



HRIR 7162 (A01) (3.0 CH)
STAFFING
Summer 2010

INSTRUCTOR

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Phone:	474-8058	Office Hours:	5 – 6p Tuesday or by appointment
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COURSE DESCRIPTION

This advanced graduate seminar is designed to provide participants with an understanding of the staffing function of Human Resources Management in the private, public, and non-profit sectors of Canadian Industry. The seminars are organized to encourage interdisciplinary discussions of legal, organizational, environmental, technical, and global subject matter integral to staffing and management development. The focus is to provide participants with knowledge of how recruitment, selection, performance management, retention and talent management function within an organization to gain a competitive advantage through the management of work and people.

COURSE FORMAT

The seminar consists of 10 sessions, each scheduled for 195 minutes with a brief break. Sessions will begin promptly at 6:15 p.m. There will also be one final term exam session scheduled for 120 minutes.

COURSE MATERIALS

Heneman, Judge, Smith, & Summers. (2010). Staffing Organizations, Second Canadian Edition.

Case package.

EXPECTATIONS

Sessions will consist of a variety of the following: lecture, class exercises, case discussions, and video presentations. It is expected that you will attend every class on time and stay for the entire session. If you have an unavoidable conflict, please make an effort not disturb your classmates by arriving late or leaving early or asking me to repeat any missed portion of the session. Cell phones should be turned off prior to the beginning of each session. All participants must treat others respectfully.

Every class will require your active participation. You should have completed the assigned readings and other preparation prior to class so that you may actively participate in class discussions. I will not “teach the text” but rather the subject matter.

Please let me know prior to 6 p.m. on each session day if you are going to be absent from the session so that I can be certain that your classmates do not suffer from your absence by making arrangements for in-class exercises. This will also allow me to ensure that you receive any materials distributed in class.

You are expected to write the examinations on the day, time, and location specified in this outline. If you are unable to write an exam because of illness or a domestic tragedy, after providing proper documentation you will be required to write a make-up examination.

Students with disabilities that affect their ability to participate fully in class or to meet all course requirements should bring this to the attention of the professor during the first week of class so that appropriate accommodations can be made.

COURSE ASSESSMENT

You are expected to turn in assignments before the start of class on the assigned date in hard copy. Late penalties will be established on a case-by-case basis (i.e., assignments that are handed in past the specified due date and time will be assigned a penalty of 5% per 24 hour period late except under extreme circumstances outside of your control). Please use only your ID to identify your assignments.

I will re-grade work that is appealed. Grading appeals must include a detailed written description of your concern and the reasons for why your mark should be changed (based in HRM theory and literature). You should be aware that subsequent to a re-grade, your grade might raise, stay the same, or drop.

Evaluation Breakdown		Grade Distribution	
Term Examination I	25%	A+	90 – 100%
Term Examination II	25%	A	85 – 89%
Staffing Project Write-Up	30%	B+	80 – 84%
Staffing Project Presentation	20%	B	75 – 79%
		C+	70 – 74%
		C	60 – 69%
		D	50 – 59%
		F	0 – 49%

There are two evaluative components to this course, and the opportunity to complete an optional report for 1% bonus:

1. Term Examinations (25% each)

The term examinations will occur in **Session 5** during the regularly scheduled session time and **Session 11** from 6:15 p.m. until 8:15 p.m. The format will consist of multiple choice, short answer, and long answer/case analysis questions. Each examination will cover the material covered from the beginning of the course or the previous exam date. Some time for review will be held in the session prior to each exam if time permits. The non-cumulative nature of the term examinations does not imply that you can ignore the information presented earlier in the course, because much of what will be discussed in the latter sessions of the course build on the information given in the earlier sessions. Nevertheless, the exams will not specifically test information covered on earlier exams.

2. Group Staffing Project (50% total)
(see below)

3. Optional Report (1% bonus)

When a course is organized on a percentage basis, there are always students who end up only one or two percentage points away from the next highest grade. You will be given the opportunity to avoid this situation. You may submit an optional report which, in the event you are within one percentage point of the next highest grade, will raise your point total to the necessary level. Note that the optional report will not be used to place you on the borderline. It will only be used to raise your grade should your regular total of points fall within one point of the next highest grade.

The report consists of a review of an article from one of the management periodicals listed. The article must deal with a topic that is covered in some depth in this course. The report should be divided into two parts: (a) your summary of the author's message, and (b) a discussion of the relevance of the article for management practice. Part (a) should constitute approximately 75% of the report and part (b) approximately 25%. All reports must be typed, double-spaced, no more than three pages in length, and be submitted by **Session 10**. A copy of the article you have reviewed must be attached to the report.

You may choose your article from any of the following journals from 2002-2009:

Academy of Management Review
Academy of Management Journal
Personnel Psychology
Journal of Applied Psychology
Journal of Organizational Behavior
Journal of Management
Journal of Vocational Behavior

Other relevant management journals may be approved by the instructor.

COURSE SCHEDULE (tentative)

Session	Topic	Assignments
1	Introduction Staffing Strategy Job Analysis	Review Syllabus Chapter 1 Chapter 4
2	Legal Issues in Employment	Case: O'Connor vs. Newmann Chapter 2
3	External Recruitment	Chapter 5
4	External Recruitment Cont'd External Selection I: Screening	Case: LD Tool & Die Chapter 7
5	Term Exam I (25%) External Selection II: Test Psychometrics	Will include material from Sessions 1 to 4 Chapter 3
6	External Selection III: Testing	Chapter 8
7	External Selection III: Testing Cont'd External Selection IV: Decision-making	Chapter 10
8	Internal Recruitment Internal Selection	Chapter 6 Chapter 9 Case: Burnaby Glass Decision
9	Performance Appraisal Retention and Talent Management	Chapter 11
10	Group Presentations (20%)	Hand in Staffing Project (30%)
11	Term Exam II (25%)	Will include material from Sessions 5 to 10

Case and additional readings will be assigned in conjunction with the course topics. The case package is available from the U of M bookstore. Your professor will indicate any cases to prepare one class in advance.

STAFFING PROJECT GUIDELINES

Timeline

a. Staffing Plan Outline: Session 4

Each team is to hand in an outline of their staffing plan including: a brief description of the job; the organization name; a brief outline of the staffing program you plan to propose (recruitment, selection, or engagement/retention); and any other relevant information you feel I need to know. I will review each plan and provide feedback. Ensure that you include a contact email. Project outlines should be no more than three double spaced pages.

b. Staffing Plan Report: Session 10

Your task is to generate a comprehensive staffing binder containing all necessary information to guide the recruiting, selection, or engagement/retention functions for a job within an organization of your choice. Your objective should be to create a package so that all a recruiter, selection officer, or talent

manager would need to do to is to use the information and carry out the plan contained in your binder to complete the recruiting, selection, or engagement/retention functions, respectively. This report should read easily, and present information directly, clearly, and succinctly. The information should be made transparent and easily accessible.

Staffing Project Report (30%)

Your project should include the following sections:

1. An executive summary as the frontispiece.

When you are writing an executive summary, consider the following question: if you were given only one page to write about your plan, what would it say? This page will outline precisely what job your staffing binder pertains to, summarizes the administrative information associated with the process, outlines the candidate recruitment, selection, or engagement/retention steps, the timeline, the cost of the program, and the on-going process to track success of the system.

2. A job analysis for the position(s) covered in the staffing binder.

By way of background for the staffing plan, prepare a summary of the pertinent job analysis information. You do not need to complete an actual job analysis, but rather summarize when the job analysis was last updated, how it was completed, and any relevant job description, specification, and performance standard information.

3. Organizational and market context for this job.

Provide a brief description of the organizational context (e.g., number of people in that job at the organization; scope of the job role in the organization; work flow), and market information (e.g., available labour supply, local or national demand for labour). Describe the organization only to the extent that is required to generate the staffing plan.

4. The administrative information associated with recruiting, selecting, or engaging/retaining talent for this job.

This section should include detailed administrative information providing guidance on those aspects relevant to your staffing plan. on a formal hiring requisition, number of contacts, staff members involved and any necessary training, an overview of the recruiting and selection processes and timeline, and a basic budget summary. Note that the administrative information necessary for your staffing plan may differ depending on whether you are focusing on the recruiting, selection, or engagement/retention functions in your binder.

5. A. For recruiting binders: Recruitment strategy and recruitment materials.

This section should describe the strategies and materials to be used in recruiting for this job. Relevant questions will include: Who is your applicant pool? Who are your target applicants? What sources are you going to use to find your applicants, and what is your rationale for choosing these sources? What message(s) are you going to provide to your target applicant

group(s)? What media should be used? What are the costs of your recruitment materials? Provide a description of your expected yield ratio, lead time, and time sequence. Create the actual recruitment materials for this project and/or provide information on the types of information and messages (an overview of what is in the recruitment material you are suggesting).

B. For selection binders: A description of your selection process, selection battery, and selection decision-making process.

This section should describe the selection tools and process to be used in making choices among applicants for this job. How will you screen applicants, and why is this method(s) chosen? What substantive assessment methods are used, and why? Your description should also include the cost of the selection tools and organizational members who will be involved at each stage. Describe the flow of candidates, the staff involved, the timelines, communication with applicants, and the process of making selection decisions. Include the actual selection devices in your guide and/or provide a detailed description of the tool(s) and information on why you are using each tool.

C. For engagement/retention binders: A description of your engagement/retention strategies and initiatives.

This section should describe your process for identifying your high potential talent, the engagement/retention strategies you believe will be best suited for your talent pool in this particular job and organization, and how these strategies and initiatives will be tailored to your talent. Your description should also include the cost of the strategies and initiatives you employ and the organizational members who will be involved with each strategy and initiative. Include detailed descriptions of your strategies and initiatives in your guide and information on why you are using each method.

6. A tracking system for monitoring progress and success.

This section should include guidance on (a) how/when to communicate with prospective applicants and applicants (for recruiting and selection guides), and/or (b) either information on how you have been tracking the success of your staffing plan in the past or how you are recommending that success be tracked in the future (for recruiting, selection, and engagement/retention guides). What metrics will you use or track over time? Also consider the types of reliability and validity evidence you would like and need to have on hand to support your ongoing staffing efforts, and in the event of legal challenge.

7. Any relevant appendices or exhibits.

The appendices and exhibits section is not an extension of the content section. Rather, the appendices and exhibits should be used only to supplement your content. The reader should be able to understand the main argument of your staffing plan without reading the appendices.

The final report should be prepared as an easy-to-reference staffing plan. The font should be no smaller than Times New Roman 11 point, and margins should be a minimum of one inch (top, bottom,

left, and right). Make sure that the presentation of this report is consistent with how you would format an actual staffing plan.

In addition to the elements described above, the project will be evaluated on the following: (1) clear identification of the dimensions of the job; (2) comprehensive and feasible recruitment strategy and materials, OR soundness of the proposed selection battery to assess the important job dimensions, OR soundness of the proposed engagement/retention plan to successfully engage and retain your talent; (3) ability of the staffing plan to guide a recruiter/selection officer/talent manager through the staffing process for the job including who to involve at each step; (4) realism of the timing, yield ratio, and costing information; (5) consistency of logic; (6) quality of written presentation; and (7) your teams' grasp of the topic area (your report should not be a rephrasing of material from other sources, but rather an integrated analysis and presentation). Remember that you should be guiding a recruiter on how to implement the staffing process from A to Z throughout the guide.

Staffing Project Presentation (20%)

Each group will be scheduled into a presentation slot for Session 10. During the presentation, group members will present their staffing plan as though to recruiters/selection officers/talent managers who will be running the next hiring round. The purpose of the presentation is to explain to all aspects of the staffing plan, including the information and materials that are available within the staffing plan, and substantiating the rationale behind the design of the recruiting, selection, or engagement/retention processes. You will need to include in your presentation: (a) background information on the job, the organizational context, and market context, (b) the administrative decisions and information pertinent to hiring for this position, (c) recruitment strategy and recruitment materials, OR selection process, strategy, and decision-making process, OR engagement/retention strategies and initiatives, and (d) your tracking system for success. All group members must participate in the presentation.

PEER EVALUATION

The training project is to be done in teams of no more than 3 persons. Your team should be formed in the first two weeks of class. Your team is expected to work together with each member making a significant contribution. Each team is responsible for its own internal management. I will be available for consultation if difficulties persist. If it is clear that a team member has made little or no contribution, I will reserve the right to adjust that individual's grade to represent his or her contribution. (i.e., if no contribution is made, a mark of zero will be assigned; if a very strong contribution has been made, a higher grade may be assigned).

ACADEMIC REGULATIONS

Students are encouraged to contact Disability Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements.



ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.



MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business, The University of Manitoba

STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

_____	_____	_____	_____
Last Name	First Name	Middle Initial	U of M Student Identification Number
_____	_____		
Course #	Instructor Name		
_____	_____		
Student's Signature	Date		

TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

_____	_____	_____
Physician's Last Name	Physician's First Name	Middle Initial
_____	_____	_____
Street Address	City, Province	Postal Code
_____	_____	
Telephone Number	Fax Number	
<p>To the attention of the physician: Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a <u>valid reason</u> to miss an important <u>exam</u> or <u>assignment</u>. <u>Your professional evaluation is necessary to ensure that only valid cases are excused.</u></p> <p>I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.</p> <p>The student's condition will likely span the following dates:</p> <p>_____ until _____ (Indicate start date) (Indicate end date)</p> <p>_____</p>		
_____	_____	
Physician's Signature	Date	

NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor's office.



Krista Uggerslev

Department of Business Administration

I.H. Asper School of Business

Dr. Krista Uggerslev joined the Asper School of Business in 2004, and is now an Associate Professor in the Department of Business Administration. She holds M.Sc. and Ph.D. degrees in Industrial and Organizational Psychology from the University of Calgary.

Krista's research interests include: (a) examining the roles of ability and motivation toward accuracy following Frame-of-Reference training, (b) the impact of recruitment practices on applicant attraction to organizations, and (c) the phases of the recruitment process. In her research, Krista employs a variety of research designs including laboratory and field experiments and quasi-experiments, and meta-analytic techniques. Krista has succeeded in publishing the results of her research in leading journals in her field including the *Journal of Applied Psychology*, *Journal of Organizational Behavior*, and *Journal of Management*. Along with some of her research collaborators, Krista recently presented a meta-analytic review of recruiting correlates to the NATO Task Force Group on Military Recruitment & Retention in Brussels, Belgium.

Krista is currently teaching Human Resource Management and Staffing & Management Development courses at the Asper School of Business at the undergraduate, MBA, and doctoral levels. In her consulting work, Krista has developed and validated employee selection and performance appraisal systems for several private, public, and non-profit organizations.