

Faculty Information

Instructor: Amy Falink
Office Hours: <https://slotted.co/hrir3021>
Office Location: CSOM 4-215
Email: afalink@umn.edu

**Course Description**

Staffing and employee development are highly focal human resource activities. In this class we will focus on maximizing the recruitment and selection process to facilitate strategic goals.

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 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.

Materials

PowerPoint slides, lectures, videos, and articles will be posted on Moodle, and will be discussed in class regularly.

The course schedule is available on 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.

Textbook: 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.

Readings/Quizzes

Assigned readings are always due before class. In addition, we will have several at-home Moodle quizzes during the semester that will test your knowledge of the reading content and prepare for class, as noted on the course schedule.

Participation

Please help create a positive learning community by staying focused and engaged in class, and share your opinions and feedback.

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 a brief summary of your findings in a professional report format.

To ensure individual accountability, for each case, the group will indicate exactly for what each group member was responsible. Individual grades will not necessarily correspond with the overall group grade. 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.

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.

Training and Development Case

The assignment will be discussed in detail as the courses progress.

Quizzes

There will be several quizzes over the course of the semester. The goal of 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 questions for each quiz from a bank of items. The quizzes are online in Moodle, and are open-book.

Norms for Class Behavior

Carlson School students should conduct themselves in class as they would in a professional work organization. This includes:

- arriving at class on time and prepared for the discussion,
- paying attention and contributing to the discussion and class activities,
- being respectful toward other students and the professor,
- avoiding distractions such as side conversations, sending and receiving emails, or text messages (phones should be turned off and stowed away), surfing the internet, or leaving the room during class, and
- leaving the area where you sit neater than you found it. Please do not leave unwanted materials behind.

Attendance:

Attendance is critical for you to be a key member of the classroom community and for you to obtain the best learning experience. That being said, it is ultimately up to you if you choose to attend class. As in the workplace, there are unfortunate consequences from lack of attendance. Without attending all class sessions, there will be exam content that you will miss.

Please note:

- Attendance will be taken each class
- There are **no** makeup times for course exams unless the absence is within the guidelines of the UMN attendance policy, found here:
<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

All other absence notifications during the course are not necessary.

- You are allowed four excused absences during the term. Again, you do not need to notify me that you will be absent for these excused absences.

Changes to the Syllabus or Course Requirements

The professor reserves the right to alter the syllabus, including assignments and the schedule, and students will be notified of the changes.

Course Grading

ITEM:	PERCENTAGE OF TOTAL GRADE:
-------	----------------------------

In-class case exercises and participation	20%
--	------------

At-home quizzes	10%
------------------------	------------

Midterm	20%
----------------	------------

Final	20%
--------------	------------

Team Project	30%
---------------------	------------

CSOM Academic Policies

Student Conduct Code:

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 adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

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. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.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. (Student Conduct

Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) 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. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

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>. If you have additional questions, please clarify

with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>.

Carlson School of Management Course Grading Policy:

In 2009, the results of a comprehensive study of grading in the Carlson School were presented to the faculty. In response to the conclusions of the study, the Carlson School faculty developed and approved the following grading policy:

Grades are an integral part of the educational process. They are one form of feedback concerning academic performance. The Carlson School is resolute that the differences in course achievement are reflected in the differences in course grades. Grades are based on a combination of exams, terms papers, class participation, case analyses, and other assignments. In all cases, it is the instructor who determines grading criteria.

Following are the expected final grade distributions for BSB courses, by course level:

1. 1000- 3000 (Core) level courses: Target median grade is $3.0 \pm .2$ (or about a B).
2. 3000 (non-core), 4000, 5000-level courses: Target median grade is $3.3 \pm .2$ (or about a B+).

Final Grades will be based on an A through F scale following the level of accomplishment outlined by the University of Minnesota:

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements.

B: Represents achievement that is significantly above the level necessary to meet course requirements.

C: Represents achievement that meets the course requirements in every way.

D: Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

F: Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and that student that the student would be awarded a grade of "incomplete."

For additional information, please refer to: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.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://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, 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. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/student-services.html>.

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, and there are individuals and offices available for help. 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. *[Customize with names and contact information as appropriate for the course/college/campus.]*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

HRIR 6301 Section 01 Course Schedule

Date	Topic/Activity	Reading/Other	Casework/Assignments Due	Quiz Due
September 6	Welcome/Course Introduction	Chapter One	Answer two discussion questions on Moodle by Sunday, September 10 th at 11:55 p.m.	No
September 11	Staffing Models and Strategy/Legal and Social Issues Tanglewood Case Review	Chapters One & Two Tanglewood Case Review	Sign up for Tanglewood teams by class time Monday	No
September 13	Legal and Social Issues in Staffing	Chapter Two		Chapter Two
September 18	Workforce Planning / Job Analysis and Rewards	Chapters Three & Four	Tanglewood Case #1 Writeup Due (Pages 6-12 in your casebook)	Chapters Three and Four
September 20	Workforce Planning/ Job Analysis and Rewards	Chapters Three & Four		No
September 25	Recruitment	Chapters Five and Six		Chapter Six
September 27	Recruitment	Chapters Five and Six	Tanglewood Case #2 Writeup Due (Pages 7-19 in your casebook)	No
October 2	Measurement	Chapter Seven		Chapter Seven
October 4	Measurement	Chapter Seven	Tanglewood Case #3 Writeup Due (Pages 20-25 in your casebook)	No
October 9	Selection Tools Part I	Chapter Eight	Introduction to CWT Live Case	Chapter Eight
October 11	Selection Tools Part I	Chapter Eight	CWT Live Case	No
October 16	Selection Tools Part II	Chapter Nine	CWT Live Case	Chapter Nine
October 18	Selection Tools Part II	Chapter Nine	CWT Live Case	No
October 23	Exam Review			No
October 25	Midterm Exam- Closed book, in-class. Short answer.			

October 30	Introduction to Training and Development	Online text and readings	CWT Live Case	TBD
November 1	Introduction to Training and Development	Online text and readings	CWT Live Case	TBD
November 6	Assessing and Analyzing T& D Needs	Online text and readings	CWT Live Case	TBD
November 8	Assessing and Analyzing T& D Needs	Online text and readings	CWT Live Case	TBD
November 13	Designing and Delivering Effective Training I	Online text and readings	CWT Live Case	TBD
November 15	Designing and Delivering Effective Training I	Online text and readings	CWT Live Case	TBD
November 20	Transferring Learning and Evaluating Impact	Online text and readings	CWT Live Case	TBD
November 22	Transferring Learning and Evaluating Impact	Online text and readings	CWT Live Case	TBD
November 27	Case Presentations			
November 29	Case Presentations			
December 4	Case Presentations			
December 6	Case Presentations			
December 11	Self and Peer Evaluations Due			
	Exam Review Session			
December 13	Final Exam Short answer Open book, take home Non-cumulative			

