Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: MGMT 405 Organizational Staffing

Instructor(s) of Record: John N. Orife, Ph.D. and Frederick J. Slack, Ph.D.

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Step One: Proposers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
   (see attached completed Undergraduate Distance Education Review Questionnaire)

2. How will each objective in the course be met using distance education technologies?
   (see attached completed Undergraduate Distance Education Review Questionnaire)

3. How will instructor-student and student-student, if applicable, interaction take place?
   (see attached completed Undergraduate Distance Education Review Questionnaire)

4. How will student achievement be evaluated?
   (see attached completed Undergraduate Distance Education Review Questionnaire)

5. How will academic honesty for tests and assignments be addressed?
   (see attached completed Undergraduate Distance Education Review Questionnaire)

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____   9/20/07
Signature of Department Designee   Date

Endorsed: _____   9/20/07
Signature of College Dean   Date

Received

SEP 2 1 2007

Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: **University-wide Undergraduate Curriculum Committee Approval**

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail S Sechrist   10/17/07
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: **Provost Approval**

☒ Approved as distance education course   ☐ Rejected as distance education course

signature   10/25/07
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Undergraduate Distance Education Review Questionnaire

MGMT 405 Organizational Staffing

Step One: Proposer (Provide a brief narrative rationale for items A1 – A5)

A1 How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Qualifications for Distance Education Delivery Method

John N. Orife, Ph.D.

Has used WebCT distance education delivery for MGMT 300 Human Resource Management (four semesters)

Has used WebCT distance education delivery for MGMT 310 Principles of Management (two semesters)

In addition, has used WebCT as a supportive component of MGMT 305/405 Organizational Staffing classroom setting course

Frederick J. Slack, Ph.D.

Has used WebCT distance education delivery for MGMT 310 Principles of Management (five semesters)

Has used WebCT distance education delivery for MGMT 400 Compensation Management (two semesters)

Has used WebCT distance education delivery for MGMT 402 Seminar in Human Resource Management (one semester)

Has used WebCT as a supportive component of MGMT 405 Organizational Staffing classroom setting course

Qualifications for the Discipline (MGMT 405 Organizational Staffing)

John N. Orife, Ph.D.
Associate Professor of Management

Ph.D., Michigan State University.

Has taught MGMT 405 Organizational Staffing in a classroom setting for twenty semesters.

Frederick J. Slack, Ph.D.
Associate Professor of Management

Ph.D., Graduate School of Business, University of Pittsburgh, 1979.

Has taught MGMT 405 Organizational Staffing in a classroom setting for two semesters

Has used WebCT as a supportive component of MGMT 405 Organizational Staffing classroom setting course

Member of the Indiana County Area Society for Human Resource Management (ICASHRM) providing pro-bono training to ICASHRM members taking the PHR and SPHR certification examination, with particular emphasis on **organizational staffing.**

Relevant Publications for John N. Orife and Frederick J. Slack

Orife, John N., Frederick J. Slack, and John Ryan, "Organisational Values and Employee Satisfaction," Nigerian Management Review, Volume 12 No. 1, June – November, 2000, pp. 897-907.

Orife, John N. and Manmohan D. Chaubey, "Models of Equal Employment Opportunity: A Three-Nation Comparison," Journal of African Business, Vol. 2, Issue 3, 2001.

Mohamed, A. Amin, **John N. Orife** and **Frederick J. Slack,** "Organizational reputation: A literature review and a model," International Journal of Management, 2001.

Ali, Abbas J. and **John N. Orife,** "The New Arab Manager: A Scenario," Journal of Transnational Management Development, Volume 6, Issue 1, 2, 2001.

Chaubey, Manmohan, Ramesh Soni and **Frederick J. Slack** "An Analytic Hierarchy Process Model of Arbitration," Journal of Collective Negotiations in the Public Sector, Volume 29 No. 4, July, 2001.

Mohamed, A. Amin, **John N. Orife** and Kustim Wibowo, "The Legality of Key Word Search as a Personnel Selection Tool," Employee Relations, Vol. 24, Issue 5, 2002.

Ryan, John, **Frederick J. Slack** and Ramesh Soni, "Towards a Contingency Approach of Information Center Management," DIAS Technology Review, The International Journal for Business & IT, Volume 1 No. 2, October 2004 – March 2005, pp. 8-19.

A2 How will each objective in the course be met using distance education technologies?

Objective 1) It is expected that upon successful completion of the course, students will be enabled to identify the various stages of the selection process. This objective will be met by students through (a) an understanding of **Chapter 1**, (b) accessing outside internet information sources related to organization staffing, such as, American Staffing Association – www.staffingtoday.org, and (c) by successful completion of an Assignment and Discussion related to exploring the field of organizational staffing, as in the following:

> **Why is it important for the organization to view all components of staffing (recruitment, selection, employment) from the perspective of the job applicant?**
>
> Organizations obviously would like to be successful in their staffing activities. That is, they would like to hire people whose KSAOs and motivations match job requirements and rewards. In order for organizations to be successful in their staffing activities, they must first acknowledge that staffing involves two parties--the organization and the job applicant. This means that organizations cannot predict or control all aspects of the staffing process. Thus, it becomes critical for organizations to understand how job applicants perceive an organization's staffing process and the impact of these perceptions on their behaviors and ultimate decision-making.
>
> It is also important to point out that the perceptions of those people within an organization who are responsible for staffing may be very different than the perceptions of people who actually apply for job openings with that company. This further emphasizes the importance of determining how job applicants view an organization's staffing process. Suppose that an organization's job offers were being consistently rejected by top-notch job candidates who decided to accept offers from other firms; it would then be important for the organization to understand why it wasn't successful in hiring its best job applicants. This could be due to a variety of factors such as low pay or benefits offered, inflexible work schedules, geographic location, a negative corporate image, etc. The only way to determine exactly what the root causes of the problem are, is to understand how job applicants perceive an organization's staffing process.
>
> Finally, one of the basic elements of total quality management (TQM) is a customer focus. This means that organizations need to acknowledge that they have many internal and external "customers" who are impacted in various ways by the

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organization's processes such as customer service. As many companies in the U.S. have embraced a TQM philosophy, functional areas, including HR, have attempted to improve what they do by better understanding the needs of their internal and external customers. This TQM philosophy would clearly encompass staffing activities.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Objective 2) It is expected that upon successful completion of the course, students will be enabled to analyze a job and write a job description and job specification based on a job analysis. This objective will be met by students through (a) an understanding of **Chapter 4,** (b) accessing outside internet information sources related to organization staffing, such as, WorldatWork – www.worldatwork.org, and (c) by successful completion of an Assignment and Discussion related to organizational staffing as in the following:

What are the advantages and disadvantages to using multiple methods of job analysis for a particular job? Multiple sources?

Sample Response: It is unlikely that a single method of analysis can provide all information relevant to a job, or ensure the job analysis possess adequate reliability and content validity. Observation may reveal aspects of a job that would be impossible to obtain from statistics. Interviews allow flexibility of response and questionnaires offer greater standardization, both of which may be needed to measure different aspects of a given job.

Multiple sources also offer different information. The manager's perspective allows for making the analysis more inclusive, while the incumbent offers insights only the actual operator within a given job would be in a position to describe. The incumbent also allows for greater credibility and acceptance of the job analysis once it is completed and ready for use in such operating formats as job descriptions or job specifications. If precision or unusual complexity is needed, the assistance of outside consultants may also be valuable in developing the best job analysis possible.

The disadvantages involve costs and the reaction of the workforce. The costs involved with multiple methods, or outside experts, may well be beyond the budget limits for public entities or small organizations. Highly intrusive analysis methods can create a variety of reactions on the part of workers including: irritation, distrust, hostility, or mere boredom. In some cases, performance of

an analysis may actually require interference with conduct of the job, as in the case of time-motion studies.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Objective 3) It is expected that upon successful completion of the course, students will be enabled to assess the reliability and validity of selection instruments (predictors). This objective will be met by students through (a) an understanding of **Chapter 7,** (b) accessing outside internet information sources related to organizational staffing, such as, Department of Labor – www.dol.gov., and (c) by successful completion of an Assignment and Discussion, such as:

Describe examples of when you would want the following for a written job knowledge test: 1. a low coefficient alpha (e.g., alpha = .35), and b. a low test-retest reliability.

Sample Response: Coefficient alpha is a measure of internal consistency reliability. In measuring the reliability of a test instrument, a high coefficient alpha means the various items on the test measure the same thing and are, therefore, consistent and correlated. Within the context of a written job knowledge test, the staffing professional would want a low coefficient alpha in a situation where the knowledge test is measuring heterogeneous job skills; that is, the focal job requires a wide array of skills that are very different in the types of knowledge they require (e.g., clerical, mathematical, mechanical, managerial). This would mean the test items are measuring different forms of knowledge (which is what the staff professional intends in this case). The items should not correlate much and the administrator would expect, and what, coefficient alpha to be low.

Low test-retest reliability could be desirable in situations where the attribute being measured is not stable. Under these circumstances, the employees being measured would exhibit different amounts of the measured attribute at different times. Psychological states, such as moods or attitudes, are variables that might be expected to vary by individual during the interval between "test" and "retest". If the interval involved is long in duration, attributes related to ability or achievement could also be expected to result in low test-retest reliability coefficients.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Objective 4) It is expected that upon successful completion of the course, students will be enabled to assess the utility of selection instrument or program. This objective will be met by students through (a) an understanding of **Chapter 7,** (b) accessing outside internet information sources related to organizational staffing, such as, Department of Labor – www.dol.gov., and (c) by successful completion of an Assignment and Discussion, such as:

> **Assume you gave a general ability test, measuring both verbal and computational skills, to a group of applicants for a specific job. Also assume that because of severe hiring pressures, you hired all of the applicants, regardless of their test scores, how would you go about investigating the content validity of the test?**
>
> Sample Response: Measuring content validity would also require conducting a job analysis (see response to question #4 above) and constructing a job requirements matrix. Determining the content validity is then a . judgmental process whereby experts (organizational or outside experts), who are thoroughly familiar with the nature of the focal job and job tasks, are asked to pass judgment on whether or not the abilities reflected by the test items on the abilities test do, in fact, reflect (i.e., fit into the same content domain) the KSAOs identified by the job analysis. Content validity assessment is judgmental and does not require the development of criterion measures as was done in question #4 above the criterion validity assessment.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Objective 5) It is expected that upon successful completion of the course, students will be enabled to conduct a validation study and evaluate the adequacy of a validation study. This objective will be met by students through (a) an understanding of **Chapter 7,** (b) accessing outside internet information sources related to organizational staffing, such as, Department of Labor – www.dol.gov., and (c) by successful completion of an Assignment and Discussion, such as:

> **What information does a selection decision-maker need to collect in making staffing decisions? What are the ways in which this information can be collected?**
>
> The objective of the staffing process is to establish a good fit between the person-job and the person-organization. A selection decision maker needs to obtain information that supports the achievement of these two types of fit. First, a job analysis is

needed to determine the job requirements (i.e., what the job incumbent will need to do in terms of tasks, duties, and responsibilities). Second, information about the KSAOs needed by an individual to perform the job effectively must be obtained. The job analysis process typically includes an analysis of this information as well. Third, reliable and valid measures of the key KSAOs related to a job are needed. Without good measurement of KSAOs it is difficult to have much confidence in any selection decisions that are made based on that information. Finally, the selection decision maker needs criterion scores or cutoffs that set the minimum level of a KSAO that is needed in order for a candidate to be qualified for a given job.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Objective 6) It is expected that upon successful completion of the course, students will be enabled to assess the legal implications of a selection device or program. This objective will be met by students through (a) an understanding of **Chapter 2,** (b) accessing outside internet information sources related to organizational staffing, such as, Office of Federal Contract Compliance Program – www.dol.gov/dol/esa/ofccp, and (c) by successful completion of an Assignment and Discussion such as:

What are the limitations of disparate impact statistics as indicators of potential staffing discrimination?

Sample Response: Disparate impact statistics describe existing demographic patterns, but they do not necessarily explain the reasons these patterns exist. The underlying reasons for the patterns may, or may not, be caused by discrimination. There may be cultural and historical reasons for concentrations of categories of people in certain jobs. For example, the historical role of women is still affecting the concentration by gender that can be observed in certain jobs. Until fairly recently, most women remained at home as full-time mothers and housewives. And, when women did work, they were discouraged from seeking jobs that required manual labor or heavy physical exertion. Such physically stressful work was not considered "lady-like". To this day, relatively few women are applying for jobs as forklift truck drivers or welders. Admittedly, these so-called cultural norms involved discrimination, but their historical significance in establishing patterns has still not been overcome. It is still culturally unacceptable for men to assume jobs as secretaries, which have traditionally been considered "female-jobs". There is a similar bias towards jobs as elementary school teachers, which are dominated by women. In cases such as these,

it is unlikely that either AA measures or quotas would resolve the disparities in concentration of jobs. Men would not change their frequency of either seeking or accepting jobs traditionally considered "female" for historical, cultural reasons.

There can also be patterns attributable to age or socio-economic class. For example, few middle-aged white, Anglo-Saxon males are likely to work as fast-food waiters or gardeners. These jobs are not considered suitable for primary wage earners and are held respectively by teenagers and foreign nationals in disproportionate numbers. There are also disparities due to indirect forms of discrimination; that is, discrimination other than hiring discrimination, that impacts on the ability to hire. For example, residential housing patterns are impacted by convert segregation and economic disparities between the races. Accordingly, members of one race do not, or cannot afford economically, to work in certain sections of cities dominated by another race. The point is not that these demographic patterns are desirable, acceptable, or just. In many cases they are not. But, they exist and they are not always susceptible to legislative or regulatory correction in the short term.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Objective 7) It is expected that upon successful completion of the course, students will be enabled to discuss, from a technical viewpoint, contemporary controversial issues in selection. This objective will be met by students through (a) an understanding of **Chapter 14**, (b) accessing outside internet information sources related to organizational staffing, and (c) by successful completion of an Assignment and Discussion such as:

> **Consider a circumstance where your organization is doing exit interviews and has promised confidentiality to all who respond. Your supervisor has asked you to give the name of each respondent so she can assess the information in conjunction with the person's supervisor. What obligation to corporate HR employees have to keep information confidential in such circumstances?**

> The treatment of confidential information is among the most prominent ethical concerns for staffing specialists, and for human resources employees in general. When an organization promises employees that information will be kept in confidence, there is an imperative that the organization lives up to these commitments. A failure to adhere to commitments of confidentiality could have a number of negative impacts. One possibility raised in the current

scenario is that the supervisor may provide negative reference information for those employees who provide negative exit interview information. Supervisors or other co-workers might also be damaged by unsupported accusations or complaints made in exit interviews. In addition to these direct effects, if employees learn that their supposedly confidential information is being freely disseminated within the organization they may become distrustful of the organization as a whole and guarded about reporting information in the future.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

A3 How will instructor-student and student-student, if applicable, interaction take place?

Assignments/Discussions (Threaded Discussions and Chat Rooms)

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The only way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

A4 How will student achievement be evaluated?

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)   300 points
Online participation (10 Assignments/Discussions at 10 points each)   100 points
                                                      Total 400 points

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	- 100	A
80	- 89	B
70	- 79	C
60	- 69	D
0	- 59	F

Examinations
There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

Assignments/Discussions
There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

A5 How will academic honesty for tests and assignments be addressed?

<u>Examinations</u>
There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Placement of the questions will randomly vary based upon the WebCT Test tool. Also, questions pertaining to specific assignments and discussions submitted by students will be included in the test.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day. Students will be allocated two and one-half hours (approximately 150 minutes) to complete 100 questions. In addition, the physical layout of the exam is white lettering on a black background, thus decreasing the likelihood that a student, completing an exam at the beginning of the examination period, will print a copy of the test and provide it to a fellow classmate.

Undergraduate Distance Education Review Questionnaire

MGMT 405 Organizational Staffing

A3 How will instructor-student and student-student, if applicable, interaction take place?

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)   200 points
Online participation [10 Case Analysis Assignments (including 2 Group
Case Assignments) at 10 points each with Interactive Discussions]   100 points
Case Analysis – Term Paper (Culminating Activity)   100 points
                                                                                       Total 400 points

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	- 100	A
80	- 89	B
70	- 79	C
60	- 69	D
0	- 59	F

Examinations

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

Case Analysis Assignments and Group Case Analysis Assignments/Interactive Discussions

There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. Two of the case analysis assignments will be Group Case Analysis Assignments. The groups of approximately 3 – 4 students will be selected by the instructor. All case analysis assignments and interactive discussions will be initiated by the instructor.

Case Analysis – Term paper (Culminating Activity)

Throughout the semester, current organizational staffing examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current organizational staffing example (relevant to Chapters 9 – 14) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15) and is to be submitted on WebCT to the instructor.

SYLLABUS OF RECORD

MGMT 405 Organizational Staffing   **3c-0l-3sh**
John N. Orife, Ph.D. and Frederick J. Slack, Ph.D.

I.   Catalog Description

Focuses on the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, and promotion of individuals by organizations. Includes human resource planning, job analysis, job description and specification, recruitment, selection process, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection.

Prerequisites: MATH 214 Probability and Statistics for Business Majors and MGMT 300 Human Resource Management

II.   Course Outcomes/Objectives

The major objectives and outcomes of this course are for students to be able to:

1) identify the various stages of the selection process;
2) analyze a job and write a job description and job specification based on a job analysis;
3) assess the reliability and validity of selection instruments (predictors);
4) assess the utility of selection instrument or program;
5) conduct a validation study and evaluate the adequacy of a validation study;
6) assess the legal implications of a selection device or program; and,
7) discuss, from a technical viewpoint, contemporary controversial issues in selection.

III.   Detailed Course Outline

1. Introduction and Chapter 1: Staffing Models and Strategy
   (Week 1: 3 academic hours)

   Staffing is a critical organizational function concerned with the acquisition, deployment, and retention of the organization's workforce. This chapter begins with a look at the nature of staffing. This includes a view of the "big picture" of staffing, followed by a formal definition of staffing and the implications of that definition. Five models are then presented to elaborate on and illustrate various facets of staffing. Staffing strategy is then explored in detail by identifying and describing a set of 13 strategic staffing decisions that organization must address.

2. Chapter 2: Legal Compliance (Week 2: 3 academic hours)

Laws and regulations have assumed an importance of major proportions in the process of staffing organizations. Virtually all aspects of staffing are subject to their influence. No organization can or should ignore provisions of the law: in this case, ignorance is not bliss. This chapter begins by discussing the formation of the employment relationship from a legal perspective. It first defines what an employer is, along with the rights and obligations of being an employer. Equal employment opportunity and affirmative action laws (EEO/AA) and regulations have become paramount in the eyes of many who are concerned with staffing organizations. Attention then turns to other staffing laws and regulations.

3. Chapter 3: Planning (Week 3: 3 academic hours)

Human resource (HR) planning is the process of forecasting the organization's future employment needs and then developing action staffing plans and programs for fulfilling these needs in ways that are in alignment with the strategy of the firm. The HR planning process involves several components, simplified examples of which are presented. Staffing planning is shown to be a logical outgrowth of HR planning. The major legal issue for HR staffing planning is that of affirmative action plans.

4. Chapter 4: Job Analysis and Rewards (Week 4: 3 academic hours)

This chapter begins with a description of several types of jobs: traditional, evolving, flexible, idiosyncratic, team based, and telework. These types of jobs may be analyzed as described in terms of specific job requirements, such as, tasks, knowledge, skills, abilities and job context) and competency requirements. Job requirements job analysis is described first. Competency-based job analysis is described next. Attention then turns to job rewards. Finally, two legal issues pertaining to job analysis are treated. Both issues involve the job requirements approach to job analysis as it applies to EEO/AA under the Civil Rights Act and the Americans with Disabilities Act.

5. Chapter 5: External Recruitment (Week 5: 3 academic hours)

The objective of the external recruitment process is to identify and attract job applicants from outside the organization. From among these applicants, hiring decisions have to be made. The recruitment process begins with a planning phase during which both organizational and administrative issues, as well as those pertaining to recruiters, are addressed. Next, a recruitment strategy is formed in order to know where, and how, to look for qualified applicants. Following the formation of strategy, the message to be communicated to job applicants is established, and it is decided which communication

medium should be used to communicate the message. Finally, special consideration must be given to applicant reactions to recruiters and the recruitment process in undertaking each of the phases of the external recruitment process.

6. Chapter 6: Internal Recruitment (Week 6: 3 academic hours)

The objective of the internal recruitment process is to identify and attract applicants from among individuals already holding jobs within the organization. The first step in this process is recruitment planning, which addresses, both organizational and administrative issues. The second step in the internal recruitment process is strategy development. The third step in the process is searching for internal candidates. The fourth step in the process is developing a system to make the transition to selection for job applicants. The fifth step in the process is the consideration of legal issues.

7. Chapter 7: Measurement (Week 7: 3 academic hours)

In staffing, measurement is a process used to gather and express information about persons and jobs in numerical form. A common example in which management employs measurement is to administer a test to job applicants and evaluate their responses to determine a test score for each job applicant. The first part of this chapter presents a view of the process of measurement in staffing decisions. After showing the vital importance and uses of measurement in staffing activities, three key concepts are then discussed. The first concept is that of measurement itself, along with the issues raised by it – standardization of measurement, levels of measurement, and the difference between objective and subjective measures. The second concept is that of scoring and how to express scores in ways that help in their interpretation. The final concept is that of correlations between scores, particularly as expressed by the correlation coefficient and its significance.

8. Chapter 8: External Selection I (Week 8: 3 academic hours)

External selection refers to the assessment and evaluation of external job applicants. A variety of different assessment methods are used. Preliminary issues that guide the use of these assessment methods will be discussed. These issues include the logic of prediction, the nature of predictors, development of the selection plan and the selection sequence. Initial assessment methods are used to select candidates from among the initial job candidates. The use of assessment methods also requires a firm understanding of legal issues. The legal issues involved in establishing job and applicant qualifications will be reviewed.

9. Chapter 9: External Selection II (Week 9: 3 academic hours)

This chapter continues the discussion of external selection by discussing in some detail substantive assessment methods. The use of discretionary and contingent assessment methods, collection of assessment data, and legal issues are also considered. Whereas initial assessment methods are used to reduce the applicant pool to candidates, substantive assessment methods are used to reduce the candidate pool to finalists for the job. Discretionary assessment methods are used in some circumstances to separate those who receive job offers from the list of finalists. Contingent assessment methods are used to make sure that tentative offer recipients meet certain qualifications for the job. All forms of assessment require the collection of assessment data. The procedures used to make sure this process is properly conducted are reviewed.

10. Chapter 10: Internal Selection (Week 10: 3 academic hours)

Internal selection refers to the assessment and evaluation of employees from within the organization as they move from job to job via transfer and promotions systems. Many different assessment methods are used to make internal selection decisions. Initial assessment methods are used to select internal candidates from among the internal applicants. Substantive assessment methods are used to select internal finalists from among internal candidates. Discretionary assessment methods are used to select offer recipients from among the finalists. The use of internal selection methods requires a clear understanding of legal issues. In particular, the Uniform Guidelines on Employee Selection Procedures and the glass ceiling are reviewed.

11. Chapter 11: Decision Making (Week 11: 3 academic hours)

Individuals flow through the staffing process, passing through several stages: applicant, candidate, finalist, offer receiver, and new hire. To implement and manage this flow, key decisions that must be made in several areas are discussed. First, the factors that determine the choice of assessment methods to be used are reviewed. Discussions focus on the important considerations of validity, the correlation of one assessment method with other methods, likely adverse impact, and the utility of the method. Once assessment data have been collected from applicants, decisions must be made about how to determine assessment scores. Hiring standards and cut scores must be established to determine passing levels for the assessment scores. Methods of final choice must be considered to determine who should be involved in the decision process. Finally, legal issues should also guide the decision making. Particular consideration is given to the

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Uniform Guidelines on Employee Selection Procedures, and to the role of diversity considerations in the hiring process.

12. Chapter 12: Final Match (Week 12: 3 academic hours)

In the decision making process regarding the likely match or fit between an individual and an organization, a final match occurs when the offer receiver and the organization have determined that the probable overlap between the person's knowledge, skills, abilities, and other characteristics, such as, motivation, and the job's requirements and rewards is sufficient to warrant entering into the employment relationship. The formation of, and agreement on, the employment contract occurs in both external and internal staffing. Knowledge of employment contract concepts and principles is central to understanding the final match. Through the job offer process, these terms and conditions are proposed, discussed, negotiated, modified, and, ultimately, agreed on. Once agreement on the terms and conditions of employment has been reached, the final match process is completed, and the formal employment relationships are established.

13. Chapter 13: Staffing System Management (Week 13: 3 academic hours)

Staffing systems involve complex processes and decisions that require organizational direction, coordination, and evaluation. Most organizations must create mechanisms for managing their staffing system and its components. Such management of staffing systems requires consideration of both administration and evaluation, as well as legal issues. Regarding administration, this chapter shows how the staffing (employment) function is one of the key areas within the HR department. Presented next is a discussion of ways to evaluate the effectiveness of the staffing function. Last, assessment of customer (hiring managers, applicants) satisfaction is presented as a new, innovative approach to the evaluation of staffing systems.

14. Chapter 14: Retention Management (Week 14: 3 academic hours)

Retention of employees is the final component of an overall staffing system. In this chapter, turnover and its causes are discussed. Three types of turnover are identified – voluntary, discharge and downsizing. Retention management must be based on a thorough analysis of the organization's turnover. Attention then turns to retention initiatives, with the first discussion focused on ways of enhancing retention by reducing voluntary turnover. The next retention initiative discussed is that of reducing the occurrence of employee discharges. The final retention initiative is the matter of downsizing.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

50 % Tests. Two tests consisting of multiple choice and essay questions, with each examination worth 100 points and comprising 25% of the final course grade. Make-up tests based upon excused absences will be administered at an agreed upon time.

25 % Assignments and Attendance. Each student is expected to participate actively in class activities and come to class prepared by keeping up with the assigned readings and completing homework and in-class assignments. Students are not to have more than 3 academic hours of unexcused absence during the semester. Excessive absenteeism (i.e., more than 3 academic hours during the semester) will result in a loss of 5 points per unexcused absence toward the 100 points Assignments and Attendance grade. Fifteen percent (60 points) of the overall course grade is based on class assignments and 10% (40 points) on attendance for a total of 100 points.

25 % Case Analysis – Term paper. Throughout the semester, current human organizational staffing examples will be discussed by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current organizational staffing example using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15).

V. Example Grading Scale

The evaluation for the course will be determined through examinations, submission of assignments, attendance and the completion of a culminating activity, that is, a case analysis – term paper, as in the following example:

Examinations (2 exams at 100 points each)	200 points
Class Participation and Attendance	100 points
Case Analysis – Term Paper	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The final grading scale for the course is:

90	-	100 points	A
80	-	89 points	B
70	-	79 points	C
60	-	69 points	D
0	-	59 points	F

VI. Undergraduate Course Attendance Policy

The University expects all students to attend class. Students are not to have more than three academic hours of unexcused absences during the semester. The instructor monitors attendance on a regular basis. Excessive absenteeism (i.e., more than three academic hours of unexcused absences during the semester) will result in a reduced class assignment and attendance grade of 5 points per unexcused absence.

VII. Required Textbook, Supplemental Books and Readings

Heneman III, Herbert G. and Timothy A. Judge, Staffing Organizations, (Fifth Edition), New York: McGraw-Hill Irwin, 2006. ISBN-13 978-0-07298722-5

Students are expected to be prepared to discuss assigned text chapters, including supportive materials and assigned readings.

VIII.   <u>Special Resource Requirements</u>

Computer hardware and software needed for analysis will be provided through the PC lab.

IUP has instituted a communication policy regarding email. The policy reads in part:

Indiana University of Pennsylvania provides email services to all students and employees as an official method of communication. Students have a responsibility to read their IUP email accounts, and, if responding to or sending email about IUP business, use their IUP email accounts to do so. The policy can be viewed in its entirety at: http://www.iup.edu/techzone/email/iupuseofemailpolicy.pdf

IX. Bibliography

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Eberly College of Business & Information Technology
MGMT 405 (Distance Education)
Organizational Staffing
3 Credit Hours
Spring Semester 2008

</div>

Instructors:	John N. Orife, Ph.D.	Frederick J. Slack, Ph.D.
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Telephone:	724-357-7563	724-357-7737
E-mail:	jorife@iup.edu	fslack@iup.edu
Office Hours:	Tuesday: 2:45 – 3:45 p.m. Wednesday: Noon – 3:00 p.m. Thursday: 2:15 – 3:15 p.m.	Monday: 11:00 a.m. – Noon 1:30 – 2:30 p.m. Tuesday: 2:00 – 3:00 p.m. Wednesday: 11:00 a.m. – Noon 1:30 – 2:30 p.m.

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IMPORTANT

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This is a distance education section. Since your contact with the instructor is limited to mostly electronic communication, there is a need to pay particular attention to the procedures established in this syllabus. Please read this syllabus in detail as soon as possible and communicate any questions to the instructor in a timely fashion. Common student errors include: improper timing of exams, not submitting assignments/discussions by the due date, not staying current of communications from the instructor, and not developing a routine for regular involvement. Please note procedures related to these issues below.

To access the Web course:

- Go to www.iup.edu/webct

- Your WebCT username, as well as your initial password is the same as your four-character IUP email name (if you have used WebCT before, you must continue to use the password from the past). It is highly recommend that first-time WebCT users reset their passwords.

- Should you have difficulty accessing WebCT, please refer to the IT Support Center at www.iup.edu/itsupportcenter or email: it-support-center@iup.edu

After you have accessed the course on WebCT, please pay particular attention to the **Calendar** regarding course assignments, discussions, chat rooms, and Examinations.

I. CATALOG COURSE DESCRIPTION

Focuses on the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, and promotion of individuals by organizations. Includes human resource planning, job analysis, job description and specification, recruitment, selection process, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection.

Prerequisites: MATH 214 Probability and Statistics for Business Majors and MGMT 300 Human Resource Management

There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.

The Dean's Office of the Eberly College of Business & Information Technology is responsible for monitoring course prerequisites. Students who manage to register for coursework even though they do not have the appropriate prerequisites, will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and adding a different class after the official registration period will not be approved.

The university individual course withdrawal deadline date of **Friday, March 28, 2008**, will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

II. COURSE OBJECTIVES/OUTCOMES

The major objectives and outcomes of this course are for students to be able to:

1) identify the various stages of the selection process;
2) analyze a job and write a job description and job specification based on a job analysis;
3) assess the reliability and validity of selection instruments (predictors);
4) assess the utility of selection instrument or program;
5) conduct a validation study and evaluate the adequacy of a validation study;
6) assess the legal implications of a selection device or program; and,
7) discuss, from a technical viewpoint, contemporary controversial issues in selection.

III. DETAILED COURSE OUTLINE

A. Introduction and Chapter 1: Staffing Models and Strategy (Week 1: 3 academic hours)

Staffing is a critical organizational function concerned with the acquisition, deployment, and retention of the organization's workforce. This chapter begins with a look at the nature of staffing. This includes a view of the "big picture" of staffing, followed by a formal definition of staffing and the implications of that definition. Five models are then presented to elaborate on and illustrate various facets of staffing. Staffing strategy is then explored in detail by identifying and describing a set of 13 strategic staffing decisions that organization must address.

B. Chapter 2: Legal Compliance (Week 2: 3 academic hours)

Laws and regulations have assumed an importance of major proportions in the process of staffing organizations. Virtually all aspects of staffing are subject to their influence. No organization can or should ignore provisions of the law: in this case, ignorance is not bliss. This chapter begins by discussing the formation of the employment relationship from a legal perspective. It first defines what an employer is, along with the rights and obligations of being an employer. Equal employment opportunity and affirmative action laws (EEO/AA) and regulations have become paramount in the eyes of many who are concerned with staffing organizations. Attention then turns to other staffing laws and regulations.

C. Chapter 3: Planning (Week 3: 3 academic hours)

Human resource (HR) planning is the process of forecasting the organization's future employment needs and then developing action staffing plans and programs for fulfilling these needs in ways that are in alignment with the strategy of the firm. The HR planning process involves several components, simplified examples of which are presented. Staffing planning is shown to be a logical outgrowth of HR planning. The major legal issue for HR staffing planning is that of affirmative action plans.

D. Chapter 4: Job Analysis and Rewards (Week 4: 3 academic hours)

This chapter begins with a description of several types of jobs: traditional, evolving, flexible, idiosyncratic, team based, and telework. These types of jobs may be analyzed as described in terms of specific job requirements, such as, tasks, knowledge, skills, abilities and job context) and competency requirements. Job requirements job analysis is described first. Competency-based job analysis is described next. Attention then turns to job rewards. Finally, two legal issues pertaining to job analysis are treated. Both issues involve the job requirements approach to job analysis as it applies to EEO/AA under the Civil Rights Act and the Americans with Disabilities Act.

E. Chapter 5: External Recruitment (Week 5: 3 academic hours)

The objective of the external recruitment process is to identify and attract job applicants from outside the organization. From among these applicants, hiring decisions have to be made. The recruitment process begins with a planning phase during which both organizational and administrative issues, as well as those pertaining to recruiters, are addressed. Next, a recruitment strategy is formed in order to know where, and how, to look for qualified applicants. Following the formation of strategy, the message to be communicated to job applicants is established, and it is decided which communication medium should be used to communicate the message. Finally, special consideration must be given to applicant reactions to recruiters and the recruitment process in undertaking each of the phases of the external recruitment process.

F. Chapter 6: Internal Recruitment (Week 6: 3 academic hours)

The objective of the internal recruitment process is to identify and attract applicants from among individuals already holding jobs within the organization. The first step in this process is recruitment planning, which addresses, both organizational and administrative issues. The second step in the internal recruitment process is strategy development. The third step in the process is searching for internal candidates. The fourth step in the process is developing a system to make the transition to selection for job applicants. The fifth step in the process is the consideration of legal issues.

G. Chapter 7: Measurement (Week 7: 3 academic hours)

In staffing, measurement is a process used to gather and express information about persons and jobs in numerical form. A common example in which management employs measurement is to administer a test to job applicants and evaluate their responses to determine a test score for each job applicant. The first part of this chapter presents a view of the process of measurement in staffing decisions. After showing the vital importance and uses of measurement in staffing activities, three key concepts are then discussed. The first concept is that of measurement itself, along with the issues raised by it – standardization of measurement, levels of measurement, and the difference between objective and subjective measures. The second concept is that of scoring and how to express scores in ways that help in their interpretation. The final concept is that of correlations between scores, particularly as expressed by the correlation coefficient and its significance.

H. Chapter 8: External Selection I (Week 8: 3 academic hours)

External selection refers to the assessment and evaluation of external job applicants. A variety of different assessment methods are used. Preliminary issues that guide the use of these assessment methods will be discussed. These issues include the logic of prediction, the nature of predictors, development of the selection plan and the selection sequence. Initial assessment methods are used to select candidates from among the initial job candidates. The use of assessment methods also requires a firm understanding of legal issues. The legal issues involved in establishing job and applicant qualifications will be reviewed.

I. Chapter 9: External Selection II (Week 9: 3 academic hours)

This chapter continues the discussion of external selection by discussing in some detail substantive assessment methods. The use of discretionary and contingent assessment methods, collection of assessment data, and legal issues are also considered. Whereas initial assessment methods are used to reduce the applicant pool to candidates, substantive assessment methods are used to reduce the candidate pool to finalists for the job. Discretionary assessment methods are used in some circumstances to separate those who receive job offers from the list of finalists. Contingent assessment methods are used to make sure that tentative offer recipients meet certain qualifications for the job. All forms of assessment require the collection of assessment data. The procedures used to make sure this process is properly conducted are reviewed.

J. Chapter 10: Internal Selection (Week 10: 3 academic hours)

Internal selection refers to the assessment and evaluation of employees from within the organization as they move from job to job via transfer and promotions systems. Many different assessment methods are used to make internal selection decisions. Initial assessment methods are used to select internal candidates from among the internal applicants. Substantive assessment methods are used to select internal finalists from among internal candidates. Discretionary assessment methods are used to select offer recipients from among the finalists. The use of internal selection methods requires a clear understanding of legal issues. In particular, the Uniform Guidelines on Employee Selection Procedures and the glass ceiling are reviewed.

K. Chapter 11: Decision Making (Week 11: 3 academic hours)

Individuals flow through the staffing process, passing through several stages: applicant, candidate, finalist, offer receiver, and new hire. To implement and manage this flow, key decisions that must be made in several areas are discussed. First, the factors that determine the choice of assessment methods to be used are reviewed. Discussions focus on the important considerations of validity, the correlation of one assessment method with other methods, likely adverse impact, and the utility of the method. Once assessment data have been collected from applicants, decisions must be made about how to determine assessment scores. Hiring standards and cut scores must be established to determine passing levels for the assessment scores. Methods of final choice must be considered to determine who should be involved in the decision process. Finally, legal issues should also guide the decision making. Particular consideration is given to the Uniform Guidelines on Employee Selection Procedures, and to the role of diversity considerations in the hiring process.

L. Chapter 12: Final Match (Week 12: 3 academic hours)

In the decision making process regarding the likely match or fit between an individual and an organization, a final match occurs when the offer receiver and the organization have determined that the probable overlap between the person's knowledge, skills, abilities, and other characteristics, such as, motivation, and the job's requirements and rewards is sufficient to warrant entering into the employment relationship. The formation of, and agreement on, the employment contract occurs in both external and internal staffing. Knowledge of employment contract concepts and principles is central to understanding the final match. Through the job offer process, these terms and conditions are proposed, discussed, negotiated, modified, and, ultimately, agreed on. Once agreement on the terms and

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conditions of employment has been reached, the final match process is completed, and the formal employment relationships are established.

M. Chapter 13: Staffing System Management (Week 13: 3 academic hours)

Staffing systems involve complex processes and decisions that require organizational direction, coordination, and evaluation. Most organizations must create mechanisms for managing their staffing system and its components. Such management of staffing systems requires consideration of both administration and evaluation, as well as legal issues. Regarding administration, this chapter shows how the staffing (employment) function is one of the key areas within the HR department. Presented next is a discussion of ways to evaluate the effectiveness of the staffing function. Last, assessment of customer (hiring managers, applicants) satisfaction is presented as a new, innovative approach to the evaluation of staffing systems.

N. Chapter 14: Retention Management (Week 14: 3 academic hours)

Retention of employees is the final component of an overall staffing system. In this chapter, turnover and its causes are discussed. Three types of turnover are identified – voluntary, discharge and downsizing. Retention management must be based on a thorough analysis of the organization's turnover. Attention then turns to retention initiatives, with the first discussion focused on ways of enhancing retention by reducing voluntary turnover. The next retention initiative discussed is that of reducing the occurrence of employee discharges. The final retention initiative is the matter of downsizing.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Students are to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take

responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Tuesday, 2-5-08, and ends on Wednesday, 2-6-08, at 11:55 p.m. (E.S.T.)**

- **Exam 2 (Chapters 5 – 8) starts at 6 p.m. (E.S.T.) Tuesday, 3-4-08, and ends at 11:55 p.m. (E.S.T.) Wednesday, 3-5-08.**

- **Exam 3 (Chapters 9 – 14) starts at 6 p.m. (E.D.T.) Tuesday, 5-6-08, and ends at 11:55 p.m. (E.D.T.) Wednesday, 5-7-08.**

Assignments/Discussions

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

V. EXAMPLE GRADING SCALE

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

While physical attendance for regular class sessions is not required for this distance education learning course, students will need to take part in activities for the course each week. As a distance education course, students are to participate electronically through the submissions of Assignments and Discussions during regularly scheduled time periods. Assignments and Discussions submitted after the scheduled time period will be subject to a two point reduced score for each day in which the Assignment or Discussion has not been submitted.

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required Textbook

Heneman III, Herbert G. and Timothy A. Judge, Staffing Organizations, (Fifth Edition), New York: McGraw-Hill Irwin, 2006. ISBN-13 978-0-07298722-5

Students are to monitor (on a regular basis) the Calendar provided on the WebCT course site for email messages and Assignments and Discussions. Students are expected to be prepared to discuss electronically, assigned text chapters, including supportive materials available on WebCT, and assigned readings.

VIII. SPECIAL RESOURCE REQUIREMENTS

Routine access to computer hardware and software is needed for participation in this online course.

In addition to information provided on WebCT, students may access the chapter powerpoint handouts on the IUP I Drive by accessing: I Drive, fslack, Spring 2008 MGMT 405 or orife, Spring 2008, MGMT 405.

To access the I: Drive you will need to visit, **www.acad.iup.edu** and follow these steps:

1. Click on the I: Drive option.

2. Once the Log On popup displays, in the space where it requests User name, enter in IUPMSD\your IUP user ID – usually four letters. Then enter in your network Password.

Should you require additional assistance to access the I Drive, please contact:

IT Support Center
(724) 357-4000   Monday – Friday, 7:00 a.m. – 6:00 p.m.
Email: it-support-center@iup.edu
Website: www.iup.edu/itsupportcenter

IX. BIBLIOGRAPHY

Berger, Lance A. and Dorothy R. Berger (ed.), <u>The Talent Management Handbook: Creating Organizational Excellence by Identifying, Developing, & Promoting YOUR BEST PEOPLE</u>, New York: McGraw-Hill, 2004. ISBN: 0-07-141434-7

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Walsh, David J., <u>Employment Law for Human Resource Practice</u>, (Second Edition), Mason, Ohio: Thomson South-Western, 2007. ISBN-10: 0-324-30393-9

Semester 2008 – Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Staffing Models and Strategy	Chapter 1
Week 2	Legal Compliance	Chapter 2
	1. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-23-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-24-08	
Week 3	Planning	Chapter 3
	2. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-30-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-31-08	
Week 4	Job Analysis and Rewards	Chapter 4
End of	**Exam 1**	**Chapters 1 – 4**
Week 4	**Exam 1 starts at 6 p.m. (E.S.T.) Tuesday, 2-5-08, and ends at 11:55 p.m. (E.S.T.) Wednesday, 2-6-08**	
Week 5	External Recruitment	Chapter 5
	3. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-13-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-14-08	
Week 6	Internal Recruitment	Chapter 6
	4. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-20-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-21-08	
Week 7	Measurement	Chapter 7
	5. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-27-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-28-08	
Week 8	External Selection I	Chapter 8
End of	**Exam 2**	**Chapters 5 – 8**
Week 8	**Exam 2 starts at 6 p.m. (E.S.T.) Tuesday, 3-4-08, and ends at 11:55 p.m. (E.S.T.) Wednesday, 3-5-08**	
3/10-3/16	**Spring Break**	**No On-line Activities**
Week 9	External Selection II	Chapter 9
	6. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-19-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-20-08	

Spring Semester 2008 – Tentative Course Schedule
(continued)

Date	Topic	Assignment
Date	**Topic**	**Assignment**

Week 10   Internal Selection   **Chapter 10**
7. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-26-08
and ends at 11:55 p.m. (E.D.T.) Thursday, 3-27-08

Week 11   Decision Making   **Chapter 11**
8. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-2-08
and ends at 11:55 p.m. (E.D.T.) Thursday, 4-3-08

Week 12   Final Match   **Chapter 12**
9. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-9-08
and ends at 11:55 p.m. (E.D.T.) Thursday, 4-10-08

Week 13   Staffing System Management   **Chapter 13**
10. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-16-08
and ends at 11:55 p.m. (E.D.T.) Thursday, 4-17-08

Week 14   Retention Management   **Chapter 14**

Finals   **Exam 3 (Culminating Activity)**   **Chapters 9 – 14**
Week   **Exam 3 starts at 6 p.m. (E.D.T.) Tuesday, 5-6-08,**
and ends at 11:55 p.m. (E.D.T.) Wednesday, 5-7-08

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation (10 Case Analysis Assignments – **including 2 Group Case Analysis Assignments** – at ten points each with Interactive Discussions)	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	Total 400 points

Examinations

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. This is a lot of material for each exam, so don't fall behind and you should prepare yourself mentally for the challenge. A standardized test bank will be used for the majority of questions. It's up to you to read the assigned chapters in the book, thoroughly and in a timely manner.   Recognize that during on-line case analysis assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Tuesday, 2-5-08, and ends on Wednesday, 2-6-08, at 11:55 p.m. (E.S.T.)**

- **Exam 2 (Chapters 5 – 8) starts at 6 p.m. (E.S.T.) Tuesday, 3-4-08, and ends at 11:55 p.m. (E.S.T.) Wednesday, 3-5-08.**

Case Analysis Assignments/Group Case Analysis Assignments/Interactive Discussions

A variety of topics will be assigned and discussed during the semester. These interactive discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. **(Please note that two of the case analysis assignments will be Group Case Analysis Assignments.   The groups of**

approximately 3 – 4 students will be selected by the instructor.)   All case analysis assignments and interactive discussions will be initiated by the instructor.

Typically, the length of a completed case analysis assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Case Analysis Assignments/Interactive Discussions by (1) submitting a completed case analysis assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the case analysis assignment period or within 24 hours after the case analysis assignment submission deadline. That is, students may comment on other case analysis assignment submissions during the case analysis assignment period and also may comment on case analysis assignments up to 24 hours after the case analysis assignment deadline has past. Therefore, the interactive discussion component of the case analysis assignments/interactive discussions is 24 hours longer than the case analysis assignment submission period.

The only way to earn a total of 10 points on a given case analysis assignment is by submitting a thorough case analysis assignment and by commenting on the submission of at least one other student in the course by replying to the case analysis assignment within the case analysis assignment/interactive discussion icon.

All electronic correspondence should be professional and "…should be properly punctuated and capitalized; …sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the interactive discussion phase.

<u>**Case Analysis – Term paper (Culminating Activity)**</u>

- **Case Analysis – Term Paper (Culminating Activity) (Chapters 9 – 14) may be submitted anytime after 6 p.m. (E.D.T.) Tuesday, 5-6-08, but prior to 11:55 p.m. (E.D.T.) Wednesday, 5-7-08.**

Throughout the semester, current organizational staffing examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current organizational staffing example (relevant to Chapters 9 – 14) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the final exam period (week 15) and is to be submitted on WebCT to the instructor.

V. <u>EXAMPLE GRADING SCALE</u>

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation (10 Case Analysis Assignments – **including 2 Group Case Analysis Assignments** – at ten points each with Interactive Discussions)	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

MGMT 405 Organizational Staffing (distance education) Lesson Plan
Chapter 1 Staffing Models and Strategy Week 1 (3 academic hours)

Course Objective 1: For students to be enabled to identify the various stages of the selection process.

Distance Education will be utilized in this chapter to meet the following course objective: It is expected that upon successful completion of the course, students will be enabled to identify the various stages of the selection process. This objective will be met by students through (a) an understanding of **Chapter 1,** (b) accessing outside internet information sources related to organization staffing, such as, **American Staffing Association – www.staffingtoday.org,** and (c) by successful completion of an **Assignment and Discussion** related to exploring the field of organizational staffing, as in the following:

> Why is it important for the organization to view all components of staffing (recruitment, selection, employment) from the perspective of the job applicant?

> Organizations obviously would like to be successful in their staffing activities. That is, they would like to hire people whose KSAOs and motivations match job requirements and rewards. In order for organizations to be successful in their staffing activities, they must first acknowledge that staffing involves two parties--the organization and the job applicant. This means that organizations cannot predict or control all aspects of the staffing process. Thus, it becomes critical for organizations to understand how job applicants perceive an organization's staffing process and the impact of these perceptions on their behaviors and ultimate decision-making.

> It is also important to point out that the perceptions of those people within an organization who are responsible for staffing may be very different than the perceptions of people who actually apply for job openings with that company. This further emphasizes the importance of determining how job applicants view an organization's staffing process. Suppose that an organization's job offers were being consistently rejected by top-notch job candidates who decided to accept offers from other firms; it would then be important for the organization to understand why it wasn't successful in hiring its best job applicants. This could be due to a variety of factors such as low pay or benefits offered, inflexible work schedules, geographic location, a negative corporate image, etc. The only way to determine exactly what the root causes of the problem are, is to understand how job applicants perceive an organization's staffing process.

> Finally, one of the basic elements of total quality management (TQM) is a customer focus. This means that organizations need to acknowledge that

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they have many internal and external "customers" who are impacted in various ways by the organization's processes such as customer service. As many companies in the U.S. have embraced a TQM philosophy, functional areas, including HR, have attempted to improve what they do by better understanding the needs of their internal and external customers. This TQM philosophy would clearly encompass staffing activities.

In addition, at the end of the chapter there are suggested exercises and ideas for researching the world wide web on organizational staffing topics.

Chapter 1 – Summary

Introduction and Chapter 1: Staffing Models and Strategy (1 week – 3 academic hours)

CHAPTER OVERVIEW

Staffing is a critical organizational function concerned with the acquisition, deployment, and retention of the organization's workforce. This chapter begins with a look at the nature of staffing. This includes a view of the "big picture" of staffing, followed by a formal definition of staffing and the implications of that definition. Five models are then presented to elaborate on and illustrate various facets of staffing. Staffing strategy is then explored in detail by identifying and describing a set of 13 strategic staffing decisions that organization must address.

BRIEF CHAPTER OUTLINE

A. The Nature of Staffing (pp. 4 – 11)

1. The Big Picture (pp. 4 – 6)
2. Definition of Staffing (p. 6)
3. Implications of Definition (pp. 6 – 10)
4. Staffing System Examples (pp. 10 – 11)

Discussion Point: What would be potential problems with having a staffing process in which vacancies were filled (a) on a lottery basis from among job applicants, or (b) on a first come-first hired basis among job applicants?

The main point here is that a staffing process which was based on either a lottery or a first come-first hired basis would have a very low probability of being "effective" (i.e., achieving desired HR outcomes such as employee attraction, performance, and retention). The reason that a lottery or first come-first hired type of staffing system would most likely fail to achieve the desired HR outcomes is because of the person/job match which is so central to the staffing process.

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Effective staffing processes use a variety of methods to maximize the probability of achieving a good "match" between a person's KSAOs and motivations and a job's requirements and rewards. Both the lottery and first come-first hired approaches would leave the person/job match to chance. It would still be possible to obtain a good person/job match using either of these two approaches, but it would be much less likely to occur. Given the importance of staffing to organizational success, it would be unwise to allow the outcome of the staffing process to be determined by chance

B. Staffing Models (pp. 11 – 23)

   1. Staffing Quantity: Levels (pp. 11 – 12)
   2. Staffing Quality: Person/Job Match (pp. 12 – 15)
   3. Staffing Quality: Person/Organization Match (pp. 15 – 16)

   Discussion Point: Would it be desirable to hire people only according to the person/organization match, ignoring the person/job match?

   No. The job/person match is the key goal in an effective staffing process. The main objective of staffing must be to match an individual's KSAOs and motivations with a job's requirements and rewards. This is not to say that the person/organization match is not important. It is also important that an individual is compatible with an-organization's culture. However, hiring people based only on their compatibility with the organization would likely result in hiring people who are comfortable with the organization's way of thinking and doing things, but whose KSAOs and motivations do not match the job's requirements and rewards. This would clearly have a negative impact on job performance, employee satisfaction and employee retention.

   4. Staffing System Components (pp. 17 – 19)

   Discussion Point: Why is it important for the organization to view all components of staffing (recruitment, selection, employment) from the perspective of the job applicant?

   Organizations obviously would like to be successful in their staffing activities. That is, they would like to hire people whose KSAOs and motivations match job requirements and rewards. In order for organizations to be successful in their staffing activities, they must first acknowledge that staffing involves two parties-- the organization and the job applicant. This means that organizations cannot predict or control all aspects of the staffing process. Thus, it becomes critical for organizations to understand how job applicants perceive an organization's staffing process and the impact of these perceptions on their behaviors and ultimate decision-making.

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It is also important to point out that the perceptions of those people within an organization who are responsible for staffing may be very different than the perceptions of people who actually apply for job openings with that company. This further emphasizes the importance of determining how job applicants view an organization's staffing process. Suppose that an organization's job offers were being consistently rejected by top-notch job candidates who decided to accept offers from other firms; it would then be important for the organization to understand why it wasn't successful in hiring its best job applicants. This could be due to a variety of factors such as low pay or benefits offered, inflexible work schedules, geographic location, a negative corporate image, etc. The only way to determine exactly what the root causes of the problem are, is to understand how job applicants perceive an organization's staffing process.

Finally, one of the basic elements of total quality management (TQM) is a customer focus. This means that organizations need to acknowledge that they have many internal and external "customers" who are impacted in various ways by the organization's processes such as customer service. As many companies in the U.S. have embraced a TQM philosophy, functional areas, including HR, have attempted to improve what they do by better understanding the needs of their internal and external customers. This TQM philosophy would clearly encompass staffing activities.

5. Staffing Organizations (pp. 19 – 23)

C. Staffing Strategy

1. Staffing Levels (pp. 24 – 27)
2. Staffing Quality (pp. 27 – 28)

Discussion Point: Are some of the thirteen strategic staffing decisions more important than others? Which ones? Why?

Generally, it would be hard to argue that certain staffing decisions are universally more important than others. All are important considerations in the formulation and implementation of a comprehensive staffing strategy. However, certain situations may be associated with certain strategic staffing decisions being particularly important. For example, if an organization needs to maximize its flexibility, then the strategic staffing decision involving the core vs. flexible workforce would be especially critical. On the other hand, if an organization wants to enhance employee retention, then the external vs. internal hiring strategic staffing decision will be of greater concern.

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D. Staffing Ethics (pp. 28 – 30)

Discussion Point: As a staffing professional in the human resources department or as the hiring manager of a work unit, explain why it is so important to represent the organization's interests, and what are some possible consequences of not doing so?

A staffing function that fails to meet the organization's overall needs will result in the potential loss of revenue for shareholders, decreased availability of capital for future operations, and ultimately puts employee job security and well-being at risk. Corporations that have a strong, effective human resources department that has responded well to organizational needs will be in a better position to provide protection to employee jobs in uncertain financial times as well.