MARQUETTE UNIVERSITY
HURE 6530 – STAFFING WORK ORGANIZATIONS
SECTION 701 - SPRING 2016

PROFESSOR: Dr. Bonnie O’Neill
OFFICE: Room 234, Straz Hall
PHONE: (414) 288-1458 (office)
CLASS: Mondays, 5:30 – 8:30, Room 554

Typically, the quickest and most efficient way to reach me outside office hours is via e-mail.

OFFICE HOURS:
Monday: 1:00-2:00 & 3:30-5:00
Wed, 12:30-2:00 p.m.

MATERIALS:

(2) Harvard Business School/Ivey Publishing Cases – There are several cases you need to purchase for this class. Instructions on how to do this will be discussed in class and will also be posted in D2L. If you are already familiar with logging in to HBS, here’s the URL for our class in order to purchase the required materials: https://cb.hbsp.harvard.edu/cbmp/access/44371492. Please note that students must INDIVIDUALLY purchase these cases, as it is unethical (and violates copyright laws) to use another student’s copy (i.e., it is illegal).

(3) Knowledge Companion Simulation – We will use several modules of the simulation. The login for the simulation is: www.hrsimulations.com.

(4) Articles, exams and additional resources posted in our D2L course site.

COURSE OVERVIEW:
This course covers the planning, recruitment, selection and retention of employees by organizations. This course is critical because effective acquisition and hiring of talent has a bigger impact on job performance and organizational performance than any other human resource activity. No organization can survive and prosper in today's business environment without effective staffing policies and practices. Note: Students are expected to have taken HURE 6500 Human Resource Statistics & Research Design (or equivalent, with approval) prior to taking this class. Please see me if you have any questions or concerns about this.

COURSE OBJECTIVES:
Generally, this course is intended to: a) provide an overview of the processes by which organizations acquire and deploy and retain employees in the organization’s workforce, b) develop specific knowledge, skills, and abilities to effectively carry out staffing activities (e.g., attracting, selecting, placing, and retaining employees), c) examine staffing from a global perspective, and d) provide an emphasis on the importance of data and data analysis for the field of human resources management.

Students will have the opportunity to learn theories, research, policies, practices, and legal considerations relevant to these general objectives. Throughout the course, considerable emphasis will be placed on: a) developing an understanding of the practical application of relevant theory, research, and legal constraints related to staffing; b) developing and applying critical thinking skills; c) understanding the importance of data and statistics in the field of human resources and, more specifically, in staffing; and d) clearly communicating (orally and in written format) your ideas to others.

STRUCTURE/GRADERS:
Your ability to comprehend, analyze and apply course concepts will be evaluated in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (43%)</td>
<td>300 points</td>
</tr>
<tr>
<td>Simulation - 8 Quarters (29%)</td>
<td>160 points</td>
</tr>
<tr>
<td>Assignments (14%)</td>
<td>150 points</td>
</tr>
<tr>
<td>Participation, Quizzes &amp; Summaries (14%)</td>
<td>100 points* (see discussion of pts on next pg)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>710 points</strong></td>
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</table>
Examinations (2 exams total – 150 points each—Total 300 points). Two comprehensive examinations will be given during the semester. It is anticipated that the midterm exam will be a take-home exam that uses essay format for student answers. The final exam may be a combination of multiple choice questions, short answer questions and/or essay questions. The test content for each individual exam includes all material covered in the course during the relevant time period, including readings, lectures, discussions, cases, exercises, guest speakers, and videos. The time period completing the exams will be discussed in greater detail in class. Due dates for exams will be specified in advance by the professor and it is expected that exams are submitted no later than the date and time specified (i.e., they may be submitted earlier, but not later). Examinations given outside of class are to be uploaded into the D2L dropbox by the specified deadline. Take-home and in-class examinations MUST be completed solely and entirely by the individual student. This means that additional help from any another individual, whether a current student, past student, co-worker, friend or anyone else is NOT allowed. Students will be required to sign a statement of academic honesty when turning in their examinations indicating that the work submitted represents their own work. More about examinations will be discussed throughout the semester. If there is any indication at all that the work submitted is not solely the work of the individual student or that appropriate references are not provided for others’ work (e.g., readings, cases and other articles), the student will receive a zero for that exam. Late examinations will be downgraded one letter grade for each day they are late. Failure to submit a mid-term exam or final exam will result in a grade of 0 for that exam unless arrangements have been made with Dr. O’Neill before the due date!

Simulation (8 quarters @ 20 points each; 160 Total Points). Students will be required to purchase a simulation that will be used throughout the semester to present specific decisions to be made related to various HR topics related to staffing an organization. The simulation, created by Knowledge Companion, will be discussed further in class, and can be found at http://www.hrsimulations.com/. The simulation contains a total of 8 different quarters in which students make decisions for their individual “companies” relative to different topics. Following decisions posted in various modules each quarter, students will review their results and write a one-page analysis and discussion of the decisions made, the results of the decisions, whether they would have done anything differently, and what was learned. Individual results will also be discussed in class and participation in the discussions will be considered part of graded participation (see below). If a student is absent from class when simulation results are to be discussed, decisions will still need to be posted and a summary written by the deadline in order to maintain the ongoing class ranking for each “company.” This will be discussed in greater detail in class.

Comprehensive Assignments (3 assignments – 50 points each; 150 Total Points). There are two topic-oriented assignments that will be completed during the semester. They will be discussed in greater detail when they are handed out, and students will have one week to complete the assignments. Students may NOT work with other individuals in completing these assignments. The same policies that apply for examinations apply for assignments unless specifically stated by the professor. In other words, it is expected that assignments turned in to the professor represent only the student’s own work. If there is any indication at all that the work submitted is not solely the work of the individual student or that appropriate references are not provided for others’ work (e.g., readings, cases and other articles), the student will receive a zero for that assignment. Late assignments will be downgraded by one letter grade for each day they are late.

Participation, Quizzes, and Case Summaries (100 Possible Total Points). One of the most successful forms of learning is through experience. In addition to learning from the required readings and cases, the class is structured for you to also learn from many experiences: your own past experiences, the experiences of your classmates, and the experiences of your instructor. Lectures will be balanced with alternative forms of learning (e.g., simulation modules, exercises, group activities, videos, group discussions, speakers, etc.) to help you better understand the material, achieve mastery over the concepts, and apply abstract theory to practical applications. Since learning may be hampered when you are either absent from class, not actively participating (i.e., either by not completing assigned readings, not offering comments and opinions to questions/ideas posed in class, or other methods for active learning), you will be graded on your individual participation throughout the semester. Simply sitting quietly in your seat will be insufficient to meet the objectives of the class and adequately learn the material.

In addition, several unannounced quizzes may be given throughout the semester to ensure that students are adequately preparing the material prior to attending class. Students will also be required, on occasion, to prepare summaries of some of the articles assigned. The number of these quizzes and summary write-ups of articles and
cases will be determined at the discretion of the professor, based on the overall level of participation from each student. **In other words, please come to class adequately prepared to discuss all assigned material!!**

Points will be earned as follows. After every class session, I will mark down my determination of each individual’s level of participation in that class. A handout will be provided in class and posted in D2L that fully describes what is required for each level of participation that can be earned, with a range of 0 to 3 points. At the end of the semester, each student’s points will be summed and divided by the total possible points. That percentage will be multiplied by 100 to determine the number of total participation points earned for the semester. For example, if a student earns 33 of 36 total points, 91.67 points will be awarded for participation (e.g., \(33/36 \times 100 = 91.67\) points). This will be discussed fully during the first class session and any questions will be answered.

**GRADING SCALE:**
I will follow the grading system outlined below in determining grade distributions. Accordingly, if you average between 93 – 100 percent, you will receive an “A” (even if everyone in the class is in this range).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>88-92%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>BC</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>F</td>
<td>Below 73%</td>
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**ATTENDANCE AND ABSENCE FROM GRADUATE COURSES.** The Graduate School of Management considers regular class attendance an important component of the learning process. Students are expected to attend scheduled class meetings; excessive absences may have adverse consequences, ranging from a lowered course grade to forced withdrawal from the course (see above for issues related to missing classes relative to participation grading). Excessive absence is generally defined as missing more than 10-15 percent of the regularly scheduled class time. In this class, I consider missing more than 2 classes during the semester as constituting excessive absence. Note that this does not entitle students to miss 2 classes without penalty, as there are a variety of penalties for missing opportunities to learn (including those that may affect your grade).

In addition, students who miss more than 30 minutes of any scheduled class session without specifically discussing it with me ahead of time and making arrangements for handling missed in-class work will be considered absent for one full class session. As indicated in the section in Participation, an absence from class will impact a student’s participation grade for that class session. Excused absences may be made by me for unusual, emergency situations only. Such situations must be discussed with me either by telephone or in-person (please NOT by email). Any excused absence from class will be made at my discretion on a case-by-case basis. Any class cancellations due to University closing (e.g., weather-related) will be handled as necessary. I will email students (using your MU student email address) should a situation of this nature arise.

In the case of bad weather and cancellation of classes, the Provost’s office makes the decision whether or not to cancel classes. Students will be informed via email and a posting in D2L in the event a class is cancelled. Students are urged to pay attention to the local media for additional announcements of class cancellations.

**COLLEGE OF BUSINESS ADMINISTRATION ASSESSMENT STATEMENT.** The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to function effectively in a diverse and global economy so that they may develop into ethical and socially responsible global leaders and responsible members of their organizations and communities. As one of many methods of assuring that the goals of our educational mission are successfully met, the college regularly and systematically engages in the assessment of these competencies. Students in our MBA programs are also assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers. Students in our other graduate programs are assessed on specific competencies related to their disciplines. Assessment takes place each semester in all programs and settings using quantifiable measures; that information is gathered and analyzed to help continuously improve the educational process. The College is dedicated to successfully providing a quality education for all students. Assessment is the continuous improvement process of evaluating our success. More information on assessment of graduate programs can be found at [http://www.marquette.edu/assessment/](http://www.marquette.edu/assessment/) or in the assurance of learning tabs under [http://business.marquette.edu/academics/assurance-of-learning-graduate](http://business.marquette.edu/academics/assurance-of-learning-graduate).
**SPECIAL NEEDS.** Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Disability Services, in 5th Floor of the 707 Building, 005 (8-1645) for more information (see also: http://www.marquette.edu/disability-services/).

**HONOR CODE & ACADEMIC HONESTY.** Academic honesty is fundamental to the activities and principles of a university and to society at large. Marquette University takes academic honesty seriously, and I do, too. I encourage you to familiarize yourself with our Honor Code, as I use this as the basis for how I handle Academic Honesty. Below are key points for students to know and understand regarding the Honor Code, and are obligations I expect of all students. For the full link to the College of Business's policy on academic honesty, refer to the website: www.mu.edu/rc/academichonesty.shtml.

The honor code obliges students:
1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

Academic dishonesty or “cheating” refers to any attempt to gain an advantage that is not available to other students, or an attempt to give another student such an advantage. Cheating on exams includes looking at or copying someone else’s answers, accessing notes or other information that is not authorized or providing such information to other students. Accessing or attempting to access any unauthorized electronic device during an exam is grounds for an **automatic zero** on the exam.

Any student caught cheating on any assignment, project or exam will, at a minimum, receive a zero for that assignment, pending investigation of the potential academic dishonesty. Depending upon the nature of the infraction, Dr. O’Neill will recommend to the Dean’s office that the student receive a failing grade for the assignment and the possibly a failing grade in the class, as deemed appropriate by the Graduate School of Management and the University. I encourage students to see me with any questions or issues regarding academic honesty and to discuss with me any occurrences of dishonesty that may be observed. In addition, any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct, or plagiarism is also subject to discipline for academic dishonesty.

**Plagiarism is often a less obvious form of cheating, but it is just as serious.** Plagiarism, in general, is representing the work of another person as your own. The most obvious form of plagiarism is directly using another person’s text without using quotations and/or making reference to the original work. However, plagiarism also includes representing another’s ideas as your own, even if they are reworded, without making a proper reference to the original source from which those ideas come. Quoting work and making reference to another’s work in the correct form is not always easy to do. When in doubt, you must always try to reference a source from which ideas or quotes have come. A genuine attempt to do this, even if it is not in an established format, is the best safeguard against being accused of plagiarism. When in doubt, speak to me to clarify what you should do in such circumstances. The College of Business Administration has adopted a policy on suspected plagiarism: “All written assignments are subject to submission to a plagiarism detection service such as ‘Turnitin.’ Students will be required to turn in electronic versions of their written assignments in addition to printed versions.” Be aware that I reserve the right to subject any student’s work to a plagiarism detection service if I believe such action is warranted.

**EMERGENCY PLAN.** Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

**Full references for all articles used in this class are provided for each class session below. The textbook is fully referenced on the first page of this syllabus, and article citations are provided on the Schedule of Readings and Assignments. Therefore, there is no justification for not appropriately and fully citing someone else’s work.**
Note: This is a tentative schedule. I expect that it may be necessary to make some adjustments in the specific topic(s) covered on specific days, and/or the assigned readings, in order to maximize learning opportunities (e.g., speakers, etc.).

NOTE: I expect all readings to be completed prior to the class period for which they are assigned!

**SCO = Staffing the Contemporary Organization**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Additional Readings</th>
<th>SCO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td><em><strong>Martin Luther King, Jr. Holiday – No Class This Week</strong></em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>Staffing: An Overview</td>
<td>Additional Readings: (These articles are emailed to students to prepare prior to the first day of class and can also be downloaded from D2L.) (1) Hammonds, K.H. (2005). Why we hate HR, Fast Company, August, 40-47. (2) Davenport, T.H., Harris, J. &amp; Shapiro, J. (2010). Competing on talent analytics. Harvard Business Review, 88(10), 52-58.</td>
<td>SCO: Chapter 1</td>
</tr>
<tr>
<td>2/1</td>
<td>Staffing Legislation, Regulation, Adverse Impact, &amp; Affirmative Action</td>
<td><strong>Speaker Tonight – Bill Osterndorf, HR Analytical Services</strong></td>
<td>SCO: Chapters 2,3,4</td>
</tr>
<tr>
<td>2/15</td>
<td>Job Analysis</td>
<td>Read and Prepare to Discuss Case: The Very Model of a Modern Senior Manager</td>
<td>SCO: Chapter 6</td>
</tr>
</tbody>
</table>

*Prepare to Discuss HBR Case: S.G. Cowen: New Recruits*
3/7

Technology in Recruitment and Social Media Sourcing
Speaker Tonight—George Blomgren, Culture Strategy Director, The Good Jobs
Readings:
Prepare to Discuss HBR Article: We Googled You—See Discussion Questions in D2L

**Exam One Posted – Due no later than 3/14 in D2L dropbox**

3/14

The Selection Process; Selection Tests
Additional Readings:
Prepare to Discuss Case: Values-Based Candidate Selection at LinkedIn: One Hiring Manager’s Approach

SCO: Chapter 8, 9

3/21

***Spring & Easter Break – No Class This Week***

3/28

Employment Interviewing
Additional Readings:

SCO: Chapter 10

4/4

Performance Appraisal
Additional Readings:

SCO: Chapter 11

4/11

Issues in International Recruitment and Hiring
**Speaker Tonight – Attorney Tom Hochstatter**
Readings:

Prepare to Discuss Case: Development of a Multinational Personnel Selection System
<table>
<thead>
<tr>
<th>Date</th>
<th>Employee Turnover and Retention; Staffing System Administration</th>
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| 4/18 | **Readings:**  
|      | **Prepare to Discuss Case: Blinds to Go: Staffing a Retail Expansion** |

<table>
<thead>
<tr>
<th>Date</th>
<th>HR Scorecard – Aligning HR Strategies to Business Strategies – Part 1</th>
</tr>
</thead>
</table>
| 4/25 | **Readings:** *To Be Announced*  
|      | **Case: Measuring the Results of the HR Function: The Case of the Société de transport de Montréal’s Staffing and Workforce Planning Division** |

<table>
<thead>
<tr>
<th>Date</th>
<th>HR Scorecard – Aligning HR Strategies to Business Strategies – Part 2</th>
</tr>
</thead>
</table>
| 5/2  | **Readings:** *To Be Announced*  
|      | **Case: Measuring the Results of the HR Function: The Case of the Société de transport de Montréal’s Staffing and Workforce Planning Division** |

| Date | Final Exam due in D2L dropbox no later than 5:30 p.m. |