Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates UG OBTL+ or PG OBTL+

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to Data Transformation Status for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Yu Kang Yang, Trevor
Course Author Email	akyyu@ntu.edu.sg
Course Title	MANAGING & CONSULTING THROUGH RESEARCH
Course Code	BH2608
Academic Units	0
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	AB1202, AB1601
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

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 toimprove 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 principlesof scientific research,and how theycan be applied in a HR context.We then progress to cover the various aspectsof designing, analyzing, interpreting, and reporting research toinvestigate HR-related issues.

 Learning is cultivated through class lessons, assigned readings, and in-classhands-on activitie.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

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

Course Content

Topics taught include: •Formulating research questions •Conducting literature reviews •Data collection methods •Meta-Analysis •Predicting Performance •Recruiting and Selection

Reading and References (if applicable)

Required Primary Readings: See syllabus for assigned articles and book chapters.There is no required book for this course. ReferenceTexts (all availableattheNTU library) Sekaran, U. & Bougie, R.: Research Methods forBusiness: A Skill-Building Approach, 8thedition. New York: JohnWiley & Sons, Inc.(HD30.4.S435 2013) SPSS25.0 BriefGuideSPSSInc., 2017 (posted on NTU Learn) Neil J. Salkind Exploring Research Pearson, 8th Edition, 2012(Call no: BF76.5.S167 2012) Kenneth S. Bordens & BruceB. AbbottResearchDesign and Methods: A Process ApproachMcGrawHill, 8th Edition, 2011 (Call no.: BF76.5.B728) Darren George& Paul MallerySPSSforWindows stepby step: asimpleguideand reference21.0 update (or any other similar text for SPSS versions)Allyn & Bacon/Pearson, 13th edition, 2013 (HA32.G347 2011) Alan M. SaksResearch, Measurement,and Evaluation ofHuman ResourcesNelson/Thomson Learning, 1st edition, 2000 (Call no.: HF5549.S158)

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Course introduction, Gaining competitive advantage with evidence-based management practices Importance of scientific research	1,3,4	Pfeffer, J., & Sutton, R. I. (2006). Evidence-based Management. Harvard Business Review, 84(1), 62-74. 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.		Pfeffer, J., & Sutton, R. I. (2006). Evidence-based Management. Harvard Business Review, 84(1), 62-74. 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.
2	Formulating research questions, conducting literature reviews, deciding on research designs	1,2	Rowley, J., & Slack, F. (2004). Conducting a literature review. Management Research News, 27(6), 31-39. Jones, G. & Saks, G. (2014) Research in Organizational Behavior. Appendix from OB book. Examples: Lit Review: Chernyshenko, O. S., Stark, S., & Drasgow, F. (2010). Individual differences, their measurement and validity. In S. Zedeck (ed.) APA Handbook of Industrial and Organizational Psychology. pp. 117-151. Washington: American		Rowley, J., & Slack, F. (2004). Conducting a literature review. Management Research News, 27(6), 31-39. Jones, G. & Saks, G. (2014) Research in Organizational Behavior. Appendix

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
			Psychological Association. Experiment: Wanous, J. P. (1973). Effects of a realistic job preview on job acceptance, job attitudes, and job survival. Journal of Applied Psychology, 58(3), 327–332.		from OB book. Examples: Lit Review: Chernyshenko, O. S., Stark, S., & Drasgow, F. (2010). Individual differences, their measurement and validity. In S. Zedeck (ed.) APA Handbook of Industrial and Organizational Psychology. pp. 117-151. Washington: American Psychological Association. Experiment: Wanous, J. P. (1973). Effects of a realistic job preview on job acceptance, job attitudes, and job survival. Journal of Applied Psychology, 58(3), 327–332.
			Psychological Association. Experiment: Wanous, J. P. (1973). Effects of a realistic job		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
3	Research designs continued Understanding HR data, data collection methods	1,2	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. Journal of Applied Psychology, 91(4), 762. Webb, J. (2000). Questionnaires and their design. Marketing Review, 1, 197-218. Example: Illinois Survey.		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. Journal of Applied Psychology, 91(4), 762. Webb, J. (2000). Questionnaires and their design. Marketing Review, 1, 197-218. Example: Illinois Survey.

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
4	Measurement and validity in HR contexts	1,2	Reliability of selection measures. Chapter 8. In R. Gatewood, H. S. Field and M. Barrick. Human Resource Selection. 8th Edition. Example: Illinois Survey.		Reliability of selection measures. Chapter 8. In R. Gatewood, H. S. Field and M. Barrick. Human Resource Selection. 8th Edition. Example: Illinois Survey.
5	Data Analysis Part I	1,2,4	Edwards, M. R., & Edwards, K. (2019). Chapter 3: Analysis strategies. Predictive HR analytics: Mastering the HR metric (2nd Ed.). London: KoganPage.		Edwards, M. R., & Edwards, K. (2019). Chapter 3: Analysis strategies. Predictive HR analytics: Mastering the HR metric (2nd Ed.). London: KoganPage.

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	Data Analysis Part II	1,2,4	Edwards, M. R., & Edwards, K. (2019). Chapter 3: Analysis strategies. Predictive HR analytics: Mastering the HR metric (2nd Ed.). London: KoganPage.		Edwards, M. R., & Edwards, K. (2019). Chapter 3: Analysis strategies. Predictive HR analytics: Mastering the HR metric (2nd Ed.). London: KoganPage.
7	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. Journal of Applied Psychology, 94(3), 742–755.		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 attractivenes s, core self⌐ evaluati ons, and income. Journal of Applied Psychology, 94(3), 742– 755.

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
8	Data Analysis Assignment	1,2,4	Data analysis assignment submission.		Data analysis assignment submission.
9	Meta- Analysis and generalizability of research findings, communicating research findings Team Project Prep.	1,2,4	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.		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	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. Journal of Applied Psychology, 79, 475-480		Motowidlo & Van Scotter (1994). Evidence that task performance should be distinguished from contextual performance. Journal of Applied Psychology, 79, 475- 480

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
11	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. Journal of Management		Van Iddekinge, C., Lanivich, S., Roth, P., & Junco, E. (2013). Social Media for Selection? Validity and Adverse Impact Potential of a Facebook-Based Assessment. Journal of Management
12	Project presentations	1,2,3,4	Team/Individual project presentations		Team/Individual project presentations
13	Project presentations	1,2,3,4	Team/Individual project presentations		Team/Individual project presentations

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, analyze, 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.

Assessment Structure

<u>Assessment Components (includes both continuous and summative assessment)</u>

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Project(Consulting Project Presentation - Teamwork and communication rating (10%) Team Presentation Score (30%))	1,2,3,4	Teamwork, Communication and Interpersonal Skills, Problem Solving and Decision Making, Oral Communication	40	Team		
2	Continuous Assessment (CA): Presentation(Consulting Project Presentation - Individual Presentation Scores (20%))	1,2,3,4	Problem Solving and Decision Making, Oral Communication	20	Individual		
3	Continuous Assessment (CA): Assignment(Data Analysis Assignment)	2	Acquisition of Knowledge, Problem Solving and Decision Making	30	Individual		
4	Continuous Assessment (CA): Class Participation(Participation and Professionalism)	1,2,3,4	Oral Communication	10	Individual		

Description of Assessment Components (if applicable)

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).

Data Analysis Lab Assessment(Due Week 8)(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-baseddata 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 ontopicsdiscussed, ask questions and make comments.

Formative Feedback

CourseMethods
This course offers a variety of learning experiences.Assigned readings complement and reinforce information covered in class lessons, while in-class activitiesand assignmentsgive practicalexposure toresearchskills.Finally,the consulting research projectpresentation project givesyoutheopportunitytosee howclass conceptsare translated in the actionable research insights.

Communication
Lesson slides.Slides will be posted on NTU Learn before each day'sseminar.
Announcements.Please check yourNTU email and NTU Learn regularly. Please check thepages forboth theoverall class and yourseminarclass on NTU Learnas some announcements might pertain to only acertain section oftheclass.

NTU Graduate Attributes/Competency Mapping
This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level

Course Policy

Policy (Academic Integrity)

Policy (General)

(1) General
You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by 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.

Policy (Absenteeism)

(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.

Policy (Others, if applicable)

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Last Updated By: Koh Yi Jing