

Managing Workforce Flow (38:533:533:01)-Thursdays, Fall 2018

(Text: Phillips, J.M. & Gully, S.M. (2015) Strategic Staffing, 3rd ed.)

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Course Overview: This course discusses the effective management of the flow of talent into, through and out of an 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 focusing on the transfer of course material to real-world situation will be an integral part of the class.

A large portion of the class will be devoted to the development of a real world interview guide. This guide will help you develop your skills in selecting a customer facing, strategically important job that provides a company with a strategy advantage. This guide will also teach you how to use the O*Net for research, how to interview an incumbent job holder and his or her manager. It will also teach you how to develop and score both behavioral and situational questions. Finally, this guide will help you analyze and selection the best method for selecting a job candidate.

Course Objective: To develop conceptual understanding and skills related to the design, development and evaluation of staffing and talent management strategies and techniques. Emphasis is placed on techniques and procedures; however, theoretical and empirical research will be covered in order to provide the student with an appreciation of the state-of-the-art in the field. Further, the linking of staffing activities to strategic organizational goals is an important theme.

Course Policies: You are expected to be present and engaged during each class meeting. To make the of each session and the course experience as a whole, you are strongly encouraged to read the assigned material, listen attentively to

others, share your thoughts, questions and insights, and to apply the content to your lives and experiences. I do expect that students will complete reading assignments before coming to class and participate fully in conversations and activities. If you do miss a class, it is your responsibility to contact another class member to get any material missed, including schedule changes. If you are absent from class, do not contact the professor for a complete review of the lecture that you missed. Instead, contact another class member for the material or the professor if you have difficulty with the material after you have reviewed the notes obtained from another student.

Method of Instruction: To achieve the course objectives above, I will combine multiple instructional methods including lectures, class discussions, case analyses, individual presentations and team exercises. 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.

Text: Phillips, J.M., & Gully, S.M. (2015) Strategic Staffing (3rd ed.), Pearson/Prentice Hall.

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Students are responsible for reading all the assigned materials; not just limited to materials covered by lecture.

Grading: Midterm Examination 25%

Final Examination 25%

Team Project 50%

Media Policy: The recording and transmission of classroom lectures, slides, examinations, quizzes and discussions by students is prohibited without written permission from the class instructor and all students in the class as well as guest speakers. All parties would need to be informed and provided written permission for audio/ video recording to occur. Recording of lectures or class presentations

may solely be authorized for the purpose 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 assessable web environments. You cannot share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course material, and lecture notes may not be exchanged or distribute for commercial purposes, for compensation, or for any purpose other than study by students enrolled in the class. Public distribution of such material 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.

Academic Integrity: Academic dishonesty is harmful to students, faculty, the University and society. Academic dishonesty includes any unauthorized collaboration or misrepresentation in the submission of academic work. In all written work, whether in class or out of class, the student's name on the work is considered a statement that the work is his or hers alone, except as otherwise indicated. Students are expected to provide proper citations for the statements and ideas of others whether submitted word for word or paraphrased. Failure to provide proper citations is considered plagiarism and offenders will be subject to the charge of plagiarism. Work completed by students on quizzes, assignments, and examinations should be an honest representation of that student's effort and should not involve unauthorized collaboration, unauthorized use of notes, or unauthorized access to prior information about the assessment. The consequences for academic dishonesty will be a zero for the relevant quiz, assignment, or examination. Outcome will involve the reduction of a letter grade for the course. Incidents of academic dishonesty are reported to the HRM Graduate Program, and students are required to meet with the HRM Graduate Program Director to discuss the incident and subsequent penalty. A second incidence of cheating, in this or another HRM course, will result in a letter grade of F, a report to the School of Management and Labor Relations, and to the relevant Rutgers University entities.

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.

DATE	TOPIC	CHAPTER
9/6/2018	Introductions/ Syllabus/ Strategic Staffing	1
9/13	Business & Staffing Strategies	2
9/20	Forecasting Planning	5
9/27	Strategic Job Analysis	4
10/4	Sourcing: Identifying Recruits	6
10/11	Competitive Advantage in Recruitment	7
10/18	MIDTERM EXAMINATION	-----
10/25	Legal Context/Measurement	3, 8
11/1	Assessing External Candidates	9
11/8	Assessing Internal Candidates	10
11/15	Staffing System Evaluation and Technology	13
11/20 Tuesday	Choosing and Hiring Candidates	11
11/22	Thanksgiving Recess- No Class	
11/39	Workforce Flow	12
12/6	Team Presentations	-----
12/13	Final Examination	-----

Staffing Team Project- Develop Interview Guide

Your team will conduct a **job analysis** and develop a **selection interview** guide for a specific job. Your team will also define your overall selection approach to ensure the selection of the best applicant.

Job Analysis

You will need to conduct background research on a company and the job in question. Also, you need to identify and interview a job incumbent(s) and his or her manager. The interview(s) should take no more than 30 minutes.

1. Select a job (a customer-facing job would be good)
2. Determine the strategic importance of the position (competitive strategy, strategic capability)
3. Conduct background research (e.g., O*NET) on the job
4. Contact the incumbent/manager and arrange for an interview
5. Conduct separate job analysis interviews with the incumbent and manager
6. List the major job tasks/functions
7. Determine the importance of the major job functions (percentages)
8. Determine knowledge, skills and abilities (KSAs) for each function
9. Describe how the job is appraised

Interview Questions

1. Develop a structured interview guide consisting of both situational and behavioral questions
2. Provide a structured scoring key for each question

Presentation

Slide 1: Company Overview and Overall Summary of SWOT Analysis

Slide 2: Strategic importance of the job.

Slice 3: Job title, task pie with percentage weights

Slide 4: One interview question (either situational or behavioral question)

Slide 5: Scoring key for that question

Slide 6 and 7: Overview of entire selection practice

Slide 8: Recommendation of which selection practice would most likely be the most beneficial in selecting the best individual. Why?

Slide 9: What did your team learn about the selection process?

Paper- about 20 pages

- 1. Executive Summary:** One page summary of your project.
- 2.** SWOT Analysis of the Company
- 3.** Strategic importance of position
- 4.** Job functions(with weights) and two to three job tasks for each function
- 5.** Knowledge, Skills and Abilities (KSAs) for each function
- 6.** Behavioral questions with scoring key
- 7.** Situational questions with scoring key
- 8.** An overview with details of your overall selection practices and methodology
- 9. Appendix:** include job/company background information, O*NET or other research information, interview notes, PowerPoint slides, etc. (these items do not count towards 20 papers of this project)

SMLR Learning Objectives

Three Core Areas for Success in SMLR

The curriculum in the programs within SMLR focus on different areas (ie. HRM, LSER) and levels of study (ie. UG, Masters', PhD). Across these programs, we strive to advance students cognitive skills and processes, their Knowledge of Theory and Application, and develop their professional skills.

- 1) Cognitive Skills and Processes
- 2) Knowledge of Theory, Practice, and Application
- 3) Professional Development

Cognitive Skills and Processes

The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.

I) 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

Knowledge of Theory, Practice and Application

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.

IV) 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 study
- Evaluate and apply theories from social science disciplines to workplace issues

V) 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 of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

Professional Development –

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills