

DRAFT SYLLABUS

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**TROY STATE UNIVERSITY
HRM 6622-HUMAN RESOURCES STAFFING
Term 4, 2004
(Distance Learning Format)**

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COURSE DESCRIPTION: Study of theory, principles, and legal requirements for effective recruitment, selection, and promotion in organizational settings. The course provides an in-depth analysis of tools, techniques and statistical concepts applied to the fundamental HR function of Staffing.

OVERALL OBJECTIVE: To provide prospective human resource management professionals with an in-depth understanding of the theory and practice of human resource selection techniques and methods in an organizational setting.

SPECIFIC OBJECTIVES: Upon completion of this course, students should be able to:

1. Describe and apply laws and regulations affecting staffing decisions.
2. Conduct job analysis and prepare job descriptions and specifications.
3. Weigh the advantages and disadvantages of internal and external recruiting.
4. Distinguish among the major selection methods and use the most legally defensible of them.
5. Design and implement selection programs that are ethical, legal, effective, and efficient within the context of defined labor market conditions.
6. Design and conduct effective job interviews.
7. List the factors influencing worker motivation that are related to the staffing function.
8. Identify the ways in which a labor union can affect an employer's staffing policy and program.

9. Design a staffing plan to support international business needs.

REQUIRED TEXT: Heneman and Judge, Staffing Organizations, Fourth Edition, McGraw-Hill/Irwin, 2003, ISBN: 0-07-248259-1.

COURSE REQUIREMENTS:

1. **Research Paper:** Group Work - Select a topic in human resource staffing, and research it by survey and/or other means. The specific topic must be developed by the students with the prior approval of the Professor. Students are encouraged to apply the topic to their own workplace. Prepare a paper--20-30 pages--(one paper from each Group – NOT from each student) indicating objectives, review of relevant literature, related theory, methodology, findings, and conclusions at which you arrive. Statistical analysis of data must be conducted using appropriate techniques. Further information will be provided.
2. **Job Analysis Project:** (a) Objectives-(1) To provide experience and skill development in job analysis and (2) To learn how to develop job descriptions in a realistic setting. (b) Commentary-In this exercise you are asked to visit an organization and conduct a job analysis for one specific job. The skills to develop job descriptions and do job analyses have been neglected and yet are more vital today than ever before. Further information including a sample job analysis questionnaire will be provided later. (See chapter 4 of text). Write a report on your experience which will include a review of the literature, narrative, job analysis instrument, job description, and suggestions for improvement. (c)Summary-This assignment is an **individual** and **field work** research project.
3. **Case Applications:** Group Work – Seven “Applications” from Heneman are assigned. Group papers will contain responses to the Case questions and submitted according to the schedule.
4. **Discussion Board:** An Issue for Discussion will be posted on the course site Discussion Board for most Lessons in the course. The Issues will relate to topics on the Syllabus and in the text. Each student is expected to read the Issue and participate with classmates in the Discussion. Your contribution to the Issue at hand will be evaluated, and discussion activity is considered in determining final course grades.
5. **Internet Exercise:** Some Lessons contain a Web Exercise which you are expected to read and follow accordingly. Some final exam questions will be taken from the Exercise material.
6. **Final Examination:** A proctored final exam will be administered during the eighth week (May 4-8, 2004) of the term. The exam (used to measure mastery of factual material presented in the course) will consist of objective and essay questions drawn from the assigned readings in the text, lecture material, and PowerPoint

slides. Supplementary readings may be useful for elaborating on the essay questions.

SUPPLEMENTAL READINGS: Supplemental readings have been selected from materials that will most likely be found in public libraries and in the TSU library over the Internet.

HARDWARE AND SOFTWARE REQUIREMENTS: On-line access to the Internet for electronic mail (e-mail) capability is required. On-demand access to a PC with an operating system compatible with Windows '95, '98, 2000, or ME is required. Any e-mail software such as Netscape or Internet Explorer will work. No video or images will be transmitted via the Internet. Application software compatible with Microsoft Office '95, '97, or 2000 is required.

DISTANCE LEARNING COURSE METHODOLOGY: The on-line DL format of HRM 6622 can only be completed by students who have on-demand access to e-mail. It is designed to be simple in structure, requiring only e-mail capability for communication with the instructor and student classmates. The course is organized around nine lesson modules; each described in the study guide which accompanies this overview. Each lesson module is organized generally as follows:

Lesson Module

- **Overview**
- **Objectives**
- **Reading Assignments**
- **Application Tasks (ATs)**
- **Supplemental Readings**

The reading assignments are in the required text, *Staffing Organizations*, fourth edition, Heneman, 2003. The Application Tasks (ATs) are, for the most part, to be completed within student groups and sent to the instructor (**Digital Drop Box**). Two tasks (assignments) are to be completed individually. One individual task will consist of a proctored final exam, and the other task involves a job analysis report (sent via **Digital Drop Box**).

The supplemental readings have been selected with consideration for periodicals available to TSU students through their Internet access to the TSU Library journal databases. Reading these and others resulting from student research will enhance the learning of key topics and their application in organizations.

The Readings and Assignments Schedule below indicates when the tasks are due for each lesson. It is the responsibility of each student, and each student group, to meet the lesson deadlines. Any anticipated problems should be brought to the instructor's attention in a timely manner, using e-mail, facsimile transmission, or by calling the instructor. Without strict adherence to the schedule, students will have great difficulty in completing the course on time. The instructor will emphasize this, and shall provide

timely feedback on each assignment so students can proceed on schedule. The tasks are due on FRIDAY of the assigned week.

ADMINISTRATIVE AND TECHNICAL SUPPORT: Please contact Kim Barron in the TSU Distance Learning Center [334-670-5674 or kbarron@troyst.edu] for administrative support such as address changes, registration or tuition payments. For assistance in using TSU library resources please contact Brian Webb [bwebb@troyst.edu]. And please contact Scott Erb [scotterb@troyst.edu] for questions regarding technical issues with Blackboard. Technical support is also available 24 hours a day at 1-800-267-3387.

EVALUATION: The HRM 6622 course is graded as A, B, C, D, or F. The graded elements of the course include final exam score, research paper, job analysis report, and case application papers. All group members will receive the same grade for the group case papers; but **not** necessarily for the group research paper. Individual evaluations will be conducted for the group research project. Please note below under "Task Group Management" how a lack of constructive participation can affect the final examination score.

Grade Scale:

<u>Assessment</u>	<u>Percent of Grade</u>	
Research Paper	25%	A=90-100
Final Exam	30%	B=80-89
Case Applications	35% (5% each)	C=70-79
Job Analysis Report	10%	D=60-69
		F=Below 60

“A” grades reflect outstanding achievement. It indicates exceptional, extraordinary effort and results. This grade rewards work that achieves the highest level of excellence.

“B” grades reflect very good performance. It is an indication of above average effort, and work that is of high quality; but short of excellent.

“C” grades reflect average work and satisfactory results.

Make-up Policy:

All work must be completed in order to receive a passing grade in the course. No work may be done over to improve grades, and no extra credit work will be offered.

STUDENT RESPONSIBILITIES:

Selecting Examination Proctors

People suitable to use, and often called upon, as an examination proctor include [1] officials/counselors at local technical or community colleges—one who might administer CLEPs—they are frequently called upon for this task; [2] those who administer certification or continuing education credit tests in professional fields [e.g., allied health services]; [3] a local ETS or Sylvan Learning center official [although these are certain to have a cost you will have to incur]. Other choices lower on the list than the three above would include a local high school counselor who proctors ACT/SAT and

Advanced Placement examinations, librarians, or finally, your facility's Human Resources Manager. People who serve as your supervisor or members of the clergy are NOT a suitable choice.

Task Group Management

Student interaction is critical to effective learning in this course format. Students are assigned to small groups for the duration of the course. Each lesson requires students to interact (by e-mail, group discussion board, fax, telephone, etc.) within their group; and complete the assigned tasks. The leadership role will rotate around the group, changing after each lesson. The task leader for the first lesson module will be assigned by the instructor; groups can arrange subsequent rotation of this responsibility.

Please note that a student's lack of participation, as reported to the instructor by his/her group's members can result in a five-point reduction on the final examination grade for each lesson the group's members indicate that the student failed to constructively participate.

Standards of Conduct

All students are expected to abide by the standards published in the TSU publication, *The Oracle*, including those related to cheating, plagiarism, and furnishing false information to the University or faculty. The University is unambiguous in its focus on maintaining the highest level of ethical standards in the teacher-student relationship. In addition, it is prohibited to turn in work that was completed for another class. For example, students are expected to choose **entirely different** research topics from those used in other courses.

AMERICANS WITH DISABILITIES ACT: Any student whose disabilities fall within the ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

SCHEDULE OF READINGS AND ASSIGNMENTS **TERM 4, 2004**

<u>WEEK OF:</u>	<u>TOPICS</u>	<u>ASSIGNMENTS</u>
March 15-19	Introduction to Staffing	Chapter 1
March 22-26	Legal Issues in Staffing	Chapter 2 Case Application: Age Discrimination in a Promotion?
March 29-April 2	Human Resource Planning	Chapter 3 Case Application: Flexible Staffing

April 5-9	Job Analysis	Chapter 4 Case Application: Maintaining Job Descriptions
April 12-16	Staffing Activities: Recruitment (External & Internal)	Chapters 5 & 6 Research Proposals are DUE (April 16)
April 19-23	Staffing Activities: Selection (External 1)	Chapter 8 Case Application: Lawful Application Blank Job Analysis Reports (Papers) are DUE (April 23)
April 26-30	Staffing Activities: Selection (External 2)	Chapter 9 Case Application: Assessment Methods for Job of HR Director
May 3-7	Staffing Activities: Selection (Internal)	Chapter 10 Case Application: Changing a Promotion System FINAL EXAMINATION— PROCTORED (May 4-8) (Chapters 1-2-3-4-5-6-8-9-10)
May 10-14	Staffing Activities: Employment (Decision Making)	Chapter 11 Case Application: Management Training Program
May 17-21	Staffing Activities: Employment (Final Match)	Chapter 12 GROUP RESEARCH PAPERS ARE DUE-MONDAY May 17

HUMAN RESOURCES STAFFING

READING LIST – RECOMMENDED

Timothy S. Bland, "Anatomy of an Employment Lawsuit," *HRMagazine* 46, no. 3, March 2001, 145-154.

Jathan W. Janove, "Soothing the EEOC Dragon," *HRMagazine* 46, no. 5, May 2001, 137-153.

William M. James, "Best HR Practices for Today's Innovation Management," *Research Technology Management* 45, no. 1, January/February 2002, 57-60.

Helen Palmer and Will Valet, "Job Analysis: Targeting Needed Skills," *Employment Relations Today*, no. 3, Autumn 2001, 85-92.

Sarah Fister Gale, "Internet Recruiting: Better, Cheaper, Faster," *Workforce* 80, no. 12, December 2001, 74-77.

Rhea Nagel and Jerry Bohovich, "College Recruiting in the 21st Century," *Journal of Career Planning & Employment* 61, no.1, Fall 2000, 36-37.

Ivan Robertson and Mike Smith, "Personal Selection," *Journal of Occupational and Organizational Psychology* 74, no. 4, November 2001, 441-472.

Leaetta Houghland and Grederick Oswald, "Personnel Selection: Looking Toward the Future—Remembering the Past," *Annual Review of Psychology* 51, 2000, 631-664.

Yen Chung, "The Validity of Biographical Inventories for the Selection of Salespeople," *International Journal of Management* 18, no. 3, September 2001, 322-329.

Merry Mayer, "Background Checks in Focus," *HRMagazine* 47, no. 1, January 2002, 59-62.

Ellen Duffy McKay, "Reference Checks: A Legal Minefield," *HRFocus* 74, no. 12, December 1997, S11-S12.

Gillian Flynn, "A Legal Examination of Testing," *Workforce* 81, no. 6, June 2002, 92-94.

Gregory Hurtz and John Donovan, "Personality and Job Performance: The Big Five Revisited," *Journal of Applied Psychology* 85, no. 6, December 2000, 869-879.

Karen van der Zee, Arnold Bakker, and Paulien Bakker, "Why are Structured Interviews So Rarely Used in Personnel Selection?" *Journal of Applied Psychology* 87, no. 1, February 2002, 176-184.