MNGT 8700: Seminar in Advanced Human Resource Management

Professors: Feild and Giles

Objective of the Course: The course is a team-taught course covering one semester. The first half of the course will focus on the legal and technical aspects in human resource (HR) recruitment and selection system design and application. The second half of the course will cover the appraisal and development functions of human resource management.

Prerequisite for the Course: Graduate-level course in statistics.

Academic Honesty Policy: ALL PORTIONS OF THE AUBURN UNIVERSITY HONESTY CODE (TITLE X11) FOUND IN THE TIGER CUB WILL APPLY TO THIS CLASS. All violations or alleged violations of the Student Academic Honesty Code (see SGA Code of Laws in the Tiger Cub) will be reported to the Office for the Vice President for Academic Affairs.

Special Accommodations for Students With Disabilities: Students who need special accommodations should make an appointment as soon as possible with me to discuss your Accommodation Memo. It is essential that I be aware of necessary accommodations at the beginning of the course. If you do not have an Accommodation Memo but need special accommodations, contact the Program for Students with Disabilities, 1244 Haley Center, 334-844-2096 (Voice T/O).

Communications: We will use your Auburn University e-mail address (userid@auburn.edu) for course communications. It is your responsibility to contact the Information Technology Help Desk to have this address forward mail to the e-mail address that you regularly check. It is also your responsibility to check your e-mail on a regular basis for course-related communications.

HR Recruitment and Selection

Books: Text: to be determined
Assigned readings from the HR recruitment and selection research literature

Grades: Final grades will be based on your class average for the 2 portions or halves of the course. The first portion of the class (HR Recruitment and Selection) will count for 50% of your course grade. Of this 50%, the following sources and their percentage weights are as follows:
Selection research paper/project = 50%
Class presentation = 30%
Class participation = 20%

**Research Paper/Project:** There are several activities you can do to satisfy the research project assignment. This choice is up to you. Listed below are your options:

1. **Term paper**--This option is principally a library research project. Your topic must address an issue associated with human resource selection. Your topic should be narrow and specific. For example, a paper on “the role of human resource selection in implementing organizational change” is simply too broad. Grades on the paper will be based on the following criteria: (a) content of the paper (that is, accuracy, coverage of the topic, use of secondary literature references, and does the paper answer the question, "so what?" that is, what does it contribute to theoretical development and/or professional practice), (b) clear specification of purpose, (c) grammatical correctness, (d) spelling correctness, and (e) format. The format for the paper should be based on the American Psychological Association *Publication Manual* (5th edition).

2. **Research Project**--Rather than strictly library research, this option is more of a project in which you actually participate in its development. You will still have some library research, but the emphasis is on something that you do. For example, an empirical study that tests for race differences in the relationship between performance on a selection test or some other predictor and job performance can be done. The development of a predictor such as a biographical data questionnaire or a selection interview for a specific job could also be undertaken. In this case, you would need to follow specific procedures regarding the development of appropriate selection measures. Finally, you may have an idea of a data-oriented project of your own that you may want to propose. There are many different projects that would be suitable for a research project. Feel free to discuss your idea with me but do so as early as possible.

   Grades on the written report will be based on the criteria described earlier for the term paper. The format of the written report should follow the American Psychological Association *Publication Manual* (5th edition).

**Class Participation:** Participate in class by making comments and asking questions about the readings, class discussion, and lectures presented in class. Participation is important so plan on **NOT** missing class and contributing to the discussion.

**Article Discussion:** Each student will be responsible for discussing a number of articles on the reading list during the semester. On the date your article is assigned, be
prepared to lead a discussion of your article with the class. Feel free to use any visual aids that you may think appropriate. All class members are expected to have read the assigned article prior to class presentation and are expected to comment on it, ask questions, or answer questions where appropriate. As a discussion leader, your role is to facilitate discussion, not to simply describe what the article said. Therefore, each class member should prepare and bring to class at least one question to facilitate discussion of each reading assigned for a particular date. (You will appreciate this requirement when you are the discussion leader!) In addition, the discussion leader should have more than one question for the article they are discussing. Note: I have scheduled the articles for discussion on specific dates. There is a possibility, for some classes, we may not get to your particular article. In such a case, your article will be discussed the next class date.

Class Schedule

Week 1  Applicant Recruitment and Legal Issues in HR Selection

Week 2:  Legal Issues (cont.) and Foundations of Measurement in HR Selection

Week 3:  Reliability of Selection Measures

Week 4:  Validity of Selection Measures

Week 5:  Job Analysis and Measures of Job Success (Criteria)

Week 6:  Selection Decision Making

Week 7:  Predictors: Weighted Application Blanks and Biographical Data

Week 8:  Predictors: Ability Tests and Employment Interviews

Week 9:  Submission of HR Recruitment and Selection research papers/projects

Appraisal and Development of Human Resources

Reading Material

Textbook(s): to be determined
Assigned readings from the HR appraisal and development research literature

Determination of Course Grade

30%----Class Presentations
20%----Class Participation
50%----Course Project

Class Presentations

1. Students will lead a discussion pertaining to particular articles and textbook chapters. If you will not be able to be in class on the day you have an assigned article or chapter, please exchange your article/chapter with another student who will be in class that day. The textbook chapters are primarily for background information so don't spend time outlining them. Rather, briefly discuss two issues that caught your attention in each chapter and ask a question of the class concerning each of these two issues. Your two questions should be of a type that will elicit class discussion. Primary emphasis should be given to discussing the articles. All students are expected to read the relevant textbook chapter(s) and assigned articles before the class presentation.

2. Students should critique the article(s) that they are assigned. In the critique of the articles, some points the student should cover are as follows:

   a. Provide the background to the author's research. In other words, cover the framework within which his/her research exists. Within what theoretical framework(s) is the author operating?

   b. Critique the author's research methodology. In general, focus on methodological and external validity issues rather than statistical analyses. Does the methodology provide a good test of the hypotheses/research questions the author poses?

   c. Do you think the results will generalize to "real-life" settings? Why or why not? What extensions/improvements would you suggest to the author if he/she were considering conducting another study similar to the present one?

   d. What directions for future research do you see in regard to the area(s) this article covered? Be sure to cover this topic!

   e. For the conclusion of your presentation of each article, be sure to discuss 2-3 strengths and 2-3 weaknesses of the article.

   f. The above items are not meant to be inclusive. Feel free to pursue additional points of analysis in regard to your articles.

   g. Please prepare handouts for your presentations of the textbook chapters and articles.

      i. For your handouts pertaining to the textbook chapters, just cover the two issues and accompanying questions you have selected from each chapter. Please provide the page numbers on which the two issues are discussed in the textbook. Don't make up an overall summary of the textbook chapter.
2. For the handouts pertaining to the articles, do not exceed two pages (12-point Times New Roman type with 1” margins).

3. Attempt to elicit class participation and discussion. Ask at least one question for each textbook issue and each article.

h. I may ask questions of the chapter/article presenter and other class members in relation to the article being presented.

i. If we don’t have time to cover all of the textbook chapters and articles during the class period, at the end of class simply distribute the handouts you prepared for your textbook chapter/assigned article.

Course Project

1. This project should be similar to the Introduction and Method sections of articles found in Journal of Applied Psychology and Personnel Psychology. Consult recent issues of these journals for guidance. Also, the Publication Manual of the American Psychological Association (5th ed.) will be very helpful (if you have not yet purchased it, you should definitely do so). This publication manual should be used as a style guide when writing your paper. You may find it useful to refer to the sample paper on pp. 306-316, which shows a paper that follows the rules in the publication manual. Failure to follow guidelines in the manual will have a negative impact on your project grade.

a. Try to use citations and measures from good-quality journals. See the class handout on rankings of journal quality.

b. The Introduction should be strongly grounded in relevant theory and past research. Also, remember the "funnel" notion when writing your Introduction. A graphic model presented in the Introduction is often useful for providing an overview of your study components.

1. Your research hypotheses should be numbered and stated in a specific manner. Your hypotheses may either be interspersed through the Introduction or grouped together at the end of it.

a. Develop some hypotheses that consist of more than simple pairwise relationships of independent (predictor) and dependent (criterion) variables. For example, you can also make use of control, mediator, and/or moderator variables.

b. Moreover, you may list some "research questions" in addition to (but not instead of) your formal hypotheses if you so desire.
2. If possible, present a graphic model that illustrates your hypotheses (and also possibly your research questions).

c. The Method section should contain the following subsections: (1) Participants, (2) Measures, (3) Procedures, and (4) Design and Analysis.

1. In the Measures subsection, be sure to justify why you selected the particular measures you chose to measure your concepts. Also, be sure to describe past reliability and validity data for the measures you are using. Try to use measures that have at least four items. Higher numbers of items produce higher reliabilities that in turn produce higher relationships with other measures.

2. In the Design and Analysis subsection, restate each hypothesis and research question and describe the statistical procedures you will use for each one. Also, for each hypothesis and research question, be sure to clearly state the role that each variable is serving----control, independent (predictor), dependent (criterion), moderator, mediator, etc.

3. Consider the use of statistical techniques in addition to (or instead of) simple regression and ANOVA. Examples of these would be exploratory factor analysis, hierarchical regression analysis, moderated regression analysis, confirmatory factor analysis, and structural equation modeling.

   a. A useful thing for you to do as we proceed through the articles is to make up a list of the various statistical procedures (e.g., hierarchical regression analysis, confirmatory factor analysis) utilized in each article. This will make your job of formulating hypotheses/ research questions and writing the corresponding Design and Analysis subsection much easier.

2. In addition to the Introduction and Method sections, you should also have an Abstract of no more than 120 words (see pp. 12-15 in the APA Publication Manual). You should also have a Discussion section consisting of the following two subsections: (1) Limitations of Current Project, and (2) Plans for Future Research.

3. If your study involves the use of surveys, include in the Appendix the name of each measure used in your survey(s) and a list of the items included in each measure. You may simply copy this information (rather than typing it) if you wish. Describe each measure in a separate appendix (e.g., Appendix A, Appendix B, etc.) and, in the body of your paper, refer to the specific appendix where the items for each measure are listed. Severe point deductions will be made if this is not done.

   a. Likewise, if your study involves experimental manipulations, please describe the materials used in an Appendix as detailed above. You may simply copy this information (rather than typing it) if you wish. Severe point deductions will be made if this is not done.
4. Set up the spacing, margins, line length, number of lines per page, and order of manuscript pages as specified on pages 286-287 of the APA Publication Manual.

5. Do not include an article or book in your reference list unless it has been cited in your paper.

6. Make the scope and demands of your project realistic to what you personally, as a graduate student, could hope to accomplish. If this seems too restrictive, then consider yourself a "brand-new" Assistant Professor of Human Resources Management. These orientations will obviously rule out, for example, research projects calling for half-day intensive interviews with CEOs of Fortune Top 100 companies.

7. No more than 25% of your proposal should be composed of material and information gathered from other courses, projects, or any other previous work you have done.

8. If a student has not prepared some or all of his/her paper in accordance with the guidelines described in this syllabus, the course project grade will be negatively impacted.

Office: 444 Lowder Business Building       Office Telephone: 844-6528

E-Mail: giles@business.auburn.edu       Office Hours: to be determined

Class Schedule

Week 9: Contextual Influences on Performance Appraisal

Week 10: Obtaining Information about Performance

Week 11: Rater Goals and Motivation

Week 12: Assessment of Performance Appraisal Systems

Week 13: Training Program Design

Week 14: Training and Development Techniques

Week 15: Transfer of Training

Week 16: Submission of Appraisal and Development Course Project