BUS-MHR 7311 - STAFFING ORGANIZATIONS

THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS
SPRING SEMESTER 2017

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Office Hours: Mondays & Tuesdays 4:30-5:30 pm and by appointment
Class Hours: Tuesdays, 6:15-9:30 pm in 305 Gerlach Hall

REQUIRED MATERIALS:

Jean M. Phillips & Stan M. Gully (2015). *Strategic Staffing,* 3rd Edition. Pearson. ISBN-10: 0-13-357176-9; ISBN-13: 978-0-13-357176-9

InterviewRight. An online interviewing skills training program. The registration form for this program is posted on Carmen with the materials for the first class session. To obtain the discounted rate ($35) follow the instructions on the form. If you miss the window to receive the discount, or are not comfortable with that process, you can go to https://ir.devinegroup.com/signup/ and follow the prompts ($49). Either way, you will receive your login information via email once your payment is received.

Web Page: Course information, including additional required materials, will be posted on Carmen (http://carmen.osu.edu). This site will be used to provide you with class session assignments, handouts, slides, announcements, and grade information.

COURSE DESCRIPTION:

Examination of the scientific, legal, and administrative issues associated with the recruitment, selection, employment and retention of individuals by organizations

An organization's capacity to achieve a competitive advantage through human resources begins with successful staffing. Attention in the first part of the course will be given to reviewing the attributes of effective staffing strategies and procedures with attention then given to evaluating methods of recruitment and selection used by organizations in light of those attributes. Theory, research, and organizational practices will be considered through the use of readings, lecture/discussions, cases, simulations, and exercises.

COURSE OBJECTIVES:

This course provides an in-depth study of the staffing function and is approached with the intent of providing pragmatic information necessary for meaningful decision-making and implementation of effective staffing systems. This course focuses on the nuts and bolts of what you need to know to work in the area of staffing. After completion of this class, you should be able to: identify and articulate staffing strategies, conduct a job analysis, write job descriptions and specifications, determine staffing levels, choose appropriate methods of recruitment and selection (internally and using external services), develop and conduct structured interviews, assess candidates, make final hiring decisions, and evaluate the validity, fairness, and organizational effectiveness of staffing systems.

INSTRUCTIONAL PHILOSOPHY:

Each of us is responsible for the success of this class. I have tried to design the course to maximize your learning and I am committed to creating a positive learning environment in the classroom. What you get out of the course is, however, ultimately up to you. My goal is to strikes a balance between my presentation of material and your involvement in discussions, projects, cases and exercises. If we each do our part, this course will be a positive learning experience for us all.

EXPECTATIONS:

1. Attendance. Regular attendance throughout the quarter is critical and appreciated. Understanding (not to mention a decent grade) will not be acquired by reliance on readings instead of class attendance nor vice versa.

2. Preparation. Come to class having completed the assigned readings, cases, and exercises; review those materials prior to class so you are prepared to discuss them, and bring your course materials with you to class. I structure the class time assuming that you have completed the assignments. Class time will be spent evaluating, integrating and supplementing the material covered in the assignments, not reviewing that material.

3. Contribution. Ask questions and contribute your thoughts and personal experiences whenever relevant. When students actively contribute to the discussion, everyone benefits from a more positive learning environment and the class becomes more interesting. Remember, we are all in this class to learn from one another!

4. Professionalism. Be respectful of each other and demonstrate a high level of courtesy and professionalism.

GRADING:

Grades will be based two exams (or your quizzes), a team project, completion of an interviewer training program, and in-class contributions.

Quizzes. Short quizzes consisting of several true/false and multiple-choice questions will be given toward the end of most class sessions. These questions will be aimed at assessing comprehension of the material covered that class session and you will be provided with the domain from which the questions will be written. The quizzes are designed to be primarily diagnostic, helping us both gauge the extent to which learning is occurring. However, you do have the option of counting your quiz scores instead of taking the exam for each half of the term. Quiz scores will otherwise not be counted towards final grades (and this option is only available prior to taking an exam).

Exams. There will be two exams, each consisting of essay questions. The exams assess understanding of and ability to integrate and apply the basic concepts, processes, and issues covered in the course (class discussions and assignments). You will be provided with the population of essay questions from which the exam questions will be randomly sampled. Although the second exam is not comprehensive, the material covered earlier in the term is needed to evaluate the material covered later in the term.

Team Project. Students will be divided into teams to develop a hiring plan for a specific job. The group project is aimed at providing practical application of the course material. A complete description of this assignment is provided on pages 5-6 of this syllabus.

GRADING (continued):

InterviewRight **Certification.** As part of the course, student will complete an online, self-paced interviewer training program. This program takes approximately four hours to complete and consists of eight sections. There are interactive exercises, non-graded review quizzes, and a graded post test, which should be worked sequentially. Once you complete the entire program and post test, your personalized certificate will be available to print. Credit will be given for successful completion of this program as evidenced by submitting a copy of the certificate of completion. If you encounter any difficulties with the InterviewRight program, please call Customer Support at (513) 792-7500 or send an email to support@devinegroup.com.

Class Contribution. Note that contributing is not the same as attending or participating (though one cannot contribute does not attend or participate). Contributing is defined as providing comments that demonstrate knowledge and application of course material, asking insightful questions, respectful responses to the comments of others, refraining from overly long monologues or war stories, and actively engaging in in-class activities.

The graded elements described above will be weighted as follows:

Exam I	100 pts	25%
Exam II	100 pts	25%
Team Project	120 pts	30%
InterviewRight Certificate	40 pts	10%
Contribution	40 pts	10%
Total:	400 pts	100%

The straight scale shown below will be used to determine final grades:

TOTAL POINTS	GRADE	%
372 – 400	A	93
360 – 371	A-	90
348 – 359	B+	87
332 – 347	B	83
320 – 331	B-	80
308 – 319	C+	77
292 – 307	C	73
280 – 291	C-	70
268 – 279	D+	67
252 –267	D	63
< 240	E	< 60

OTHER UNIVERSITY AND COURSE POLICIES:

- OSU Disability Policy: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; www.slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

- Students who are concerned about their class performance should contact me as soon as those concerns arise. I will work with you to improve your grade where possible, but you must take the initiative to do so – and the earlier you do so, the better.

- No late assignments or make-up exams will be allowed unless I am advised of a valid excuse *prior* to the exam or due date. No make-up quizzes will be offered, as there already is an available alternative – taking the exam.

- If you have concerns about a graded element, you may submit an appeal. Appeals must be in writing and must contain (a) a clear identification of what you are appealing and (b) an explanation of why you think the assigned grade does not reflect the quality of your performance including support for that position. Appeals must be received within one week of when the work is returned to you. All such appeals will be carefully considered and you will receive a written response within one week of when the appeal was received. I reserve the right to re-grade the entire assignment or exam.

- Academic Misconduct: The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement.

CLASS SCHEDULE:

The outlines posted on Carmen will specify the assignments for each class session.

DAY (DATE)	TOPIC
TUESDAY (1/10)	STAFFING AND ITS IMPORTANCE
TUESDAY (1/17)	STAFFING STRATEGY & METRICS, **Quiz 1**
TUESDAY (1/24)	LEGAL CONSIDERATIONS, **Quiz 2;** *Status report due*
TUESDAY (1/31)	JOB ANALYSIS, **Quiz 3**
TUESDAY (2/7)	WORKFORCE PLANNING, **Quiz 4**
TUESDAY (2/14)	SOURCING TALENT, **Quiz 5**
TUESDAY (2/21)	RECRUITING TALENT & *EXAM I* *Job Analysis draft due (optional)*
TUESDAY (2/28)	*No class – Term 1 finals*
TUESDAY (3/7)	MEASUREMENT & SCREENING ASSESSMENTS, **Quiz 6** *Recruitment Plan draft due (optional)*
TUESDAY (3/14)	*No class – Spring Break*
TUESDAY (3/21)	EVALUATIVE ASSESSMENTS, **Quiz 7**
TUESDAY (3/28)	OTHER ASSESSMENTS & INTERNAL SELECTION, **Quiz 8**
TUESDAY (4/4)	SELECTION SYSTEMS, **Quiz 9**
TUESDAY (4/11)	ONBOARDING & RETENTION, **Quiz 10;** *IR Certificate Due* *Selection Plan draft due (optional)*
TUESDAY (4/18)	PROCESS ISSUES & *Exam II*
THURSDAY (4/27)	*Hiring plan Due*

TEAM PROJECT:

You will be divided into groups (of your choice) during the second class meeting in order to provide experience and build competence in preparing recruitment and hiring plans. You may choose any job in any organization. It can be a job you, a friend, or family member holds (or has held). Choose the job and organization from your collective interests and experiences. You will want to have access to a comprehensive job description for the target position. Resist the temptation to simply work backwards from what the organization currently does in hiring people for that position. This does not enable you to achieve the course objectives and more often than not, you will have a difficult time adequately justifying those activities. The project can be split up but needs to be completed sequentially to insure that the different parts fits together (i.e., the hiring plan cannot be written prior to evaluating the job requirements). The assignment requires evaluating (and updating as necessary) the existing job description and then preparing a complete recruitment and hiring plan for this target position. The project requires (a) evaluating how well the requirements of the job have been specified, (b) determining how to identify and attract applicants who will meet those requirements, and (c) determining how to best assess those qualifications in job applicants.

Project Requirements: A half page status report will be due from each group on January 24th. You are encouraged to seek out additional help if you have questions, are struggling or confused, or need feedback on any aspect of the project (or the course). The project needs to be completed in phases, with each phase building upon earlier phases. A draft version of each part of the project may be submitted for feedback via Carmen dropbox (doing so is not required) by the due dates indicated below. There are no minimum or maximum page limits. Proposals should be as long as necessary to present the relevant material - no longer (30 pages, excluding tables and appendices, is typical). The focus throughout should be on demonstrating understanding and application of course material. The proposals should be professional in appearance. The final written report is due by 6pm on April 27th.The expectations and grading criteria for each part of the assignment are as follows:

A. Evaluation of Job Requirements (draft due date 2/21)

Begin by analyzing the appropriateness and comprehensiveness of the existing job description for the target position. This needs to be a complete internal job description and specification, used for all aspects of HR, not a job summary or external job posting. As part of your evaluation, you will need to interview a subject matter expert (SME) -- a person currently holding or supervising the target position. Only obtain information from this person to help you understand the responsibilities and requirements of the job – not how the position is currently staffed. Your goal in interviewing this person is to better understand the job you will be staffing. Before meeting with your SME it is recommended that you research the position on O*Net and any other resources you deem appropriate. Issues you will want to address with your SME interview include: How well does the job description describe what the job incumbent actually does? How well does it capture the KSAO's needed to successfully perform the job? Are all of the KSAO's listed really necessary? Is the description sufficiently detailed to develop a sound recruitment and hiring plan? You may also want to get input from your SME for rating the tasks/duties and KSAOs.

In your report, provide some background on the organization, the job, and the interviewed SME. Then summarize how you went about evaluating the position, explaining why and how you did so. Next critique the existing job description and outline and explain the changes that you made, if any, based on the information you gathered and your analysis. In this and the other parts of the project, use course material (e.g., class notes, text, IR, O*net) to support the processes you used and the decisions/choices that you made. Provide as appendixes a copy of the job description you began working from, as well as the revised job description (which will be the basis for your recruitment and hiring plans). The revised document should include relevant ratings of tasks and KSAOs. A task by KSAO chart should also be included. Of the 120 points for this project, 20 are allocated to this section, based on the completeness and clarity of the above information as well as appropriate application of course concepts to support the procedures that you followed and the changes you propose.

TEAM PROJECT (Continued):

B. Recruitment Plan (draft due date 3/07)

　　Based on the revised job description, outline the steps that you would take to source and recruit applicants. Provide a narrative description of your recommendations for generating a sufficient applicant pool. Your recruitment plan should address: (1) What to source for (critical KSAOs), (2) Where to source (i.e., labor market segments), (3) How to source/recruit (i.e., sources & media), (4) Who should source/recruit, (5) When to source, and (6) The key message(s) used in recruiting. Justify those decisions based on your job analysis and the characteristics of the applicant pool you want to generate (i.e., cost, number and type of expected applicants [quality, experience, labor market segment, type of job seeker], fit of applicants, diversity of applicants, speed of hire).

　　This section of the report is worth 30 points based on linkage with the job description, completeness and justification of your plan, and appropriate application of course concepts.

C. Hiring Plan (draft due date 4/11)

　　This section is about which assessment methods you are using, how you are using them, and why. It is required that you include an interview, and you need to provide a sample of interview questions (at least 5 questions reflecting both behavior description and hypothetical situation questions and the rating criteria for each question). Articulate how each of the critical KSAO's identified in your job analysis will be assessed and why you believe the methods you have selected are the best options for doing so. Include a KSAO x Selection Method chart to summarize what assessment methods are being used to assess what KSAOs. In addition to articulating why the methods you are using are the most appropriate to assess the targeted KSAOs, further justify the assessment methods you will use for this position by addressing issues such as proficiency of hires (validity), utility (cost/benefit), legal liability, diversity, "fit", usability/practicality, applicant reactions, and the speed of hire. You should also specify and support how each assessment is being used in terms of the different phases (e.g., screening, evaluative, etc.) of the hiring process.

　　This section is worth 40 points based on the linkage with the job description, the justification for those methods, and appropriate application of course concepts. The final 5 points of the project are for the professionalism of your final report.

D. Live Case

　　Separate from the other three parts of the project, your team will also need to prepare and submit recommendations for a live case presented by guest speakers. Our guests will provide the background and details of the case. The exact timeline is to be determined but you will have at least 4 weeks to work on your recommendations. Your submissions will be reviewed by the organization and select groups will be asked to also share their recommendations with the class at a subsequent session. The live case is worth 25 points, based on both the organization's evaluation of the quality of your recommendations and my evaluation of the soundness of and support for your proposal.

　　Project Evaluation: Working in teams can be beneficial, fun, and rewarding, but also at times very frustrating. Learning to work effectively as a team member and leader are valuable skills, as you will likely be a part of teams throughout much of your career. In organizations, you will frequently be evaluated solely on the team product irrespective of individual contributions. Here we can afford to be more equitable. Peer evaluations will be obtained in which you will be asked to evaluate each team member's relative contributions to each project. The grade I assign will be the grade for your team on average. The specific grades individuals earn will be determined by the peer ratings. The peer evaluation form (posted on Carmen) must be received by April 28th.