Please feel free to contact me with any questions and ideas you may have about the course. I also want to emphasize that I welcome open discussion about concerns and/or critical feedback related to the course. This is a continuous learning environment, both for you and for me. In terms of getting in touch with me, I will generally be available for at least an hour before every class meeting. I am also receptive to staying after class if your work schedule makes it difficult for you to come in early. Other than that, you should email me to set up specific appointments.

Content Description:

This course is designed to provide an in-depth appreciation of a systems approach to staffing and selection in organizations. We will explore theories, empirical research, practical and typical patterns of use, and trends in the demand for and application of staffing and selection activities. We will pay close attention to the current challenges of an increasingly dynamic workplace and diverse workforce. Consistent with a systems approach, we will explore issues pertaining to (a) staffing and selection strategy, (b) job analysis and competency modeling, (c) choosing, designing, and implementing staffing and selection practices, and (c) evaluating the effectiveness of staffing and selection practices. Also from a systems approach, we will often focus on relationships between these specific practices and other components of the overall HR system (e.g., compensation and performance management). The course will span such topics as selection planning, the legal environment for selection, diversity and affirmative action in selection, recruitment and retention, selection measurement, selection methods and techniques, assessing the effectiveness of selection, and global trends in selection practices. Although issues regarding these activities will be presented primarily from an HRM perspective, the content of the course will be integrated with literature from other disciplines such as industrial/organizational psychology, social psychology, and political science.

Course Objectives:

The objectives of this course are to (a) increase our understanding of the substantive issues underlying staffing and selection, (b) critically analyze theoretical, empirical, and practical applications of selection and staffing, (c) relate staffing and selection to other important organizational functions, (d) discuss and advance our own ideas about staffing and selection, and (e) identify future directions in the field in terms of both research and practice.

Required Materials:

- **Required readings** are listed in the tentative course schedule. The course readings are almost all available full-text on the online UMN library databases and can be accessed through the Business Source Premier database. Where appropriate, I have posted PDF copies on the Moodle Course Site.

- I also reserve the right to hand out additional readings or to provide you with Internet links for additional readings beyond those listed in the syllabus. These additional readings may or may not be designated as required readings based on my assessment of their content relevance and importance.
Coursework and Grades:

Given the condensed time frames for the course, your grade will be based primarily on a comprehensive final exam administered at the end of the term. In addition to the final, you will be required to complete a brief position paper on one of the assigned topics from the course. Finally, a smaller portion of your grade will be determined based on your class participation. Each of these components of your grade and its contribution to your grade is discussed below.

Final Exam (60 points)
The final exam will be a comprehensive, take-home exam, consisting of long-essay questions. The content of the questions will be drawn from BOTH the assigned readings AND our class discussions. Your answers to the exam questions SHOULD incorporate material (properly cited) from BOTH of these sources. As the course progresses, I will provide additional information regarding the structure of and expectations for the final. The final must be submitted on or before October 17th. I do not accept late papers. Papers submitted after the due date will be assigned a grade of zero. You will receive detailed instructions concerning the assignment at a later date.

Position Paper (25 points)
You will complete a relatively brief position paper for one of the assigned topics. This paper should follow standard formatting rules (i.e., standard font, 12pt, 1” margins, etc.) and should be approximately three pages in length, typed, and double-spaced. I understand that some of you may find the need to go beyond the three page suggestion, but please do not exceed four pages. In this paper, I expect you to provide your thoughts or “position” on an assigned topic for the course. Although you may reference assigned readings, this paper should NOT be a summary of the readings for the week. Rather, you should provide unique insight, personal reactions, recollections of personal experience, suggestions for scientific inquiry or organizational practices, a critique of the approach, or anything else that shows you have given some extensive thought to the topic. These papers will be evaluated CRITICALLY and graded, so please ensure that they reflect your best and original work. Finally, the papers must be turned in PRIOR to our discussion of the given topic (i.e., at the beginning of the class for that evening). Again, I do not accept late papers. Papers submitted late will be assigned a grade of zero.

Participation and Attendance (15 points)
Your participation grade will be based on the extent to which you attend and ACTIVELY participate in class. This extends beyond asking and responding to questions. I want to see that you have prepared for class and given some serious thought to the issues we will discuss. Regardless of whether I am lecturing, we are engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will listen, comment, solicit the viewpoints of others, etc. I also recognize that, given the nature of enrollment for this course, many of you may have very relevant personal experience that could benefit all of us if they are shared. So, again, I encourage you to share these experiences with your classmates and with me. Please note that browsing the internet or checking/responding to mail during class does not qualify as active participation.

Summary Grades (100 points)
The three components above (Final Exam, Position Paper, and Participation/Attendance) will be combined into a 100 point composite. Final grades will be assigned based on the following scale:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
50-59 = F
Tentative Course Schedule

I want to stress that this schedule is extremely tentative. I am much more interested in the quality of our discussions and course sessions than in sticking to specific timelines. In fact, I hope that some of our discussions on given topics will be so lively that they will spill over into the next class session. However, you will always have at least a week of advance notice about what topic we will cover in the next meeting. As such, and because the quality of our class sessions depends on our understanding of the content matter, I expect that you will read the assigned materials for each section before coming to the class. As mentioned previously, part of your participation grade will be determined by your ability to demonstrate in class that you have done the assigned reading.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Introduction: Overview and the Nature of Staffing and Selection</th>
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<tbody>
<tr>
<td></td>
<td>Schmidt, F. L., &amp; Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. Psychological Bulletin, 124, 262-274. (You don’t need to read the full article. Just skim the table on page 265 comparing validities and incremental validities)</td>
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<tr>
<th>Session 2</th>
<th>Staffing Planning: Forecasting, Job Analysis, and Competency Modeling</th>
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<tr>
<th>Session 3</th>
<th>Affirmative Action, Diversity Management, and the Legal Environment for Staffing and Selection</th>
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<tr>
<td></td>
<td>Supreme Court Decision in Ricci v. DeStefano (2009) – Retrieved from supremecourt.gov and posted on Moodle site – I will discuss in class what sections I want you to review.</td>
</tr>
</tbody>
</table>
Session 4  Selection Methods and Techniques I: Background, Interviews, Ability Testing  
Sep 24


I will assign one other reading that will be posted to the Moodle site

Session 5  Selection Methods and Techniques II: Applicant Fit, Personality and Character, Assessment Centers  
Oct 1


Session 6  Staffing and Technology (The Final Exam will also be distributed and posted online by this date. It will be due on October 17th)  
Oct 8


I will assign one other reading that will be posted to the Moodle site

Session 7  Overflow and Review  
Oct 15

No readings for this week
STATEMENT ON COURSE REQUIREMENTS

1. The instructor will determine the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.

2. A student may not negotiate the submission of extra work in an attempt to raise his or her grade unless the instructor has made such opportunities available to all students.

3. Academic misconduct is a very serious issue with potential consequences ranging from failure in the course in question to dismissal from the University. The Carlson School defines academic misconduct as any act by a student that misrepresents the student’s own academic work or that compromised the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of course grade to suspension from the university.

4. 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 instructor during the first week of class so that appropriate accommodations can be made. Similarly, students for whom English is not their native language may request accommodation (such as additional time for examinations).

5. Student complaints or concerns about some aspect of a course sometimes arise. If possible, it is hoped that these can be resolved through an informal meeting between student and instructor. However, if a student feels this is not feasible, or if such discussion does not remedy the problem, the student may consult with the Director of Graduate Studies in 3-300 Carlson School of Management (if a graduate student) or the Director of the Industrial Relations Center, also in 3-300 Carlson School of Management (if an undergraduate student).

6. University policy prohibits sexual harassment. Copies of the University policy on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

7. Materials for this course are available in alternative formats upon request. Please contact the Director of Graduate Studies, 3-300 Carlson School of Management, (612) 624-2500.