HRER 463 Section 001(4003)
STAFFING
FALL, 2014
Wednesday, 6:00 – 9:00
Corboy Hall 522

Instructor Information
Dennis J. Nirtaut
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Maguire Hall - Room 410
1 East Pearson, Chicago, IL  60611
Office Hours: Mondays 12:00 – 2:00 and Wednesdays, 4:00 – 5:00 or by appointment

Catalog Description
This course provides an overview of staffing processes in organizations, with an emphasis on recruitment and selection procedures. Other topics of discussion include legal and strategic issues in staffing.

Learning Outcomes
Students will become comfortable with the entire staffing process, and be able to design and implement cutting-edge staffing systems, with an emphasis on business strategy.

Course Objectives and Learning Outcomes
This course is designed to provide students with an in-depth coverage of the issues involved in the recruitment and selection of employees. In today’s economy, having the right people in most cases is the competitive advantage for organizations. This course examines the economic, psychological, and management theory and legal concepts related to the staffing of organizations, including a review of employee assessment techniques currently practiced. It encompasses planning for, establishing, and maintaining a quality workforce; identifying critical specifications for filling positions; recruiting a pool of talent; developing and administering methods for selecting from the talent pool; and creating successful person/job/organization matches.
## Goals for this Course/Evaluation

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning fundamental principles, generalizations or theories.
- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by professionals in the field most related to this course.

## Required Materials


## Class Policies

The course is designed to be fully interactive. Participation requires preparation before class, attendance in class, and presentation of your ideas to the class.

- Please check Sakai for announcements and possible handouts before each class. Power Points will be posted on Sakai for each chapter that is covered.
- Exams cover material discussed in class in addition to assigned readings and handouts. If you have to miss a class, it is your responsibility to get notes and information from your classmates.
- Assignments are due on the date indicated. Assignments will be submitted on Sakai and Sakai does not accept assignments after the due date. Therefore, late assignments are not accepted.

Plagiarized written assignments will receive a grade of F.

## Twitter

I am experimenting using Twitter for my classes. My intended use of Twitter is to provide students with updates which may be useful as related to the class. Feel free to follow me on Twitter @DennisNirtaut. Using Twitter for this class is voluntary.

## Bonus Points

Bonus points can be earned by attending a selected event that is sponsored by Loyola’s Institute of Human Resources and Employment Relations or the Human Resource Student Association (HRSA) during the semester and by writing a one page paper identifying what you learned at that event. Events that qualify will be posted on Sakai. Five bonus points will be awarded for attending one event during the term and another five points for a second event.

The opportunity to earn bonus points is provided to encourage students:
• To enrich your human resources knowledge
• To develop your professional network of students, alumni and other HR professionals in the Chicago land area.
• To involve you in important discussions taking place in the HR field

Grading

Each element of the grade is described below.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>25%</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>50</td>
</tr>
<tr>
<td>Interviewing Exercise</td>
<td>10%</td>
<td>20</td>
</tr>
<tr>
<td>Company Staffing Assessment</td>
<td>20%</td>
<td>40</td>
</tr>
<tr>
<td>Articles Summaries (2)</td>
<td>10%</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation (α)</td>
<td>10%</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>200</td>
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</table>

@ 5 bonus points for “engaged students” in addition to the 20 points above.

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Total Points for Grading Purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>100-93%</td>
<td>A</td>
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<tr>
<td>A-</td>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>B</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<td>C+</td>
<td>79-77</td>
<td>C+</td>
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<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
<td>C-</td>
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<td>D+</td>
<td>69-67</td>
<td>D+</td>
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<td>D</td>
<td>66-60</td>
<td>D</td>
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<tr>
<td>F</td>
<td>59 and below</td>
<td>F</td>
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Participation

The best part of this class is what we can learn from each other’s diverse work and life experiences. The participation component of your course requirements is taking an active part in class discussions including preparing cases, carefully reading the assigned readings for each class, and sharing your own professional, cultural, and intellectual experiences. I am looking for student engagement in the topic and the course. The more engaged you are, the more you will learn.
Exams

The in-class midterm and final exams will consist of multiple-choice and short answer questions. The exam will cover material from assigned readings, lectures, and classroom discussions and activities.
Grading criteria for the exams include:
- Knowledge of the subject matter
- Linkage to assigned readings and class activities

Assignments

**Interviewing Exercise**

Students will get to practice their interviewing skills at a special *Interview Session* scheduled for **Wednesday, October 8th**. During this class, students will assemble in pre-determined groups of three (or four, depending on the number of students in the class), and participate in role-plays designed to allow each student to play three roles: the interviewer, the applicant, and the observer. It is essential that students prepare the selection packet prior to this class.

The interviewing triads will be formed in the first class.

In order to help with the interviewing exercise, you are required to submit a “job advertisement” for the hypothetical job for which you would like to be interviewed. This job description should be written as a one-page advertisement, providing as much information about the job as possible. Please bring this job description to class on **Wednesday September 17th**, where we will discuss and critique it. The final version should be submitted to your interviewer prior to the interview session. Also, please remember to bring a copy of your Resume to provide your interviewer on **September 17th**.

The Interview/Assignment Selection Assignment package should also include the following items (completed by you) from the packet:

1. Job Requirements Sheet
2. Skill Requirements Sheet
3. Sample Question Work Sheet
4. Interviewer’s Self-Appraisal
5. Applicant Reaction Sheet
6. Observer’s Checklist/Evaluation
7. The Applicant’s Resume

Also, please remember to include the job advertisement you created for the interview session. For item numbers 4, 5, and 6 please remember to include the names of the other students in your group, along with the role s/he played, i.e., when you were the applicant, who was the interviewer, and who was the observer, and so on.
Company Staffing Assessment
Teams will be formed for a small group to choose an organization for the purpose of studying the organization’s recruiting strategy, policies and practices. The purpose of this assignment is to study an organization and understand their recruiting practices and to assess those practices. Both a written report of approximately 10 pages and an in-class discussion of findings with a Power Point presentation are required. Both a paper and associated Power Points will be submitted. Appropriate footnotes and bibliography are to be included. Feel free to be creative in your presentation. For example, using a short video is fine. Your team’s selected company must be submitted for approval no later than the 3rd class. The purpose of this exercise is for you to apply the concepts that we have learned in class. (A good starting point would be Exhibit 1.7 in the text.)

Article Summary
In order for students to gain a perspective of literature on the topic of Staffing, you are asked to submit a one page summary of an article that is relevant to the subject of staffing. Two separate article summaries are required. The use of professional journals is preferred. Articles should be a minimum of three pages in length. You will be requested to discuss your selected article in class the day that it is due. Please check the schedule for the due dates of the article summaries.

Peer Review
In the interest of fairness with respect to each team member’s relative contribution to the report, a contribution that team members are uniquely qualified to judge, you are requested to rate every other team member’s contribution. We will do this at the conclusion of the project. Here is how the procedure will work.
Each team member will be assigned a total number of points equal to 100 (N-1). That is, if you are in a 4-person group, you will be allocated 300 points. A 4-person group will be allocated 300 points. If, in your opinion, each of your co-workers contributed equally to the final project, then you would assign 100 points to each team member. However, you might also assign 50 points to one team member and 150 points to another. The total number of points must equal 100 (N-1). Each individual’s ratings will be the average of all other team members’ ratings. You do not rate yourself.
Team members whose average rating is between 60 and 75 points will receive a grade on their reports that is one-half a grade lower than that of the rest of the team. Team members whose average rating is between 50 and 59 points will receive a grade on their reports that is a full grade lower than that of the rest of the team. Team members whose average rating is below 50 points will receive a failing grade on their reports. Conversely, team members whose average rating is between 125 and 140 points will receive a grade on their reports that is one-half a grade higher than that of the rest of the team. Average ratings above 140 will receive a full grade higher than the rest of the team.
Each team member must submit the information listed below for each team member. Then each team member will submit this confidentially to the Professor with the “Points Assigned”. These evaluations must be submitted by each individual team member on the day the paper is due.
Quinlan School of Business Policies

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence. Please leave me a message, either by telephone or email, informing me that you will not be in class. I do consider absenteeism when assigning final grades for class participation.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. Make-up examinations are discouraged. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use
the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

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**Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.


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**Laptops and Handheld Devices**

Please turn off your cell phones and do not send text messages during class. If you have to take care of a personal matter during class, please step out of the class. You are welcome to use your laptop to take notes, but please only use your laptop for relevant class activities. If a laptop is used for other than taking notes for this class, you will be asked to no longer use your laptop in class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Cases</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>August 27</td>
<td>a. Staffing Models &amp; Strategy</td>
<td>HJ – Chapters 1 &amp; 2</td>
<td></td>
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<tr>
<td></td>
<td>b. Legal Compliance</td>
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<tr>
<td>September 3</td>
<td>a. Planning</td>
<td>HJ – Chapters 3 &amp; 4</td>
<td>Article Summary #1 (Last Names: A – L)</td>
</tr>
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<td></td>
<td>b. Job Analysis &amp; Rewards</td>
<td></td>
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<tr>
<td>September 10</td>
<td>External Recruitment</td>
<td>HJ – Chapter 5</td>
<td>Company Name for Staffing Assessment assignment to be submitted</td>
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<td></td>
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<td>Article Summary #1 (Last Names: M – Z)</td>
</tr>
<tr>
<td>September 17</td>
<td>Internal Recruitment</td>
<td>HJ – Chapter 6</td>
<td>Job advertisement &amp; Resume DUE</td>
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<td>September 24</td>
<td><strong>Mid-term Examination</strong></td>
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<tr>
<td>October 1</td>
<td>a. External Selection I</td>
<td>HJ – Chapter 8</td>
<td>Article Summary #2 (Last Names: A – L)</td>
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<td></td>
<td>b. Behavioral Interviewing/Selection</td>
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<tr>
<td>October 8</td>
<td>a. External Selection II</td>
<td>HJ – Chapters 9 &amp; 10</td>
<td>Article Summary #2 (Last Names: M – Z)</td>
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<tr>
<td></td>
<td>b. Internal Selection</td>
<td></td>
<td>Interviewing Exercise</td>
</tr>
<tr>
<td>October 15</td>
<td>a. Decision-making</td>
<td>HJ – Chapters 11 &amp; 12</td>
<td>Company Assessment Papers Due – Presentations Begin</td>
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<tr>
<td></td>
<td>b. Final Match</td>
<td></td>
<td>Interviewing Exercise-Due</td>
</tr>
<tr>
<td>October 22</td>
<td>a. Measuring Results</td>
<td>HJ – Chapters 13 (pages 658-665) &amp; 14</td>
<td>Company Assessment Presentations Continue</td>
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<td></td>
<td>b. Retention Management</td>
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Peer Review Reports Due

| October 29 | Final Examination |

* Based on beginning letter of your last name.

Please note that this schedule of assignments may change during the course.