

**NANYANG TECHNOLOGICAL UNIVERSITY
NANYANG BUSINESS SCHOOL
BH2604/BH2608
MANAGING AND CONSULTING THROUGH RESEARCH**

Academic Year	: 2023/2024	Semester	: 2
Course Coordinator	: Assoc Prof Olexander (Sasha) Chernyshenko		
Pre-requisites	: AB1202, AB1601		
No. of AUs	: 4 (BH2604), 3 (BH2608)		
Contact Hours	: 39 hours		

A) Course Aims

Research plays an increasingly important role in the management of people in today's organizations. Many companies seek to apply scientific research practices in efforts to improve employee productivity and well-being, and, consequently, gain sustainable competitive advantage. To do that organizations not only engage external consultants to help solve problems with their workforce via "research", but also hire their own "people analytics" researchers to manage external consulting projects, and to monitor effectiveness of various interventions (aka, HR processes).

The course begins with discussions of the principles of scientific research, and how they can be applied in a HR context. We then progress to cover the various aspects of designing, analysing, interpreting, and reporting research to investigate HR-related issues. Learning is cultivated through class lessons, assigned readings, and in-class hands-on activities.

B) Intended Learning Outcomes (ILO)/Objectives

This course aims to help you learn how to:

1. Think analytically and critically, and creatively about HR issues and how they can be addressed via research.
2. Plan, organize, design, and conduct research to help solve HR-related problems.
3. Explain how consulting companies use evidence-based research in their advisory services
4. Read, write, and present research reports

C) Course Content

Topics taught include:

- Formulating research questions
- Conducting literature reviews
- Data collection methods
- Meta-Analysis
- Predicting Performance
- Recruiting and Selection

D) Assessment (includes both continuous and summative assessment)

Students in this course are rewarded for consistent effort with a focus on both theoretical knowledge and practical skills learnt:

Component	ILO (objectives)	NBS Learning Goals	Weightage	Team/Individual	Assessment Rubrics
Consulting Project Presentation - Teamwork and communication rating by team members(10%) - Team Presentation Score (30%)	1,2,3,4	Teamwork, Communication and Interpersonal Skills, Problem Solving and Decision Making, Oral Communication	40	Team /Individual	Teamwork and Interpersonal Skills, Team Presentation (Appendix 1, 4)
Consulting Project Presentation - Individual Presentation Scores (20%)	1,2,3,4	Problem Solving and Decision Making, Oral Communication	20	Individual	Individual Presentation (Appendix 1)
Data Analysis Assignment (30%)	2	Acquisition of Knowledge, Problem Solving and Decision Making	30	Individual	Data Analysis (Appendix 2)
Participation and Professionalism (10%)	1,2,3,4	Oral Communication	10	Individual	Class Participation (Appendix 3)
Total			100		

Consulting Project Presentation (Due Week 12 or Week 13):

To provide you with hands-on experience about understanding research in an organizational consulting context, you will work in teams of 5 - 6 members to complete this consulting research project.

Your group will select **one target consulting company** (e.g., Mercer, Korn Ferry, DDI, Deloitte, Gallup, Aon Hewitt, McKinsey, Wills Towers Watson, Egon Zehnder, IBM, SHL/PDRI) and conduct an in-depth analysis of its activities with a particular focus on HR-related segments.

Your team will first study/research firm's history, current size and operations, main revenue streams, major acquisitions, business segments, etc., Your team will then create a 10-15 slide presentation summarizing what you found.

Next, **each team member** will select ONE (1) HR-related research output produced by the firm (e.g., research report, article, white paper) and summarize it in 4-5 slides discussing why this research was important, how research was conducted/designed, what was found, and what were practical/actionable implications/suggestions.

Finally, each team will have 50 min. to present their findings:

15-20 min. should be allocated to presenting the firm's summary slides,

30-40 min. should be allocated to individual 4-5 slides research summary segments presented by the corresponding team members

The consulting project will be assessed as follows:

30 % - team-level presentation score (all members receive the same grade reflecting the quality of their consulting presentation)

20% - individual student research presentation score (each member will receive an individual grade reflecting the quality of their presentation about one research output)

10% - teamwork and communication ratings (reflects each member's contributions as rated by other team members).

The aim of this assessment is to provide students with the opportunity to practice and evaluate their individual data analysis skills on a simulated consulting-based data set. This is an open- book, take-home assessment.

Data Analysis Lab Assessment (Due Week 9) (30%)

The aim of this assessment is to provide students with the opportunity to practice and evaluate their individual data analysis skills on a simulated consulting-based data set. This is an open- book, take-home assessment.

Participation and Professionalism (10%)

You are expected to actively participate in class discussions and activities, share your ideas and insights on topics discussed, ask questions and make comments.

E) Learning Experience**Course Methods**

This course offers a variety of learning experiences. *Assigned readings* complement and reinforce information covered in *class lessons*, while *in-class activities* and *assignments* give practical exposure to research skills. Finally, the *consulting research project presentation project* gives you the opportunity to see how class concepts are translated in the actionable research insights.

Communication

Lesson slides. Slides will be posted on NTU Learn before each day's seminar.

Announcements. Please check your NTU email and NTU Learn regularly. Please check the pages for *both* the overall class and your seminar class on NTU Learn as some announcements might pertain to only a certain section of the class.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures / Seminars	The interactive lecture/seminar session where there is ample opportunities for open discussion on the conceptual questions raised in the class, it also allows you to think critical and share their ideas and concept with the class.
Individual/group assignment(s)	The assignments require you to generate, analyse, and deliver information in a guided manner.
In-Class activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience; in-class activities provide such opportunities.

G) Reading and References

Required Primary Readings:

See syllabus for assigned articles and book chapters. There is no required book for this course.

Reference Texts (all available at the NTU library)

Sekaran, U. & Bougie, R.: Research Methods for Business: A Skill-Building Approach, 8th edition.
New York: John Wiley & Sons, Inc.
(HD30.4.S435 2013)

Neil J. Salkind Exploring Research Pearson, 8th
Edition, 2012
(Call no: BF76.5.S167 2012)

Kenneth S. Bordens & Bruce B. Abbott
Research Design and Methods: A Process Approach
McGraw Hill, 8th Edition, 2011 (Call no.: BF76.5.B728)

Darren George & Paul Mallery
SPSS for Windows step by step: a simple guide and reference 21.0 update (or any other similar text for SPSS versions)
Allyn & Bacon/Pearson, 13th edition, 2013 (HA32.G347 2011)

Alan M. Saks
Research, Measurement, and Evaluation of Human Resources

Nelson/Thomson Learning, 1st edition, 2000 (Call no.:
HF5549.S158)

H) Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, and deliver all scheduled assignments due dates. You are expected to take responsibility to follow up with course notes, assignments, and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Ethics and Academic Integrity: In today's business world, professionals, consultants, and researchers are commonly held to high levels of etiquette and ethics. Being in a high-quality academic environment also requires you to conduct yourself with the highest possible degree of integrity. Hence, you should be reminded to refrain from all forms of academic dishonesty including, but not limited to the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
4. Cheating or sharing information on tests, quizzes, or other academic assignments, whether graded or otherwise, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods),
 - b. Representing another's work as one's own,
 - c. Sharing or obtaining sensitive class-related information with anyone outside of your class section.
5. More information on this topic can be found at: <http://academicintegrity.ntu.edu.sg>

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Olexander Chernyshenko	S3-B2b-58	9337-4627	chernyshenko@ntu.edu.sg	<i>By prior appointment via email</i>

K) Planned Weekly Schedule**Tentative Seminar Plan**

Week	Date	Location	Topic	ILO (objectives)	Readings/Activity
1	Jan 17	Seminar Room	Course introduction, Gaining competitive advantage with evidence-based management practices	1,3,4	Pfeffer, J., & Sutton, R. I. (2006). Evidence-based Management. <i>Harvard Business Review</i> , 84(1), 62-74. Optional: Highhouse, S. (2008). Stubborn Reliance on Intuition and Subjectivity in Employee Selection.
2	Jan 24	Seminar Room	Importance of scientific research Formulating research questions, conducting literature reviews	1,2	Barends, E., & Rousseau, D. M. 2018. A short introduction to science. Chapter 5. Evidence-based management: How to use evidence to make better organizational decisions. London: Kogan Page. Rowley, J., & Slack, F. (2004). Conducting a literature review. <i>Management Research News</i> , 27(6), 31-39. Examples: Lit Review Example: Chernyshenko, O. S., Stark, S., & Drasgow, F. (2010). Individual differences, their measurement and validity. In S. Zedeck (ed.) <i>APA Handbook of Industrial and Organizational Psychology</i> . pp. 117-151. Washington: American Psychological Association.

3	Jan 31	Seminar Room	Research designs And data collection methods	1,2,	<p>Jones, G. & Saks, G. (2014) Research in Organizational Behavior. Appendix from OB book.</p> <p>Experiment: Wanous, J. P. (1973). Effects of a realistic job preview on job acceptance, job attitudes, and job survival. <i>Journal of Applied Psychology</i>, 58(3), 327–332.</p> <p>Correlational study example: Judge, T. A., LePine, J. A., & Rich, B. L. (2006). Loving yourself abundantly: relationship of the narcissistic personality to self-and other perceptions of workplace deviance, leadership, and task and contextual performance. <i>Journal of Applied Psychology</i>, 91(4), 762.</p>
4	Feb 7	Seminar Room	Data collection methods continued Measurement and validity in HR contexts	1,2	<p>Reliability of selection measures. Chapter 8. In R. Gatewood, H. S. Field and M. Barrick. <i>Human Resource Selection</i>. 8th Edition.</p> <p>Example: Illinois Survey.</p>
5	Feb 14	IT Lab	Data Analysis Part I	1,2,4,	<p>Edwards, M. R., & Edwards, K. (2019). Chapter 3: Analysis strategies. <i>Predictive HR analytics: Mastering the HR metric</i> (2nd Ed.). London: KoganPage.</p>
6	Feb 21	IT Lab	Data Analysis Part II	1,2,4,	<p>Edwards, M. R., & Edwards, K. (2019). Chapter 3: Analysis strategies. <i>Predictive HR analytics: Mastering the HR metric</i> (2nd Ed.). London: KoganPage.</p>

7	Feb 28	IT Lab	Data Analysis Part III	1,2,4,	Example: Regression and Mediation/Moderation Judge, T. A., Hurst, C., & Simon, L. S. (2009). Does it pay to be smart, attractive, or confident (or all three)? Relationships among general mental ability, physical attractiveness, core self-evaluations, and income. <i>Journal of Applied Psychology</i> , 94(3), 742–755.
	TBD				Semester Break
8	March 13	IT Lab or E-Learning	Data Analysis Part IV Assignment	1,2,4	Data analysis assignment work.
9	March 20	Seminar Room	Meta- Analysis and generalizability of research findings, communicating research findings Team Project Prep.	1,2,4	Data Analysis Assignment Due J.K. Harter, F.L. Schmidt, E.A. Killan and S. Agrawal (2020). Q12 meta-analysis: The relationship between engagement at work and organizational outcomes. Gallup Corporation.
10	March 27	Seminar Room	Contemporary HR Research Topics I: Predicting performance, Job Analysis, Competency Modeling Team project prep.	3,4,	Motowidlo & Van Scotter (1994). Evidence that task performance should be distinguished from contextual performance. <i>Journal of Applied Psychology</i> , 79, 475480.
11	April 3	Seminar Room	Contemporary HR Research Topics II: Recruitment and selection Team Project prep.	1,2,4	Van Iddekinge, C., Lanivich, S., Roth, P., & Junco, E. (2013). Social Media for Selection? Validity and Adverse Impact Potential of a Facebook-Based Assessment. <i>Journal of Management</i> .
12	April 10	On-line	Project work	1,2, 3,4,	Team/Individual project presentation preparation

13	April 17	Seminar Room	Project presentations	1,2,3,4	Team/Individual project presentations
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Appendix

Assessment Rubric for Team/Individual Presentations (Appendix 1)

Traits		Performance	
		Not Yet	Substantially Developed
<u>Communication Outcome</u>	<ul style="list-style-type: none"> Has a clear message for audience Maximizes likelihood of audience accepting the message 	Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	Central message is precisely stated; main points are clearly identified.
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	
<u>Design Factors</u>	<u>Content</u> <ul style="list-style-type: none"> Presents relevant information Supports main points with strong evidence 	Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited. Presentation falls outside set time parameters.	Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	
	<u>Structure</u> <ul style="list-style-type: none"> Organises content coherently Signals transitions between points 	Organizational pattern (specific and introduction and observable and makes body, the content of the not observable. cohesive.	Organizational pattern is clearly conclusion, consistently sequenced materials within the presentation and transitions) is
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	
	<u>Verbal</u> <ul style="list-style-type: none"> Speaks at appropriate speed and volume Uses correct grammar and pronunciation 	Grammar, pronunciation and choice are deficient. Vocal too soft or too fast to understand; gap-	Free of errors in grammar and pronunciation; good choices of word word enhance clarity of expression. Vocal delivery is delivery is varied and dynamic.
		fillers interfere with expression. Minimal gap fillers.	Speech rate, volume, and tone facilitate audience comprehension.
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	

Assessment Rubric for Data Analysis Lab Assessment (Appendix 2)

Traits	Performanc	
Conducting statistical tests in SPSS	Scant Inability to handle data and conduct intended statistical tests in SPSS.	Substantially Developed Excellent ability to handle data and conduct intended statistical tests in SPSS.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Interpreting results from statistical analyses. Recognizing implications of findings from statistical analyses for organizations.	Scant Unable to integrate findings from statistical analyses and recognize implications for a certain organizational context.	Able to integrate findings from statistical analyses into a coherent story and to draw implications for organizations.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	

References:

Critical Thinking Rubric by Washington State University <http://wsuctproject.cltl.wsu.edu/rf.htm>

Rubric for Class Participation (Individual Workbook Completion)

Traits	Performance		
	Lacking (0-3)	Good (4-7)	Excellent (8-10)
Participation Frequency	One or more assigned tasks are incomplete/not attempted	Basic contribution for all tasks	Extensive contributions to all tasks assigned
Participation Quality	Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions demonstrate understanding and insightful

Participation and Professionalism (Appendix 3)

Traits	Performance		
	1	2	3
Engagement	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Engages fully in class
Contribution frequency	Does not speak up/contribute in class	Occasionally speaks up/contributes in class	Speaks up/contributes in all classes
Contribution quality	No contributions/Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions are constructive and insightful

Teamwork, Oral Communication, & Interpersonal Skills (Peer Evaluation) Rubric (Appendix 4)

Learning Objective: The ability to work effectively with others in a group setting.

Traits	Performance	
<p><u>1. Roles and Responsibility (RR)</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p>Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
	<p>Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>	
<p><u>2. Communication (CM)</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
	<p>Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>	
<p><u>3. Conflict Resolution (CR)</u> Resolves conflicts using a variety of approaches.</p>	<p>Scant Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
	<p>Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>	
<p><u>4. Contributions (CT)</u> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p>Scant Substantially Developed Largely disinterested in working in a group and refuses to all activities and provides observes passively or is unwilling to contribution in articulating ideas and opinions. members.</p>	<p>participate; Actively attends and participates in share information with other team meaningful</p>
	<p>Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>	
<p><u>5. Relationship (RS)</u> Maintains cooperative interaction with other team</p>	<p>Scant Substantially Developed Rarely listens to others and does not acknowledge the opinions with all other members in from his/her own. the team. Embraces and accepts diverse</p>	<p>that differ Engages in respectful relationships points of view</p>

members regardless of individual /cultural differences and respects diverse perspectives.

without prejudice.

Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed