

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**MGT6174.01 Issues in Organizational Staffing**  
**Summer 2023**  
**Location: Garland**

**PROFESSOR INFORMATION:**

Name: Dr. Di Ann Sanchez, SHRM-SCP, SPHR  
Phone Number: 972-279-6511 ext. 168  
Email Address: **DSanchez@Amberton.edu**

**COURSE INFORMATION:**

MGT6174.01 Issues in Organizational Staffing  
Level: Graduate  
Beginning Date of Session: Saturday, June 10, 2023  
Ending Date of Session: Thursday, August 17, 2023  
The first class meeting is **June 13, 2023**, in **Room #16 (Garland)**

**4<sup>th</sup> of July Holiday: There will be no classes held and no assignments due on Tuesday, July 4, 2023.**

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: T.A. Judge, J.D. Kammerlyer-Mueller  
Publisher: McGraw Hill Publishing Company  
Year Published: 2022  
Edition: 10th Number  
ISBN: 13:9781260703054  
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](http://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 7th edition, 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, (7th ed.). 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:**

1. Evaluating the relationship between the sub-processes of the organizational staffing process and relating them to the human resource management process.
2. Analyzing and applying the five staffing models to specific situations and considering the advantages and disadvantages of each.
3. Comparing and contrasting the thirteen decisions that staffing strategy requires and how ethical staffing practice is established.
4. 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.
5. Illustrating an understanding of protected classes and developing programs, policies, and procedures to assure that they are afforded equal opportunity in the workplace.
6. Developing programs, policies, and procedures that assure non-discrimination in recruiting, selecting, and other terms, conditions, and privileges of employment.
7. 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.
8. 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.
9. 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.
10. Analyzing the relationship between recruiting sources and recruiting methods and developing effective recruiting approaches based on the results of this analysis.
11. 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.
12. Summarizing and constructing competency based job analysis and methods for collecting competencies.
13. 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.
14. Designing traditional, dual, and network career paths and demonstrating their use as an internal staffing method.
15. Comparing and contrasting various employment interview techniques and determining which ones to use in specific situations or under varying conditions.
16. Analyzing methods for combining multiple predictors while evaluating various methods for making a final selection.
17. Creating a system for evaluating resumes and employment applications and conducting other pre-employment assessments such as background investigations, physical examinations, and drug tests.
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:**

(State any policies related to the course i.e., make-up exams, late assignments, incompletes, etc.)

#### ***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 and engagement is expected at Amberton University. In case of an 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 classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

#### **Plagiarism Policy**

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality

of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

**COURSE DELIVERY METHODOLOGY:**

This course is offered as a Lecture/Classroom course. This course requires that students meet a designated time in the classroom.

**(ASSIGNMENTS AND ARTICLE REVIEWS:** During this session, there will be article reviews as part of the assignments, and each requires a three (3) page written critique of peer-reviewed, journal articles related to the reading for the week. There will be an online discussion component for each review that will require the student to share the research they have reviewed. Detailed instructions for the assignment will be provided in the course. The reviews must follow APA guidelines and written requirements outlined in the syllabus.

**DISCUSSION POSTINGS:**

Discussion postings are a two-step process. In Step 1 you will be asked to post a response to a discussion question. This may include textbook questions, reviewing video links, conducting internet searches and/or mini cases. I am expecting 250 to 400 words in your responses. In Step 2 you will pick two other students' postings and give them feedback. Your job is not to "nitpick" his or her post. If you disagree, provide scholarly-based feedback. You should expand upon the posting content in your response. Be specific in your feedback. I am expecting 75-100 words in each of your responses to other students' postings. Responses to other students' postings are due 5 days after the due date for the Step 1 postings.

Grading of discussion postings will be proportioned as follows:

- 60% - your original posting
- 20% - review of one other posting
- 20% - review of one other posting

**GRADUATE PROJECT:** Each graduate student will complete a presentation regarding developing a Strategic Staffing Model and Plan for a company that has gone through a Merger and/or Acquisition, due August 15, 2023, in class.

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Week	Topic	Assignment	Competencies Covered	Due Date
<b>Week 1</b>	Staffing Models and Strategy, Social and Legal Environment	Read Chapters 1-2	1-7	Sunday, June 11, 2023 Orientation to Class; Text Review Syllabus Review 11:30 PM CST
<b>Week 2</b>	Planning, Job Analysis, Requirements, Competencies, and Rewards	Read Chapters 3-4	8-10, 15-17	Sunday, June 18, 2023 Assignment 1 Chapters 1-3 11:30 PM CST
<b>Week 3</b>	External Recruitments and Internal Recruitment	Read Chapters 4-5	1, 2, 3, 6-12	Sunday, June 25, 2023
<b>Week 4</b>	Measurement	Read Chapter 6-7	8-12, 18-20	Sunday, July 2, 2023

				Assignment 2 – Chapter 4-7 11:30 PM CST
<b>Week 5</b>	External Selection I, II, Internal Selection,	Read Chapter 8-9	1, 2, 3, 6-12	Sunday, July 9, 2023 Graduate Research Project Topic Approved by Dr. Di
<b>Week 6</b>	Internal Selection, Decision Making, Final Match	Read Chapter 10- 11, 12	10-16	Sunday, July 16, 2023 Assignment #3– Chapters 5-7 11:30 PM CST
<b>Week 7</b>	Staffing System Management	Read Chapters 13- 14	1-20	Sunday, July 23, 2023
<b>Week 8</b>	Retention Management	Read Chapter 14	8-10	Sunday, July 30, 2023 Assignment #4 Chapters 8-11 11:30 PM CST
<b>Week 9</b>	Prepare for Presentation	Read Chapter 1-15	1-20	Sunday, August 6, 2023
<b>Week 10</b>	Presentations		1-20	Tuesday, Sunday, August 15, 2023 Final Post

#### GRADING CRITERIA:

Assignment 1	15%	15 points
Assignment 2	15%	15 points
Assignment 3	15%	15 points
Assignment 4	15%	15 points
Graduate Project	25%	25 points
Discussions and Participation	15%	15 points
<b>TOTAL POSSIBLE</b>	<b>100%</b>	<b>100 points</b>

#### 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 processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. 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](mailto: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.

### **RESEARCH RESOURCES:**

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

### **RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

### ***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The Library telephone is (972-279-

6511 ext. 136, 137, or 138. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the Library in person on the Garland campus for assistance.