MGT6174.01 Issues in Organizational Staffing
SUMMER 2019
Location: Garland

PROFESSOR INFORMATION:
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COURSE INFORMATION:
MGT6174. 01 Issues in Organizational Staffing
Level: Graduate
Beginning Date of Session: Saturday, June 15, 2019
Ending Date of Session: Thursday, August 22, 2019
The first class meeting is Monday June 17, 2019, in Room #15 (Garland)

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:
None

TEXTBOOK(S) AND REQUIRED MATERIALS:
Title: Staffing Organizations
Author: Herbert Heneman III, Timothy Judge, and John Kammeyer-Mueller
Publisher: McGraw-Hill
Year Published: 2019
Edition: 9th Edition
ISBN: 10: 1260141330 or 13: 9781260141337
Price: Available at http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University’s website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student’s location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University’s Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers
examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

**COURSE COMPETENCIES:**
The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course examines policies, practices and procedures for effectively staffing organizations. Emphasis is given to planning staffing requirements, effective recruiting and selection methodologies, strategies for internal staffing, and the effects of downsizing and reengineering on the organization. Particular emphasis is given to contemporary staffing issues, problems, and challenges.

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Evaluating the relationship between the sub-processes of the organizational staffing process and relating them to the human resource management process.</td>
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<tr>
<td>2.</td>
<td>Analyzing and applying the five staffing models to specific situations and considering the advantages and disadvantages of each.</td>
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<tr>
<td>3.</td>
<td>Comparing and contrasting the thirteen decisions that staffing strategy requires and how ethical staffing practice is established.</td>
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<td>5.</td>
<td>Illustrating an understanding of protected classes and developing programs, policies, and procedures to assure that they are afforded equal opportunity in the workplace.</td>
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<td>6.</td>
<td>Developing programs, policies, and procedures that assure non-discrimination in recruiting, selecting, and other terms, conditions, and privileges of employment.</td>
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<td>7.</td>
<td>Comparing and contrasting the various means of job analysis and developing job descriptions and job specifications that identify essential job functions and marginal job functions.</td>
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<td>8.</td>
<td>Comparing and contrasting the various approaches for determining the future human resource needs of an organization and constructing a human resource plan utilizing one of these approaches.</td>
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<td>9.</td>
<td>Analyzing statistical and judgmental techniques for forecasting HR requirements and availabilities to include advantages and disadvantages of core workforce, flexible workforce, and outsourcing strategies for different groups of employees.</td>
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<td>10.</td>
<td>Analyzing the relationship between recruiting sources and recruiting methods and developing effective recruiting approaches based on the results of this analysis.</td>
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<td>11.</td>
<td>Differentiating and critiquing employment testing, test validity, test reliability, and various mathematical approaches for determining that an employment test meets federal requirements for use in the workplace.</td>
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<td>12.</td>
<td>Summarizing and constructing competency based job analysis and methods for collecting competencies.</td>
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<td>13.</td>
<td>Comparing and contrasting the different systems for appraising employee and managerial performance and demonstrating knowledge of developing effective performance appraisal systems for use in internal staffing.</td>
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<td>14.</td>
<td>Designing traditional, dual, and network career paths and demonstrating their use as an internal staffing method.</td>
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<td>15.</td>
<td>Comparing and contrasting various employment interview techniques and determining which ones to use in specific situations or under varying conditions.</td>
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<td>17.</td>
<td>Creating a system for evaluating resumes and employment applications and conducting other pre-employment assessments such as background investigations, physical examinations, and drug tests.</td>
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18. Evaluating and recommending the processes involved in reductions in force, layoffs, job sharing, and modified work schedules and their use in organizational downsizing.

19. Calculating and analyzing costs and benefits of turnover and differentiating the types and causes of the employee turnover.

20. Calculating and applying the quantitative and qualitative techniques for evaluating the performance of the staffing function in organizations and determining whether or not the staffing function is performing effectively.

**COURSE POLICIES:**
Regarding class policies, please note that while late assignments are not encouraged, they will be accepted; however, there will be a penalty of 10% per day. Late papers will not be accepted after day 4 past the original due date (up to 40%), which means that you will need to send the assignment via e-mail (prior to the next class meeting) since the class meets only once per week. Remember that you are always welcome to submit your assignments early; however, this does not guarantee early grading. Extra credit will not be offered in this course. Additionally, please note that, if there is an assignment due for the week, it will be due on the day we meet for class. For example, if an assignment is due for week 7, the assignment will need to be submitted on the day we meet for class, in week 7.

The final exam will be given on the last day the class meets. Please refer to your course calendar for specific due dates.

**Student’s Responsibilities**
This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

**Attendance Policy:**
Regular and punctual class attendance is expected at Amberton University. In case of absence, it is the student’s responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student’s responsibility to follow the university’s policy on formally withdrawing from a course. Ceasing to attend does not constitute official withdrawal.

Attendance in a lecture course is defined as punctual arrival to, and engagement in, an entire lecture class session. A student in a lecture course missing more than 20% (two class periods) of the class meetings and not keeping up with course assignments may be dropped at the discretion of the professor and Amberton administration.

**Plagiarism Policy**
Plagiarism is using another person’s work as your own. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

**COURSE DELIVERY METHODOLOGY:**
This course is offered as a Lecture/Classroom course. This course requires that students meet a designated time in the classroom.

Students will participate in group activities designed to practice the skills taught in the course. Besides lecture, students will be required to complete assignments as well as participate in class discussions. Participating in class discussions is worth 20% of your overall grade. There will be a final exam as well as three research papers. Additionally, students will be responsible for reading chapters, from the textbook, in order to prepare for class lectures and in-class activities.
COURSE OUTLINE AND CALENDAR:

I. June 17, 2019
   A. Analyzing and applying the five staffing models to specific situations and considering the advantages and disadvantages of each.
   B. Read chapter 1

II. June 24, 2019
   A. Analyzing and applying to specific situations the provisions of the *Uniform Guidelines on Employee Selection Procedures* and the various *Interpretive Guidelines* issued by the Equal Employment Opportunity Commission.
   B. Illustrating an understanding of protected classes and developing programs, policies, and procedures to assure that they are afforded equal opportunity in the workplace.
   C. Comparing and contrasting the thirteen decisions that staffing strategy requires and how ethical staffing practice is established.
   D. Read chapter 2

III. July 1, 2019
   A. Evaluating the relationship between the sub-processes of the organizational staffing process and relating them to the human resource management process.
   B. Comparing and contrasting the various approaches for determining the future human resource needs of an organization and constructing a human resource plan utilizing one of these approaches.
   C. Read chapter 3

IV. July 8, 2019
   A. Analyzing statistical and judgmental techniques for forecasting HR requirements and availabilities to include advantages and disadvantages of core workforce, flexible workforce, and outsourcing strategies for different groups of employees.
   B. Comparing and contrasting the various means of job analysis and developing job descriptions and job specifications that identify essential job functions and marginal job functions.
   C. Summarizing and constructing competency based job analysis and methods for collecting competencies.
   D. Assignment due (12-page paper)
   E. Read chapter 4

V. July 15, 2019
   A. Developing programs, policies, and procedures that assure non-discrimination in recruiting, selecting, and other terms, conditions, and privileges of employment.
   B. Analyzing the relationship between recruiting sources and recruiting methods and developing effective recruiting approaches based on the results of this analysis.
   C. Read chapters 5 and 6

VI. July 22, 2019
   A. Creating a system for evaluating resumes and employment applications and conducting other pre-employment assessments such as background investigations, physical examinations, and drug tests.
   B. Differentiating and critiquing employment testing, test validity, test reliability, and various mathematical approaches for determining that an employment test meets federal requirements for use in the workplace.
   C. Comparing and contrasting various employment interview techniques and determining which ones to use in specific situations or under varying conditions.
   D. Read chapters 8 and 9
VII. **July 29, 2019**  
A. Analyzing methods for combining multiple predictors while evaluating various methods for making a final selection.  
B. Read chapters 11 and 12  
C. Complete assignment (10-page paper)

VIII. **August 5, 2019**  
A. Comparing and contrasting the different systems for appraising employee and managerial performance and demonstrating knowledge of developing effective performance appraisal systems for use in internal staffing.  
B. Designing traditional, dual, and network career paths and demonstrating their use as an internal staffing method.  
C. Calculating and applying the quantitative and qualitative techniques for evaluating the performance of the staffing function in organizations and determining whether or not the staffing function is performing effectively.  
D. Read chapter 10  
E. Complete assignment (12 pages)

IX. **August 12, 2019**  
A. Evaluating and recommending the processes involved in reductions in force, layoffs, job sharing, and modified work schedules and their use in organizational downsizing.  
B. Calculating and analyzing costs and benefits of turnover and differentiating the types and causes of the employee turnover.  
C. Read chapters 13 and 14

X. **August 19, 2019**  
A. Final exam (presentation and paper)

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Competencies Covered</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>-Analyzing and applying the five staffing models</td>
<td>Read ch. 1</td>
<td>2</td>
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| 2    | Analyzing and applying to specific situations issued by EEOC  
-Illustrating an understanding and developing programs, policies, and procedures  
-Comparing and contrasting the 13 decisions that staffing strategy requires | Read ch. 2 | 3-5 |  |
<p>| 3    | -Evaluating the relationship between the subprocesses of the | Read ch. 3 and 4 | 1 and 8 |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Organizational Staffing Process</th>
<th>Reading Material</th>
<th>Assignment Due</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>4</td>
<td>- Discussing approaches for determining future human resource needs</td>
<td>Read ch. 4</td>
<td>7, 9, and 10</td>
<td>July 8, 2019</td>
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<td></td>
<td>- Analyzing statistical and judgmental techniques for forecasting HR requirements</td>
<td>Assignment due (12-page paper)</td>
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<td>- Comparing and contrasting the various means of job analysis</td>
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<td></td>
<td>- Constructing competency based job analysis</td>
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<td>5</td>
<td>- Developing procedures for non-discrimination in recruiting</td>
<td>Read ch. 5 and 6</td>
<td>6 and 10</td>
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<td></td>
<td>- Discussing recruiting sources and recruiting methods and developing effective recruiting approaches</td>
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<tr>
<td>6</td>
<td>Creating a system for evaluating resumes and employment applications</td>
<td>Read ch. 8 and 9</td>
<td>11, 15 &amp; 17</td>
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<td></td>
<td>- Differentiating and critiquing employment testing, test validity, test reliability, and various mathematical approaches</td>
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<td>- Comparing and contrasting various employment interview techniques</td>
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<tr>
<td>7</td>
<td>Analyzing methods for combining multiple predictors while evaluating</td>
<td>Read ch. 11 and 12</td>
<td>16</td>
<td>July 29, 2019</td>
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<td>Complete assignment (10-</td>
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<tr>
<th>Assignment</th>
<th>Read Ch. 10</th>
<th>Complete assignment (10-page paper)</th>
<th>13, 14, &amp; 20</th>
<th>August 5, 2019</th>
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<tr>
<td>8</td>
<td></td>
<td>- Comparing and contrasting the different systems for appraising employee and managerial performance - Designing traditional, dual, and network career paths - Calculating and applying the quantitative and qualitative techniques for evaluating performance</td>
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<tr>
<td>9</td>
<td></td>
<td>- Evaluating and recommending the processes involved in reductions in force and layoffs - Calculating and analyzing costs and benefits of turnover</td>
<td>Ch. 13 &amp; 14</td>
<td>18 and 19</td>
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<tr>
<td>10</td>
<td>Final Presentation</td>
<td>All competencies</td>
<td>August 19, 2019</td>
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**GRADING CRITERIA:**
Since all assignments in this course are written assignments, each student is expected to present their material with well-written, coherent, properly structured English appropriate for graduate-level course with reference citations included correctly. The thoughts and material presented should be original, well-developed and relevant to the specific topic(s) of the assignment. An assignment that is too brief, minimalist, or sparse will typically not provide an adequate basis for assessing a student’s knowledge and research on that particular assignment topic.

The number of pages specified for each assignment represents the minimum number of pages considered to be acceptable for that assignment. This minimum number of pages does NOT include your title page or your page of references at the end of the assignment. Each assignment should be written in Standard APA style, double-spaced, and 11 or 12 point font (Times New Roman or Arial). English grammar, spelling, word choice, and usage are a part of your grade. There are three written assignments that are worth a total of 60% of your overall grade (each assignment is worth 20%).

Additionally participation is worth 20% of your overall grade. On a final note, your final is worth 20% of your grade.

**Graduate**

92 – 100 A  
82 – 91 B  
72 – 81 C  
62 – 71 D  
Below 62 F
GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:
Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

Final grades are mailed approximately one week after the last day of the session to the student’s address of record. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in Professor Information area.

Incomplete Grades
An “I” (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an “I” be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An “I” which is not properly removed within 30 days following the session enrolled will become an “F” grade.

How to Withdraw From a Course
To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the “Schedule of Classes” (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The Student Portal is the gateway to email, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through a link on the University’s website, http://www.Amberton.edu, or at http://apps.Amberton.edu.

After selecting the “Student Portal” link, you will be prompted for a Username and Password. Use your assigned username and password (AUID) as described below:

Username = your capitalized firstname initial+lastname+last 3 digits of your SSN.
* Use your name exactly as it is listed on the University’s records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.
  For example: James Jones, Jr. SSN: 123-45-6789
  Username: JJonesJr789

Password = your Amberton University ID# (AUID) including the dashes
  For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including online course materials, email access, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

Email Communication
Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.
The student’s assigned email address would be Username@my.Amberton.edu

   Example:  LJones-Smith789@my.Amberton.edu

The student Username is determined by:

   firstname initial+lastname+last 3 digits of student ssn.

   For example:  Linda Jones-Smith    SSN: 123-45-6789
   Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current settings. Click ‘Yes’ and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit https://support.google.com/mail

The Amberton University Moodle Website
Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: http://moodle.Amberton.edu

   For those utilizing Moodle for the first time, the username and password for the Moodle Learning Platform will be emailed to the student’s email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link “Forgotten your username or password” available on the Moodle log in page (http://moodle.Amberton.edu). Otherwise use the same username and password as previous session.

Moodle Tutorial:
Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorials course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorials and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE EVALUATION:
Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students’ identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

TEXAS EDUCATION AGENCY COMPETENCIES:
This course addresses the School Counselor Competencies set forth by the Texas Education Agency. These competencies are listed by course on the University’s ftp site (ftp://ftp.amberton.edu/cslinfo/AU_TEA).

ACADEMIC HONESTY/PLAGIARISM:
Plagiarism is the presentation of someone else’s information as though it were your own. If you use another person’s words, ideas, or information or if you use material from a source – whether a book, magazine,
newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University’s ethics policy.

RECOMMENDED ONLINE SOURCES:
Online research resources are available through “Research Tools Database”, accessible through the Student Portal, under “General Tools.”

RESEARCH TUTORIALS:
Online research resources are available through “Research Tools Database”, accessible through the Student Portal. (For additional assistance, students may access the “Research Tutorials” link located in the General Tools area on the Student Portal.) Access the Portal by clicking “Student Portal” from the University’s website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature
The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html

BIBLIOGRAPHY:
Research resources are available through the University’s physical library and the online virtual library. Students may search for books, periodicals, and online sources pertaining to subjects covered in this course.

The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the University physical Library or email their questions to library@Amberton.edu.
Line and staff organization is a modification of line organization and it is more complex than line organization. According to this administrative organization, specialized and supportive activities are attached to the line of command by appointing staff supervisors and staff specialists who are attached to the line authority. The power of command always remains with the line executives and staff supervisors guide, advice and council the line executives. Personal Secretary to the Managing Director is a staff official.