

LIR562: Human Resource Staffing and Planning
School of Labor and Employment Relations
University of Illinois at Urbana-Champaign

Fall 2009

Course Details

Class meetings: Wednesday, 11:00am-1:50pm, LER Wagner Education Center

Instructor: Professor Deborah E. Rupp

Contact information: derupp@uiuc.edu, LER Room 243, Psychology Room 225

Office hours: Wednesdays 2:20-4:00, LER Room 243

Teaching Assistant: Erik Young, LER doctoral candidate, LER Room 21,
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Course Goals/Objectives

This course is intended for Masters Students in Human Resource Management who plan to pursue careers as Human Resource Professionals. The course will cover the legal and technical aspects of setting up staffing systems, predictors of performance highly relevant to HR staffing, methods used to select employees, and integrated HR systems. Although grounded in the behavioral sciences and measurement theory, the course is applied in nature, such that students completing their coursework successfully should have:

- a) A broad understanding of the major areas within Personnel Selection/Staffing
- b) The ability to ensure that personnel decision systems are fair, legally appropriate, and produce the most accurate results possible
- c) The skills needed to conduct a job analysis, and develop and validate both job descriptions and selection instruments (e.g., knowledge tests, structured interviews, assessment centers)

Required Texts

Gatewood, R. D., & Field, H. S., & Barrick, M. (2001). *Human Resource Selection*, 6th Edition. Thomson South-Western.

Other readings will be required throughout the semester. Information on obtaining these materials will be available as they are assigned. No need to obtain them prior to their being assigned.

Grades/Evaluation

The best way to approach this course is as a motivated learner rather than a student passively taking a class in order to get a grade in order to get a degree in order to get a job. This is mostly because in order to get that job and do well in it, you will have to have

learned a great deal. Therefore, you could technically only focus on the learning and save yourself a lot of stress. If you attempt to learn everything you possibly can from this course, you will do tremendously well as a result. However, to add objectivity, a grading system will be utilized:

Weekly “Quizzes” = 40%
Course Project = 30%
Final Exam = 30%

Course Components

Weekly “Quizzes”. The weekly quizzes will take a variety of forms. The default format will be a short written quiz on the reading assigned for that week. But other forms may include but are not limited to group activities, simulations, ad hoc presentations, insights gained from guest speakers, etc.

Course Project. For the course project, you will be grouped into teams of approximately 5 people. Individuals will be assigned to teams via a class activity. Group members may not be traded. It may take a couple weeks for the teams to stabilize, so I ask for your patience on this issue. For the course project, your team will be conducting a planning and staffing-relevant field project for an actual organization. This semester, we will be conducting projects for public- and private-sector, for- and non-profit organizations. Tentatively, the project line-up is as follows:

- City of Champaign
- State University Civil Service System
- Multicultural Community Center (Migrant and Seasonal Head Start Program)
- TRACOM Group (a global training and performance consulting firm)

Each project will be run as a competition. Approximately three teams will work in parallel on each project. The team chosen as providing the “winning” report will receive special recognition, a potential prize, and an official line on their resume (credentialed by the sponsoring organization).

I will be providing more information on the projects, your responsibilities, and the requisite deliverables after we form teams and meet with the sponsoring organizations.

Teams will have the opportunity to bid on projects on which they are most interested in working. If the bidding process results in an uneven distribution of projects to teams, assignments will be made by lottery.

Obviously, the final deliverables will vary by project. However, each team should expect at minimum to prepare a written report to their client organization, as well as to present their final recommendations formally to top management.

Final Exam. The final exam will be “take-home” and will be comprehensive, covering the entire textbook, supplementary assigned readings, content covered in class, and insights gained from the course projects. The exam will be distributed on the last day of class (12/9) and is due at 5:00pm 12/16.

Course Content

This course is designed to be organic in format. We will cover all the fundamental issues important to personnel selection, but the order and manner in which content is covered may change and evolve as we have corporate guest speakers coming through, work through issues relevant to the field projects, etc. Thus this list of topics is only roughly ordered. Readings will always be assigned one week in advance (I will send an email after each class with the following week’s reading assignment).

Guest Speakers. This semester we will have HR Executives visiting our class to discuss real-life HR planning and staffing issues. We have tentative commitments from:

- Exxon
- BP
- Sara Lee

Topics. Our course outline is as follows.

- I. The Foundation of Staffing: Jobs
- II. How We Measure Jobs: Job Analysis & Competency Modeling
- III. Performance Dimensions as the Foundation of Integrated HR Systems
- IV. Once We Know Job Requirements—How do we Measure Them?
 - A. Developing Selection Tests
 - B. Item Analysis
 - C. Reliability
 - D. Validity
 - E. Criteria Measures: The Missing Link
- V. Once We Have Our Measures, How Do We Use Them To Make Decisions?
 - A. Selection Systems (Multiple Hurdle, Multiple Cut-off, Regression-Based Approaches)
 - B. Banding
- VI. Types of Selection Tools
 - A. Prescreens and Pre-Employment Requirements
 - i. Applications, Reference Checks, Drug Screens, Exams, etc.

- B. The Employment Interview
- C. Personality, Integrity, and Ability Assessments
- D. Behavioral Assessments, Assessment Centers, Physical Ability Tests

VII. Technology and Assessment

VIII. Another Reason for Best Practices: It's the Law!

A. Legal Issues in Selection

- a. Title VII, Adverse Impact, Disparate Impact
 - i. Griggs v. Duke Power
 - ii. Connecticut v. Teal
 - iii. Ricci v. DeStefano
- b. Equal Pay Act
- c. Age Discrimination in Employment Act
- d. Americans with Disabilities Act
- e. Pregnancy Discrimination Act

B. Professional Standards Pertinent to Personnel Selection

- a. The Uniform Guidelines on Employee Selection
- b. Testing
 - i. SIOP Principles (International)
 - ii. Assessment Center Guidelines (International)
- c. Technology
 - i. APA Taskforce on Internet-Based Testing (International)
 - ii. International Test Commission Guidelines for Internet-Based Testing
 - iii. EU Data Protection/US Safe Harbor Program

Other Issues

Identification Card. At the start of the week 2 class period, you are required to hand in a completed "face card" (distributed in week 1), which provides general information about you (name, nickname, background, experience, career goals, etc.). We have a large class this semester and these cards will assist me in getting to know your names and faces.

Nameplate. To facilitate class discussions as well as student and group development, students are required to bring a name card to every class meeting. It should be constructed to have one panel facing the front of the room, and another facing the rear of the room. A piece of light cardboard folded in half works well. To permit all class members to identify you, print your first name (nickname if you have one) and last name on both panels in large letters. If you come to class without your nameplate, you will not receive full quiz credit for that week.

Team Nameplate. Every class you are to sit with your project group. Before the second class session, you must devise a team name and construct a team nameplate that will readily demarcate your team in the classroom (to both the other teams and me).

Attendance. Attendance is completely up to you. However, you may not make up anything missed in class, and I will not provide or review any missed material. Planned trips and interviews are not an exception to this policy (how can you tell a recruiter what you have been learning in class if you were not there to learn it?). Also there is no need to contact me when you miss class. It is your responsibility to find out what was missed from a classmate and get caught up on your own.

No Late Entry. Once class has begun, no late entries will be permitted. You are allowed to enter class again following a formal break period. No exceptions.

Participation. All students are expected to be active participants in all class sessions. I would prefer you not attend class if you attend as an inactive learner/participant. I reserve the right to remove you from class if I do not feel you are contributing, or worse, are disrupting the learning of other students. Using laptops and cell phones for non-class activities falls into this category. If I see this happening, I will quietly come to your table, and pick up your nameplate. If I do this, it should be taken as a message that you are quietly exit. I will return your nameplate the next week in class. You will not receive credit for that week's quiz if this occurs.

Health. In June, the Centers for Disease Control (CDC) declared a pandemic involving the H1N1 virus (i.e., swine flu; <http://www.cdc.gov/h1n1flu/>) and Illinois ranks third in the nation in probable and confirmed cases of infection (<http://www.cdc.gov/h1n1flu/update.htm>). For this reason, we need to take more-extreme-than-usual measures to ensure we are doing everything possible to protect the health of LER students, faculty, and staff, as well as our families and the larger community. Thus I am requiring that you do not attend class if you are experiencing any flu-like symptoms of any kind. Please instead go to the campus health center. Please present a note from the health center to Erik Young to schedule a make-up of quizzes missed.

To protect the overall health of the class, I reserve the right to excuse you from class if you are displaying cold/flu symptoms. If I perceive such symptoms, I will quietly come to your table, and pick up your nameplate. If I do this, it should be taken as a message that you are excused from class and should quietly exit. I will return your nameplate the

next week in class. If this happens, you may schedule with Erik Young to retake any quizzes missed.

I will also honor this policy myself. If I become ill, I will send out an email the morning of class and move our session on-line. If this occurs, please prepare to be available during our regular class hours on a computer with an internet connection. Our classroom will remain available if you would like to log-in from there.

I will also provide hand sanitizer and sanitizing wipes to keep us and our classroom as germ-free as possible. I encourage all of you to keep your health a top priority. Plenty of sleep, good nutrition, and efforts to reduce your stress levels will assist you considerably in this regard.

Academic Honest/Integrity. All members of this course are expected to abide by the University's academic integrity policy (see the UIUC *Code of Policies and Regulations Applying to All Students*). Any violations of this code (in the form of plagiarism, cheating, etc.) will not be tolerated and will result in an automatic failing grade in this course.

Disability Accommodations. I am happy to accommodate any student disabilities to the best of my, the School's, and the UIUC Student Disability Office's ability. Please register with the disability office as soon as possible to facilitate reasonable accommodations.

Feedback. Learning and improvement is maximized when one is able to receive continuous, timely, and specific feedback. Therefore, I am always available to provide you with feedback on anything related to the course as well as your future career as an HR Professional. Conversely, I encourage you to provide me with feedback. This could be about elements of the course you are finding especially useful, comments about my specific approach, or creative ideas for class activities or assignments. Because this class has the flexibility to evolve over the course of the semester, your ideas and suggestions can easily be incorporated.

Items that are not negotiable are the materials I provide you and the format in which I choose to provide them. Please do not request that I post powerpoint and other materials. My decisions on these issues are strategic, will differ depending on what we are covering, and will be rooted in the research on adult learning. My goal is to provide an instructional environment that research has shown to most reinforce your learning. Sometimes you might not find the format maximally comfortable, but please be reminded it is challenge, learning, and knowledge reinforcement that is our goal, not comfort or convenience.