



*Celebrating 31 years of Academic Success in Colorado Springs*

<b>Course</b>	<b>HRMG 5800 – Staffing</b>  <i>Please Note: Students must notify the office if they wish to DROP or WITHDRAW from a course. It is not sufficient to tell your instructor. Cancellation of an enrollment is subject to Tuition Refund Deadlines and Policies as outlined in the Graduate Studies Catalog.</i>
<b>Term</b>	<b>Summer 2008</b> <b>Tuesday, 5:30pm – 9:30pm</b> <b>Class begins: Tuesday June 3, 2008</b> <b>Location: Metropolitan Campus</b>  <i>Parking Reminder: "Visitor" parking spaces are reserved for 2 hours or less Please do not park in "Visitor" parking spaces during class hours.</i>
<b>Instructor</b>	Name: Joe Zeman MA, CCP, CEBS, SHRP, CPLP  Phone: Work Phone: 365-2320 Cell Phone: 287-6925 Home Phone: 597-4342  Email: josephzeman84@webster.edu
<b>Catalog Description</b>	This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment.
<b>Prerequisites</b>	Managing Human Resources (HRMG 5000)
<b>Course Level Learning Outcomes</b>	Upon successful completion of this course, the student will be able to:  <ol style="list-style-type: none"><li>1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories used in staffing.</li><li>2. Apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories used in staffing when analyzing moderately complex factual situations involving staffing issues.</li><li>3. Develop appropriate solutions to multifaceted staffing problems involving moderately complex factual situations using appropriate facts, concepts, principles, analytic techniques, and</li></ol>

	<p>theories from staffing.</p> <ol style="list-style-type: none"> <li>4. Evaluate the quality of their proposed solutions to staffing problems against appropriate criteria, including fit with organizational strategies and human resources management strategies, as well as organizational constraints.</li> <li>5. Develop basic labor forecasts using appropriate qualitative and quantitative techniques.</li> <li>6. Create moderately complex recruiting plans using recruiting concepts and analytic techniques.</li> <li>7. Develop and evaluate moderately complex test batteries that reflect and integrate appropriate employment law, reliability, and validity concepts.</li> </ol>
<p><b>Materials</b></p>	<p><b>STAFFING ORGANIZATIONS, 5TH Edition</b>, Herbert G. Heneman III, Timothy A. Judge, McGraw-Hill/Irwin. 2006. ISBN: 0-07-298722-7</p> <p><b>Options for Ordering Textbook:</b></p> <ol style="list-style-type: none"> <li>a. Textbooks are available about four weeks before the start of classes and may be ordered from Webster University's bookstore, <b>MBS Direct</b>. To place an order call toll-free: <b>1-800-325-3252</b> or visit <a href="http://direct.mbsbooks.com/webster.htm">http://direct.mbsbooks.com/webster.htm</a></li> <li>b. Used books for sale by students are posted on a Bulletin Board in the Metro Center Cafe. Please check this area if you are interested in purchasing or selling used books.</li> </ol> <p>5. <b>Supplemental Readings</b> – Students will be required to read and research articles, periodicals, books, and professional journals for their papers and as assigned. Recommended readings include the following books: Please include any books on Emotional Intelligence! See Me!</p> <p><b>Keeping Good People</b> by Roger Herman  <b>Employer of Choice</b> by Roger Herman  <b>Grow Your Own Leaders</b> by William C. Byham, Audrey B. Smith and Matthe J. Paese  <b>Love ‘Em or Lose ‘Em</b> by Beverly Kaye and Sharon Jordan-Evans  <b>Love It Don’t Leave It</b> by Beverly Kaye and Sharon Jordan-Evans  <b>Achieving Excellence Through Customer Service</b> by John Tschohl  <b>Hiring Smart: How to Predict Winners and Losers in the Incredibly Expensive People-Reading Game</b> by Dr. Pierre Mornell  <b>Web-Based Human Resources</b> – Alfred J. Walker, Editor, Towers Perrin  <b>1001 Ways to Reward Employees and 1001 Ways to Energize Employees</b> by Bob Nelson  <b>The Great Game of Business</b> by Jack Stack  <b>96 Great Interview Questions to Ask Before You Hire</b> by Paul Falcone <i>SELECTPro</i>® Software and Others Like it  <b>The 7 Hidden Reasons Employees Leave: How to Recognize the</b></p>

	<p><b>Subtle Signs and Act Before It's Too Late</b> (Hardcover) by <a href="#">Leigh Branham</a></p>												
<p><b>Grading</b></p>	<table data-bbox="537 302 1024 516"> <tr> <td>Participation</td> <td>10%</td> </tr> <tr> <td>Paper</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>10%</td> </tr> <tr> <td>Attendance</td> <td>10%</td> </tr> <tr> <td>Mid-Term Exam</td> <td>20%</td> </tr> <tr> <td>Final Exam</td> <td>35%</td> </tr> </table> <p>Paper is 12-15 pages that are 1 and ½ spaced using 12 Font, length is to be in addition to Bibliography and Footnotes and Cover Page</p> <p>Students are expected to have solid written and oral communication skills, and utilize appropriate grammar, language, punctuation and spelling. Along with good writing skills, all exams, papers and presentations should reflect the student’s level of effort and interest in the class</p> <p>Application and real life utilization best practices are to take precedent over academic jargon and rhetoric. Models and practices that are simple, clear, and complete are best.</p> <p><b>Grading System 100 Points Maximum:</b></p> <p>94-100 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 70-79 = C; Below 70 = F; Incomplete = I</p> <p><b>The GRADUATE catalog provides these guidelines and grading options:</b></p> <ul data-bbox="537 1247 1430 1688" style="list-style-type: none"> <li>• <b>A/A-</b> Superior graduate work</li> <li>• <b>B+/B/B-</b> Satisfactory graduate work</li> <li>• <b>C</b> Work that is barely adequate as graduate-level performance</li> <li>• <b>CR</b> Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.</li> <li>• <b>F</b> Work that is unsatisfactory</li> <li>• <b>I</b> Incomplete work</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul>	Participation	10%	Paper	15%	Quiz	10%	Attendance	10%	Mid-Term Exam	20%	Final Exam	35%
Participation	10%												
Paper	15%												
Quiz	10%												
Attendance	10%												
Mid-Term Exam	20%												
Final Exam	35%												
<p><b>Activities</b></p>	<p><b>Instructional Methods to Include:</b> lecture-discussion, quizzes, case studies, games, team activities in class, one page exercises, handouts, flip charts, board, activity based learning as much as possible</p>												

**Policy Statements:  
University Policies**

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

**Academic Honesty**

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

**Drops and Withdrawals**

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

**Special Services**

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

**Disturbances**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

**Student Assignments Retained**

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

**Contact Hours for this Course**

It is essential that all classes meet for the full instructional time as

	<p>scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p><b>Course Policies</b></p>	<p>This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule below presents an approximate expectation of course progress. The instructor reserves the right to change the overall course grade weighting. Any changes will be announced in class.</p> <p>In line with the university's policy on academic honesty, please be advised that instances of academic dishonesty will result in a zero for the assignment and will be reported to the Dean of the School of Business and Technology for further disciplinary action. In this course we will use turnitin.com, an electronic database, which assists students and faculty with academic work.</p>
<p><b>Weekly Schedule</b></p>	<p><b>WEEK ONE : June 3</b>  Introductions – Instructor and Class Students –  <u>Chapters 1 and 2</u> Pages 1-84  Chapter 1:  What is the Nature of Staffing? What is the Definition? What does it include? What are some models of staffing? Importance of Matching Person to Job and to Organization  Importance of Ethics ---- In Class Exercises T&amp;F and Multiple Choice Questions – not scored for grade – but used for review</p> <p>Chapter 2:  Support Activities: Legal Compliance  Types of Employees and their differences under law  Sources of laws and regulations  EEO and AA – Disparate Treatment and Disparate Impact  EEOC and OFCCP  EEO/AA Laws  Regulations and Guidelines  Sources of Information  State, Local and Civil Service Laws  CASE STUDY Exercise: Age Discrimination? What Type? Or Not ?  What could have been done to prevent this with same outcome?  <b>Assignment: Read Chapters 1-4</b></p> <p><b>WEEK TWO: June 10</b>  <b>Review from Week ONE – Then Chapters 3 and 4</b></p> <p>Chapter 3 – Case Study Review – discussion only</p> <p>Planning:  External Influences  Process of Human Resources Planning  Forecasting  Environmental Scanning both Internal and External  Staffing Planning – Core Workforce and Flexible Workforce</p> <p>Legal Issues = AAPs – Legality – Diversity – EEO &amp; Temporary Workers  Ethical Issues</p>

Tanglewood Stores Cases

Introduction to Job Analysis – Lecture – Job Analysis Exercise

Jeopardy Game – Review of Chapters 1-3 and Introduction to Job Analysis

**THEN START REVIEWING:**

Chapter 4 – Job Analysis and (Total) Rewards – Support Function

Types of Jobs

Job Requirements Job Analysis Components

Different Types of Job Analysis

Competencies and Their Importance

Job Rewards Total Rewards Concept (new from WorldatWork Professional Org.)

Legal Issues

Essential Functions

Ethical Issues

True & False and Multiple Choice Exercise – not for grade

**Assignment: Read Chapters 5 AND 6**

**Start research for your 12-15 page (1 and ½ spaced 12 font) Major Paper**

**WEEK THREE: JUNE 17**

Chapter 5 – External Recruitment

Cast a Wide Net

Recruitment Planning – Your Strategy – Searching – Moving to Selection –

Legal Issues – Two Way Street Recruiting – Hiring Smart

Applicant Reactions

In Class Exercise – Each In Class Team Develops plan and strategy given a job analysis – discussion of team plan –

Chapter 6 – Internal Recruitment

Decision on how to recruit made up front

Organizational Issues

Administrative Issues

Develop Your Strategy – Who Assists? – Who Facilitates?

Searching Where?

Applicant Reactions – Remember a Two Way Street

Legal Issues

Ethical Issues

**REVIEW FOR MIDTERM TO BE COMPLETED THIS CLASS**

**Assignment: Midterm Exam Next Class – Also Read Chapter 7 through Page 350**

**Optional = Bring Information Regarding Several Examples of**

**Selection/Measurement Software if you have any or know of any there are many!**

**WEEK FOUR: JUNE 24**

Midterm Exam – Approximately 1.5 hour exam - After we open for review ... then start

Chapter 7 – Measurement

Software Available to Help

Key Concepts Regarding Measurement, Scoring, and Correlation Between Scores

Quality of Measures – Reliability - Validity – Using Several Measures  
Collection of Assessment Data – Testing – Applicant’s Reactions – Standards  
Legal Issues – Disparate Impact – Standardizing and Validation  
Ethical Issues

Assignment: Read Chapters 8-9 – through page 487 – Work on Paper

**WEEK FIVE: JULY 1**

Chapters 8 and 9 – External Selection  
Predicting Performance, Predicting Match  
Initial Assessment  
Smart Hiring  
Check References First ?  
Testing  
Choosing Initial Methods  
Legal Issues – BFOQs  
Disclaimers  
Reference and Background Checks  
Preemployment Inquiries  
More Substantive Assessment Methods and “Testing”  
Structured Interviewing and Constructing a Tool to Use  
Clinical Assessments  
Choosing Assessment Methods  
Handout Summary for All Assessment Methods – Key Issues and Notes  
Discretionary Assessment Methods  
Contingent Assessment Methods – Drug Testing & Medical Exams  
Legal Issues  
Ethical Issues

**REVIEW FOR QUIZ NEXT WEEK**

Assignment: Read Chapters 10-11 – Continue Work on Paper

Quiz Next Week – Covers Chapters 7-9 only

**WEEK SIX: JULY 8 --**

Multiple Choice Quiz – Counts as part of grade  
Chapter 10 – Internal Selection

Prediction Logic and Selection Plan  
How & What to Use for Internal Selection  
Initial Assessment Methods  
Substantive Assessment Methods such as tests, seniority, performance appraisal  
Internal References  
Panels and Review Boards  
Discretionary Assessment Methods – Applicant Reactions – Legal Issues  
Glass Ceiling  
Ethical Issues  
Chapter 11 – Decision Making  
Choice of Assessment Methods – Validity and Correlation –  
Adverse Impact and Utility – Use Handout  
Scoring – Hiring Standards and Cut Scores – Methods Used –  
Who Makes the Decision? – Legal Issues  
Ethical Issues

Assignment: Read Chapter 12 - 13

**WEEK SEVEN: JULY 15**

Chapter 12 – Final Match  
Employment Contracts – Offer Letters  
Unfulfilled Promises  
Job Offer Content and Process  
Acceptance or Rejection  
New Employee Orientation - Socialization  
Legal Issues – Negligent Hiring  
Employment at Will  
Ethical Issues

Chapter 13 – Staffing System Management  
Administration of Staffing Systems  
Jobs in Staffing  
Policies and Procedures  
Technology  
Outsourcing  
Evaluating the Process  
Legal Issues – Audits – Training – Dispute Resolution – Ethical Issues

	<p>Jeopardy Game – Review of Material so Far – Teams Selected - Play</p> <p>Assignment: Read Chapter 14 and Outline on One Page for Discussion Only</p> <p>What can be done for retention?.....what Practices? Measures? Audits?</p> <p>Finalize Your Paper to Turn in on JULY 22 – Study for Final Exam July 29 BRING REVIEW QUESTIONS</p> <p><b>WEEK EIGHT: JULY 22</b></p> <p>Final Paper Due on or Before this Date</p> <p>Turnover Statistics and Their Analysis</p> <p>Costs and Benefits</p> <p>What Would You do for Retention? Policies, Practices?</p> <p>Legal Issues – Ethical Issues –</p> <p>Structured Interviewing Training</p> <p><b>WEEK NINE: JULY 29</b></p> <p>Jeopardy Review Game for Final , then.....</p> <p>Final Exam</p>
<p><b>Additional Information</b></p>	<ul style="list-style-type: none"> <li>• Students must notify the office if they wish to DROP or WITHDRAW from a course. It is not sufficient to tell your instructor. Cancellation of an enrollment is subject to Tuition Refund Deadlines and Policies as outlined in the Graduate Studies Catalog.</li> <li>• Webster University’s online library, <i>Passports</i>, is available through <a href="http://library.webster.edu">http://library.webster.edu</a>, you will need to use your student ID to access the databases.</li> <li>• Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course, and may be subject to discipline or dismissal. <a href="http://www.turnitin.com">www.turnitin.com</a> is a tool Webster University uses to assist faculty in identifying plagiarism.</li> <li>• Students should use citation protocol from APA. Guidelines are available in the office or on-line at <a href="http://www.webster.edu/coloradosprings">www.webster.edu/coloradosprings</a></li> <li>• Class sessions are limited to currently enrolled students.</li> <li>• Daycare services are not available at Webster University. Children are not allowed to attend class or use Webster University facilities.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Grades are available online by visiting <a href="http://www.webster.edu">www.webster.edu</a>, select Registration and Online Services. You will need to provide your student number and password to access your online information.</li></ul> |
|--|---|