span such topics as selection planning, the legal environment for selection, diversity and affirmative action in selection, recruitment and retention, selection measurement, selection methods and techniques, assessing the effectiveness of selection, and global trends in selection practices. Although issues regarding these activities will be presented primarily from an HRM perspective, the content of the course will be integrated with literature from other disciplines such as industrial/organizational psychology, social psychology, and political science.

Course Objectives:

The objectives of this course are to (a) increase our understanding of the substantive issues underlying staffing and selection, (b) critically analyze theoretical, empirical, and practical applications of selection and staffing, (c) relate staffing and selection to other important organizational functions, (d) discuss and advance our own ideas about staffing and selection, and (e) identify future directions in the field in terms of both research and practice.

Required Materials:

- *Required readings* are listed in the tentative course schedule. The course readings are almost all available full-text on the online UMN library databases. Where appropriate, I have posted PDF copies on the Moodle Course Site.
- I also reserve the right to hand out additional readings or to provide you with Internet links for additional readings beyond those listed in the syllabus. These additional readings may or may not be designated as required readings based on my assessment of their content relevance and importance.

Coursework and Grades:

Given the condensed time frames for the course, your grade will be based primarily on a comprehensive final exam administered at the end of the term. In addition to the final, you will be required to complete a brief position paper on one of the assigned topics from the course. Finally, a smaller portion of your grade will be determined based on your class participation. Each of these components of your grade and its contribution to your grade is discussed below.

Final Exam (60 points)

The final exam will be a comprehensive, take-home exam, consisting of long-essay questions. The content of the questions will be drawn from BOTH the assigned readings AND our class discussions. Your answers to the exam questions SHOULD incorporate material (properly cited) from BOTH of these sources. As the course progresses, I will provide additional information regarding the structure of and expectations for the final. The final must be submitted on or before October 19th. Please note that papers submitted later will be penalized or assigned a grade of zero. You will receive detailed instructions concerning the assignment, including penalties for late submissions, at a later date.

Position Paper (25 points)

You will complete a relatively brief position paper for one of the assigned topics. This paper should follow standard formatting rules (i.e., standard font, 12pt, 1" margins, etc.) and should be approximately three pages in length, typed, and double-spaced. I understand that some of you may find the need to go beyond the three page suggestion, but please do not exceed four pages. In this paper, I expect you to provide your thoughts or "position" on an assigned topic for the course. Although you may reference assigned readings, this paper should NOT be a summary of the readings for the week. Rather, you should provide unique insight, personal reactions, recollections of personal experience, suggestions for scientific inquiry or organizational practices, a critique of the approach, or anything else that shows you have given some extensive thought to the topic. These papers will be evaluated CRITICALLY and graded, so please ensure that they reflect your best and original work. Finally, the papers must be turned in PRIOR to our discussion of the given topic (i.e., at the beginning of the class for that evening). Again, I do not accept late papers. Papers submitted late will be assigned a grade of zero.

Participation and Attendance (15 points)

Your participation grade will be based on the extent to which you attend and ACTIVELY participate in class. This extends beyond asking and responding to questions. I want to see that you have prepared for class and given some serious thought to the issues we will discuss. Regardless of whether I am lecturing, we are engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will listen, comment, solicit the viewpoints of others, etc. I also recognize that, given the nature of enrollment for this course, many of you may have very relevant personal experience that could benefit all of us if they are shared. So, again, I encourage you to share these experiences with your classmates and with me. Please note that browsing the internet or checking/responding to mail during class does not qualify as active participation.

Summary Grades (100 points)

The three components above (Final Exam, Position Paper, and Participation/Attendance) will be combined into a 100 point composite. Final grades will be assigned based on the following scale:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
50-59 = F

Tentative Course Schedule

I want to stress that this schedule is extremely tentative. I am much more interested in the quality of our discussions and course sessions than in sticking to specific timelines. In fact, I hope that some of our discussions on given topics will be so lively that they will spill over into the next class session. However, you will always have at least a week of advance notice about what topic we will cover in the next meeting. As such, and because the quality of our class sessions depends on our understanding of the content matter, I expect that you will read the assigned materials for each section before coming to the class. As mentioned previously, part of your participation grade will be determined by your ability to demonstrate in class that you have done the assigned reading.

Session 1	Introduction: Overview and the Nature of Staffing and Selection
Sep 5	

Highhouse, S. (2008). Stubborn reliance on intuition and subjectivity in employee selection. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 1, 333-342.

Anders, G. (2011, October). The rare find: Reinventing recruiting. *BloombergBusinessweek*. Available online at: <http://www.bloomberg.com/news/articles/2011-10-13/the-rare-find-reinventing-recruiting>

Bauer, T.N., McCarthy, J., Anderson, N., Truxillo, D. M., & Salgado, J. (2012). What we know about applicant reactions to selection: Research summary and best practices. SHRM-SIOP Joint White Paper Series. Available online at: <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/SIOP%20-%20Applicant%20Reactions%20to%20Selection,%20final.pdf>

Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262-274. (You do not need to read the full article. Just skim the table on page 265 comparing validities and incremental validities)

Session 2	Staffing Planning: Forecasting, Job Analysis, and Competency Modeling
Sep 12	

Pynes, J.E. (2004). The implementation of workforce and succession planning in the public sector. *Public Personnel Management*, 33, 389-404.

Mercer Human Consulting and Harvard Business School Publishing. *Tempered by Fire: Where HR Is. Where It Needs to Go.* – Available online at: <http://www.workinfo.com/free/downloads/MercerHBSPwhitepaper.pdf>

Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology*, 64, 225-262.

Society for Human Resource Management (2016). The SHRM Competency Model. Available online at: <https://www.shrm.org/LearningAndCareer/competency-model/Pages/default.aspx>

Session 3	Affirmative Action, Diversity Management, and the Legal Environment for Staffing and Selection
Sep 19	

Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, 61, 153-172.

Pitts, D. W. (2006). Modeling the impact of diversity management. *Review of Public Personnel Administration*, 26(3), 245-468.

King, E. & Gilrane, V. (2015). Social science strategies for managing diversity: Industrial and organizational opportunities to enhance inclusion. SHRM-SIOP Joint White Paper Series. Available online at: http://www.siop.org/UserFiles/Image/SHRM_SIOP_Diversity.pdf

Session 4 Sep 26	Selection Methods and Techniques I: Background, Interviews, Ability Testing
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Roberts, B. (2010). Backgrounds to the foreground. HRMagazine, 55, 46-51. Available online at:
<https://www.shrm.org/hr-today/news/hr-magazine/Pages/1210roberts.aspx>

Macan, T. (2009). The employment interview: A review of current studies and directions for future research. Human Resource Management Review, 119, 203-218.

Menkes, J. (2005). Hiring for smarts. Harvard Business Review. Available online at:
<https://hbr.org/2005/11/hiring-for-smarts>

Session 5 Oct 3	Selection Methods and Techniques II: Applicant Fit, Personality and Character, Assessment Centers
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Boon, C., Den Hartog, D. N., Boselie, P., & Paauwe, J. (2011). The relationship between perceptions of HR practices and employee outcomes: Examining the role of person-organisation and person-job fit. International Journal of Human Resource Management, 22, 138-162.

Ones, D. S., Viswesvaran, C., & Dilchert, S. (2005). Personality at work: Raising awareness and correcting misconceptions. Human Performance, 18, 389-404.

Meriac, J. P., Hoffman, B. J., Woehr, D. J., & Fleisher, M. S. (2008). Further evidence for the validity of assessment center dimensions: A meta-analysis of the incremental criterion-related validity of dimension ratings. Journal of Applied Psychology, 93, 1042-1052.

Session 6 Oct 10	Staffing and Technology (The final exam will also be distributed and posted online by this date. It will be due on October 19th)
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Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for selection? Validity and adverse impact potential of a facebook-based assessment. Journal of Management, 42, 1811-1835.

I will assign two other readings here that will be posted to the Moodle site

Session 7 Oct 17	Overflow and Review
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No readings for this week

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

I will provide equal access to and opportunity in this class, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. I expect you do to the same. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact me as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website: <https://diversity.umn.edu/disability/>

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course, as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.