

NATIONAL UNIVERSITY OF SINGAPORE
NUS Business School
Department of Management and Organisation

Module Code and Title: MNO4717 Talent Acquisition

Session: Semester 2, 2022/2023
(Wednesdays, 8.30-11.30 AM)

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Course Objectives:

Talent assessment and selection is a key component of human capital management. Managers with human capital management responsibilities must be proficient at talent assessment and selection because the continued infusion, upward promotions, and lateral/downward transfers of competent personnel into/within the organization are key driving forces that will help ensure that the organization remains agile, changes to fit with the internal & external environments, and pursues/attains its mission, vision, values, and objectives successfully.

This module delves into the key activities & strategic considerations that are essential for successful talent assessment and selection. The topics to explore & discuss include the strategic approach to talent assessment & selection; recurring themes or considerations in screening & selecting qualified applicants; major applicant selection methods such as the job application form, personality, simulation, selection interview, and integrity tests; and managerial, political, legal, and ethical considerations in talent selection decision making.

The competencies that managers should build for themselves from this module for effective talent assessment and selection include specifying and meeting the strategic requirements of mission-critical jobs in the organization; ensuring that the various types of reliability & validity criteria are met to justify the selection methods used; being aware of the legal, political, managerial, and ethical constraints on assessing and selecting talent; engineering a fit between the jobholder and the job; being mindful about the strengths and weaknesses of using the job application form to screen job candidates; being informed about the psychometric properties of personality/values, situational judgment/simulation, selection interview, and honesty/integrity tests; and employing the right research design to evaluate the effectiveness of a talent assessment & selection system.

Syllabus:

(This is a guide and it should be used flexibly)

<u>Week</u>	<u>Topic</u>	<u>Text Readings</u>
1	<u>Lesson 1:</u> <i>Introduction & Overview:</i> What Does a Talent Assessment & Selection System Try to Achieve?	Gatewood, et. al., 1

2	Lesson 2: <i>Recurring Themes: Attributes of Effective Talent Assessment & Selection</i>	Gatewood, et. al., 2, 6, 7, & 8
3	Lesson 3: <i>Laying the Groundwork: Job Analysis, Job Description, & Job Specification</i>	Gatewood, et. al., 3
4	Lesson 4: <i>Building a Talent Pool: Identifying, Recruiting, & Retaining Qualified Applicants</i>	Gatewood, et. al., 5
5	Lesson 5: <i>Assessment Methods I: The Job Application Form as a Selection Test</i>	Gatewood, et. al., 9
6	Lesson 6: <i>Assessment Methods II: The Interview as a Selection Test</i>	Gatewood, et. al., 10
Term Break		
7	Lesson 7: <i>Assessment Methods III: Personality & Values Test</i>	Gatewood, et. al., 12
8	Lesson 8: <i>Assessment Methods IV: Integrity & Honesty Test</i>	Gatewood, et. al., 14
9	Lesson 9: <i>Assessment Methods V: Simulation & Ability Test</i>	Gatewood, et. al., 11 & 13
10	Lesson 10: <i>Selection Decision Making: Managerial, Political, Legal, & Ethical Considerations</i>	Gatewood, et. al., 4 & 15
11	<i>Revision Self-Study (No Class Meeting)</i>	
12	Lesson 11 (First Hour): Individual MCQ Test (Complete 30 Questions in 45 Minutes; Closed-Book) (Understanding of Concepts & Practices)	Relevant Materials
13 (By Friday 2359 Hours)	Individual Project (Application/Extension of Concepts & Practices) (Submit by Week 13, Friday, 2359 Hours): Post your Individual Project Report (maximum 2,400 words in main text), a video record of your presentation (maximum 5 minutes), and the slides used in your presentation at CANVAS >> MNO4717 >> Discussions >> Individual Project Submissions by Week 13, Friday, 2359 Hours. All	-

	class members are invited to give comments on other classmates' projects for constructive learning purposes.	
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Text and Class Readings:

Main Text:

Robert D. Gatewood, Hubert S. Feild, & Murray R. Barrick (2019). Human Resource Selection (9th ed). New York: Wessex Press Inc. (ISBN: 9780999554753 or 0999554751 or 9780999554746 or 0999554743).

A hardcopy of this textbook is available for 2-hour loan at the NUS Hon Sui Sen Memorial Library (temporarily relocated to the Central Library) (book call number: HF5549.5.S38 Gat 2019). If you need assistance, please ask the library officers for a short orientation.

If you wish to buy a copy individually, here is the link:

<https://wessexlearning.com/collections/human-resources/products/human-resource-selection?variant=17548062949433>

Modes of Learning:

Classes will be conducted in a seminar format.

The course will be learner-centred. We shall adopt norms of openness, participation, and preparedness because much of the learning in this course will be through peer- and self-learning.

You will also learn from a variety of readings and resources that we will examine throughout the course. Learning activities include class exercises, debates, critiques of ideas/publications, and others.

Learners' Responsibilities:

Everyone in this class is responsible for creating a positive and supportive learning environment. You are encouraged to ask questions, comment, and be intellectually critical, while displaying courtesy, consideration, and openness to others.

We will be using group exercises as part of the learning process. You have a responsibility to your group to be prepared for the exercises and play your part.

At some point in the semester you will (working in groups) be put in charge of part of a class session. Please make sure you are well prepared to lead the discussion for that session.

Outside of classes, our main mode of communication with the class will be via CANVAS and e-mail. It will be your responsibility to check your NUS mailbox regularly, and to read the announcements, updates, and other materials uploaded to CANVAS.

Academic Honesty: No Plagiarism

Please acknowledge all the references and sources that you use in your work. This is not just good manners but also academic honesty. Please note the NUS Business School policy below:

“Academic integrity and honesty are essential for the pursuit and acquisition of knowledge. The University and School expect every student to always uphold academic integrity & honesty. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is ‘the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make it clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubts, you should consult your instructor.”

Additional guidance is available at:

<http://nus.edu.sg/osa/resources/code-of-student-conduct>

Academic Privilege Under the Copyright Act of Singapore:

Please do not keep in your possession any materials that add up to or represent an unauthorized reproduction of more than ten percent of any specific published work (e.g., a book, journal, magazine, etc.) unless you have obtained the required permission from the publishers and the copyright owners.

Assessment Methods:

- Group Study & Presentation (Lessons 3-10): 20%
- Individual CANVAS Contributions (Lessons 3-10): 20%
- Individual MCQ Test (Understanding of Concepts & Practices): 30%
- Individual Project (Application/Extension of Concepts & Practices): 30%

Group Study & Presentation (Maximum 20%) (Lessons 3-10)

The class will form 8 Teams of several members each.

Each Team please study and share with the class one of the class exercises assigned for Lessons 3-10.

Each sharing session will not be longer than 15 minutes excluding Q&A.

The Presentation Team please elect a team representative to post the PowerPoint slides to be used in your in-class presentation at CANVAS >> MNO4717 >> Discussions >> Lesson X before the start of the relevant lesson.

Please use the contributions from the members of the audience (see Individual CANVAS Contributions below) to improve your presentation and individually acknowledge the audience's contributions in your presentation.

The assessment strategy (including teamwork, depth of analysis, and audience involvement) for Group Study & Presentation is detailed on the last page of this course outline.

Peer-evaluation: All members within a team will each independently rate each of their teammates' contributions to the group efforts immediately after the in-class presentation using this scale: 0=not at all; 1=little; 2=some; 3=substantial; 4=very substantial; 5=maximum that can be expected. Please indicate your "Team Number", your name as the "Rater", and your teammates' names as "Ratees" clearly in your submission.

Individual CANVAS Contributions (Maximum 20%) (Lessons 3-10)

For each of Lessons 3-10, when you are not in the Group Study & Presentation Team doing the presentation, as a member of the audience you may independently post your responses to the class exercise (i.e., your answers to the questions/instructions found in the class exercise) to help the Presentation Team prepare for their presentation.

For each timely and relevant point you make to help the Team (complete with appropriate explanation & justification), you earn one mark (= 1 percentage point).

Please see the last page of this course outline for an example.

Please write each point in one paragraph. Write all the ideas/responses you have for the week in one posting.

You must post your responses/ideas at CANVAS >> MNO4717 >> Discussions >> Lesson X at least 72 hours before the relevant lesson starts to be eligible for earning the marks.

You may earn up to 5 marks (one idea = one mark = one percentage point) for helping the Presentation Team each week.

Only members of the audience may do this to earn marks. If you are a member of the Presentation Team doing the Group Study & Presentation for the week, you need not do this (if you do so, no marks will be awarded to you).

Each of the ideas you offer to help the Presentation Team must be constructive and useful and relevant to this module, which the Presentation Team can adopt for their presentation.

Please include the web-links/sources of references – if any – in your postings. If your idea is based on personal experiences, please describe the context of the experience succinctly.

The instructor will keep a score sheet of your CANVAS contributions.

Individual MCQ Test (Understanding of Concepts & Practices) (Maximum 30%) (Week 12, Lesson 11, First Hour)

In Lesson 11 First Hour (Week 12), there will be an Individual MCQ (Multiple Choice Questions) Test (Understanding of Concepts & Practices) for you to complete in class.

It will be timed (45 minutes) with 30 multiple-choice questions and invigilated by the module coordinator or his designate.

The Test will be closed-book and based on the 10 lesson transcripts of this module.

Individual Project (Application/Extension of Concepts & Practices):

All class members please post your Individual Project Report (maximum 2,400 words in main text), a video record of your presentation (maximum 5 minutes), and the slides used in your presentation at CANVAS >> MNO4717 >> Discussions >> Individual Project Submissions by Week 13, Friday, 2359 Hours.

All class members are invited to post comments on other classmates' project reports for constructive learning purposes.

Your report can be on any topic relevant to this module. Give it a title of your choice.

It must shed insights (something new, useful, and not available elsewhere) via opinion surveys, interviews with managers/employees, provocative reviews of publications/issues on any topic(s), or others of relevance to this module.

The focus of Individual Project & Sharing is on the extension of concepts/practices learned from this module to the real world for the benefits of managers.

(It is not meant to be a scientific inquiry because you are not expected to theorize a phenomenon, derive testable hypotheses (e.g., A causes B and B causes C), and verify it empirically using factual evidence.)

The amount of effort that you are expected to put into doing this assignment is equivalent to conducting 2 in-depth interviews with managers/employees. One in-depth interview is equivalent to 3 A4-sized pages of transcript (single-spaced, 12-point font size, Times New Roman font type) when the interview is transcribed into a written record.

The more practicing managers can learn from your report, the more marks will be awarded to you.

If you have collected raw data for your report, including questionnaire surveys, interviews with respondents, email/Instagram/instant messaging exchanges with practitioners, etc., please include them in the Appendices of your Report. There are no word limits on Appendices.

You may consider using this structure for your report:

- Introduction
- Purpose of the Study
- Study Design/Methodology
- Findings
- Implications
- Discussions
- Conclusion
- References
- Appendices

References and Appendices are not subject to the words count limit.

You may also check any academic journal papers to see how a research report may be structured.

Please add/remove/rename sections/subsections based on your needs.

Please see the last page of this handout for tips on how to do a good presentation (ignore the teamwork component).

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Group Study & Presentation Registration Form

The presentation team please elect a team representative to post the PowerPoint slides to be used in your in-class presentation (maximum 15 minutes excluding Q&A) at CANVAS >> MNO4717 >> Discussions >> Lesson X before the relevant lesson starts.

Members of the audience are encouraged to independently post up to 5 ideas each week (at least 72 hours before the relevant lesson starts to earn credits) at CANVAS >> MNO4717 >> Discussions >> Lesson X to help the Presentation Team prepare for their presentation. The Presentation Team in charge should use the ideas suggested by members of the audience and acknowledge their individual contributions in the presentation.

Lesson	Class Exercise Title	Team Members*
1	-	---
2	<u>Group Study & Presentation Practice (Not graded):</u> The Case of Southwood School	All 8 teams please each elect a team representative to post your team's practice presentation slides at CANVAS >> MNO4717 >> Discussions >> Lesson 2 before Lesson 2 starts. For this practice, you need not post any ideas (individually or in group) to help other teams. One team will be invited to share their findings during Lesson 2.
3	Restructuring of For-Profit Singapore Press Holdings (SPH) to Become Not-for-Profit SPH Media Trust	<u>Team 3:</u> _____ _____ _____
4	Artificial Intelligence and Applicant Screening	<u>Team 4:</u> _____ _____ _____
5	A Bellwether for the Future of Business Schools	<u>Team 5:</u> _____ _____ _____
6	Hiring Interviews Have Lost Their Accuracy - A Warning	<u>Team 6:</u> _____ _____ _____
7	Dealing With 10 Co-Worker Personality Conflicts	<u>Team 7:</u> _____ _____ _____
8	Employee Dishonesty in Good Times and Bad	<u>Team 8:</u> _____ _____ _____
9	Identifying Leaders Through Leaderless Group Discussion: Neuroscience vs Social Science Approach	<u>Team 9:</u> _____ _____ _____
10	When Bad Hires Happen	<u>Team 10:</u>

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*More members may join your team later.

For In-Class Sharing/Presentation, Some Examples of Good Teamwork, Depth of Analysis, and Audience Involvement Are:

Good Teamwork: All team members are present and speak; not ideal for some to escape speaking as we train leaders of tomorrow; clear roles for all team members; members do not contradict one another; good flow from one member to another; others.

Depth of analysis: Relevant real-life examples, references of published articles, and ideas beyond textbooks are to be rewarded; use of relevant concepts taken from textbooks is a basic requirement; issues that should be tackled given the class exercise questions must be clearly specified to the audience; at the minimum, presenters must know what questions to ask of the audience; others.

Audience involvement/engagement: An elated audience should be taken as a good reason for giving more marks for audience involvement; asking specific students to answer questions can be taken as an active strategy to stimulate discussion---rather than ask a question and wait and no one answers; amount of interactions between the presenters and the audience is another indicator; innovative techniques like role play and skits should be rewarded; good graphic presentations should be regarded as helping the audience stay attentive and given recognition; others.

An Example of Acceptable Idea Contributed by a Member of the Audience to Help the Presentation Team (Worth One Mark)

“One of the most important skills CEOs should possess is clear communication. This means the CEO must communicate with their employees using concise, easy-to-understand language. Employees must also understand why a CEO makes certain decisions or how new processes and procedures will impact their day-to-day duties and responsibilities. Additionally, CEOs are responsible for maintaining morale and company culture with their guidance. Hence, one of the predictor of CEO performance is the predictor construct of “communication skills” and the associated predictor measure of “communication skills” can be a communication test based on a 30-minute exercise requiring the CEO to prepare and deliver a 1,000-word speech”. (Source: <https://www.indeed.com/career-advice/resumes-cover-letters/skills-for-ceo>)