



MAN3320 – Employee Staffing – CRN12077

Monday, Wednesday, & Friday; 11:30am – 12:20pm

LH1203 - 3 credits

Instructor: Ashley Mandeville, Ph.D.
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Office Location: LH3313
Office Hours Monday & Wednesday 1:00 – 3:30pm, or by appointment

A. COURSE DESCRIPTION

This course provides students with a detailed overview of the staffing activities performed by organizations. It examines selection from the process of determining what type of employees are needed by the organization, when they are needed, generating a pool of qualified candidates, selecting the “best” candidate, to making a successful offer. Also includes evaluation of an organization’s staffing policies and practices. Prerequisite: MAN3301 Human Resource Management.

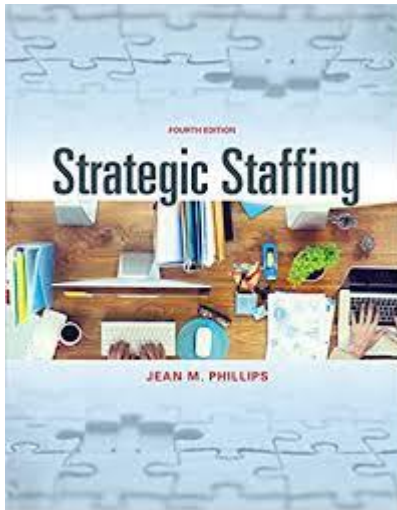
B. KEY TOPICS COVERED IN THIS COURSE

1. Introduction to Staffing
2. Business & Staffing Strategies
3. The Legal Context
4. Strategic Job Analysis & Competency Modeling
5. Forecasting & Planning
6. Sourcing: Identifying Recruits
7. Recruiting
8. Assessing External Candidates
9. Assessing Internal Candidates
10. Choosing & Hiring Candidates
11. Managing Workforce Flow
12. Staffing System Evaluation & Technology

C. TEXTBOOK AND READINGS *and other required materials*

Required:

Strategy Staffing, 4th edition., Phillips, ISBN: 978-948426-86-2



D. CLASS OVERVIEW

Employees are the key to executing an organization’s business strategies, and competition for top talent has made the identification and attraction of high-performing employees essential for companies to succeed in their marketplaces. Hiring the right employees provides the organization the opportunity to have a competitive advantage and can increase performance. Indeed, a company’s ability to execute its business strategy and maintain its competitive edge is directly related to the quality of its employees. And the quality of its employees is directly related to the quality of the recruiting and staffing systems. For these reasons, hiring managers and staffing professionals need to be familiar with strategic staffing techniques covered in this course.

E. GRADING, ASSIGNMENTS AND COURSE REQUIREMENTS

ASSIGNMENT	POINTS	SCALE (<i>in percentages</i>)
Exams (4)	200	A: 100 -93 A-: 92.99-90
Staffing Project (Groups)	200	B+: 89.99-87 B: 86.99-83 B-: 82.99-80
Exercises	50	C+: 79.99-77 C: 76.99-73 C-: 72.99-70
Participation	50	D+: 69.99-67 D: 66.99-63 D-: 62.99-60
TOTAL	500	F: 59.99 or below

******Initial Canvas Assignment:** As a University Policy, all faculty members are required to use Canvas to confirm a student's attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

Examinations (200 points)

Four exams will be given. Exams will consist of 25 multiple choice questions, each question worth 2pts. Exams will be delivered via Canvas. Dates for the exams are listed in the syllabus. Students with three scheduled exams on a test date will be allowed to reschedule that exam. However, the student must notify the professor at least one week prior to the examination to qualify for an alternative test date.

Staffing Project (200 points)

Students will analyze a semester-long case study in groups (4-5 students) that will take the students through the staffing and selection process. On Friday of each week, the professor will assign a section of the case study to be completed in groups. At the end of the semester, students will consolidate their responses to each part of the case study into a single Word document and submit via Canvas.

Please follow APA formatting. More details to be discussed in class. Individual grades for this assignment will consist of the following:

Peer Evaluations – 50 pts.

Case Study Analysis – 150 pts. (same for the entire group)

Exercises (50 points)

Throughout the semester we will be working individually and in groups to complete several exercises in a variety of formats (presentations, written, etc.) that cover chapter material and concepts. Details of each assignment will be specified in class and made available online in Canvas. These exercises are meant to reinforce key concepts from each chapter.

Participation (50 points)

The participative nature of this class is based on the concept that students learn from other students. Therefore, your attendance is required for you to benefit from other students' knowledge and ideas, as well as for them to learn from you. Participation includes attending class, having read the assigned material, and being prepared to discuss the readings and topics in class. In order to effectively participate in class, it will be necessary to read *and process* the material *before* coming to class.

Extra Credit

There may be opportunities to earn extra credit by participating in research; details will be provided when these opportunities occur.

F. ATTENDANCE POLICY

The participative nature of this class is based on the concept that students learn from other students. Therefore, your attendance is required for you to benefit from other students’ knowledge and ideas, as well as for them to learn from you. Participation includes attending class, having read the assigned material, and being prepared to discuss the readings and topics in class. In order to effectively participate in class, it will be necessary to read and process the material before coming to class.

G: TEACHING PHILOSOPHY/ ABOUT THE PROFESSOR

Dr. Ashley Mandeville is an Assistant Professor of Management in the Department of Management in the Lutgert College of Business of Florida Gulf Coast University. Primary teaching responsibilities include Leadership and various Human Resource Management courses.

Dr. Mandeville has earned her PhD in Management at University of Alabama and Bachelors in Human Resource Management at University of Houston. While attending University of Alabama, she taught several courses, including Introduction to Human Resource Management and Leadership. Her teaching philosophy includes a focus on student engagement and experiential learning. Her aim is to provide a classroom that includes meaningful discussion and continuous feedback.

Dr. Mandeville is also active in research and has published in prestigious management journals, such as *Personnel Psychology* and *Journal of Applied Psychology*, on subjects related to the work-family interface, pregnancy in organizations, and benefit utilization. She has also co-authored a book chapter on gender and the work-family interface in the modern workscape. Further, she is an active member of various professional organizations, including Academy of Management (AOM), Society for Industrial and Organizational Psychology (SIOP), and Work and Family Researchers’ Network (WFRN).

H. LEARNING OUTCOMES & ASSESSMENT

The Department of Management creates an environment that enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement positive solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizational change in the global environment.

Lutgert C.O.B. Learning Goals & Objectives	Management Learning Objectives	Course Learning Objectives (measurable)	Assessment Methods
<p>Understand the business environment</p> <p>1. Demonstrate knowledge of ethical issues</p>	<p>1. Analyze ethical and CSR issues as they apply to management.</p> <p>2. Demonstrate knowledge of global factors influencing business</p>	<p>Analyze and synthesize models, theories, concepts, current managerial issues, and introspection.</p>	<p>A, B, C</p>

2. Demonstrate knowledge of global factors influencing business. 3. Explain the importance of environmental responsibility.			
Be effective problem solvers. 1. Solve business problems using analytical tools	3. Solve management problems using analytical tools	Apply a structured critical thinking process for addressing current challenges, as it pertains to leadership, that include identifying key organizational issues, grounded in evidence, followed by sound analyses and practical solutions to address such issues.	A, B, C
Be an effective communicator 1. Deliver effective oral presentations 2. Prepare effective written reports	4. Demonstrate effective professional communication skills. 5. Work effectively in diverse teams	Communicate analysis through writing and presenting, working individually and in teams.	B, C
Have interdisciplinary business knowledge 1. Understand main concepts & definitions in accounting, economics, finance, information systems management, marketing and operations management. 2. Integrate knowledge across business disciplines	6. Integrate key management theories and practices	Integrate a range of management concepts and theory into a comprehensive understanding of management situations. Apply leadership theory using interdisciplinary knowledge from HR, Teams/ Groups, Ethics, and International Business.	A, B, C

Legend:

- A) Exams
- B) Assignments/ Exercises
- C) Case Study - Written Analysis

I. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the “Student Code of Conduct” and “Policies and Procedures” sections in the Student Guidebook. All students are expected to study this document,

which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>.

J. UNIVERSITY NONDISCRIMINATION STATEMENT

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

K. DISABILITY ACCOMMODATIONS SERVICES

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

L. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

M. COURSE SCHEDULE *(subject to change with notice)*

Dates	Lecture/ Reading
January 6	Introductions; Syllabus

8	Chapter 1
10	Staffing Project Work
13	Chapter 2
15	Chapter 2
17	Staffing Project Work
20	NO CLASS - Holiday
22	Chapter 3
24	Staffing Project Work
27	Chapter 3 & Exam Prep
29	Exam #1 (Chapters 1 – 3)
31	Staffing Project Work
February 3	Chapter 4
5	Chapter 4
7	Staffing Project Work
10	Chapter 5
12	Chapter 5
14	Staffing Project Work
17	Chapter 6
19	Chapter 6
21	Staffing Project Work
24	Exam #2 (Chapters 4 – 6)
26	Guest Speaker
28	Staffing Project Work
March 2 - 6	NO CLASS – SPRING BREAK
9	Chapter 7
11	Chapter 7
13	Staffing Project Work
16	Chapter 8
18	Chapter 8
20	Staffing Project Work
23	Chapter 9
25	Chapter 9
27	Staffing Project Work
30	Exam #3 (Chapters 7 – 9)
April 1	Guest Speaker
3	Staffing Project Work
6	Chapter 10
8	Chapter 10
10	Staffing Project Work
13	Chapter 11
15	Chapter 11

17	Staffing Project Work
20	Chapter 12
22	Chapter 13
24	Staffing Project Work
27	Review for Final Exam
Final Exam	Final Exam #4 (Chapters 10 – 13) (LH 1203, Saturday, May 2nd, 8:15 – 10:30pm)

N. CENTER FOR ACADEMIC ACHIEVEMENT

The Center for Academic Achievement (CAA) offers various academic success programs to assist you in reaching your academic goals in a student-centered learning environment. CAA services are for all FGCU students and include:

- **Academic Coaching**: Individual or group sessions facilitated by CAA Academic Success Coordinators who discuss relevant success skills to enhance your academic experience. Coaching topics include -Time Management, Study Habits, Goal Setting, Motivation, and Organization.
- **Tutoring**: Appointment and Drop-in, peer-led tutoring for math, science, and economics. Check our website for specific courses and times www.fgcu.edu/caa/schedules.
- **Supplemental Instruction (SI)**: SI leaders are assigned to specific course sections and hold sessions three times per week for 50 minutes in the Library. Sessions typically focus on the most difficult content in the course. Visit www.fgcu.edu/CAA/si-schedules for full list of courses and schedules.
- **SOAR to Success Workshops**: Interactive workshops focusing on college success topics. We invite you to visit www.fgcu.edu/caa to make a tutoring and or coaching appointment, and get schedules for supplemental instruction and workshops. You also can stop by our office in Library 103 to pick up a schedule in person and make coaching appointments. We also have walk-in coaching sessions on Friday!