Staffing and Development
MGMT 4305
Fall 2016

Instructor: Dr. Robert Allen
Office: OCNR 372
Telephone: 361-825-3416 (office) 361-443-0695 (cell)
Office hours: Tues/Thurs 1:00 p.m. to 3:00 p.m.
or by Bb Messages whenever you need help. In the recent past, I have had problems with
student emails ending up in my junk mail. Use of Bb Messages alleviates this problem.

Prerequisites

MGMT 3320 or permission of the instructor if taken as an elective, and Junior standing or above.

Text Book


Websites Used   Blackboard  https://bb9.tamucc.edu/

Course Description

Basic human resource management activities are intended to help organizations implement their chosen
strategy. Once an overall organizational strategy is established (e.g., low cost, differentiation or
focused), a HR strategy can be crafted that will facilitate the realization of organizational objectives
(e.g., survival, profitability). To realize desired HR objectives such as employee job satisfaction,
employee productivity, commitment, and compliance with relevant laws, two very basic matching
processes need to be effectively implemented. These matches are portrayed in the diagram that follows:
The HR Matching Objectives

![Diagram of Staffing Issues and Job/Organization Matching Objectives]

- Staffing Issues
  - Individual SKAOs
  - Job Requirements
- Job/Organization
  - Job Rewards
  - Individual Motivation
The diagram indicates that individual bring with them into an employment situation two general sets of factors. They bring skills, knowledge, abilities and other characteristics (SKAOs both good and bad) and a motivation to work. Motivation can be viewed as a willingness to exert effort to help realize organizational goals, i.e., work. At the same time, employers have two sets of factors relevant to the HR function. Organizations have work needing to be performed in order to implement and realize their strategies. This work is organized into jobs that have to be filled with established requirements. Employers also have a set of rewards associated with the jobs they offer to employees. Rewards vary widely from obvious consideration such as pay and benefits to more esoteric considerations such as having massage therapists on staff to help employees deal with job stress.

HR functions are performed that are intended to secure matches between employee motivation and the rewards offered by the employing institution. Efforts to secure this set of matches are the focus of compensation administration courses like MGMT 4335 at TAMU-CC. Other HR functions are performed that are intended to secure matches between the SKAOs individuals bring with them into the workplace and the requirements of the jobs offered by the employing institution. Efforts to secure this set of matches are the focus of this course, MGMT 4305 (Staffing and Development). If rewards associated with working effectively match the motivation of employees and their SKAOs effectively match job requirements, then the HR function should be able to realize its objectives (e.g., employee satisfaction, worker productivity, commitment to the job and compliance with governmental regulations).

If staffing, along with other HR functions such as compensation and compliance activities are effective, then an organization’s work force can become a source of competitive advantage. For those of you taking the business strategy class, you will learn that a competitive advantage is realized as a result of the implementation of a strategy that competitors find too difficult or too expensive to implement. When this occurs, the organization is likely to realize above average returns. This is much more likely to happen if there is a good match between the SKSOs and motivation of employees and the job requirements and rewards offered by employers.

This semester the focus will be on the staffing function performed by HR departments. This includes three broad topics: recruiting, selection, and retention. By effectively performing these activities, the fit between SKAOs of employees and job requirements should improve. When this occurs, strategic HR and organizational goals are more likely to be met. At the same time, employees are likely to be satisfied with their jobs, committed to the organization (i.e., low absenteeism and turnover), and productive. Recruiting refers to a process through which a pool of qualified candidates for vacancies is generated. To substantial degree, recruiting is influenced by general labor market conditions. For
example, in South Texas it became more difficult to hire employees in Corpus Christi because of the abundance of high-paying jobs in the oil fields north of town. Under such circumstances organizations needed to work harder in order to develop an appropriately large recruitment pool. Selection is the process of matching people identified through the recruiting process with specific jobs within the organization. While recruiting is about finding qualified applicants, selection is the process of choosing from the recruit pool individuals most qualified to fill jobs within the organization. The placement of individuals into jobs is the primary purpose of the selection process and the dual set of matches discussed above is an important part of this process. The third major concern that will be examined this semester involves employee retention. Retention includes activities intended to keep employees who are effective in their positions from leaving. Over the course of the semester, these three major topics will be closely examined with special consideration given to the facts that recruiting, selection and retention practices will vary to some degrees as a function of the overall organizational strategy the employer selects. For example, employers that adopt a low-cost/low price strategy are likely to perform these functions differently than ones that pursue a differentiation strategy dependent upon a talented, well-trained, creative workforce.

Learning Objectives:

After completing this course students should be able to:

- Understand the relationships among recruitment, selection, and retention.
- Recognize different selection methods and understand the purpose of each method.
- Understand and be able to develop recruitment and selection procedures.
- Understand and be able to interpret the reliability and validity of selection methods.
- Develop problem-solving, analysis, and interpretation skills to hands-on, practical experience.

Course Requirements

Your grade in MGMT 4305 will be determined by your performance on the following assignments:

Exams: Essay exams (four exams worth 100 points each).

Written assignments: Written assignments (Eight assignments worth 100 points each)

Total points: 1100 points

Grading: When determining final grades, the following point totals will be needed:

- A 990 – 1100 points
- B 880 – 989 points
- C 770 – 879 points
- D 660 – 769 points
- F below 660 points
Allen’s Educational Philosophy

When approaching MGMT 4305, I assume that I am educating future HR managers. When serving as HR managers, you have to be prepared to compete effectively with the “best and the brightest” people within your organization. My job is to prepare you for this competition, and by doing so, contribute to your success in life and as managers.

My intention is to offer you a rigorous course through which you will acquire the subject matter knowledge concerning the design of compensation and employee appraisal systems. Basic knowledge transfer will take place by reading assignments from the textbook and power points presentations available for each chapter you are assigned to read. The work you will do this semester will be handled individually. By taking this course, you will be exposed to the up-to-date relevant information needed to effectively perform staffing functions (recruiting, selection and retention) when serving as a HR manager.

However, becoming an effective HR manager involves more than acquiring knowledge. It also involves the acquisition of attitudes and skill sets needed to effectively perform the wide range of tasks performed by managers in contemporary organizations. Although having a strong knowledge base is essential to managerial success, it is not enough. You also have to have good problem solving skills, communications skills, a dedication to high quality work, and the ability to think critically. Therefore, it is part of my responsibility to provide you opportunities to develop these necessary skills.

We have a shared interest. Both you and I want you to leave this class better prepared for life, in general, and career success, in particular. I will be thorough in my review of your work and objective in its evaluation. In addition to class time, I will be available to you by telephone or by the use of Bb Messages. I am well prepared to teach this class and have designed a course in which each component has sound educational value. I will not waste any of your time. I am committed to work hard to ensure that the objectives of the class are met.

As you well know, it takes more than a good professor to have a good class. The commitment of students to the course’s success is also necessary. Just like you have expectations of me, I have expectations of you. Between classes, I expect you check into the class’ Blackboard website on a daily basis. While there, make sure you read the class announcements. You are responsible for everything that I communicate both when meeting face-to-face and at the Blackboard course website, so keep in close touch with the class. I expect you to complete all of the assigned readings in a timely manner. I expect you to be rigorous in your work and thorough when completing class assignments. I expect you to pay close attention to the syllabus so that you can keep track of when assignments must be submitted. I am a stickler when it comes to meeting deadlines. Late assignments will not be accepted, no make-up exams will be given, and there will be no bonus points. Any exceptions to this general rule will require an official university excuse available through the Dean of Students office. It is important that you plan and you your time wisely.

A busy schedule and time conflicts are not justifications for missing deadlines. They are incentives to start your work early so that deadlines can always be met. I expect you to think ahead, plan accordingly,
and get started early on assignments. I expect you to be respectful of both your classmates and me. Most of all, I expect you to THINK. Think about the meaning of the readings. Think about assignments and the learning that they have been designed to encourage. Think about what you need to do in order to take full advantage of your college experience. Think about what it means to be a successful manager. You can’t take this class on autopilot. To be successful, you need to be fully engaged in the learning process. It is your responsibility to help make this class one of the best in your college experience. Education is not a spectator sport.

If you have any questions or concerns, do not hesitate to contact me. I will be in my office during posted office hours (1:00 p.m. to 3:00 p.m. on Tuesdays and Thursdays). Bb Messages can be found within the Blackboard class website and using it is the best way to communicate with me outside of my office hours. I check on my classes electronically every couple of hours during the day. I will respond to you as quickly as possible. I am a "morning person" so I usually check my e-mail for the first time no later than about 6:00 a.m. However, don’t expect a prompt response if you contact me after about 9:00 p.m. (Central time). I will get back with you the following morning. If you try to contact me by telephone and I do not answer, just leave a message that includes your name and phone number. Make sure you speak slowly so that your message can be understood.

If you live up to your responsibilities and I live up to mine, we should have a great semester.

Course Policies

Course credit will be earned based on your performance on the following four types of assignments:

**Exams** – Essay exams will be used in this class. There will be four of them each will be worth a maximum of 100 points. The exams will be comprised of four questions randomly selected from a large item pool of questions. To facilitate your preparation for these exams, you will be provided with item pool questions each week covering the week’s topics of concern. You are encouraged to answer these questions each week so that you will not be overwhelmed during the week set aside for the exams. You will be provided 50 minutes in which to complete the exams. That is not enough time to develop the thorough, thoughtful answers that are required to perform well on this style of exam. Because you have the exam questions in advance of the test, very demanding standards are applied when your work is evaluated. By answering the questions as they are assigned, you will be able to simply cut and paste your responses into your exams. Learning takes place when you write your answers to the questions, not when you take the tests. Everyone should do well on this type of exam given that you will be provided the exam questions before you take the tests. However, you highly encouraged to answer the questions before you open the exam. Test dates will be posted in the Course Content part of the class web site. To be more specific, they can be found in the course schedule under the General Information heading, in the class syllabus and as part of the weekly assignments. Exams will be open for one week. Exams will be automatically submitted when the deadline is reached so make sure you start your exams at least 50 minutes before the deadline if you think you will need a full 50 minutes to complete the exam. Exams submitted after their established deadlines will receive no credit. There will be no sharing of answers. Evidence of collaboration will be considered academic dishonesty and will be treated accordingly, i.e., a zero on the assignment the first time plagiarism is established and a F in the
course for a second offense. To check on collaboration, I will submit the exams to SafeAssign for review.

**Written Assignments**

In addition to your exams, you will be assigned a number of assignments intended to give you some practical experience involving recruiting, selection and retention activities. Written assignments will be submitted through SafeAssign to check for potential plagiarism problems. When using Blackboard, this will happen automatically when you submit your written work through your assignment drop box.

**Assignment Deadlines.** You can plan on work being submitted for review to be due no later than 11:59 p.m. on the assignment’s deadline. Keep in mind that technical problems or personal issues, e.g., internet, computer, etc., that cause you to miss a deadline will not be accepted as an excuse. You need to submit your work early enough so that you can deal with your problems and still beat the deadline. Your instructor is responsible for course content, not the technical aspects of the class. Therefore, make sure you know how to get in touch with the help desks in the event that problems arise. If your dog eats your computer at 11:58 p.m. and you miss an assignment deadline, you will lose points. Start your assignments early so that you have some time to deal with any assignment submission problems that might arise.

**Classroom Conduct**

Each student is expected to behave in a professional manner at all times. The use of profanity, discriminatory language, gender-based, racial, or ethnic slurs will not be tolerated. This high level of professional conduct is required no communication with classmates and the professor. Students who violate this policy will be reported to the Office of Student Affairs for appropriate action.

**Electronic Device Usage**

Computers or tablets are required to complete and submit both the exams and homework assignments.

**Last day to Drop the Class Without a Penalty.** November 11, 2016.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism (the presentation of the work of another as one’s own work). In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offense. Keep in mind that all assignments in this class are individual in nature. Students can discuss the exercises as part of the preparation process, but the actual work submitted for review must be completed by individual students. Therefore, collaboration on assignments is inappropriate and will be considered as a form of academic dishonesty.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me and your academic adviser before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 11, 2016 is the last day to drop a class with an automatic grade of “W” this term.

Required Method of Scholarly Citations

APA style is the only accepted method used for citations and referencing for this class. Here is a link to a web site (look under the Get Help heading) that you can use to ensure that your references to the works of others used when preparing your assignments are correct: http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm Once at this site, just click on the Citation Help button located on the right side of your screen. Additional help meeting this expectation can be found under the General Information heading in the course website.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of
Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Course Schedule**

Please pay close attention to the following information. It is important that you meet all of the deadlines. Exams and homework assignments receive no credit if submitted after the deadline, i.e. 11:59 p.m. on Sunday night ending the week. You are encouraged to download a copy of the class schedule and keep it handy throughout the semester so that you do not miss any of the deadlines. **Class meeting dates have been highlighted in yellow.**

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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Required Reading, Assignments, Meeting Dates and Exams</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Staffing Function</td>
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 | 8/24 to 8/28 |                                                     | Read Ch. 1 Heneman, et al. and review Ch. 1 power point slides  
 |             |                                                   | Assign Tanglewood Case 1 due 9/4  
 |             |                                                   | Answer Ch. 1 item pool questions  
 |             |                                                   | Class meets Thursday  
 |             |                                                   | 8/25 at 11:00 a.m.  
 |             |                                                   | OCNR 132  
| Week 2      | Staffing Support Activities         |  
 | 8/29 to 9/4 |                                                     | Read Ch. 2 and Ch. 3 Heneman, et al. and review Ch. 2 & 3 power point slides  
 |             |                                                   | Tanglewood Case 1 due 9/4 no later than 11:59 p.m.  
 |             |                                                   | Assign Tanglewood Case 2 that is due on 9/11  
 |             |                                                   | Answer Ch. 2 & 3 item pool questions  
 |             |                                                   | Class meets Tuesday  
 |             |                                                   | 8/30 and Thursday 9/1 at 11:00 a.m.  
 |             |                                                   | OCNR 132  

| Week 3    | HR Planning | Class meets Tuesday 9/6 at 11:00 a.m. OCNR 132  
|          |             | Tanglewood Case 2 due no later than 11:59 on 9/11 |
| 9/5 to 9/11 |             |                                               |
| Week 4  | Job Analysis | Class meets Tuesday 9/13 at 11:00 a.m. OCNR 132 |
| 9/12 to 9/18 |             | Read Ch. 4 Heneman, et al. and review Ch. 4 power point slides |
|          |             | Answer Ch. 4 item pool questions |
|          |             | Assign job analysis applications exercise on pp. 197-198 due 9/25 |
|          |             | Complete essay exam over Chapters 1, 2, 3 & 4 before 11:59 on 9/18 |
|          |             | The exam will be comprised of four questions randomly selected from the item pool questions provided as part of each week’s assignments. The exam is worth a maximum of 100 points. |
| Week 5  | Job Analysis and the Recruiting Function | Read Ch. 5 Heneman, et al. and review Ch. 5 power point slides |
| 9/19 to 9/25 |             | Class meets Tuesday 9/20 at 11:00 a.m. OCNR 132 |
|          |             | Conducting a job requirements or job rewards job analysis assignment (pp. 197-198) |
| Week 6                   | More on Recruiting | is due no later than 11:59 p.m. on Sunday 9/25  
|                        |                   | Answer Ch. 5 item pool questions |
| 9/26 to 10/2            |                   |                                |
|                        | Read Ch. 6 Heneman, et al. and review Ch. 6 power point slides |
|                        | Class meets Tuesday 9/27 at 11:00 a.m. OCNR 132 |
|                        | Assign Tanglewood Case 3 that is due 10/9 |
|                        | Answer Ch. 6 item pool questions |
| Week 7                 | From Recruiting to Selection | Read Ch. 7 Heneman, et al. and review Ch. 7 power point slides |
| 10/3 to 10/9            |                   | Class meets Tuesday 10/4 at 11:00 a.m. OCNR 132 |
|                        |                   | Tanglewood Case 3 is due on 10/9 no later than 11:59 p.m. |
|                        |                   | Answer Ch. 7 item pool questions |
| Week 8                 | Selection Measurement Issues | Class meets Tuesday 10/11 and Thursday 10/13 at 11:00 a.m. OCNR 132 |
| 10/10 to 10/16          |                   | Assign Tanglewood Case 4 due on 10/23 |
|                        |                   | Complete essay exam over Chapters 5, 6 & 7 before 11:59 on 10/16 |
|                        |                   | The exam will be comprised of four questions randomly selected from the item pool questions provided as part of each week’s |
| Week 9 | 10/17 to 10/23 | Selection: More on Measurement Issues | Read Ch. 8 Heneman, et al. and review Ch. 8 power point slides  
Class meets Tuesday 10/18 and Thursday 10/20 at 11:00 a.m.  
OCNR 132  
Tanglewood Case 4 is due on 10/23 no later than 11:59 p.m.  
Assign Tanglewood Case 6 due on 10/30  
Answer Ch. 8 item pool questions |
|---|---|---|---|
| Week 10 | 10/24 to 10/30 | External Selection Methods | Read Ch. 9 Heneman, et al. and review Ch. 9 power point slides  
Class meets Tuesday 10/25 at 11:00 a.m.  
OCNR 132  
Tanglewood Case 6 is due no later than 11:59 p.m. on 10/30  
Answer Ch. 9 item pool questions |
| Week 11 | 10/31 to 11/6 | The Internal Selection Process | Read Ch. 10 Heneman, et al. and review Ch. 10 power point slides  
Class meets Tuesday 11/1 at 11:00 a.m.  
OCNR 132  
Answer Ch. 10 item pool questions  
Complete essay exam over Chapters 8, 9, 10 before 11:59 on 11/6 |
| Week 12 | Making Selection Decision | Read Ch. 11 Heneman, et al. and review Ch. 11 power point slides  
Class meets Tuesday 11/8 and Thursday 11/10 at 11:00 a.m. OCNR 132  
Assign Tanglewood Case 7 due on 11/20  
Answer Ch. 11 item pool questions |
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<td>11/7 to 11/13</td>
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<td>Friday 11/11 is the last day to drop the class without a penalty</td>
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| Week 13 | More on Making Final Selection Decisions | Read Ch. 12 Heneman, et al. and review Ch. 12 power point slides  
Class meets Tuesday 11/15 at 11:00 a.m. OCNR 132  
Tanglewood Case 7 is due on 11/20 no later than 11:59 p.m.  
Answer Ch. 12 item pool questions |
| 11/14 to 11/20 | | |
| Week 14 (Thanksgiving week) | Managing the Staffing Function | Read Ch. 13 Heneman, et al. and review Ch. 13 power point slides  
No classes this week (Yeah)  
Assign the exercise on p. 667 entitled “Learning About Staffing Process |
<p>| 11/21 to 11/27 | | |
| 12 | | The exam will be comprised of four questions randomly selected from the item pool questions provided as part of each week’s assignments. The exam is worth a maximum of 100 points. |</p>
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<tr>
<th>Week 15</th>
<th>Retention</th>
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<td>11/28 to 12/4</td>
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- **Results** that is due on 12/4 no later than 11:59 p.m.
- Answer Ch. 13 item pool questions

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<tr>
<th>Week 16</th>
<th>The final exam is due no later than 11:59 p.m. on Sunday December 11, 2016</th>
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<tr>
<td>12/5 to 12/11</td>
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- **Read Ch. 14 Heneman, et al. and review Ch. 14 power point slides**
- **Class meets Tuesday 11/29 at 11:00 a.m. OCNR 132**
- The exercise on p. 667 entitled “Learning About Staffing Process Results” is due on 12/4 no later than 11:59 p.m.
- Answer Ch. 14 item pool questions

- Complete essay exam over Chapters 11, 12, 13 & 14 before 11:59 on 12/11
- The exam will be comprised of four questions randomly selected from the item pool questions provided as part of each week’s assignments. The exam is worth a maximum of 100 points.