

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

Course Code and Title: MNO4717 Talent Acquisition

Session: Semester 2, AY 2024/2025
(Fridays, 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 create and maintain organisation-environment fit, and pursues and attains its mission, vision, values, and objectives in a sustainable manner.

This course 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/considerations in screening & selecting qualified applicants; major applicant selection methods such as the job application form, selection interview, personality, integrity, and simulation/ability tests; and managerial, political, legal, and ethical considerations in talent selection decision making.

The competencies that managers should build for themselves from this course for effective talent assessment and selection include specifying and meeting the strategic requirements of mission-critical jobs in an 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:

Below is an indicative schedule. The class schedule may be amended when necessary, e.g., to take advantage of other opportunities for learning.

<u>Instructional Week</u>	<u>Topic</u>	<u>Text Readings</u>

1 Jan 17	Lesson 1: <i>Introduction & Overview:</i> What Does a Talent Acquisition System Try to Achieve?	Gatewood, et. al., 1
2 Jan 24	Lesson 2: <i>Recurring Themes:</i> Key Elements of Effective Talent Acquisition	Gatewood, et. al., 2, 6, 7, & 8
3 Jan 31	Lesson 3: <i>Laying the Groundwork:</i> Job Analysis, Job Description, & Job Specification	Gatewood, et. al., 3
4 Feb 7	Lesson 4: <i>Building a Talent Pool:</i> Identifying, Recruiting, & Retaining Qualified Applicants	Gatewood, et. al., 5
5 Feb 14	Lesson 5: <i>Assessment Methods I:</i> The Job Application Form as a Selection Test	Gatewood, et. al., 9
6 Feb 21	Lesson 6: <i>Assessment Methods II:</i> The Interview as a Selection Test	Gatewood, et. al., 10
Mid-Term Break (No Class Meeting) (Feb 22 – Mar 2)		
7 Mar 7	Lesson 7: <i>Assessment Methods III:</i> Personality & Values Test	Gatewood, et. al., 12
8 Mar 14	Lesson 8: <i>Assessment Methods IV:</i> Integrity & Honesty Test	Gatewood, et. al., 14
9 Mar 21	Lesson 9: <i>Assessment Methods V:</i> Simulation & Ability Test	Gatewood, et. al., 11 & 13
10 Mar 28	NUS Wellbeing Day (No Class Meeting)	
11 Apr 4	Lesson 10: <i>Selection Decision Making:</i> Managerial, Political, Legal, & Ethical Considerations	Gatewood, et. al., 4 & 15
12 Apr 11	Lesson 11 (First Hour): Course Review Quiz (Individual-Based): <ul style="list-style-type: none"> • To be held at HSS Auditorium (near Hon Sui Sen Memorial Library) • Complete 30 MCQ questions in 45 minutes in paper-and-pen/pencil format 	Lesson transcripts, slides, and points of learning derived from lessons/class exercises as covered by this course

	<ul style="list-style-type: none"> Open-book but only up to TEN (10) A4-sized pages of personal notes (handwritten/typewritten) are allowed during the test with no access to any electronic equipment 	
<p>13 Apr 14 (Mon) 0830 Hours – Apr 17 (Thu) 2359 Hours</p>	<p><u>Individual Project (Take-Home Test) (Online Submission)</u></p> <ul style="list-style-type: none"> An Individual Project Scenario will be uploaded to CANVAS >> MNO4717 >> Assignments >> Individual Project at 0830 Hours on the Monday of Week 13 Post your Individual Project Report (Answers) at the same location by file attachment by Thursday, 2359 Hours of the same week 	All materials

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 (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:

<https://studentconduct.nus.edu.sg/wp-content/uploads/NUS-Code-of-Student-Conduct.pdf>

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 Pre-Class CANVAS Contributions (Lessons 3-10): 20%
- Course Review Quiz (Individual MCQ Test) (Understanding of Concepts & Practices): 30%
- Individual Project (Take-Home Test) (Application of Concepts & Principles): 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 20 minutes including 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 timely contributions from members of the audience (see Individual Pre-Class CANVAS Contributions below) to improve your presentation and individually acknowledge their contributions in your presentation.

Post a dummy response (with “.” as the heading and “.” as the message content) to access the audience’s contributions.

If you have referenced any published or unpublished sources of info in your study, please list them at the end of your group presentation slides.

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

Peer-evaluation: All members within the 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 use the peer evaluation form available at CANVAS >> MNO4717 >> Files >> Teamwork Peer Evaluation Form and email it to the instructor directly. You need not do this if you feel all the teammates deserve the same grade for the teamwork.

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

For each of Lessons 3-10, when you are not on 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 Presentation 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 and 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.

Late submissions will not be graded.

Please do not revise your posting after the -72 hours deadline is over. Otherwise, your posting will be considered late and not graded.

You may earn up to 5 marks (one idea = one mark = one percentage point) 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).

You must not read your classmates' postings before posting yours.

If you do not intend to earn audience contributions credits for the week but wish to read other classmates' postings, you may do a dummy posting with "." as the heading and "." as the message to access the postings at CANVAS >> MNO4717 >> Discussions >> Lesson X. Otherwise, please do not do dummy posting when you are a member of the audience.

Each of the ideas you offer to help the Presentation Team must be constructive and useful and relevant to this course.

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

The instructor will keep a score sheet of your Individual Pre-Class CANVAS Contributions.

Course Review Quiz (Individual MCQ Test) (Maximum 30%) (Lesson 11 [Week 12], First Hour @HSS Auditorium)

In Lesson 11 (in Week 12) First Hour, there will be a Course Review Quiz (Individual MCQ Test) (Multiple Choice Question) for you to complete.

The test will be held at HSS Auditorium (next to Hon Sui Sen Memorial Library).

It will be timed (45 minutes) with 30 multiple-choice questions.

The test will be open-book but only up to TEN (10) A4-sized pages of personal notes (handwritten/typewritten) are allowed during the test with no access to any electronic equipment.

The test will be based on the 10 lesson transcripts, slides, and points of learning derived from the lessons/class exercises covered by this course.

Individual Project (Take-Home Test) (Week 13, Monday 0830 Hours – Thursday 2359 Hours) (Online Submission):

An Individual Project Scenario will be uploaded to CANVAS >> MNO4717 >> Assignments >> Individual Project at 0830 Hours on the Monday of Week 13.

All class members please post your Individual Project Report (Answers) at the same location by file attachment by Thursday, 2359 Hours of the same week.

The focus of Individual Project is on the application of concepts/principles learned from this course in a real-world scenario.

Late submissions will not be graded.

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Group Study & Presentation Registration Form

The presentation team please elect a team representative to post your team’s PowerPoint slides to be used in your in-class presentation (maximum 20 minutes including 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.

<u>Lesson</u>	<u>Class Exercise Title</u>	<u>Team Members*</u>
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 groups) 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 ?:</u> _____ _____ _____
4	Artificial Intelligence and Applicant Screening	<u>Team ?:</u> _____ _____ _____
5	A Bellwether for the Future of Business Schools	<u>Team ?:</u> _____ _____ _____
6	Hiring Interviews Have Lost Their Accuracy - A Warning	<u>Team ?:</u> _____ _____ _____
7	Dealing With 10 Co-Worker Personality Conflicts	<u>Team ?:</u> _____ _____ _____
8	Employee Dishonesty in Good Times and Bad	<u>Team ?:</u> _____ _____ _____
9	Identifying Leaders Through Leaderless Group Discussion: Neuroscience vs Social Science Approach	<u>Team ?:</u> _____ _____ _____
10	When Bad Hires Happen	<u>Team ?:</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; citations of pre-class audience contributions will add a lot of weight to your presentation; 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 classmates to answer questions can be taken as an active strategy to stimulate discussion; 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 predictors 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>)