

Talent Acquisition Fall 2022

Instructor: Bill Kane
Office: 215F JLB
Class Meetings: Wednesdays, 10:20 – 1:20, JLB 003
Course Number: 37:533:311:01, Index 17072
Office Hours: By Appointment (Tuesday, Wednesday or Thursday) and/or Virtually as arranged
Teaching Aid: TBD
Quick Meets: Before/After Class
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Course Site: (Canvas): <https://rutgers.instructure.com/courses/202121>

I. Course Overview

This course discusses the effective management of the flow of talent into and through the organization. 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. My Commitment to You

To accomplish the learning goals associated with this course, I will do my best to:

- 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
- Treat each student with respect and dignity

III. SMLR Learning Objectives

- 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

- 1) 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

- 2) 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

- 3) 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

IV. Method of Instruction

This course is delivered Face-to-Face in a classroom. However, we will be utilizing the [Canvas](#) learning management system to access learning materials, post announcements, submitting assignments, and communicating via the Inbox feature.

To achieve the course objectives above, a combination of multiple instructional methods including lectures, class discussions, and case analyses. 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.

V. Course Materials

- *Required textbook:* Phillips, J. M. (2023). Strategic Staffing 5th ed.). Chicago Business Press. ISBN: 978-1-948426-39-8

- Articles, cases, and/or exercises may be provided in class or electronically.
- Students are responsible for reading all the assigned materials; not just limited to materials covered by lecture.

VI. Grading and Course Requirements

Assessments

Activity	Possible Points
Exam #1	200
Exam #2	200
Quiz #1	100*
Quiz #2	100*
<i>*Lowest of the 2 quiz scores will be deleted</i>	
Case Study Assignment	100
Optional extra credit	25
Optional extra credit	25
Total Possible Points	650

Grading Correlation

Total Points for the Semester	Percent Achievement	Grade Earned
540 - 650	90 - 100	A
510 - 539	85 - 89	B+
480 - 509	80 - 84	B
450 - 479	75 - 79	C+
420 - 449	70 - 74	C
360 - 419	60 - 69	D
Less than 359	Less than 59	F

Examinations

There will be 2 non-cumulative exams. These exams will be 50 multiple choice questions in format. Each correct response is worth 4 points. You are responsible for ALL assigned readings scheduled before the exam, my lecture notes, handouts, and any other course material (e.g., articles, guest lecturers, videos, class activities). Please note that I will not be dropping any exam grades. Each exam is worth 200 points.

Exam Procedures

- All exams will be in class.
- All exams are closed book. All of your materials must be stowed away and out of site.

- You are expected to complete your exam **UNAIDED**. Failure to do so will result in academic integrity charges brought against you.
- After everyone has completed the exam, you will be able to review your responses.
- 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.

Make-up Policy

The dates of the exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness, personal/family emergency, recognized religious holidays, inclement weather (when Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), when the instructor emails the class announcing that class is suspended, another university commitment of priority, or other critical circumstances such as a death in the family. Accordingly, please contact me when you become aware of the anticipated absence or as soon afterwards and we can discuss how best to accommodate the missed course work.

Authorized make-up exams will be done as soon as possible with agreement with the instructor. An officially cancelled exam will be held at the next scheduled class period.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

In-Class Quizzes (2)

There will be two in-class quizzes given. Each quiz will be 25 questions - multiple choice, true/false, or fill in the blank. Each correct response is worth 4 points. The quizzes will focus upon the materials noted on the course schedule.

For semester scoring purposes, the lowest of the 2 quiz scores will be dropped.

There will be **NO** makeups given for the quizzes for any reason. You **MUST** be present in class to take the quizzes.

Case Study Assignment

A case study, Integrating McDonald's Business, Human Resource, and Staffing Strategies, will be assigned with 5 associated questions. Each response is worth 20 points. Each answer will be evaluated based upon the accuracy, quality, and thoughtfulness of the reply. Written submissions should not exceed three (3) typewritten, double-spaced pages (approximately 800-900 words).

The case study is included at the back of this syllabus.

Optional Extra Credit

Students should seek advance permission for an extra credit opportunity. Permission will be granted on a case-by-case basis. Agreed-upon extra credit assignments - worth up to 25 points - will focus upon one of the discussion questions featured in the case studies at the end of each respective chapter in the text. Any submitted assignment (addressing all numbered questions) should not exceed three (3) typewritten, double-spaced pages (approximately 800 – 900 words). Each submission will be due prior to the case is due for class discussion. A maximum of 2 extra credit assignments is allowed.

VII. Expectations and Classroom Policies

Enhancing the Learning Environment

In an effort to create a classroom environment that remains conducive to learning, the following rules will apply:

- All cell phones turned off and no calls taken during class.
- Newspapers, books, and other materials not related to our class to be put away.
- Avoiding side conversations as the classroom acoustics make these very distracting.
- 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.
- Being thoughtful and respectful in your comments to class—avoid speaking just to exercise “airtime.”

Attendance

Regularly attending class is important for you to do well on the quizzes and exams, as materials will be covered outside of the text. You should consider attendance as mandatory and it is factored into your grade. It is, however, recognized that “life happens.” You will be excused from class for documented legitimate reasons such as ill-health, death in the family, etc. Please contact me when you become aware of the anticipated absence and we can discuss how best to accommodate the missed course work.

Participation and Preparedness

- Students are expected to stay current with readings and assignments.
- In class, students are asked to answer questions posed in lecture. These questions will correspond to the topics at hand, to highlight important take-aways.
- Several of the lecture periods will include completion of a related exercise/activity. Although most of these exercises are not graded, they help students to utilize course concepts to give them direct, concrete experiences that are applicable to their personal and professional needs. Further, participating in these exercises will often give you the opportunity to interact with your fellow students. I try to emphasize teamwork and

- a collaborative, supportive work environment, and I strongly believe that learning and development should be structured to provide support and feedback not only from the instructor, but also from your peers.
- Your voice is important! I value the diversity of background and perspective that students bring to the classroom. Students come with a wide range of knowledge, motivation, and interests. Your views should be shared.
 - All efforts should be made to foster a classroom climate that exemplifies respect for both the instructor and other class members.

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.

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/>.

Masks

In order to be compliant with current university policy, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

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.

Tentative Course Schedule
(Subject to change)

Session #	Topic	Advance Readings/ Assignments Due
1	Syllabus Review	N/A
	Staffing Content & Job Analysis	
2	Strategic Staffing Overview	Ch. 1; Academic Integrity Contract due
3	Business And Staffing Strategies; Case Study Assignment	Ch. 2
4	The Legal Context	Ch, 3
5	Strategic Job Analysis And Competency Modeling	Ch. 4
	Planning, Sourcing, & Recruiting	
6	Forecasting And Planning	Quiz 1 (Ch. 1 – 4); Ch. 5
7	Sourcing: Identifying Recruits	Ch. 6; Case Study Assignment due
8	Recruiting; Mid-term Exam review	Ch. 7
9		Mid-Term Exam
	Selecting	
10	Measurement	Ch. 8
11	Assessing External Candidates	Ch. 9
12	Recruiting & Assessing Internal Candidates	Ch. 10
	Managing The Staffing Sysytem	
13	Choosing And Hiring Candidates	Quiz 2 (Ch. 8 – 10); Ch. 11
14	Managing Workforce Flow	Ch. 12
15	Staffing System Evaluation and Technology	Ch. 13
16		Final Exam

Academic Integrity Contract

(To be signed and turned in by the second class session)

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: _____

Talent Acquisition

Chapter 2

CASE STUDY ASSIGNMENT

Integrating McDonald's Business, Human Resource, and Staffing Strategies

People are McDonald's most important asset. The company's success depends on the satisfaction of its customers, which begins with workers who have the attitudes and abilities required to work efficiently and provide good customer service. To execute its strategy, McDonald's has identified people as one of its three global corporate strategies. McDonald's claims that as an employer, it wants "to be the best employer in each community around the world."

It also makes a "people promise" to its employees that "we value you, your growth, and your Contributions." Its five "people principles" reflected by its human resource strategy are: respect and recognition; values and leadership behaviors; competitive pay and benefits; learning, development, and personal growth; and ensuring that employees have the resources needed to get the job done.

McDonald's has executed its strategy well by tracking key indicators of product and service quality, speed, and accuracy. The company has also identified its people practices and approaches that substantially impact the firm's turnover, productivity, customer satisfaction, sales, and profitability. This has allowed it to develop a business model that emphasizes not only financial and operational factors but also people factors that improve the company's results by improving employee commitment, retention, productivity, and customer loyalty.

Because McDonald's relies on providing customers quality, cleanliness, quick service, and value, they work hard at hiring people who want to excel in delivering outstanding service. Many of its restaurant employees are teenagers, and McDonald's is their first employer.

The company tries to recruit and hire the best people, retain them by offering them ongoing training, and then promote from within to fill its managerial positions. To ensure that it is recruiting the right people, the company has identified important skills and behaviors that it looks for in applicants.

McDonald's has found that the best way of hiring quality crew members is to advertise inside the restaurant and attract local people and/or friends of existing employees. McDonald's also recruits at local job centers and career fairs, using hiring material with a clear message targeted at its intended audience. As McDonald's CEO Steve Easterbrook says, "If you get the people part right, the rest will follow."

Questions:

1. How would you describe McDonald's business strategy?
 - Who are McDonald's competitors?
 - What is McDonald's doing to stand out among their competitors?
2. How has McDonald's aligned its business, human resource, and staffing strategies?

3. What are some of the possible talent-related threats that could eat away at McDonald's competitive advantages?
 - What are some of the possible customer-related threats that could eat away at McDonald's competitive advantages?
4. Would higher turnover or a tight labor market make it difficult for McDonald's to find employees?
5. What should McDonald's do to maintain its competitive advantage over the next five years?