

<b>Course</b>	<b>HRMG 5800 / JC / Staffing</b>
<b>Term</b>	Fall 2, 2009 – Wednesday – 6:00 pm – 10:00 pm 10/21, 10/28, 11/4, 11/18, 11/25, 12/2, 12/9, 12/16 ( <b>Make-up date TBD</b> )
<b>Instructor</b>	Name: Mike Franks Home Phone: (904) 269-2212 Work Phone: (904) 264-8040 Email: <a href="mailto:franksm@webster.edu">franksm@webster.edu</a>
<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 theories from staffing.</li> <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>Berry, L. M. (2003). <b>Employee Selection</b>. (1<sup>st</sup> Edition). Belmont, CA Thompson/ Wadsworth. ISBN#0-534-58095-5</p> <p><b>To Order Textbooks go to the local North FL website <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks to select a vendor</b></p> <p><b>(Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery)</b></p> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Research Paper Guidelines and Sample Paper</u></b> – See website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on the Student Resources category.</li> <li>• <b><u>Supplemental Papers and Links</u></b>- Additional course material is on the E-Reserves system (<a href="http://ereserves.webster.edu/eres/">http://ereserves.webster.edu/eres/</a>).</li> </ul>																						
<p><b>Grading</b></p>	<table border="1" data-bbox="492 758 1437 1451"> <thead> <tr> <th style="text-align: left;">Assignments</th> <th style="text-align: right;">Maximum Points</th> </tr> </thead> <tbody> <tr> <td>• Quizzes (3 @ 5 points)</td> <td style="text-align: right;">15 Points</td> </tr> <tr> <td>• Literature Review Including</td> <td style="text-align: right;">20 Points</td> </tr> <tr> <td>• Passport Internet Research</td> <td style="text-align: right;">10 Points</td> </tr> <tr> <td>• Class Project</td> <td style="text-align: right;">25 Points</td> </tr> <tr> <td>    ➤ 15 Points for the team effort</td> <td></td> </tr> <tr> <td>    ➤ 5 Points for individual effort</td> <td></td> </tr> <tr> <td>    ➤ 5 Presentation</td> <td></td> </tr> <tr> <td>• Final Exam</td> <td style="text-align: right;">20 Points</td> </tr> <tr> <td>• Class Participation and Attendance</td> <td style="text-align: right;"><u>10 Points</u></td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>100 Points</b></td> </tr> </tbody> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p>	Assignments	Maximum Points	• Quizzes (3 @ 5 points)	15 Points	• Literature Review Including	20 Points	• Passport Internet Research	10 Points	• Class Project	25 Points	➤ 15 Points for the team effort		➤ 5 Points for individual effort		➤ 5 Presentation		• Final Exam	20 Points	• Class Participation and Attendance	<u>10 Points</u>	<b>TOTAL</b>	<b>100 Points</b>
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Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

**Activities**

- Lecturettes used to convey an understanding of mandatory topics.
- Simulations and role-plays used to promote application and analysis of theory and methods.
- Self-assessment tools and activities used to demonstrate acquisition of HRM competencies.
- Facilitated discussions of readings and journal articles.
- Cases used to promote application, analysis, and solution of organizational problems.
- Use of examinations

**Quizzes:**

- Quizzes will be a maximum of 15 points (3 @ 5 points each).
- Quizzes will be taken in class.
- Quizzes will consist of short answer responses to application questions.

**Literature Review Including Passport Internet Research:**

- The literature review grade will be based on a paper written about a selection method.
- The literature review will be a maximum of 30 points (20 points for paper and 10 for use of Passport).
- The assignment can be performed as an individual or group (no larger than 2-4 students).
- Individuals or groups will present their findings and turn in the paper during week three of the course.
- All papers must be typed in APA format, 12-point font, between 6 and 8 double-spaced typed pages (10-12 pages for a group paper), not including cover and reference pages.
- The written paper represents a maximum of 20 points. Passport Internet research represents 10 additional points. Ten separate references must be cited. They must have been written within the last 3 years, researched within the time frame of this term, and may

include only one from the textbook. References should include both applied and academic sources.

**Class Project:**

- A class project will be a maximum of 25 points.
- Possible projects include a real job analysis, creation of a supervisor hiring guide or other project decided upon at the first class,
- Your grade is based on the technical report (paper). The instructor awards points (15 points) for group effort.
- Individuals can earn a maximum of 5 points for individual effort. Grade is based on peer input.
- The presentation of the project is worth a maximum of 5 points and is awarded by the instructor.

**Final Exam:**

- The final is worth 20 points and is a take-home exam.
- The exam will measure your ability to apply course concepts and solve selection-related problems.

**Class Participation and Attendance:**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.

	<ul style="list-style-type: none"> <li>• Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.</li> <li>• A maximum of 10 points will be awarded based on the level and quality of participation and preparation.</li> <li>• Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.</li> <li>• All assignments are due as detailed in the Course Schedule.</li> <li>• Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.</li> <li>• Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.</li> </ul>
<p><b>Policy Statements: University Policies</b></p>	<p>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:</p> <p><b>Academic Honesty</b></p> <p>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.</p> <p><b>Drops and Withdrawals</b></p> <p>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.</p> <p><b>Special Services</b></p> <p>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.</p> <p><b>Disturbances</b></p>

	<p>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.</p> <p><b>Student Assignments Retained</b></p> <p>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.</p> <p><b>Contact Hours for this Course</b></p> <p>It is essential that all classes meet for the full instructional time as 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 add, delete, or modify any weeks of this schedule. Any changes will be announced during class.</p> <p>Academic Dishonesty: Webster University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, fabrication, plagiarism, and facilitation of academic dishonesty. Academic dishonesty is unacceptable and may result in disciplinary action, as outlined in the Graduate Studies catalog.</p> <p><b>Make-Up Requirements</b></p> <ul style="list-style-type: none"> <li>• For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press.</li> <li>• This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade.</li> </ul> <p>Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible.</p>

<b>Weekly Schedule</b>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• Prior to the first session, students are required to read Chapters 1 – 3</li> </ul>
	<b>Session 1</b>	<p><b>THEME: Staffing Process and Job Analysis</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Review of instructor/student expectations</li> <li>• Discussion and selection of class project</li> <li>• Activity: APA Writing Style</li> <li>• Staffing process/models/components</li> <li>• Class Resources</li> <li>• Job Analysis</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 4</li> </ul>
	<b>Session 2</b>	<p><b>THEME: Job Analysis</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• How to Conduct a Job Analysis (Activity)</li> <li>• Job analysis Activity</li> <li>• Fair Employment Laws</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 7</li> <li>• <b>Quiz #1</b></li> </ul>
	<b>Session 3</b>	<p><b>THEME: Measurement/Recruitment</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz #1</b></li> <li>• Measurement</li> <li>• Recruitment</li> <li>• Recruitment Activity</li> </ul> <p><b>Assignments for Session 4:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 5 and 6</li> </ul>
	<b>Session 4</b>	<p><b>THEME: Job Selection Testing</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Using Tests</li> <li>• Creating a Test Plan</li> <li>• Initial Selection Methods</li> </ul> <p><b>Assignments for Session 5:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 8 and 9</li> <li>• <b>Literature Review Paper is Due</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Quiz #2</b></li> </ul>
	<b>Session 5</b>	<p><b>THEME: Selection Methods</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz # 2</b></li> <li>• Ability Tests</li> <li>• Knowledge Tests</li> <li>• Personality Tests</li> <li>• Interest and Values</li> </ul> <p><b>Assignments for Session 6:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 10, 11 &amp; 12</li> </ul>
	<b>Session 6</b>	<p><b>THEME: Substantive Selection Methods</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Biodata</li> <li>• Work Samples</li> <li>• Assessments Centers</li> <li>• Structured Interviews</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>• Read assigned article and Chapters 14 and 15</li> <li>• <b>Quiz #3</b></li> </ul>
	<b>Session 7</b>	<p><b>THEME: Decision Methods/ Evaluating Success</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz #3</b></li> <li>• Hiring Standards and Cut Scores</li> <li>• Methods of Final Choice</li> <li>• Performance Appraisal</li> </ul> <p><b>Assignments for Session 8:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 16</li> <li>• Class Project (Paper) Due</li> </ul>
	<b>Session 8</b>	<p><b>THEME: Training Assessment &amp; Design</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Training Design</li> <li>• Methods</li> <li>• Transfer of Training</li> <li>• Evaluation</li> </ul>

	<p><b>Assignments for Session 9:</b></p> <ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Presentation of Class Project</li> </ul> <hr/> <p><b>Session 9</b></p> <p><b>THEME: Wrap-Up</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Final Exam Due</li> <li>• Presentation of Class Project</li> </ul>
<p><b>Additional Information</b></p>	<p><b>Determination of Grades is Based on the Following Criteria:</b></p> <p><u>Minimum Requirements:</u>  Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.</p> <p>Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.</p> <p>Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.</p> <p><u>Mastery Level (Grade of “B”): Professional Achievement</u>  Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive. Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.  Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.</p> <p><u>Mastery Level Plus (Grade of “A”): Creative Achievement</u>  Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.</p> <p>Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.</p> <p>Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights</p>

	<p>and relationships concerning the subject/topic of discussion.</p> <p>The grade of “A” represents the best work of students, accomplished in a unique and professional manner.</p> <p><b>Note:</b></p> <p>To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the students.</p>
<p>Reviewed by: <u>    <i>J. Ewing</i>    </u></p> <p>Job Title: <u>    Faculty Coordinator    </u></p> <p>Date: <u>    08/29/07    </u></p>	

Revised 8/22/07