HRIR 6301
STAFFING, TRAINING, AND DEVELOPMENT
FALL 2014

INSTRUCTOR  John Kammeyer-Mueller
            3-291 Carlson School of Management Building
            612-624-4171
            jkammeye@umn.edu

CLASS MEETING  Mondays and Wednesdays, 9:55 to 11:50
               Carlson School of Management Building 2-213

OFFICE HOURS  I am available immediately following class time, from 12:00 to 1:00,
               Mondays and Wednesdays. Alternative times are by appointment.

TA  Brandon Phillips
    3-300 Carlson School of Management Building
    phil0596@umn.edu

Brandon Phillips will be our teaching assistant. Brandon is a 2nd year student from your
program, so he is an excellent resource. Brandon will be doing grading and other work
for the class, so please contact him first with questions regarding these topics.

COURSE GOALS AND OBJECTIVES

Staffing and employee development are two of the most focal human resource
activities. Together, they are the core of talent management. In this class, you’ll learn
about how to develop plans for hiring the employees you need to facilitate strategic
goals, how to attract talent to your organization, how to select the best candidates from
a pool of applicants, how to help new employees get onboard, how to develop
knowledge and skills over time to match changing organizational needs, and how to
keep talented people in your organization.

We will discuss ways that these issues can either facilitate or hinder a company’s
operations. After you have acquired a background in each topic, we’ll discuss how
effective managerial practices can use this knowledge to help improve organizational
functioning and facilitate personal career success. Finally, there will be several cases
based on real organizational situations that will help you to explore different ways to
solve business problems that are related to talent management principles.

Understanding this topic requires recognizing how theory, research, and legal
foundations can inform staffing and development decisions. We will be using research
tools from areas like psychology, sociology, and economics as a rigorous foundation,
and then extending these foundations with real organizational experiences.
COURSE LEARNING PLAN

**Learn**
- Readings, presentations, and quizzes

**Evaluate**
- Discussion

**Apply**
- In-class casework

**Communicate**
- Write up and discuss cases

MATERIALS

PowerPoint slides, recorded lecture segments, text documents, and articles will be posted on Moodle, and will be discussed in class regularly.

The course schedule is available through Moodle, including assigned readings, lecture notes, quizzes, casework submission portals, and grades. If there is ever a discrepancy between what is presented in the syllabus and what is presented on Moodle, the Moodle information takes precedence.

I will use the news forum (at the top of the Moodle page) regularly to address questions regarding the course, and provide updates regarding course content and activities. If you have a question regarding assignment requirements or content, please post these here, as other students may have similar concerns. Unless you request otherwise, we will post questions of this nature that you e-mail to me or ask in person on the forum.

DO NOT post complaints or concerns regarding other students. I will delete any posts that address these issues, and will sanction (in participation grades) any student who posts negative personal information regarding another student on the forum. You can mention another student by name if and only if you are specifically discussing something the student brought up previously (e.g., “I think Mo makes a good point when he says that an effective motivation program needs to include consideration of individual preferences” or “I disagree with what Joyce just wrote about personality”).
The textbook for the first half of the course is Heneman, H. G. III, Judge, T. A., & Kammeyer-Mueller, J. D. (2015). *Staffing organizations.* Eighth Edition. There are substantial revisions in the Eight Edition that will make the older versions difficult to use. For the second half of the course, we’ll rely on outside readings from a variety of sources like Harvard Business Review and Workforce Management.

**COURSEWORK AND GRADES**

Your grade in this class will be determined by your performance on a midterm, a final exam, a running case exercise, and a Microsoft case project. Your performance on each of the components will be weighted as follows:

- Midterm (20%)
- Final (20%)
- Case exercises and participation (30%)
- Microsoft Exercise (15%)
- Quizzes (15%)

Students are expected to complete all quizzes and participate in their in-class case exercises at the scheduled times. Possible exceptions include serious illness, family emergency, or a conflict with recognized academic activities. If these apply, you must contact me to request a makeup. Make arrangements for the makeup as soon as possible—preferably BEFORE the event in question.

**Midterm and Final**

The material covered in the midterm and final will be drawn from the texts, supplemental assigned readings, lectures, discussions, and cases. The final exam will NOT be comprehensive in nature; it will cover the material from the second half of class after the midterm and will be held during finals week. Further details about the structure and content of exams will be provided in class.

**Case Exercises**

Case exercises are an integral part of the class. Case exercises will be available on Moodle. You will complete these cases as part of a group. The in-class case component will be initiated in class and partially done during the class session. Then you will provide me with a brief summary of your findings in a professional report format.

This semester we will have an opportunity to work with the city of Rosemount’s Fire Department on a staffing issue. Ongoing details regarding this collaboration will be provided through the class. The cases will be much like previous years’ cases, just with a slightly different focus on a real organization.
To ensure individual accountability, for each case, the group will indicate exactly what each group member was responsible for. Individual grades will not necessarily correspond with the overall group grade. For each case, you will complete an assessment of the contributions made by the other members of your group. Each person’s grade will be proportional to the evaluation of effort made by the other members of the team. If you are having a problem with a group member, document this so I can see how the situation progresses.

You will complete these cases as part of a group. If you are having a problem with a group member, document this with an e-mail so I can see how the situation progresses. Individuals who do not participate will receive lower grades than the rest of the group.

For all cases, assume that your reader does not have detailed knowledge of how to interpret the information you are providing. A large part of the grade will be based on your success in presenting the information in a way that would be comprehensible to such an audience. The skill of conveying technical HR information in a concise, compelling, and thoughtful manner can only be learned through practice. Additional information on the case grading criteria is available in the front materials of your casebook. I follow these guidelines closely when evaluating cases.

The baseline grade for accurate completion of case expectations is about 85%, with additional points provided for exceeding case expectations or creative performance.

**Microsoft Case**

The Microsoft case exercise is an extension of our usual group case format, and is integrated with the course Using Data and Metrics in Human Resources and Industrial Relations. The assignment consists of several parts, which will be discussed in detail as the courses progress. This exercise includes an interactive day with Microsoft representatives that spans the 6301 and 6111 class meetings.

**Quizzes**

There will be ten quizzes over the course of the semester. My goal with the quizzes is to encourage pre-class learning and discussion, so you’re ready to participate in the class session. You will answer a series of ten questions for each quiz from a bank of items. The questions will come from the readings, online lectures, and material we discuss in class. The quizzes are online in Moodle, and are open-book. **Sharing of answers with classmates is academic dishonesty and will be addressed accordingly, with consequences up to and including failure for the course.** A second attempt at the quiz is allowed, but there is no guarantee that you’ll get the same questions since they’re a random draw, and your grade will be determined by the average of the two quizzes.
**TENTATIVE COURSE SCHEDULE**

Note: This is a *tentative* schedule, and may be modified based on class needs

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading and Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
<td>HJK: Chapter 1</td>
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<tr>
<td>Sept. 3</td>
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<tr>
<td>Week 2</td>
<td>Legal and Social Issues</td>
<td>HJK: Chapter 2 + Quiz RFD in class presentation</td>
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<td>Sept. 8 and 10</td>
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<td>Week 3</td>
<td>Staffing Strategy</td>
<td>HJK: Chapters 3 &amp; 4 + Quiz</td>
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<td>Sept. 15 and 17</td>
<td>Job Analysis</td>
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<td>Week 4</td>
<td>External Recruiting</td>
<td>HJK: Chapters 5 &amp; 6 + Quiz</td>
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<tr>
<td>Sept. 22 and 24</td>
<td>Internal Recruiting</td>
<td>Case 1 with RFD due</td>
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<td>Week 5</td>
<td>Measurement and Validation</td>
<td>HJK: Chapter 7 + Quiz</td>
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<td>Sept. 29 and Oct. 1</td>
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<td>Week 6</td>
<td>Screening and Evaluation</td>
<td>HJK: Chapters 8 &amp; 9 + Quiz</td>
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<td>Oct. 6 and Oct. 8</td>
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<td>Case 2 with RFD due</td>
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<td>Week 7</td>
<td>Interviews</td>
<td>HJK: Chapter 11</td>
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<td>Oct. 13 and Oct. 15</td>
<td>Decision Making</td>
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<td>Week 8: Oct. 20</td>
<td>Summary and review</td>
<td>All assigned HJK chapters</td>
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<tr>
<td>Midterm exam (staffing)</td>
<td>Oct. 22</td>
<td>4 articles on Moodle + Quiz</td>
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<td>Week 9</td>
<td>Development Strategy and</td>
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<td>Oct. 27 and Oct. 29</td>
<td>Planning</td>
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<td>Week 10</td>
<td>Learning and Transfer</td>
<td>4 articles on Moodle + Quiz</td>
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<td>Nov. 3 and Nov. 5</td>
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<td>Week 11</td>
<td>Program Evaluation</td>
<td>3 articles on Moodle + Quiz</td>
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<td>Nov. 10 and Nov. 12</td>
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<td>Microsoft case (Nov. 12)</td>
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<td>Week 12</td>
<td>Learning Methods</td>
<td>2 articles on Moodle + Quiz</td>
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<td>Nov. 17 and Nov. 19</td>
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<td>Development cases</td>
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<td>Week 13</td>
<td>Microsoft proposal workshop</td>
<td>All session in class work</td>
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<td>Nov. 24 (no class the 26th)</td>
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<td>Week 14: Dec. 1</td>
<td>Career Management</td>
<td>3 articles on Moodle</td>
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<td>Week 14: Dec. 3</td>
<td>Discuss Microsoft Proposals</td>
<td>Dec. 2: Microsoft proposals</td>
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<td>Week 15: Dec. 8</td>
<td>Separation and Retention</td>
<td>HJK: Chapter 14 + Quiz</td>
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<tr>
<td>Week 15: Dec. 10</td>
<td>Review session</td>
<td>All assigned learning readings</td>
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Final exam (training and development)
Dec. 16 1:30 to 3:30
I will hold an alternate exam on Friday, Dec. 12th, time and location TBA
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:


Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**USE OF PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. For complete information, please reference:

http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html

**SCHOLASTIC DISHONESTY**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

http://www1.umn.edu/oscai/integrity/student/index.html
SEXUAL HARASSMENT

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION

I will provide equal access to and opportunity in this class, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. I expect you do to the same. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equi_Diversity_EQO_AA.pdf

DISABILITY ACCOMMODATIONS

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact me as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website:

https://diversity.umn.edu/disability/

ACADEMIC FREEDOM AND RESPONSIBILITY

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
Below are some resources for students that you may find helpful:

The Learning and Academic Skills Center  
104 Eddy Hall, East Bank; 624-7546  
Website: www.ucf.umn.edu/lasc/  
Offers class, workshop, and individual assistance aimed at helping students achieve academic goals.

The Writing Lab, Composition Program  
330 Lind Hall, East Bank, 625-1893  
Provides tutoring in writing for students who need help with a paper or thesis. Does not edit or proof-read student work but provides substantial analysis and suggestions for improvement. There are staff members experienced in helping students for whom English is a second language.

The Rhetoric Department's Online Writing Center  
http://www.agricola.umn.edu/owc/  
This center provides online writing help and information. Students can submit papers for feedback, submit questions to the “Grammar Oracle,” and find handouts on various writing-related topics. This center is available to all University of Minnesota students.

Writing Support Network  
Website: www.writinghelp.umn.edu  
University Counseling and Consulting Services  
109 Eddy Hall; East Bank; 624-3323