SHRM
SOCIETY FOR HUMAN RESOURCE MANAGEMENT

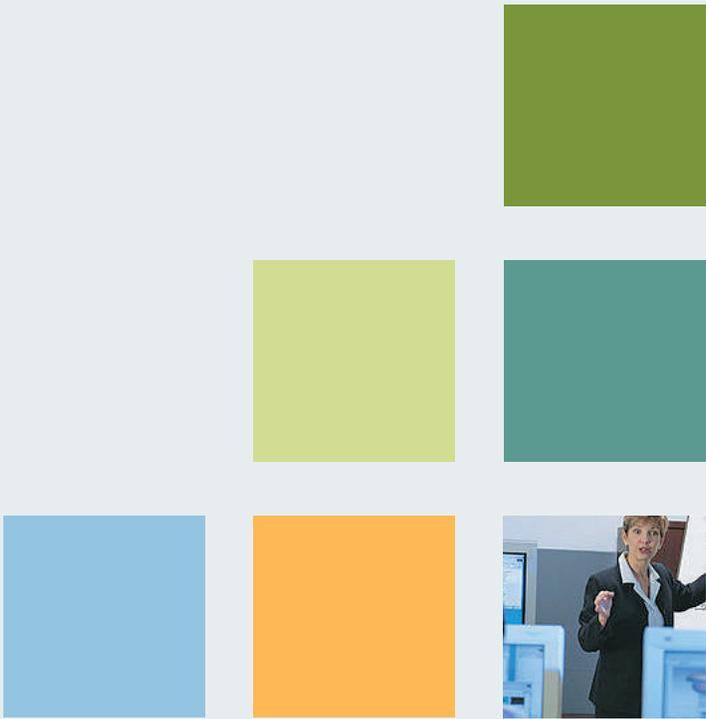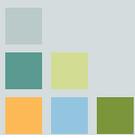# Talent Acquisition

By Steven V. Manderscheid, Ed.D.

Learning Module Outline, Syllabus and Worksheets

STAFFING

About this Learning Module

This learning module is designed to teach HR students the skills to recruit and select the best talent to help drive organizational strategy. The learning module will also prepare HR students to evaluate two methods for job analysis and several selection methods with an emphasis on designing and conducting professional and valid interviews. Students will learn how to design and ask interview questions that are behaviorally anchored and focused on person-fit and job-fit skills, both of which are important for successful adaptation and effective performance on the job. Students will also learn how to design a process and framework for final individual or group selection. Lastly, they will learn several strategies to successfully onboard new employees.

Audience

This learning module is appropriate for undergraduate or graduate students.

Learning Objectives

Students will learn to:

- Define talent acquisition and differentiate between recruiting and selection processes.
- Use tangible and intangible data to build a business case for effective talent management.
- Articulate seven steps in a common talent acquisition process.
- Conduct a job-fit and organization-fit analysis and translate the analysis into selection criteria and methods.
- Develop behavior-based and situation-based interview questions derived from job analysis data and conduct a professional interview.
- Design a process for final candidate evaluation.
- Articulate an employer's legal responsibilities in the recruitment process.
- Highlight various strategies to onboard newly acquired talent.
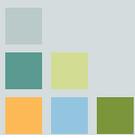
Duration of Learning Module

This module is 250 minutes in length. It is designed to be taught over five 50-minute periods.

Required Text

Heneman, H. G., Judge, T. A., and Heneman, R. L. (2006). *Staffing organizations*, (5th ed.). Irwin McGraw-Hill.
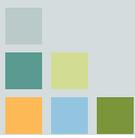
PowerPoint Slides

PowerPoint slides covering the five segments of the learning module are included.
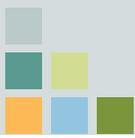
Module Outline and Instructor Notes

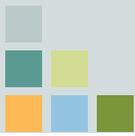| Topic	Instructor Actions	Method and Media	Duration
Session One (50 Minutes)			
Introduction	Introduce instructor, students, and topic. Review the course overview, foundation, writing tips, syllabus, etc. **Introduction** – Show slide and ask students to give their name, role (work if applicable) and why they are interested in the course. **Foundation** – Show foundation slide and express the importance of sharing experiences, being engaged and adding value to the class. **Syllabus** – Display slide, ask students to refer to their syllabus and walk through the syllabus with them. Do not read it to them but review the assignments and criteria for grading. Invite questions. **Writing** – Display slide and walk through each point on the slide. Emphasize the important of getting help if they have difficulty with their writing. **Course Overview** – Highlight the course goals and provide comments to help students get a general overview of what the course will encompass.	PowerPoint: six slides.	20 minutes
Talent Management and Talent Management Model	Display slides and provide definitions and a model for talent management. Talent acquisition is one core component to managing organizational talent. Talent management strategies (e.g., acquisition) should be aligned with an organization's strategic direction and values. Example: If an organization is planning to enter a new market, they may need to acquire new talent with unique capabilities to make it happen. Example: Talent acquisition specialists can use core values as a framework to hire individuals that share the organization's core values.	PowerPoint: three slides.	10 minutes
Talent Acquisition Defined	Display slide, read the definitions and differentiate sourcing and selection. Sourcing relates to finding candidates; essentially casting a net into the market. The quality of a hire will often depend on where you look for candidates. Selection involves decision-making; defining the right process to make a 'hire' or 'no hire' decision on the candidates you have selected. For example, if you are looking for a V.P. of marketing that speaks Mandarin, you may need to be creative in how you source candidates for the position. Traditional searches may yield only a few qualified candidates.	PowerPoint: two slides and discussion.	5 minutes

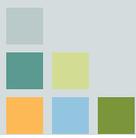| Topic	Instructor Actions	Method and Media	Duration
Business Case & Key Assumption	Display slide and ask students if they know how much it costs an organization when they hire the wrong person. Observe that many professionals do not consider the FULL cost of hiring the wrong person. Distribute the 'Blue Money Green Money' worksheet. Have students select a position they are familiar with (at a current or past organization) and calculate the cost of acquiring an individual for that position. **Debrief: Ask students to share the position they selected and their estimate.** Use the following information to make debriefing comments: Recruiting and training a $100,000-a-year full-time sales employee can cost as much as $112,000. (Hubbard, E. E. The Diversity Factor. 7(4), 29-34.) The added recruiting, staffing, and training costs per person are estimated at $5,000 to $10,000 for an hourly worker and between $75,000 and $211,000 for an executive at around the $100,000 salary level. Show the next slide ("Key Assumptions") and note that the course is based on a few key assumptions derived from the experience of industry professionals. Read the assumptions and ask students whether they agree and to explain their reactions.		20 minutes

Topic	Instructor Actions	Method and Media	Duration
Session Two (50 Minutes)			
Acquisition Workflow	Display the "Acquisition Workflow" slide and review each element in the workflow. You may also want to ask students to provide a definition and share their perspective or experience with each element. Avoid a lengthy discussion...what you are looking for is some interaction to help personalize and define each of the steps in the workflow.	PowerPoint: one slide.	10 minutes
Job Analysis	Refer to chapter four of the Heneman text and display the slide. Explain that prior to recruitment and selection of candidates, staffing professionals must ensure that they are working from an accurate job description. Ask students why it is important to have an accurate job description before starting a search. Answer: Because this information is used to source candidates, e.g., job postings, etc._x000D_

Ask students: "How would you identify the primary tasks and KSAs for a given position?" Answer: Conduct a thorough job analysis (see chapter four in the Heneman text).

Ask students: "What would you do if you had a current job description but you suspected that it was not accurate?" Answer: Verify that the information is correct by talking with managers and current and past employees. | Discussion | 10 minutes |
| **Sourcing Candidates** | Ask students, "If you were a recruiter, how would you find candidates for a position? More specifically, how might you locate a senior-level software developer? How would you locate a corporate receptionist? How about a CFO for a manufacturing company?" Display slide and share some (but not all) of the ways a recruiter might source candidates. Highlight each and then ask students to share their perspectives on the advantages and disadvantages of each. You may want to split the class into small discussion groups. | PowerPoint: one slide. | 15 minutes |
| **Person-Job Fit and Person-Organization Fit** | Explain that once a pool of candidates is established, a talent acquisition professional must decide how they will determine how well each candidate fits the position and the organization.

Display the slide and discuss the concept of person-job fit and person-organization fit.

Display the "person-job fit analysis" slide and highlight a simplified job analysis process. Explain that the purpose of a job analysis is to get a clear understanding of the knowledge, skills and attributes of the position. Display one or both of the "person-organization fit" slides and comment on each of the elements of organization fit. Provide some specific examples to facilitate discussion. | PowerPoint: four slides and discussion. | 10 minutes |
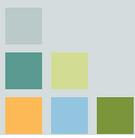
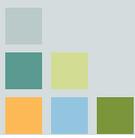| Topic	Instructor Actions	Method and Media	Duration
Selection Methods	Ask students: "What are some of the methods you have used to hire, or what methods have others used to hire you?" Capture their insights on a flipchart, display the next slide and comment on each method. Give examples of each if necessary. Methods include interviews, personality tests, ability tests and integrity tests.	PowerPoint: three slides and discussion.	10 minutes
Legal Compliance	Refer to chapter two of the Heneman text and display the next slide. Highlight the major federal laws that affect staffing organizations. Provide the following link (www.eeoc.gov) and advise students that they can find information above and beyond the information in the text by reviewing the EEOC web site. Note: The text summarizes each of the laws on the slide. To generate discussion and ensure that students understand each law, ask them to talk about how each of the laws relate to staffing. This should be easy for students if they have read the material.	PowerPoint: one slide.	5 minutes

| Topic	Instructor Actions	Method and Media	Duration
Session Three (50 Minutes)			
Your Interview Experience	Display the slide and ask students to reflect on their best and worst interview experiences. In addition, ask students to work in groups of three or four and develop a list of "dos and don'ts" when interviewing candidates. Debrief the exercise by having each group share their list. Capture their insights on a flipchart by creating collective lists of "Dos" and "Don'ts".	PowerPoint: One slide and discussion. Optional Exercise.	30 minutes
Halo Effect and Recency Effect	Display the slide and explain the "halo effect" and "recency effect". Ask students: "How do you think we can avoid this?" Answer: The halo effect can be avoided by being clear about the criteria when hiring.	PowerPoint: One slide.	5 minutes
"More Than a Gut Feeling"	Show the video "More Than a Gut Feeing". This is an optional exercise. Although time-consuming, it is worthwhile. You may want to consider using this in place of the interview exercise. The video can be purchased or rented through a variety of online sources. Debrief the video by asking students for key insights. Ask students: "What does the video tell us about the selection process? What other selection techniques could have been used in the primary example in the video?"	Video.	30 minutes
Interview Question Design	Explain to students that there are two basic types of interview question designs: situational and behavioral. Show the next slide and highlight each type. When displaying the second slide, give specific examples of each. Be sure to note that the examples are aligned with specific competencies. Emphasize the importance of not asking leading questions. Explain that leading questions can compromise the overall quality of candidate responses.	PowerPoint: three slides.	5 minutes
Let's Practice: Interview Question Design	Display the next slide and ask students to use a personal example and the Interview Worksheet to practice developing interview questions. Specific directions are contained on the slide. Note: Explain to students that they need to work on this as an independent assignment and submit the completed worksheet at the next session.	PowerPoint: two slides.	10 minutes

Topic	Instructor Actions	Method and Media	Duration

Session Four (50 Minutes)			
Let's Practice: Interview Question Design Continued	After students have developed their dimensions and designed their questions, ask a few students to share their examples with the class. Ask the class to evaluate the students' work given their learning and experience.	PowerPoint: one slide.	10 minutes
The Interview	Display the slide and highlight the steps in an effective interview. Ask students to reflect on their personal experiences and comment on how well these steps relate to their favorable interview experiences or to the video. Display the "Listening Tips" slide and walk through each of the key points. These should be easy for a new or experienced facilitator to comment on. Ask students to comment on them or add to the list. Display the "Note Taking" slide and do the same as above. Ask students to share some of their strategies. Display the "Closing the Interview" slide and walk through each of the tips listed. Ask students for reactions or additions. Note: Work through the above discussions quickly. Try not to get caught in a "low value" discussion at the expense of more important content.	PowerPoint: four slides.	15 minutes
Let's Practice: Fishbowl Concept	Display the slide and ask two volunteers to practice their interviewing skills in front of the class. Review the directions on the slide and then give the pair 5-10 minutes to conduct their interview. After the interview, ask the class to provide positive and constructive feedback. Tell the class to use their learning in the class to help frame feedback.	PowerPoint: one slide.	20 minutes
Candidate Evaluation	Display the "Candidate Evaluation" slide and provide the rationale for using a well-designed candidate evaluation strategy. Explain that this is especially important if there is more than one person evaluating candidates. Note: Assure students that you will provide some examples during the next session.	PowerPoint: one slide.	5 minutes

Topic	Instructor Actions	Method and Media	Duration
Session Five (50 Minutes)			
Candidate Evaluation (Continued)	Begin class by reviewing the "Candidate Evaluation" slide again. This will get students back into the right frame of mind. Show the first "Evaluation Worksheet" slide and demonstrate how a talent acquisition professional can use the worksheet to evaluate several candidates. Explain that this worksheet can be given to all candidate reviewers and that it can be used as a platform to make decisions about final candidates. Show the second "Evaluation Worksheet" slide. This is another example of a worksheet that could be used to evaluate candidates. Make note that each worksheet should be customized for each candidate, meaning that the criteria for each candidate will likely be different.	PowerPoint: three slides.	10 minutes
Onboarding	Display the "Onboarding" slide and explain that getting new employees up-to-speed in their new position is an important part of the talent acquisition process. Note: Onboarding is a relatively new term which can mean employee orientation or employee socialization. **Facilitate a discussion on the following questions:** Why is it important to help new employees become socialized into the organization? What is the payoff? Possible responses: Onboarding can alleviate the learning curve, increase productivity, reduce early turnover, etc. Who is responsible for integrating new employees? Possible responses: HR, managers, team members.		15 minutes
Onboarding Ideas	Display the "Onboarding Ideas" slide and ask students to work in small groups to share their experiences and compose a list of best practices for onboarding new employees. As a debrief, ask each group to share their ideas with the class. The instructor should capture their insights on a flipchart and comment as necessary.		20 minutes
Conclusion	Facilitate closing with a round robin and ask each student to share their most significant takeaway from the course. Revisit course objectives to confirm with students that the objectives were met.		5 minutes
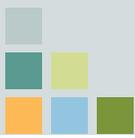
Syllabus–Talent Acquisition

Instructor Information
Name:
Title:
Contact Information:

Communication and Availability

Sample text:
I check my e-mail and voicemail at least once a day. I try to respond to all e-mails and voicemail messages within 48 hours. You will receive an out-of-office reply to e-mails if I will be away for an extended period.

I do not have formal office hours. Please feel free to contact me Monday–Friday from 8:30 a.m. – 8:00 p.m.

Important Information

Sample text:
Assignments: Assignments submitted on time will be graded within one week. If you do not receive your graded assignment within one week, please contact me.

Three points will be deducted for late assignments; all assignments should be submitted on the due date. Please save a hard copy and/or an electronic copy of your work. If you e-mail your assignment, save a copy of the sent e-mail. You may be asked to resubmit if the e-mail is lost in transmission.

All work (late or otherwise) must be submitted before the last day of class. If all of your assignments are not graded and you do not have a final grade one week after the end of the course, assume that something is missing and contact me. Grades will not be changed after they are submitted.

Academic Honesty: Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course.

Reading and Using the Texts

Sample text:
Since only a few written assignments ask for your feedback on the readings, it is important that you proactively think about major points in the readings and mention concepts from the readings in your written assignments. Simple tasks may be assigned to help focus your thoughts and apply the concepts from the readings to class discussions and the course project. It is anticipated that you will rely on the text to complete written assignments.

Course Description
This course is designed to give HR students skills to recruit and select the best talent to drive organizational strategy. The course will prepare students to evaluate two methods for job analysis and several selection methods with an emphasis on designing and conducting professional and valid interviews. Students will learn how to design and ask interview questions that are behaviorally anchored and focused on person-fit and job-fit skills, both of which are important for successful adaptation and effective job performance. Students will also learn to design a process and framework for final individual or group selection. Lastly, they will learn several strategies to successfully onboard new employees.
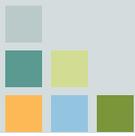
Instructional Philosophy

Sample text:

I strive to create a quality learner-centered experience. Quality includes being responsive to learner needs, adhering to academic excellence and university standards, meeting the needs of society and the professional world for a skilled and learning-oriented workforce, and continuously improving content. Furthermore, I believe in treating all learners with respect, providing instruction that is responsive to different learning styles and creating flexibility to allow for individual differences and needs.

Required Text

Heneman, H.G., Judge, T.A., and Heneman, R.L. (2006). Staffing organizations, (5th ed.). Irwin McGraw-Hill.

Learning Objectives

Students will learn to:

- Define talent acquisition and differentiate between sourcing and selection processes.
- Use tangible and intangible data to build a business case for effective talent management.
- Articulate seven steps in a common talent acquisition process.
- Conduct a job-fit and organization-fit analysis, and translate the analysis into selection criteria and methods.
- Develop behavior-based and situation-based interview questions derived from job analysis data and conduct a professional interview.
- Design a process for final candidate evaluation.
- Articulate an employer's legal responsibilities in the recruitment process.
- Employ various strategies to onboard newly acquired talent.
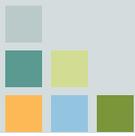
Course Outline and Concepts to be Covered

Class Session	Topic	Readings/Assignments Due
Session 1	Introduction to the course: Talent management. Talent acquisition. Business case and strategy.	Text: Chapters 1 and 2.
Session 2	Planning, job analysis and recruitment.	Text: Chapters 3, 4 and 5. Finding and Analyzing Sources due.
Session 3	Recruitment, measurement and external selection, continued.	Text: Chapters 6, 7, 8 and 9. Interview Worksheet due.
Session 4	Selection and decision making.	Text: Chapters 10 and 11.
Session 5	Onboarding	Text: Chapters 12, 13 and 14. Final Assessment Paper due.
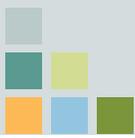
Learning Assignments

I: Finding and Analyzing Sources

Due Session II

Find five resources that are available on talent acquisition (sourcing and selection). Detail where they can be found with a brief one- or two-paragraph description of each resource and why and when you would use it. Include at least two academic sources. Present your analysis of the quality of each source. Sources may include academic journals, web sites, articles, books, trade journals, etc. Recommended length of paper: two pages.

Evaluation:

Professional appearance (APA style, organization, format)	5 points
Writing mechanics (spelling, grammar, word choice, structure)	5 points
Content (depth of thought, completeness, details, clarity)	10 points
Total value………………………………………………….………	20 points

Note: An "A" paper will meet APA and formatting requirements, be free of spelling and grammatical errors, and will fully address each component of the assignment description and thoughtfully integrate learning from the course readings and discussions.

II: Application Exercise – NII Organization

Due Session IV

Write a two-page paper responding to the questions raised in the "applications" exercise on pages 474–477 for the NII organization. Those questions are:

Which of the selection techniques and/or interview questions would you use or not use in the selection of the human resource director and why? (Those techniques and questions are found on p. 475.)

Which of the three finalists would you hire or not hire and why? (Their résumés are found on p. 477.)

You do not have very much information about the organization or the candidates. However, develop your response based on the information you do have and what you know about sound selection techniques.

Evaluation:

|	
Professional appearance (APA style, organization, format)	5 points
Writing mechanics (spelling, grammar, word choice, structure)	5 points
Content (depth of thought, completeness, details, clarity)	10 points
Total value………………………………………………….………	20 points

III: Final Assessment Paper

Due Session V

Write a 3- to 4-page paper which includes a summary analysis of your chosen organization's recruitment and selection practices. Include five strategies to improve the overall effectiveness of the organization's staffing function.

Evaluation:

|	
Professional appearance (APA style, organization, format)	10 points
Writing mechanics (spelling, grammar, word choice, structure)	10 points
Content (depth of thought, completeness, details, clarity)	20 points
Total value………………………………………………….………	40 points
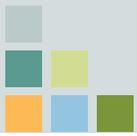
Note: An "A" paper will meet APA and formatting requirements, be free of spelling and grammatical errors, and will fully address each component of the assignment description and thoughtfully integrate learning from the course readings and discussions.

Final Grading Scale

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Class participation	20 points
Finding and Analyzing Sources	20 points
Application Exercise–NII organization	20 points
Final Assessment Paper	40 points
Total value…………………………………………………100 points	

Grading Scale

90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
50-59 points = F
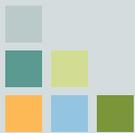
Worksheets–Talent Acquisition

Blue Money and Green Money Turnover Cost Calculations	
VACANCY PERIOD Green Money (Actual) Costs:	
1. Advertising and recruiter fees.	$_____
2. Interview expenses (meals, mileage or other).	$_____
3. Printing costs for company marketing materials.	$_____
4. Assessments.	$_____
5. Criminal checks, reference checks, credit checks, etc.	$_____
6. Medical exams and drug tests.	$_____
7. Temporary/contract employee costs.	$_____
8. Overtime costs.	$_____
9. Relocation expenses and salary.	$_____
Blue Money Costs (Appropriate salary/hour x time spent on each activity):	
1. Lost productivity of peers, supervisor and subordinates.	$_____
2. Advertising creation and placement.	$_____
3. Recruiter selection.	$_____
4. Administrative costs: ordering forms and copies of annual reports, scheduling and scoring assessments, coordinating with hiring manager and others, etc.	$_____
5. Résumé screening.	$_____
6. Interviews: first, second and third rounds.	$_____
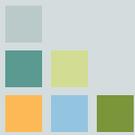
HIRING/ORIENTATION PERIOD	
Green Money (Actual) Costs:	
1. Orientation materials (handbook, video, handouts, etc.).	$_____
2. Formal training programs (materials, course fees).	$_____
3. Informal one-on-one training (materials, if any).	$_____
Blue Money Costs (Appropriate salary/hour x time spent on each activity):	
1. Orientation participants' salaries.	$_____
2. Lost productivity: peers, supervisor, subordinates.	$_____
3. Administrative costs: orientation setup, ordering materials, etc.	$_____
4. Informal training and one-on-ones.	$_____
HIDDEN COSTS	
1. Missed deadlines and shipments.	$_____
2. Loss of organizational knowledge.	$_____
3. Lower morale due to overwork.	$_____
4. Learning curve.	$_____
5. Client issues due to turnover.	$_____
6. Loss of client relationships.	$_____
7. Disrupted department operations.	$_____
8. Chain-reaction turnover.	$_____
Total Cost	$_____