

TALENT ACQUISITION * 37:533:311:01 * FALL 2026**Human Resource Management Department****School of Management & Labor Relations****Rutgers, The State University of New Jersey****Wednesdays, 10:20 am to 1:20 pm, Janice Levin Building Room 102**

Professor: Dr. Hazel-Anne M. Johnson-Marcus	Email: hmj17@scarletmail.rutgers.edu
Office Hours: Monday, 1-2 pm by appointment, JLB 215B	Course Learning Management System: Canvas
Teaching Aide: Mr. Alex Crosby	TA Email Address: aec203@scarletmail.rutgers.edu

REQUIRED COURSE TEXT: Phillips, J.M. (2023). *Strategic Staffing*, 5th Edition. Sage. ISBN: 9781071927694.

COURSE DESCRIPTION: We are focused on the effective management of the flow of talent into and through organizations. This course covers the identification, attraction, selection, deployment, and retention of talent. An important goal of the class will be to provide opportunities to develop skills that are relevant to effectively managing talent flow.

COURSE STRUCTURE AND TECHNOLOGY: This is an in-person course meeting weekly on Wednesdays at 10:20 am in JLB 102. We will use the [Rutgers Canvas Learning Management System](#) for course materials and assignment submissions. You can access Canvas with your Rutgers NetID and password. All course announcements will be posted on Canvas and sent to your Rutgers ScarletMail email, so please check it regularly. For the team project and all individual assignments, we will be using Google Docs (accessible through your Rutgers ScarletMail account) and a provided [template](#) on Canvas. We will also use Google Forms for in-class attendance and discussion activities, so please ensure you can access these tools through your ScarletMail.

COURSE EXPECTATIONS AND PREPARATION: To make the most of our class discussions and deepen your understanding of the material, please complete the assigned readings *before* each class. Your active participation and consistent attendance are highly valued and contribute significantly to your learning experience. **I encourage you to come prepared and ready to engage in all class activities and discussions.**

PARTICIPATION AND ATTENDANCE: Active engagement and thoughtful contributions enhance everyone's learning. Your Participation grade will be based on the quality of your contributions, not just the number of times you speak. We will use Google Forms for attendance questions during class, and **consistent responses will positively influence your overall Participation grade (worth up to 25 points or 5% of your final grade).**

If you need to miss a class, please reach out to a classmate to get any missed information, including schedule changes. To ensure fairness to everyone, I cannot provide individual reviews of missed lectures. After reviewing notes from a classmate, please feel free to contact the teaching aide or me if you have any remaining questions.

For extended absences (more than one week), please contact the [Dean of Students Office](#). **If you need to miss class due to the observance of a major [religious holiday](#), please let me know via email by Friday of the second week of classes ([September 11, 2026](#)).**

COURSE ASSESSMENTS

This course includes a variety of assessments designed to help you demonstrate your understanding of the material and develop practical skills.

EXAMS: There will be **three non-cumulative exams**, each consisting of multiple-choice and true-false questions. The exams will cover material from the assigned readings, lectures, and in-class discussions. **All exams are taken in class, and you are expected to complete them independently.** Makeup exams will be granted only with documented excuses (such as illness, family emergency, religious observance, or medical emergency). **The three exams together are worth 300 points, or 60% of your final grade.**

INDIVIDUAL QUIZZES: To support consistent learning, there will be weekly quizzes before the start of each new chapter, typically on Wednesdays at the start of class. We will review the quiz results at the beginning of each chapter, so please make sure to complete the quiz before it closes. There are 11 quizzes total, including a bonus quiz. **These quizzes are worth 50 points, or 10% of your final grade.**

TEAM PROJECT: You will collaborate with a team throughout the semester on a practical project: conducting a mini job analysis and developing structured interview questions for a customer service job. At the end of the semester, your team will present your work through an **1-page summary infographic** and a **5-minute video presentation**.

To keep your team on track, the project is structured into progressive milestone check-ins throughout the semester:

- **Project Plan & Schedule (Due 10/7):** Initial team submission outlining roles, scope, and timeline.
- **Project Part 1 (Due 10/21):** Job analysis.
- **Project Part 2 (Due 11/18):** Structured interview questions.
- **Project Parts 3, 4 & 5 (Due 12/8):** Final 1-Page Summary Infographic, 5-Minute Video Presentation Link, and Teammate Evaluations.

Infographic Format & Accessibility: To clearly synthesize your project without writing a long essay, your summary must be designed as a 1-page visual infographic in standard 8.5" x 11" format. You are encouraged to use design platforms such as Canva or Adobe Creative Cloud (available to Rutgers students). All infographics **must be digitally accessible**; please use built-in accessibility checkers before submitting.

This project provides a valuable opportunity to apply course concepts to a real-world scenario. **You will be evaluated both as a team and as individual contributors. Your individual grade will reflect your contributions to the project, and teammate evaluations will be considered.** Each team should submit a project schedule and plan by **Wednesday, October 7, at 11:59 pm**. The team project is worth 100 points, or **20% of your final grade.**

NEWS ARTICLE SUMMARY: This assignment requires you to select a recent news article related to a Talent Acquisition topic, summarize it, and explicitly analyze its connection to our course concepts. **This news article summary assignment is worth up to 25 points, or 5% of your final grade.**

Deliverables & Submission Format. You will submit your work on Canvas by sharing a link to a **Google Document** containing:

1. Written Summary (maximum 500 words)

- A concise overview of the article and a clear explanation linking its content to specific course concepts.

2. YouTube Video Link (1-2 minutes)

- **Visual Requirement:** You must appear on camera during the presentation (unless you have an approved accommodation or exemption) and incorporate your accompanying slide deck.
- **Upload Settings:** Upload your video to YouTube using your **Rutgers ScarletMail account**. Set the privacy setting to "**Unlisted**" or "**Public**" so the instructional team can access it.
- **Link Placement:** Paste the working YouTube link directly into your Google Document before submitting the document's URL to Canvas.

Submission Deadlines & Step-by-Step Process

1. Topic Sign-Up (Friday, September 11 – Friday, September 18)

- Sign up for your presentation topic/chapter on Canvas based on your assigned last-name window.

2. Article Approval (At least 1 week before your assigned presentation week)

- Submit your proposed article link via the **News Article Approval** assignment on Canvas.
- Articles must come from reputable business news publications (e.g., *The Wall Street Journal*, *Harvard Business Review*, *Forbes*, *The New York Times*).
- *Note:* If your initial article is not approved, you will have one additional week to submit a replacement choice via the approval form.

3. Final Submission (Due Tuesday at 11:59 PM of your presentation week)

- Submit the shareable link for your finalized **Google Document** (containing both your written summary and active YouTube URL) to the assignment portal on Canvas.

Tips for Success

- **Choose a Relevant Article:** Select a recent news story that directly illustrates or challenges a Talent Acquisition concept from our course.
- **Focus on Analysis Over Summary:** Don't just recap the facts of the story. Dedicate significant space to answering:
 - *How does this article illustrate a specific concept from our textbook?*
 - *How does it tie into our class discussions?*
 - *Does this real-world example support or contradict what we've learned?*
- **Practice Your Timing:** A 1-2 minute video moves quickly. Outline your key points in advance and practice delivering a clear, concise presentation.
- **Verify Access:** Test your YouTube video link in an Incognito/Private browser window to ensure the privacy settings allow the teaching team to view your video. Locked or private links cannot be graded.

News article summary presentations will proceed according to the following schedule.

Last Names	Topics by Chapter	Presentation Dates
Beginning with A to L	Chapter 3 through Chapter 8	Wed. 9/23 to Wed. 10/28
Beginning with M to Z	Chapter 9 through Chapter 12	Wed. 11/11 to Wed. 12/2

Important Note on Submission Deadlines vs. Presentation Dates:

The **News Article Presentation Week** schedule is based on your last name. While class meets on Wednesdays, your final written summary and working YouTube video link must be submitted to Canvas by **11:59 PM on the Tuesday night before your scheduled presentation date**. This gives the instructional team time to verify link accessibility prior to class.

SUBMITTING YOUR WORK: To ensure your work is presented in the best possible light, please proofread it carefully before submitting. Checking for spelling, grammar, and clarity will help you communicate your ideas effectively. While we understand that unforeseen circumstances can sometimes arise, assignments submitted after the due date may be subject to a grade penalty at the professor's discretion.

GRADING

Grade	Total Points
A	448 or above
B+	433 – 447
B	398 – 432
C+	383 – 397
C	348 – 382
D	298 – 347
F	297 or below

Assessment	Points	% of Grade
Exams	300	60
Team Project	100	20
Quizzes	50	10
News Article Summary	25	5
Individual Participation	25	5
Total	500	100

ACADEMIC INTEGRITY: Academic dishonesty harms students, faculty, the university, and society. It includes any unauthorized collaboration or misrepresentation in academic work. The goal of this course is to foster a learning environment that encourages critical thinking, creativity, and academic integrity.

Written Work: By submitting written work, students affirm that it is their original work, except where explicitly indicated. All sources, whether quoted directly or paraphrased, must be properly cited. Failure to cite sources is plagiarism, a form of academic dishonesty.

Quizzes, Assignments, and Exams: All submitted work on quizzes, assignments, and exams must reflect the student's individual effort and knowledge. Unauthorized collaboration, use of notes, or access to prior assessment information is prohibited. Completing an in-class assessment implies physical presence and engagement with the course material. Completing an assessment while not physically present is a breach of academic integrity and may be reported to the Office of Student Conduct.

Group Work: All team members are responsible for the academic integrity of their group submissions.

Research Assistance: Generative AI tools may be used to gather information, summarize complex topics, or generate ideas for your projects. However, all information must be verified and cited appropriately.

Writing Assistance: Generative AI tools may be used to assist in writing, such as drafting outlines, generating initial drafts, or improving grammar and style. However, students must ensure that the final work is their own and reflects their original thought process.

Academic Dishonesty: Using generative AI to complete assignments or exams without proper attribution is strictly prohibited and will be considered academic dishonesty.

Misrepresentation: Presenting AI-generated work as one's own original work is a form of academic misconduct.

Plagiarism: Using AI-generated content without proper citation is plagiarism and will not be tolerated.

Accountability: Any submission bearing a student's name must adhere to the academic integrity standards of the HRM Department, the School of Management and Labor Relations (SMLR), and Rutgers University. All instances of academic dishonesty will be reported to the HRM Undergraduate Program, the SMLR Academic Integrity Facilitator, and the Rutgers University Office of Student Conduct.

Required Action: *All students must read and affirm their agreement with the [Academic Integrity Contract](#) and complete the related Academic Integrity Assignment on [Canvas](#).*

RESOURCES FOR STUDENTS

ACCOMMODATIONS: This course is designed to be welcoming and accessible to all students. If you have a disability and require accommodations to participate fully, please reach out to me as early in the semester as possible (ideally before the first assessment) and provide documentation from the Office of Disability Services for Students (ODS).

University Accommodation Policy: Rutgers University is committed to providing equal access to education for all students. To receive accommodations, you can follow these steps:

1. Contact the ODS: <https://ods.rutgers.edu/students/getting-registered>
2. Participate in an intake interview and provide required documentation as outlined here: <https://ods.rutgers.edu/students/documentation-guidelines>
3. If your request is approved, you will receive a Letter of Accommodations. Please share this letter with me as early as possible in the semester to discuss how the accommodations can be implemented in this course.

By following these steps early in the semester, we can ensure a smooth and successful learning experience for you.

STUDENT SUPPORT SERVICES: Rutgers University offers a variety of resources to help students navigate challenges and ensure their academic success.

- **The Office of the Dean of Students (ODS)** provides support to students facing exceptional difficulties due to medical, emotional, social, psychological, financial, confidential, or family-related issues. They can provide letters to faculty for extended absences (a week or more) or complex situations. The Dean of Students' role is to verify documentation, but faculty have the final decision on makeup exams, extensions, or other options.
 - If you are facing financial challenges impacting your food or housing security, and believe it may affect your performance, contact the Dean of Students office for support: <http://deanofstudents.rutgers.edu>. You should also notify your professor if you feel comfortable doing so.

- **Counseling, ADAP & Psychiatric Services (CAPS)** is a mental health support service offered by Rutgers Health. CAPS provides individual therapy, group therapy, workshops, crisis intervention, referrals to specialists, and collaboration with campus partners. They can be a valuable resource to help you succeed at Rutgers.
 - Visit the CAPS website for more information on their services: <http://health.rutgers.edu/medical-counseling-services/counseling>
 - Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention>
 - Report a Concern: <http://health.rutgers.edu/do-something-to-help/>
- **Violence Prevention & Victim Assistance (VPVA)** provides confidential support for victims of sexual and relationship violence and stalking. They offer crisis intervention, counseling, and advocacy services.
 - Contact VPVA staff during office hours at 848-932-1181 or visit their website for more information: <https://vpva.rutgers.edu/>.

COURSE QUESTIONS: We encourage you to refer to the syllabus first for any questions you may have about administrative matters such as exams, quizzes, due dates, and attendance. This will help you find the answers quickly and avoid unnecessary emails.

ADMINISTRATIVE QUESTIONS

- **Teaching Aide:** Mr. Alex Crosby (aec203@scarletmail.rutgers.edu)
- **Questions:** Mr. Crosby is happy to answer any administrative inquiries you may have.

COURSE CONCEPTS: For questions related to the course concepts and material, feel free to email me at hmj17@scarletmail.rutgers.edu.

EMAIL ETIQUETTE: To help us manage the volume of emails we receive, please include a clear and concise subject line in your email. Here's an example subject title: **311-01-Talent Acquisition question about Exam 1**

SYLLABUS CHANGES: This syllabus outlines the course plan; however, minor adjustments may be necessary throughout the semester. Any changes will be clearly communicated through announcements on Canvas. Please check Canvas regularly and be sure to review any updates to the syllabus.

COURSE LEARNING OBJECTIVES:

Students who complete this course should demonstrate an understanding of how to do the following:

Develop a staffing strategy that reinforces business strategy.	Forecast talent needs and labor supply and plan accordingly.
Conduct a job or competency analysis and a job rewards analysis.	Source potential recruits strategically.
Recruit and select the right people.	Negotiate with and hire top candidates.
Socialize, deploy, and retain talent.	Manage turnover.
Use staffing metrics and conduct staffing system evaluations.	Employ technology throughout the staffing system.
Integrate the staffing system with the other HR functions of training, compensation, and performance management.	Ensure the legal compliance of the staffing system.
Promote ethical staffing.	Leverage technology, metrics, and data analytics to optimize the performance and efficiency of a staffing system.

SMLR LEARNING OBJECTIVES:

This Talent Acquisition course is designed to meet the following learning objectives for the School of Management and Labor Relations. Do note that this course is equivalent to the previously titled Staffing course.

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues - Formulate, evaluate, and communicate conclusions and inferences from quantitative information - Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM) - Apply qualitative methods appropriately, alone and in combination with quantitative methods	VI) 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 their field - Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM) - Understand the internal and external alignment and measurement of human resource practices (HRM)
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Week	Date	Topics	Instructional Materials	Assessments
1	9/2	Course Introduction	—	—
2	9/9	Strategic Staffing	Chapter 1	Bio & AIC Syllabus Quiz
3	9/16	Business & Staffing Strategies	Chapter 2	Quiz 1 News Article Topic Sign Up
4	9/23	The Legal Context	Chapter 3	Quiz 2
5	9/30	Strategic Job Analysis and Competency Modeling	Chapter 4	Quiz 3
6	10/7	EXAM 1 on 10/7 (Ch. 1-4) <i>Team Project Work</i>	---	<i>Team Project Plan</i>
7	10/14	Forecasting & Planning Sourcing: Identifying Recruits	Chapter 5 Chapter 6	Quiz 4 Quiz 5
8	10/21	Recruiting	Chapter 7	Quiz 6 <i>Project Part 1</i>
9	10/28	Measurement	Chapter 8	Quiz 7
10	11/4	EXAM 2 on 11/4 (Ch. 5-8) <i>Team Project Work</i>	---	---
11	11/11	Assessing External Candidates Assessing Internal Candidates	Chapter 9 Chapter 10	Quiz 8 Quiz 9
12	11/18	Choosing and Hiring Candidates	Chapter 11	Quiz 10 <i>Project Part 2</i>
13	11/25	<i>Thanksgiving Week</i> <i>Change in Class Designation Days (Friday Classes)</i>	---	---
14	12/2	Managing Workforce Flow <i>Team Project Work</i>	Chapter 12	Quiz 11
15	12/9	EXAM 3 on 12/9 (Ch. 9-12) TEAM PRESENTATIONS	---	<i>Project Parts 3, 4 & 5</i>