

Spring 2020

Managing Workforce Flow (38:533:533)

(Subject to change)

Mondays, 4:30pm – 7:10pm (section 01)

Janice Levin Building, Room 006

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E-mail: jhan@smlr.rutgers.edu (the best way to reach me)
Phone: (848) 445-9448
Course Web: <https://canvas.rutgers.edu> (you are responsible for checking Canvas for the most current syllabus, course materials, and other announcements)
Office Hours: By appointment

I. Course Overview

This course discusses the effective management of the flow of talent into and through organizations. Particular attention is given to the impact of business strategy, internal and external labor markets, recruiting, selection, and person-job and person-organization match on staffing practices. Specifically, we will cover human resource planning, career transitions, layoffs, and other workforce movement. An important goal of the class will be to provide opportunities to develop hands-on skills that are relevant to effectively managing talent flow. Thus, experiences focusing on the transfer of course material to real-world situations will be an integral part of the class.

II. SMLR Learning Objectives

- 1) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
 - Demonstrate an understanding of the practical perspectives, theories and concepts in their field of staffing
 - Evaluate and apply theories from staffing and more broadly social science disciplines to workplace issues
- 2) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions
 - Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
 - Analyze a contemporary global issue in their field from a multi-disciplinary perspective
 - Analyze issues related to business strategies, organizational structures, and work systems

- Analyze issues related to the recruiting, measurement, and selection of talent in a global context
- 3) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
 - Understand the legal, regulatory and ethical issues related to the staffing
 - Develop human resource management functional capabilities used to recruit, measure, and select workers
 - Understand the internal and external alignment and measurement of human resource practices
- 4) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.
- Communicate complex ideas effectively, in standard written English
 - Analyze and synthesize information and ideas from multiple sources to generate new insights
 - Produce quality research papers with proper convention of attribution/citation
 - Produce high quality executive summaries
 - Make an argument using contemporary and/or historical evidence
 - Present ideas and arguments in a logical and effective way

III. Method of Instruction

To achieve the course objectives above, I will combine multiple instructional methods including lectures, class discussions, case analyses, and team exercise. Students will not only learn key concepts and theories from lectures, but will have opportunities to apply them to analyzing and addressing staffing issues in real organizations through case analyses and team exercise.

IV. Course Materials

- *Required textbook:* Phillips, J. M. & Gully, S. M. (2015). Strategic Staffing (3rd ed.). Pearson/Prentice Hall.
ISBN-10: 0-13-357176-9
ISBN-13: 978-0-13-357176-9
- Articles, cases, and/or exercises may be provided in class or through Sakai.
- Students are responsible for reading all the assigned materials; not just limited to materials covered by lecture.

V. Course Assignments and Grading

The course grade is composed of three components (exams, participation, and Chern's case study; see below for details) and will be determined based on the following scale.

Activity	Points
Mid-term exam	100
Final exam	100
Chern's case study	100
Participation	50
Total	350

Percentage	Cut-off points	Grade
90-100%	315	A
85-89.9%	298	B+
80-84.9%	280	B
75-79.9%	263	C+
70-74.9%	245	C
< 70%		F

- 1) **Examinations:** two (mid-term and final) exams will cover all course materials including lecture slides, readings, cases, in-class discussions, and videos shown in class. There will be both multiple choice and essay questions. The exams are *not cumulative*, but several key concepts and terms may carry over. I will hold review sessions prior to the exams. Both exams will be administered in class.
 - The dates of the exams are noted on the course schedule. Students should take the exams at the scheduled time unless they have a legitimate excuse. Legitimate excuses may include illness (with a doctor's note), inclement weather (when Rutgers is officially closed), instructor's announcement of class suspension, or other critical circumstances (as judged by me). Students claiming excused absence must contact me before the exam and furnish documentary support for the legitimate excuses. Otherwise, I will assign a grade of zero for missed exams and will not provide a make-up exam. A make-up exam may be different from original exams, and will be held at a time when all students who need the make-up exam can be present. An officially cancelled exam will be held at the next scheduled class period.
 - Any questions or appeals about exams must be made in writing via e-mail within 7 days after the exam grades are given to students. Exams will be kept by me.

- 2) **Chern's case study:** We will be doing a semester-long case study on a fictitious company called Chern's, contained in the textbook's Appendix. You will complete this case in teams of 3 or 4 people. The case study is designed to enhance your analytical skills and allow you to apply course material to a simulated organization. You will be assigned a portion of the case study after reading each chapter in the textbook and turn in a final report around the end of the semester (see course schedule for details). It can be helpful to keep a copy of your full case study report to show potential employers what you are capable of doing in the area of staffing.
 - In writing up your assignments, please be sure to provide your answers separately for each question.
 - DO NOT read or use any previous student's reports as a reference for the case or for any other purpose. I keep electronic copies of all past case reports and can easily compare them to past case reports. I expect all work on the case to be your own as this is how you will learn best.
 - **Late work** will be accepted for full earned credit if and only if arrangements are made with me 24 hours prior to the due date (with legitimate excuses). Otherwise, **20%** of the total points will be deducted for each day (including weekend) that the assignment is late.

- In our last class session, you will present your case study outcomes using PPT slides or so (about 15 min), followed by Q&A (about 5 min). All team members should participate in the presentation, which will concern the following questions:
 - Who are the two candidates for job offers?
 - Why did your team choose the above two candidates; explain in terms of (1) business strategy, (2) staffing strategy, (3) needed KSAO or competency, and (4) assessment plan and results.
 - A few reflections on the entire staffing processes (e.g., the most difficult or interesting part; any events that surprised you; the most enjoyable or tough times during your teamwork)
 - You will also participate in peer appraisals twice during the semester (see course schedule below) in which all team members provide ratings of other teammates' contributions to the case study. This is to encourage all team members do their fair share of team project. *All* team members must complete the peer appraisals in order for the case study assignments to be graded. Depending on relative peer appraisal scores, I may subtract up to 50 points from students' individual project grades. Further, I may provide *zero* for team project to students who receive considerably low peer appraisal scores consistently across teammates (as judged by me; I may also consider other circumstantial evidence about their low contributions). Additional information will be provided in class.
- 3) **Participation:** Participation is comprised of weekly short essays (33 points) and general class conduct (as judged by me; e.g., being active in class discussion and being respectful towards others; 17 points).
- You will be excused from absence only with legitimate excuses (see above for details) who contact me before class.
 - I will track attendance by administering a 'Weekly Short Essay' in which you respond to short essay question(s) at the end of each class.
 - It will be evaluated based on the following scale: 'Very Satisfactory' (3 point), 'Somewhat Satisfactory' (2 point), and 'Not Satisfactory' (1 point).
 - You will be allowed to make up a missed essay only if you contact me before class with legitimate excuses.
- 4) **Extra credits:** You can provide up to two recent examples of how actual business organizations are using the subject matter of the course (1% each; 2% total). Please turn in the entire article, etc. from which each example came and provide a complete citation. Also write a few brief paragraph (500-750 words total) for each example explaining how it relates to relevant course concepts and share your thoughts about the example. Please do not submit anything proprietary or intended to be kept private by an organization. These materials must be submitted before the final exam to be considered in the final grade determination.

VI. Mutual Expectations and Classroom Policies

Students' Responsibilities	Instructor's Responsibilities
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<p>To maximally benefit from this course, you are expected to:</p> <ul style="list-style-type: none"> • Attend all class meetings; • Complete any reading assignments prior to each class; • Review course materials after each class; • Actively participate during class discussions; • Be well-prepared for exams; and • Foster a climate of respect for both the instructor and other class members. 	<p>To accomplish the course goals, I will do my best to:</p> <ul style="list-style-type: none"> • Prepare for helpful and interesting course materials; • Lead meaningful lectures and discussions; • Provide developmental feedback to help students to monitor and make a progress in this course; • Evaluate students' performance with fairness; and • Treat each student with respect and dignity.
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In an effort to create a classroom environment that remains conducive to learning, the following rules will apply:

- (a) No electronic media during class (e.g., no MP3 players, laptop computers, etc.) unless allowed by me in advance.
- (b) All cell phones turned off and no calls taken during class.
- (c) Newspapers, books, and other materials not related to our class to be put away.
- (d) Avoiding side conversations as the classroom acoustics make these very distracting.
- (e) Late arrivals and early departures are unacceptable; they will put you at a disadvantage in terms of missing important announcements and lecture materials as well as starting late on exams.
- (f) Being thoughtful and respectful in your comments to class—avoid speaking just to exercise “airtime.”

VII. Media Policy

The recording and transmission of classroom lectures and discussions by students is prohibited without written permission from the class instructor and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments. You cannot share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception:

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation

Center (“LNEC”) to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings:

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor’s written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

VIII. University Guidelines and Resources

Academic integrity

The University’s policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). Students must return a signed copy to me. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student’s answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Self-reporting absence

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website (<http://sims.rutgers.edu/ssra>) to indicate the date and reason for your absence. An email is automatically sent to me.

Please note: My policy on absence indicated above will be applied regardless of this self-reporting absence policy.

Students with disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <https://ods.rutgers.edu/>.

Course Schedule

(Subject to change)

Date	Topic	Readings / Assignments Due
1) 1/27	Strategic staffing	o Ch. 1
2) 2/03	Business and staffing strategies / The legal context	o Ch. 2 & 3
3) 2/10	Strategic job analysis and competency modeling	o Ch. 4
4) 2/17	Forecasting and planning	o Ch. 5
5) 2/24	Sourcing: identifying recruits	o Ch. 6
6) 3/02	Recruiting	o Ch. 7
7) 3/09	Mid-term exam review; case study review	
8) 3/23	Mid-term exam	
9) 3/30	Measurement	o Ch. 8
10) 4/06	Assessing external candidates	o Ch. 9 o Case Study Report I (up to Assignments 7)
11) 4/13	Assessing internal candidates; Combining assessment scores	o Ch. 10; Ch. 11
12) 4/20	Choosing and hiring candidates; Chern's interview	o Ch. 11 o Case: assessment plan and request for assessment scores (9c); interview scoring keys (8b) o 1st team peer evaluation
13) 4/27	Managing workforce flow / Staffing system evaluation and technology	o Ch. 12 & 13 o Case: notification of final two candidates for their success scores from the instructor to compute ROI in Ch. 11.
14) 5/04	<i>Chern's case presentation and feedback</i>	o 2nd team peer evaluation
15) 5/11	Final exam	o Case Study Report II (from Assignments 8 to 13)

**** Important notes on assignment submissions:**

- a) Choose one submitter per team (throughout the semester)
- b) Email me at jhan@smlr.rutgers.edu (with all other teammates CC'd)
- c) Write **your team number** in the **subject line** and use it as a **file name** (e.g., Team 8)
- d) All assignments are due **4pm on the day** that they are due.

Academic Integrity Contract

(To be signed and turned in at the first class)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work

should be avoided unless you obtain express permission from both the instructor and originator of the work.

- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on examinations.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____