

MGMT 405: Staffing Fall 2016

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Class Hours: Tuesday/Thursday 10:05-11:30
Room: DMS 122
Class Website: on Blackboard
Office Hours: T/Th 1:00-2:00; or by appointment

Reading Material

H. G. Heneman, T. Judge, & J. D. Kammeyer-Mueller (2015). *Staffing Organizations*. Irwin/McGraw-Hill. *NOTE: The prior edition is also acceptable; authored by Heneman and Judge.*

A number of additional staffing-related articles and materials (e.g., chapters, relevant articles, current events, examples, etc.) will be assigned over the course of the semester. These will be provided to you in class or over Blackboard.

Vision for the Course

The vision for this course is simple: *Staffing for life!* This is because in one way or another, staffing is always a part of your career. You will learn how to use staffing to achieve sustained competitive advantage for your organization. You will also learn how to be more effective in your own job search.

Purpose of the Course

Acquiring talent is one of the most important ways firms can achieve a competitive advantage. Use of effective staffing practices is central to the firm's ability to compete and survive. Even though every organization must use some form of staffing procedure, relatively few use them optimally or efficiently. Yet considerable evidence suggests that firms benefit enormously when they improve their ability to:

- identify the kind of talent they need for different jobs within the organization
- assess whether applicants have the needed talent
- assess whether applicants fit with the organization's culture
- recruit and attract the most talented individuals within the labor market
- manage the retention process in a way that improves the overall quality of the workforce
- assess leadership and managerial skills when making decisions about who to promote
- manage the succession planning process for key positions throughout the organization
- manage the staffing process in a way that is seen as fair by those within and outside the organization
- manage the legal and administrative complexities associated with the staffing process

We will examine what is known about best practices in the staffing area, why firms approach staffing issues in the way they do, and how firms should make decisions about key staffing issues.

The focus of the class is on applied, real-world staffing issues. Although we will cover staffing theory, our interest will always be on how we apply this theory to improve organizational effectiveness. I am involved in a number of “real world” selection and staffing projects, and I will bring these experiences into the classroom. If possible, we will also have some guest speakers visit the class to discuss various staffing-related issues.

Please realize that staffing is a fairly technical area that is under close legal scrutiny. Hence, performing well in this class will require you to be detail-oriented. I will try not to “bog you down” in details, but some details are absolutely critical to understand. Staffing can be a challenging area because it intersects legal/political, professional, and scientific communities, and we must become familiar with each of these areas. This means the course will likewise be challenging. Details will matter!

Learning Outcomes

Students will complete the course with:

- Knowledge of basic staffing principles, best practices, and legal considerations. Key topics include strategic staffing concepts, job analysis, reliability and validity, performance and criterion development, predictor and selection system development and design, selection system implementation, and important legal issues.
- Skill in applying this knowledge to practical staffing problems.
- An increased ability to communicate in writing and orally.
- An ability to use technological resources to prepare reports and presentations.
- An increased ability to work collaboratively with others.
- An increased appreciation of staffing research and an enhanced ability to think critically.
- An ability to convey the implications of staffing to non-HR managers.

Course Structure

The classes will be a mix of lecture, class discussion, and in-class group projects. We will frequently use some form of an in-class project to reinforce key principles. *Active* participation is expected and rewarded. This goes without saying, but make sure you read the assigned materials *before* coming to class. It is expected that you will have already reviewed the materials before class. Please also note that class will start and end promptly, so be sure to *show up a few minutes early*.

Course Assignments

Exams (200 points): There are two written exams (100 points for each exam). The exams will cover material presented from class, discussions, and readings. Outstanding performance on the exams will require more than memorizing lists and terms. Outstanding performance will require the ability to apply relevant concepts and techniques as well as the ability to use these concepts and techniques to analyze specific situations presented in the exam.

Group Project (60 points): You will be working in assigned groups on a real-world project requiring you to solve a difficult staffing challenge. The project is very real and has real consequences and deliverables to the sponsoring organization. And just like in the real world, there is no clear answer, multiple sources of information to synthesize, and many competing issues that must be balanced. You can expect this project to challenge you. The project will require you to prepare a written proposal describing technical details and making a business case for your approach. It will also require periodic updates and progress summaries. More discussion of the project will be provided at the appropriate time. However, you need to realize that performing well on the project will require a substantial amount of time *outside* of class.

Group Final Presentation (20 points): Your group will make a final presentation summarizing your solution to the project. The context of this presentation will be as though you are presenting to a group of senior managers who are not in HR, and who are skeptical of what you are proposing. Thus, you will need to make a compelling business case for your strategy. The presentation will occur at the end of the semester.

Group Project Participation (10 points): You will evaluate your group members in terms of their contribution. That is, you will rate each group member's contribution to ensure it was adequate and each person did his/her fair share. This should eliminate "social loafing" and contribute to a more evenly distributed workload. Note that each person in a group can receive full participation points—this is *not* a single sum of points that is distributed across group members. Rather, each person can receive the maximum points, depending on whether s/he met the group's expectations. All ratings will be anonymous, and points will be assigned by taking the average of the group's ratings for each person. Hopefully it never happens, but please note that your group can decide to vote people off. If this happens, the person(s) voted off will have to do the project independently and will receive zero participation points. You will also receive zero participation points if you fail to evaluate your teammates by the specified time. Specific details on this process will be provided at the appropriate time. *Please note—your team controls these points—not me!*

Class Participation and Attendance (10 points): Class participation is an important element of learning. I expect you to speak up and talk, to ask questions, and to bring in your own examples. Although with a class of this size participation can be difficult, nearly every week you will have opportunities to work in small groups in class and I expect full participation in these projects. The nature of these in-class group projects is to give you hands-on experience with staffing practices. If you are disruptive in class, disrespectful to your classmates, and so on, you will not receive these participation points. Note that I will randomly call on students, and your ability to reasonably answer the questions will be reflected in your participation grade.

I follow the University's policy on attendance. It states: "Absence from more than 10 percent of

the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.” The policy may be viewed at <http://www.sc.edu/bulletin/ugrad/acadregs.html#class%20atten>

You may use the following scale as a guide for classroom behavior:

| | | |
|------------|---|--|
| +10 points | ↑ | Present at all classes; actively and constructively contributes to class discussion; always prepared and prompt; professional. |
| + 5 points | | Shows up in class regularly but not perfect attendance (misses 2 classes); shows up late; occasionally contributes; sometimes unprepared; distracted by texting or browsing web; usually professional. |
| 0 points | | ↓ |

Grades

As we go through the semester, write in your score so you always know how you are performing:

| | My Score | / points = | % |
|----------------------|----------|------------|--------|
| Exam 1: | _____ | / 100 = | _____% |
| Exam 2: | _____ | / 100 = | _____% |
| Group Project: | _____ | / 60 = | _____% |
| Group Presentation: | _____ | / 20 = | _____% |
| Group Participation: | _____ | / 10 = | _____% |
| Class Participation: | _____ | / 10 = | _____% |
| Overall Grade: | _____ | / 300 = | _____% |

Grades will be assigned according to the traditional cut-offs used at USC:

| | |
|---------|------|
| 90-100% | = A |
| 87-89% | = B+ |
| 80-86% | = B |
| 77-79% | = C+ |
| 70-76% | = C |
| 60-69% | = D |
| >59% | = F |

Missed Exams and Projects; Requests to Reconsider a Grade

If you are unable to take an exam during the scheduled time, you *must let me know before the test* in order to schedule a make-up exam, and *there must be a compelling reason*. If you do not tell me in advance, then no make-up exam will be given. Because the projects are group projects, and the deadlines are known far in advance, there is no excuse for turning in a project late. Therefore, each day a project is late, half of a letter grade will be deducted.

I am always willing to reconsider a grade or scoring of a question(s). However, you have seven days from the time you receive the grade to make the request. No reconsideration of grades or scoring will occur after seven days has elapsed. Note that if I reconsider a grade, it could mean the score goes up *or* down, depending on the quality of the answer.

Absolutely no deviations from this policy will be tolerated. Although this policy may seem tough, it is the only fair way to grade. Everybody has the same expectations and will receive the same treatment. There will be no exceptions.

Instructional Materials on the Web

The class materials will be posted to the Blackboard web service. Materials will be posted a few days in advance. If there is an important announcement, I will be sure to email the entire class. I make frequent use of email, so please be in the habit of checking it regularly. Please note I also frequently post other course-relevant material that is timely (e.g., new government reports, rulings on court cases, news reports, etc.).

University of South Carolina Honor Code

“It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.” For more information, go to: <http://www.sc.edu/academicintegrity/>

This class will follow the policies associated with the USC Honor Code as specified on the Office of Academic Integrity site <https://www.sa.sc.edu/academicintegrity/honor-code-policy-information/>.

Student Conduct

In 2010, student leaders developed and the Darla Moore School faculty endorsed a Code of Conduct for undergraduate students. This Code of Conduct can be found here:

<http://moore.sc.edu/studentlife/studentrightsandresponsibilities/studentcodeofconduct.aspx>

Contacting Me

I will always be in my office during office hours. However, I am frequently around at other times and you are welcome to drop by at your convenience or to schedule an appointment. Also note that even when I am not on campus, I check my e-mail messages on a regular basis, so feel free to leave a detailed message. I try to respond to email messages within one day of when I receive them.

Proposed Course Outline

| Week of: | | Topic |
|----------|--------------------------------|--|
| 1 | August 18 | Introduction; Strategy Chapter 1 |
| 2 | August 23 25 | Strategy (continued) |
| 3 | August 30 September 1 | Legal Chapter 2; Chapter 5 pp. 251-258 |
| 4 | September 6 8 | Measurement and Statistics Chapter 7 |
| 5 | September 13 15 | Job Analysis Chapter 4 |
| 6 | September 20 22 | Recruitment Chapter 5 Chapter 6 |
| 7 | September 27 29 | Recruitment (continued) Benefit Focus visit |
| 8 | October 4 6 | Staffing Overview Exam 1 Staffing overview notes/handouts only; no chapters |
| 9 | October 11 13 | Selection I Chapter 8 No Class-Fall Break |
| 10 | October 18 20 | Selection I (continued); Selection II Chapter 9 |
| 11 | October 25 27 | Selection II (continued) |
| 12 | November 1 3 | Selection III Chapter 10 |
| 13 | November 8 10 | No Class-Election Day |
| 14 | November 15 17 | Staffing Decision Making; Global; Ethics Chapter 11 |
| 15 | November 22 24 | No Class—Thanksgiving Break |
| 16 | November 29 | Group Presentations/Open Topic |
| 17 | December 1 | Group Presentations/Open Topic (Last Day of Class) |
| 18 | December 8 | Final Exam (9:00am) |

Note: Course outline will likely change to adapt to class interest, discussion, project deliverables, and availability of guest lectures. It is your responsibility to stay current.