

MGMT 4020

Hiring and Retaining Human Resources

Fall 2012

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<http://leeds-faculty.colorado.edu/Rosse/Courses/4020/4020cover.htm>

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Office Hours:

TR 1-2, and by appointment. (You're also welcome whenever my door is open.) I'm also available most other days in my office in Regent Hall, but you'd be wise to make an appointment to be sure.

Note: we will be using the D2L course management system for this course. Please log in to <https://learn.colorado.edu> for the most current information.

Course Description:

One of the biggest challenges faced by any manager, technical specialist or entrepreneur is recruiting and holding on to good employees. This course is about the process of selecting and retaining the people who will make a difference in a firm being a successful global competitor or an also-ran. This might occur in the context of hiring new employees, promoting or transferring current employees, or selecting employees to be members of a work team. Since all managers are involved in hiring and retaining employees, this course is essential for students with any major within the Leeds School.

Course topics include developing a performance-based framework for selecting employees; establishing performance expectations for those employees; planning the recruitment process; finding valid and useful tools to select the best applicants; and managing your resources by retaining the best employees and effectively managing those who aren't contributing to the firm.

Course Objectives

- Analyze the performance requirements for a job, and translate those into hiring standards
- Develop a *comprehensive system* for measuring job applicants' qualifications in a reliable, valid, legal and practical manner
- Perform job analyses and validation of hiring systems with an awareness of relevant issues, techniques and formats.
- Critically evaluate various selection techniques and make an informed recommendation for various hiring situations.
- Develop a working familiarity with federal regulations concerning equal employment opportunity and affirmative action.
- Create and implement a peer performance review system
- Analyze employee turnover and develop effective retention strategies.

Reading Materials

Rosse, J. & Levin, R. (1997). *High-Impact Hiring*. San Francisco: Jossey-Bass. **(HIH)**
Levin, R. & Rosse, J. (2001). *Talent Flow*. San Francisco: Jossey-Bass. **(TF)** (included in required University Readers course pack.)

MGMT 4020 Coursepack. This ~\$20 packet of readings can be ordered as follows:

Step 1: Log on to <https://students.universityreaders.com/store/>.

Step 2: Create an account or log in if you have an existing account to purchase.

Step 3: Place your order.

Step 4: After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking "My Digital Materials" to get started on your reading right away.

Course Requirements

1. Participation and Homework (10%)

Regular attendance is expected (***and is absolutely required on October 30***); students with poor attendance records have generally not done well in the course. You will be held responsible for all lecture, discussion material, and announcements presented in class. On a random basis I will also award bonus points to those in attendance.

Your participation grade will be based on your contributions to in-class discussion, participation in in-class exercises, and completion of homework assignments. *The amount and quality of participation in class discussion is a primary means by which borderline grades may be favorably (or unfavorably) influenced.* If the requirement to be actively involved in class discussion concerns you, please see me early in the semester.

In order to make our daily discussion of issues more interesting and meaningful, you need to have read (and thought about) the assigned material before coming to class. With this background, I encourage you to ask questions, challenge assumptions, and add your own ideas whenever you can. In addition, I may occasionally call upon students at random to offer their thoughts or to give examples.

Homework assignments are intended to give you practice in applying the concepts we discuss in class. **All assignments must be typed** and professional in appearance. Most assignments are graded on a +, √, - system. If the assignment is turned in on time and suggests that you made a serious effort to complete it, you will receive a √ whether or not your answer is correct. (Since the purpose of most of the assignments is to practice applying lecture material, I do not want to penalize you for making an error; the point is to learn from any mistakes you may make.) Careless or rushed work will receive a - (or no credit if it's really poor quality). Occasionally I give a + to work that significantly exceeds the requirements of the assignment.

2. Examinations and Quizzes (~65%)

There will be three examinations, each consisting of a mix of multiple choice, short answer, and essay questions. Exams 2 and 3 are partially (~20%) cumulative. *Plan in advance to take exams on their scheduled dates; travel, family gatherings, etc. should be planned around your classes (not vice versa).* *If you are unable to take an exam on the scheduled date you will need to substitute a written paper for the exam (see guidelines in the next section).*

There will also be 3 short quizzes that will be administered via D2L, which will consist of multiple choice questions. The Honor Code expectation is that these will be done individually, without collaboration or collusion. Quizzes not completed on time will receive zero credit.

2b. Paper Substitution Option

Students who would prefer to do so may substitute a written paper for one of the exams. You should imagine that you have been asked by your manager to prepare a comprehensive report on the subject you have chosen. The report should include:

1. A thorough description of the theoretical and research literature
2. A description of current practice.
3. An analysis of legal implications (if applicable).
4. Your own analysis and recommendations.

The paper should be approximately 10-15 double-spaced typewritten pages in length (the length will depend partly on the value of the exam it is replacing). You are expected to thoroughly research your topic; this should involve a minimum of six sources, at least three of which should be from recent journal articles (not textbooks, newspaper articles, magazines, or internet sources). Relying primarily on World Wide Web sources is *not* acceptable. [Information and tips](#) on writing a good paper are available on the course web site. **Topics for papers and due dates must be discussed with me in advance; papers that are not approved in advance may not be accepted. Papers turned in after the agreed deadline are subject to a late penalty of 5% per day late. You must have turned in a [Paper Substitution Agreement](#), available on the course website, prior to the date of the next exam or you will receive a zero for the exam you missed. Papers **MUST** be submitted to me electronically so that they can be checked for originality using [turnitin.com](#).**

3. Project Paper (25%)

There will be a team project that involves developing a selection system for a job in an organization. More [information](#) is available on the course website.

Grading Policies

The table below shows the points available from the various assignments.

<i>Assignment</i>	<i>Points</i>
Exam 1	30
Exam 2	30
Exam 3	40
3 quizzes	30
Group Project	50
Participation/Homework	20
Total	200

Your final letter grade is based on the distribution of total points at the end of the semester; letter “grades” on individual assignments are only approximations. Grades are “curved” and plus and minus grades may be assigned based on consideration of special conditions, unusual performance, etc. Grades will follow the [Leeds Grading Policy](#).

Electronic Media

- The primary source for course information, daily assignments, etc. will be D2L (<https://learn.colorado.edu>)
- Additional course information can be found at the course web site (<http://leeds-faculty.colorado.edu/Rosse/Courses/4020/4020cover.htm>). Here you can find samples of previous project papers, links to other hiring resources, downloadable readings and exercises, etc.
- Copies of PowerPoint lectures will also be available on the course [web site](#). *The copies are NOT quite the same as what will be covered in class, but they will cover the most essential points.* Also, please realize that PowerPoint lectures are likely to be updated or revised, sometimes only shortly before class.
- I will be using email to provide information, updates, and personal communications. It is university policy that all students should have and monitor a CU email account. *You should plan to monitor your email regularly for any relevant messages.*

Other Issues

- Cell phone ringers should be turned off during class. You may use a laptop during class to take notes (but not for web surfing or checking email!), but don't let it distract you or others around you from thinking about and discussing what we're talking about
- According to university policies on student participation in [athletics](#), students participating in CU intercollegiate athletics or who are formally affiliated with CU Collegiate Sport Clubs are required to communicate with the instructor about any potential conflicts within the first three weeks of the semester. Instructors should also be made aware of the potential for upcoming competitions that are not yet scheduled as of the first week of class (e.g. due to qualifying for Regional or National Championships). Instructors are not obliged to accommodate any potential conflicts, but may, at their own discretion, allow reasonable accommodations for these absences. (See <http://www.colorado.edu/FacultyGovernance/committees/Club%20Sports%20Conflicts%20Approved%20Motion.pdf> and <http://www.colorado.edu/FacultyGovernance/committees/BFA-X-M-033009%20-%20Intercollegiate%20Varsity%20Conflicts%20Approved%20Motion.pdf>.)
- If you qualify for accommodations because of a [disability](#), please submit to me a letter from Disability Services (DS) early in the semester so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices>). If you have a temporary medical condition or injury, see guidelines at www.colorado.edu/disabilityservices/go.cgi?select=temporary.html
- If you foresee any conflicts between course requirements and your own [religious practices](#), please let me know as soon as possible in the semester so that we can discuss appropriate accommodations (http://www.colorado.edu/policies/fac_relig.html).
- Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such [behavioral standards](#) may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. See policies at www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code
- Academic dishonesty is an issue that I take very seriously. By taking this course, you are agreeing to follow School and University policies on [academic integrity](#). This includes, but is not limited to, prohibitions on plagiarism, cheating on exams, or reviewing exams from prior semesters (<http://www.colorado.edu/academics/honorcode/>). All

incidents of academic misconduct will be reported to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For papers, check <http://leeds-faculty.colorado.edu/Rosse/Courses/4020/PaperTips.htm> for more tips.

Note on Project Teams

A substantial amount of class work, particularly the Team Project, will be done in teams. The teams will consist of 5 to 6 students; approximately 3 students will volunteer to be team leaders and will choose the remaining members of their team. All members of the team normally will share the grade for the paper, unless peer evaluations indicate otherwise (see [course website](#) for more information, including bonus points for team leaders).

Experience working in teams is invaluable, although occasionally somewhat trying. As future managers, I expect you to practice what you have learned at CU by developing a team that is maximally effective. It will be your joint responsibility to:

- Develop a plan of action for the Team Project
- Develop performance standards that will be used for peer evaluation
- Maintain motivation and direction
- Constructively manage any conflicts that may occur

I will provide a few opportunities for your teams to work as a group in class on your project, but for the most part you should plan for this work to be done outside of class.

Consider me as the Class Manager, who assigns tasks to teams and individual class members; provides information, advice and assistance; acts as a mentor; and is ultimately responsible for evaluating the performance of the teams (and individuals). *Grades—and to a larger extent, recommendations to employers--will be influenced by the professionalism you demonstrate in interacting with both me and the other members of the class.*

COURSE OUTLINE

Date	Topic	Readings
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I. INTRODUCTION

8/28	Introduction to the course	
8/30	Hiring, Talent Flow and Organizational Success <i>Prepare Mini-Case for class discussion¹</i>	TF: 1

II. FRAMEWORK FOR HIRING

9/4	Understanding Job Performance DUE: Personal statement (via D2L Discussions) DUE: How to Hire Exercise (bring to class) Video: "High-Impact Hiring"	HIH: 1
9/6	Defining Job Requirements	HIH: 2
9/11	Defining Critical Applicant Qualifications	
9/13	Planning the Hiring Process DUE: Online Quiz 1 (TF1, HIH 1-2) Deadline for forming teams	HIH: 3
9/18	Recruiting High Potential Applicants <i>Team Project Preparation (in-class team work)</i> DUE: Internet Recruiting Exercise (bring to class)	HIH: 4
9/20	Measuring Applicant Qualifications DUE: Team Performance Standards and Project Planning Form	
9/25	Evaluating Hiring Tools: Reliability and Validity	HIH: 6
9/27	Developing a Comprehensive Hiring System DUE: Validation Exercise	

III. LEGAL/SOCIAL CONTEXT

10/2	Equal Employment Opportunity <i>Prepare to discuss: "Cases in EEO"</i> DUE: Online Quiz 2 (HIH 3, 4 & 6)	HIH: 5
10/4	Equal Employment Opportunity DUE: Religious Discrimination and Racial Harassment case (in course pack)	
10/9	Equal Employment Opportunity DUE: First draft of job description and attributes	

DATE	Topic	Readings
10/11	Affirmative Action DUE: A Solution for Adverse Impact exercise	
10/16	*** EXAM 1 ***	
IV. HIRING TOOLS		
10/18	Background and Reference Checks	HIH: 7
10/23	Interviewing DUE: Job descriptions (5 copies) & attribute profile (1 copy)	HIH: 8
10/25	Interviewing <i>Video: "More Than a Gut Feeling"</i>	
10/30	Mock Hiring Interviews – attendance mandatory Instructions and schedule for mock interviews DUE: Online Quiz 3 (HIH 7 & 8)	
11/1	Employment Testing I <i>See course website for much more information about employment tests</i>	HIH: 9
11/6	Employment Testing: Personality Inventories DUE: Personality Inventory Exercise (bring to class)	
11/8	Employment Testing II DUE: Project Status Report & mid-course Peer Evaluations	HIH: 10, 11
11/13	Making the Hiring Decision <i>Read "More Trouble than They're Worth" article (see D2L)</i>	HIH: 12
11/15	*** EXAM 2 ***	
11/20 -22	*** FALL BREAK!! ***	
V. EMPLOYEE OUTFLOW		
11/27	Talent Flow and Talent Management	TF: 1 (review) TF: 2
11/29	The Turnover Triangle—Individual Factors	TF: 3, 4
12/4	The Turnover Triangle—Environment & Workplace Factors <i>Prepare "Retaining Talent" article for class discussion (see D2L)</i>	TF: 5, 6
12/6	Developing a Retention Plan Due: Team Project Reports (2:00 sharp) <i>Guest speaker: Prof. Dale Mood, "Selecting NFL Players"</i>	TF: 7
12/11	Managing Outflow: Terminations <i>Prepare for class discussion: "Wrongful Discharge or Employer Discretion?"</i> DUE: Peer Evaluation Forms	TF: 8

Date	Topic	Readings
12/13	Managing Outflow: Downsizing & Layoffs DUE: Valley Technology case (in course pack)	TF: 9, 10
12/15	<i>Final Examination 4:30 - 7:00 pm</i>	

Notes:

¹ Exercises marked **DUE** in **bold** print are to be written up and turned in, typed (via the D2L dropbox if so indicated, otherwise bring to class). For the others, you should be prepared to discuss the case material in class, but no written report is required.