



## **OBTC 2016 at Walsh University June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

### **Submission Template**

#### **SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

#### The Draft: Bringing Data into HRM exercises

Upon graduation, many management students join organization where leaders are expected to be strategic partners who know how to link human resource management (HRM) practices with financial returns to the organization. Unfortunately, exposure to data- and metric-driven HRM practices is often limited within the undergraduate education. *The Draft* is a teaching exercise that blends fantasy basketball with HRM strategy and decision-making. It is conducted in real-time during 2 – 4 class sessions (1.25 hrs each) and provides students with the opportunity to conduct workforce planning and execute the recruitment and selection plan they created. Teaching materials and tools will be provided.

KEYWORDS: teaching exercise, HRM, recruiting, selection

### 2) Format

- ☒ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☐ General discussion session

#### 2a) For activities and exercises only, is yours best suited for

- ☒ A traditional classroom
- ☐ An online class
- ☐ Either

#### 2b) For activities and exercises only, is yours best suited for

- ☒ Undergraduate students
- ☐ Graduate students
- ☐ Either

### 3) Time Requested:

- ☒ 30 Minutes  
☐ 60 Minutes (*Roundtables must select 60 minutes*)  
☐ 90 Minutes

### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

While PowerPoint, internet access, and a computer projector desired, no additional equipment is needed.

### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Upon graduation, many management students enter corporate environments where leaders are expected to be strategic partners who know how to link human resource management (HRM) practices with financial returns to the organization (Laweler, Levenson, & Boudreau, 2004; Toulson & Dewe, 2004; Weiss & Finn, 2005). Unfortunately, exposure to data- and metric-driven HRM practices is limited within their undergraduate education. This is primarily due to the obstacles of data accessibility. In an effort to overcome this challenge, I've created an exercise for undergraduate HRM students that provides them with access to real-world data at the individual and organizational level to help them practice data-driven decision making.

*The Draft* is a teaching exercise that blends fantasy basketball with HRM strategy and decision-making. It is conducted in real-time during 2 – 4 class sessions (1.25 hrs each). It provides students with the opportunity to conduct workforce planning and then execute the recruitment and selection plan they created. It is dynamic and has groups vying for top talent within the same industry. The exercise includes real-time decision making and “pop-up” incidents to address. Participants of the session will be provided tools to conduct the exercise including an Excel worksheet that calculates the total score for the exercise, discussion questions, assignment questions, and an introductory overview.

The exercise is best used in junior and senior level class discussing recruitment and selection. Although it has not been conducted in an MBA course yet, I plan on using it in a Workforce Planning course next semester. The majority of our MBA students come from non-Business backgrounds. Therefore, this experience may help them connect metrics to strategic decision making.

Learning objectives or goals for the session:

1. To present and discuss a ready-made assignment using recruitment and selection decisions as a project-based learning exercise
2. To highlight a resource for easily-accessible performance (i.e., individual and team), revenue, and salary data that can be used to help student apply HR metric to management decision-making
3. To discuss ways to mitigate the gender bias of using sports-related exercises
4. To provide an opportunity for brainstorming and information sharing on alternate applications of the exercise

At the end of the session, participants will be able to:

1. Conduct an activity that actively engages students in the application of principles related to recruiting and selection using HR metrics
2. Know where to access performance, revenue, and salary data for a multi-billion dollar industry
3. Evaluate student learning from the activity using the spreadsheet provided and questions for use in an assignment or within a classroom discussion.

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

0:00 - 10:00	Introduction of <i>The Draft</i> and student outcomes
10:01 – 15:00	Explanation of how to conduct the exercise and use the tools
15:01 – 20:00	Demonstration of exercise
20:01 – 30:00	Brainstorming about alternative ways to incorporate data into management courses

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

While there is not a direct link with the theme “United in Service”, this exercise provides students the opportunity to unite as a strategic management team to create a plan for a company.

8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This proposal has never been presented or submitted anywhere else.

References

Lawler, E. E., Levenson, A., & Boudreau, J. W. (2004). HR metrics and analytics: Use and impact. *Human Resource Planning*, 27, 27-35.

Toulson, P. K., & Dewe, P. (2004). HR accounting as a measurement tool. *Human Resource Management Journal*, 14, 75-91.

Weiss, D. S., & Finn, R. (2005). HR metrics that count: Aligning human capital management to business results. *Human Resource Planning*, 28, 33-38.