

Course Syllabus

Course: *SBNM 5035*

Academic Year: 2013/14

Semester/Quad: *Fall B*

Credit Hours: 2

Prerequisites: *SBNM 5030*

Instructor: *Greg Crawford*

Phone: 630 577-7373

Email: gregcrawfor@aol.com

Availability:

I am most accessible via email. I will reply within 24 hours during the week and within 48 hours on weekends. Also, if necessary telephone conversations can be requested (send e-mail with requested time). I will be most active within the course shell on Mondays and Thursdays, however, I routinely check-in most days during any given week.

Course Description:

From Strategic Staffing, by Jean Phillips & Stanley Gully:

People's efforts, talents, knowledge, and skills matter to organizations. If you don't believe this is true, then fire all your organization's employees and replace them with cheaper labor. Few successful organizations would accept this challenge because they understand that their people are the key to their performance and survival.

Effective staffing is the cornerstone of successful human resource management – it lays the foundation for an organization's future performance and survival. Why is this so important? Staffing is important because its outcomes determine who will work for and represent a company, and what its employees will be willing and able to do. As a result, staffing influences the success of future training, performance management, and compensation programs as well as the organization's ability to execute its business strategy.

This course treats staffing and its related functions as an integrated process that begins with an understanding of a company's business strategy and continues through planning, sourcing, recruiting, assessing, selecting, and the hiring of candidates. The course also explores related tools, best practices, laws, and regulations specific to the staffing and employment functions.

Introductory Comments:

This course is designed to provide you with a real world perspective on the importance and value that strategic planning and staffing can bring to an organization and be instrumental in helping to meet it's corporate goals.

Course Materials:

Required Texts

Phillips, J.M. and Gully, S.M. (2012). *Strategic Staffing*. Pearson/Prentice Hall.

[You are welcome to utilize either the first or second edition of this text, albeit the second edition will contain the most up-to-date information in the SHRM and legal realms]

U.S. Department of Labor, Employment & Training Administration (2000). *Testing and Assessment: An Employer's Guide to Good Practices*.

(A free PDF of this text is available at: http://www.onetcenter.org/dl_files/empTestAsse.pdf)

Journal Articles

A selection of journal articles will also be required reading for the course. Hyperlinks to journal articles in North Park's Brandel Library will be provided to students. These are available free of charge.

Essential IDEA Objectives:

At the end of this course, you will be given an opportunity to evaluate your learning via reflection on the following broad objectives (IDEA Evaluations):

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Gaining factual knowledge (terminology, classifications, methods, trends)

Specific Course Objectives:

This course is designed to provide students with an overview of the strategic human resources planning and staffing process. Upon successful completion of the course students will have the ability to:

1. Understand the value and importance of strategic human resources planning.
2. Understand the comprehensive nature of the recruiting and hiring process.
3. Realize that effective staffing is the cornerstone of successful human resources management.
4. Understand the importance of human resources as a strategic corporate partner .

Course Methodology:

I view my role as a co-learner and class facilitator. While I will steer the trajectory of the course to various discussion topics and create a particular type of learning environment, I ultimately believe that the outcome of our learning is dependent upon our dialogue with each other, with the authors of the assigned readings, and through active engagement with the varying elements of the course. I desire that we think critically together and that our learning be practical and relevant.

Because this course is being taught in an intensive (7-weeks) and online format, the learning process will be heavily dependent upon the student's willingness to become involved in the process of active learning. It is very important for students to keep up with the reading assignments and online discussion forums. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and active participation in the discussion board forums.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1		<i>Introduction to Strategic Staffing, Business and Staffing Strategies</i>	<i>SS: Chapters 1&2 Article: Strategic Human Resources Management: Are We There Yet?</i>
2		<i>The Legal Context Strategic Job Analysis Competency Modeling</i>	<i>SS: Chapter 3&4</i>
3		<i>Forecasting Planning</i>	<i>SS: Chapter 5 Articles: Talent Management for the Twenty-First Century; Developing Staffing Strategies That Work</i>
4		<i>Sourcing, Recruiting</i>	<i>SS: Chapters 6&7 Articles: The Definitive Guide to Recruiting</i>

Week	Dates	Topics	Assignment(s)
5		Assessing External Candidates Assessing Internal Candidates	<i>in Good Times and Bad; Recruiting 2.0</i> SS: Chapter 9&10 Articles: <i>The New Science of Hiring; What Does Your Hiring Process Say About You?</i>
6		Choosing And Hiring Candidates Testing and Assessment	SS: Chapter 11 Articles: <i>Hiring for Emotional Intelligence, Hiring for Smarts, Testing and Assessment: An Employers Guide to Good Practices</i>
7		SHRM and Ethics	Article: <i>Achieving Ethics and Fairness in Hiring: Going Beyond the Law</i>

Grading:

Assignment	Points	Grade %
Moodle		40%
Mini-Case Study		30%
Final Paper (Individual)		30%
Total	<i>Enter total number of points possible</i>	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (95-100%)		B- (80-82%)		D+ (67-70%)
	A- (90-94%)		C+ (77-79%)		D (63-66%)
	B+ (87-89%)		C (73-76%)		D- (60-63%)
	B (83-86%)		C- (70-72%)		F (<60%)

Assignment Grading Policies:

I will only accept late work for the Moodle discussion forums, but know that your grade will be reduced per the posted grading rubric. As a matter of professional integrity, I do not accept late submissions of any other assignments. Assignments will be considered late if they are submitted past the date and time noted (all due dates/times are based on Central Time (CT)). This policy will be strictly enforced.

I encourage you to complete assignments ahead of the due date so that sudden and/or unforeseen circumstances do not preclude you from completing and/or submitting assignments on time. If a personal situation arises that prevents you from completing work on time, please contact me via email or phone. I will consider such personal situations on a case-by-case basis.

Statement of Complaint (Group Work)

Group projects require the active engagement of all group members. I encourage you to briefly discuss group roles and expectations with your group members at the start of the course so as to proactively avoid any misunderstandings during subsequent weeks. If a situation arises where a member of your

group fails to meet important deadlines or otherwise underperforms in a significant manner, your group may submit a statement of complaint to the course instructor. The statement will be shared with the underperforming member for comment and a grade penalty may be assessed to the underperforming member. Regardless of the outcome, all members of the group will be awarded a grade based on the quality of the work submitted.

Student Responsibilities:

1. Students are expected to log in a minimum of 3-4 times per week (at any time during the week) and to fully engage in the discussion forums and related activities. Students cannot successfully complete this course without completing the weekly readings, discussion forums, and assignments.
2. Students are expected to use good “netiquette” (see A Guide to Netiquette in the Course Information folder on Moodle). While I am available for a telephone appointment, I strongly recommend that all issues, questions, and problems be dealt with online (unless they are of a personal matter) as a matter of good netiquette.
3. Students are expected to spend approximately 10-12 hours per week on course responsibilities (e.g. reading, assignment completion, discussion forums). Students are expected to read all peer and instructor posts in a timely fashion (e.g. during the assigned week).
4. Students are expected to adhere to the course schedule and to post to the discussion forums accordingly. The most predictable problem in an online course occurs when students are late in posting their initial and secondary forum responses and/or when submitting assignments. This is often the result of illness, business trips, overload, and/or computer glitches. Be aware that the learning of your peers will be disrupted by your lateness!
5. Students are expected to read the syllabus in its entirety and are responsible for its content.

Instructors Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course facilitator will not lead the online discussions, he will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts and/or to re-direct the dialogue. More often than not, however, students will be expected to engage in a robust discussion about the learning material.
3. The course facilitator will read and critically assess students’ written assignments and provide feedback within an appropriate timeframe (approximately 7-10 days).
4. The course facilitator will respond to all student e-mails within 24-48 hours of receipt.
5. The course facilitator will respond to all student phone calls within 24-48 hours.
6. The course facilitator will evaluate student progress in the class and provide a final evaluation for each student.

Assignment Specifications

1. Weekly Discussion Forums:

Each week of this course will start on Monday and finish on Sunday. I strongly recommend that you complete your assigned readings for each week as early as possible (by no later than Tuesday evening), so that you have adequate time to reflect and write a meaningful and substantive post to the discussion forums. Your initial substantive posts to each forum should be posted no later than midnight (CST) on

Wednesday evening. Your secondary posts, in dialogue with the initial postings of other students, must be made no later than midnight (CST) on Saturday evening. Tertiary posts, which are your responses to questions directed to you, are due by no later than the following Monday midnight. See the Discussion Board section below for detailed information.

The weekly discussion forums are a key component of an online course. Discussion forums have been created to stimulate discussion on the assigned reading and to provide a forum for interacting with your peers and the course instructor. The forums provide students the opportunity to demonstrate what they have learned and how course concepts are applicable to their professional and personal lives. Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives. As such, the discussion board forums should not be construed as a social meeting place but rather as an academic meeting place where ideas are offered, connections are made, and critiques are presented.

Even though I will not be responding to each and every post, rest assured that I will be reading your posts and making posts on a regular basis. I will jump into discussions when I feel that an important point needs to be emphasized, if the discussion needs to be redirected, and/or to comment on posted content. More often than not, however, I will rely upon you to share important learning's and observations. I expect in this regard that you will take active responsibility for your own learning throughout this course.

Initial Substantive Posts **** Due weekly by midnight CT on Wednesday evening ****

For each of the discussion forums, you are expected to post one meaningful and substantive initial post of approximately 250-300 words in response to the forum prompt. Please keep this word range in mind; be succinct yet thorough!

Your initial substantive posts should: be responsive to the question(s) posed; incorporate ideas from the reading and/or other applicable sources; demonstrate a complex and comprehensive understanding of the week's topic(s). The initial substantive posts should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other sources. If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g. Gomez-Mejia, 55). Please write and submit your initial substantive posts before reading other peer posts to help ensure originality of thought.

Secondary Posts **** Due weekly by midnight CT on Saturday evening ****

After Wednesday evening of each week, you are expected to read all initial substantive posts of your peers. You are then expected to interact with at least two peer posts in each of the forums by posting a thoughtful response, comment, and/or question in response to the initial substantive post made by another student. Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. You are welcome to respond to more than two peer posts if you choose, but please ensure that all secondary responses are thoughtful and of high quality as described above. I do not give "extra credit" for additional posts.

Tertiary Posts **** Due weekly by midnight CT on the following Monday evening ****

Tertiary posts are your responses to peer questions about one of your posts. These could be questions about your initial substantive post or one of your secondary posts. It is expected that you will respond to all peer questions about your initial and/or secondary posts in a timely fashion so as to maintain a robust and meaningful dialogue. Make sure that your tertiary responses are thorough and that they address the question(s) being asked; if you disagree with a peer's line of questioning, that is fine as long as you appropriately support your position.

2. Mini-Case Study Reports [Group]

A mini-case study has been assigned for Weeks 1-4 of the course. After completing the assigned text and journal reading, students should read the case study, discuss the implications and relevant recommendations, and then prepare a case study report that provides a succinct yet detailed response. Your report should make good use of the concepts studied in the course to date and/or other relevant sources of information.

Each of the case studies will be worked on within an assigned small group; as such, group members should consult with each other and submit a report only after collaborating with all members of the group (do not simply assign the report to one member of your group for completion; collaboration is expected). A group discussion forum has been established as an academic meeting place to aid the formation of the report, but you should not feel limited to only this medium. Since this is not a research paper or essay, but rather a report, APA formatting is not required. The report, including any charts or tables, should be no more than 2-pages. Single-spacing, 1" margins on all sides, and a 12-point business appropriate font are required. The report should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings and poor grammar will lower your grade.

3. Final Paper [Individual]

Paper Specifications

Each student will submit an 8-10 page paper that addresses one of the following assignments:

Option #1

Select a company you would like to learn more about and identify an important staffing issue currently facing the organization (if you utilize your own organization, the focus must be on a staffing issue that is not in your immediate job area). Through field research (minimum of two interviews and examination of company documents) and literature research (consultation of at least five scholarly sources), develop a case study on the company that is focused directly on the staffing issue. The case study should provide a general orientation to the company and explain the nuances of the staffing issue that the company is facing. The case study portion of the paper should represent between 2-3 pages of the paper. The remainder of the paper should provide your recommendations as to how the company should address the staffing issue. Integration of course concepts and reading is expected.

Option #2

Investigate one of the emerging staffing issues listed below through both field research (minimum of two interviews) and literature research (minimum of at least five scholarly sources). Your interviews should be "informants" on how organizations are approaching the selected emerging issue within their organization; as such, you should select interviewees for whom the issue is relevant. Your paper should provide background on the issue, explain why it is of current or future importance as a staffing issue, report on the perspectives of your interviewee's views and approaches related to the issue, and how this issue impacts HRM functions in general. This part of the paper should represent 3-4 pages of your paper. The remainder of your paper should focus on answering each of the following questions via integration of course concepts and input from a relevant and sophisticated literature review:

When hiring in this context (the context of your emerging staffing issue)...

1. What are some common problems faced by organizations?
2. How might the traditional staffing model need to be adjusted? Be specific.
3. What tools tend to be most effective? Which are least effective? Explain.
4. How should the organization approach sourcing and recruiting in this context?

5. What are important considerations that organizations should keep in mind when hiring in this context.
 . Name 2-3 specific considerations and explain why they are important.

Emerging Issues for Option #2:

- Staffing for a collaborative team-based work environment
- Staffing for virtual/geographically-dispersed work environments
- Staffing for expatriate positions
- Staffing with non-traditional workers (e.g. interns, retirees, ex-offenders, etc.)
- Staffing with a non-permanent contingent workforce (e.g. freelancers, independent contractors/consultants, or temporary/agency workers)
- Staffing with skilled foreign workers (e.g. H1B, L1A, L1B visa holders)

The completed paper should be between 8-10 pages in length, double-spaced, 1" margins on all sides, and typed with a 12-point business appropriate font. The paper should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings, poor grammar, and/or bad syntax will lower your grade. APA formatting is required for this paper. The due date and grading rubric is posted on Moodle.

WEEKLY ONLINE DISCUSSION FORUM

Discussion Forum Specifications:
9 possible points for EACH forum; ½ points may be used (e.g. 4.5)

Criteria	3 points EXCELLENT	2 points Good	1 point Basic	0 points Below Expectations
Initial Substantive Post (3 possible pts)	<p>Post is responsive to the question(s) posed; incorporates ideas from the readings, and/or other sources; demonstrates a complex and comprehensive understanding of the weeks topic.</p> <p>Originality of thought is evident</p> <p>Post is within the specified word range (approx. 250-300 words)</p>	<p>Post is responsive to the question(s) posed , but one of the following is problematic:</p> <p>Ideas from the reading and or other sources are not present or minimally inform post.</p> <p>Post does not demonstrate a complex or comprehensive understanding of the week's topic.</p> <p>Thought lacks clarity and/or concepts are inaccurate and/or minimally supported.</p> <p>Originality of thought is lacking; post repeats perspectives of author or peers.</p> <p>Post is not within the</p>	<p>Post is responsive to the question(s) posed, but two or more of the following are problematic:</p> <p>Ideas from the reading and/or other sources are not present or minimally inform post.</p> <p>Post does not demonstrate a complex and comprehensive understanding of the weeks topic,</p> <p>Thought lacks clarity and/or concepts are inaccurate and/or minimally supported.</p> <p>Originality of thought is lacking;</p>	<p>Post is either not made or is rudimentary and/or superficial.</p> <p>Little to no analysis, insight and/or synthesis is present.</p>

Criteria	3 points EXCELLENT	2 points Good	1 point Basic	0 points Below Expectations
Secondary & Tertiary Posts (3 points possible)		<i>range specified word range (approx. 250-300 words)</i>	<i>post repeats perspectives of author or peers. Post is not within the specified word range (250-300)</i>	
	<i>Secondary posts (min. 2/ forum) are thoughtful and further the conversation by challenging peer assumptions and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. Student responds to all peer questions regarding their own initial post and/or secondary posts.</i>	<i>Secondary posts elaborate on the topic(s) presented by the peer post, but could have challenged peer assumptions and/or furthered the discussion by adding new or related information in a more meaningful fashion. Student responds to most but may not have responded to all peer questions regarding their own post.</i>	<i>Secondary posts are made, but contribution is minimal and does little to advance the discussion (e.g. agrees or disagrees) or simply repeats the peer's perspective- or student only made 1 secondary post (2/forum are required) Student may have responded to some peer questions regarding their own posts, but he/she did not respond to most.</i>	<i>Post is either not made or are rudimentary and/or superficial. Little to no analysis, insight, and/or synthesis is present. Post do not further the discussion.</i>
Timeliness (3 possible pts)	<i>Initial post is submitted by midnight Wednesday. Secondary posts by midnight Saturday and tertiary posts by the next Monday midnight</i>	<i>Posts are made, but not on time. Posts were made in time for others to read and respond (e.g. missed deadline by a few hours)</i>	<i>Posts are made, but not on time. Posts were not made in time for others to read and respond (e.g. missed deadline by more than a few hours)</i>	<i>Posts are not made.</i>

Participant Introductions

Assignment Specifications:

Worth 9 total points for original post and 4 total points for reply post)

Category	3 pts – Meets Standards	2 pts – Approaches Standards	1 pt. – Below Standards
School/Dept	<i>The school or dept is incorporated in your intro.</i>	<i>n/a</i>	<i>n/a</i>

Category	3 pts – Meets Standards	2 pts – Approaches Standards	1 pt. – Below Standards
Course Value	Why are you taking this course? What impact will it have, how will it benefit you?	n/a	n/a
Surprising Fact	You incorporated a surprising or unique fact about yourself	n/a	n/a

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the

class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>