TALENT ACQUISITION ⋆ 37:533:311:90 ⋆ FALL 2021
Human Resource Management Department
School of Management & Labor Relations
Rutgers, The State University of New Jersey

Professor: Dr. Hazel-Anne M. Johnson-Marcus	**Email**: hmj17@scarletmail.rutgers.edu
Office Hours: Thursday, 12:30-1:30 pm by appointment	**Course Learning Management System**: Canvas
Teaching Aide: Ms. Olivia Selmon	**TA Email Address**: ols16@scarletmail.rutgers.edu

REQUIRED COURSE TEXT: Phillips, J.M. (2020). *Strategic Staffing*. Chicago Business Press. ISBN: 978-1-948426-86-2

COURSE DESCRIPTION: We are focused on the effective management of the flow of talent into and through organizations. This course covers human resource planning, recruiting and selection, career transitions and other types of workforce movement. An important goal of the class will be to provide opportunities to develop skills that are relevant to effectively managing talent flow.

COURSE REQUIREMENTS & EXPECTATIONS: Online courses require discipline, dedication and excellent time management skills. Taking an asynchronous online course allows you the convenience of being able to learn at any time of day or night and in any location, however, you are also responsible for adhering to all due dates. As a student in this course, I expect that you will:
- **Read the assigned textbook chapters and watch the lecture videos early during each week.** Doing so allows you to be an active informed participant during the discussion forum for each week.
- Check Canvas often, as in, every day!
- All course material is subject to assessment, even if it was not covered during the lecture video. Your success is directly related to your individual efforts in this course.

METHOD OF INSTRUCTION: This is an *asynchronous online* course delivered via the Canvas Learning Management System. To access Canvas, you must use your netID and password. All course announcements are posted to Canvas, and sent to your Rutgers email address, so you should be sure to regularly check this email address. It is an asynchronous course, which means that all of the course activities occur at your convenience, and there are no required meeting times. However, there will be opportunities for a virtual office hour or live chat session to address course questions.

TECHNOLOGY REQUIREMENTS: You will need a reliable stable Internet connection, as well as a reliable computer, whether a desktop, laptop or tablet. A webcam and headphones are highly recommended. It is a good idea to figure out an alternative computer option should your current machine fail you. That is, do you have another computer at home or at work, can you access your local library or even on your Internet-enabled mobile device?

COURSE STRUCTURE: This course is organized into 14 weekly Modules on Canvas. Each week begins on Monday and ends on Sunday, with the exception of the first week of the semester. You will need to complete all of the week's activities by Sunday of each week unless stated otherwise. Within each week's module will be the following items:
- Module Topic Introduction (text and video)
- Lecture Notes
- Multimedia (lecture videos, interviews, podcasts, etc.)
- Discussion Forum (post by Wednesday, respond to peers by Saturday)
- Assignments (individual & team exercises)
- Quiz (except for Weeks 1, 5 & 15)

COURSE DELIVERABLES

INDIVIDUAL QUIZZES: Throughout the semester you will complete weekly quizzes that serve to solidify the course concepts. Quizzes open on Thursdays at 12:00 am and close on Sundays at 11:59 pm. If you miss a quiz, there are 11 total quizzes which includes a bonus quiz and there is also the opportunity to earn extra credit as described in that section of the syllabus. *Individual quizzes are worth a total of 100 points or 20% of your final grade*.

TEAM PROJECT: You will be working in a team throughout the semester to conduct a mini job analysis and to develop structured interview questions for a customer service job. At the end of the semester, your team will present your work via an executive summary and a 5-minute video. Do note that this project is where your team has the opportunity to *demonstrate mastery of the course material and its application in a "real-world" scenario*. **You will be assessed both as a team and as individual contributors to your team. Your grade is dependent on your contributions to the project, and teammate evaluations will impact your individual project grade**. Each team must submit a project schedule and plan to your assigned teaching aide by *Sunday, September 26 at 11:59 pm.* **The [team project](#) is worth 200 points and comprises 40% of your final grade**.

TEAM EXERCISES: Throughout the semester, you will work in project teams to complete 4 team exercises that serve to help solidify the course concepts. *Team exercises are worth 25 points each for a total of 100 points or 20% of your final grade.*

DISCUSSION FORUMS: As a class, we have entered into an academic contract, and as such, students are expected to practice professionalism at all times. It is expected that you will be respectful and courteous to your colleagues throughout all of your interactions. Inappropriate behavior, offensive language, harassment, or posting of any media that could be considered offensive is prohibited and will not be tolerated in this course. Here are some useful Guidelines for communicating in this course:

- *Timeliness is important*: a good discussion entails keeping the dialogue going (throughout the given week) with your colleagues. To facilitate the dialogue, it is critical you adhere to the Discussion post due dates, so you have sufficient time to respond to each other's posts. Please do not wait until the last day to post your responses.
- *Be courteous*: use appropriate language. Do not use offensive language. Be mindful of your tone. Use humor cautiously, as everyone may not share your sense of humor. In general, don't be a jerk!
- *Respect others*: if you do not agree with someone's point of view, explain your view and your reason for not agreeing in a respectful manner. Using ALL CAPS, for example, may indicate anger or frustration. If you want to emphasize your point, you can *italicize* or **bold** your font.
- *Show a scholarly attitude*: refrain from responding with just "I agree" or "I don't agree". Be sure to support your reasoning in a well-written response, provide appropriate references and analysis.
- *Stay on topic*: focus on the question asked in the discussion forum.
- *Adhere to deadlines*: submit your post by the specified due date. This ensures that everyone has a chance to view/read and respond to the posts.
- *Beware of the credibility of your resources*: when you post articles or other resources make sure the articles are relevant to the topic and come from a credible source.
- *Give proper credit*: if you are making references to other's work (articles, papers), be sure to acknowledge the author(s) and properly cite and reference the resource.
- *Avoid spamming*: do not post resources that you suspect may be a spam.
- *For private matters use email*: if you need to discuss a private matter with the professor, teaching aide or with other students in the class, do so through your Rutgers email or the Canvas Inbox feature. ***Do not*** post discussions of a personal matter to the discussion board.
- *Use your Rutgers email address*: for communicating coursework or any other activities related to your course, please use your Rutgers email address. This minimizes the risk of hacking and spam related interruptions to your email.

- Make a note of *which thread* you are posting to and do so accordingly. Use a *Subject Line* that describes your post.
- Additional Resources:
    - Discussion Board Netiquette
    - 15 Rules of Netiquette for Online Discussion Boards

Your participation in Discussion Forums is worth up to 100 points or 20% of your final grade.

EXTRA CREDIT: You may earn up to five extra credit points by submitting a news article summary. You will need to locate a current news article that is relevant to talent acquisition, **summarize the article and explain its relevance to the course** (in no more than 500 words). Then, in a brief video (think Tik-Tok length) share the article summary with me and the class in the week that corresponds with your chosen topic. **You must sign up for an extra credit presentation topic, and have your article approved by your assigned teaching aide one week before your desired presentation topic.**

The Extra Credit sign-up period is between *Friday, September 10 and Friday, September 24*. You may sign up for a presentation topic based on your last name. **The first three people to sign up for a topic may share their summary video. Your extra credit news article summary must be submitted by the Friday of the week of your presentation topic at 11:59 pm. Extra credit presentations must be presented according to the following schedule.**

Last Names	Topics by Chapter	Presentation Dates
Beginning with A to L	Chapter 3 through Chapter 8	Mon. 9/13 to Sun. 10/24
Beginning with M to Z	Chapter 9 through Chapter 13	Mon. 10/25 to Sun. 12/5

NOTE: Please thoroughly proofread all work before submission; check your spelling, word usage and ease of reading, as points may be deducted for such errors. Assignments submitted after the due date may be accepted at the discretion of the professor and are subject to a 10% grade penalty per day.

Grade	Total Points
A	448 or above
B+	433 – 447
B	398 – 432
C+	383 – 397
C	348 – 382
D	298 – 347
F	297 or below

Assessment	Points	% of Grade
Individual Quizzes	100	20
Team Exercises	100	20
Discussion Forums	100	20
Team Project	200	40
Total	**500**	**100**
Extra Credit	5	-

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, the student's name on the work is considered a statement that the work is theirs 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 submitted 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. **All members of a team are responsible for the academic integrity of their submissions. To**

be clear, any submission with your name on it should meet the integrity standards of the HRM Department, the School of Management and Labor Relations, and Rutgers University.
All incidents of academic dishonesty are reported to the HRM Undergraduate Program, the SMLR Academic Integrity Facilitator, as well as the Rutgers University Office of Student Conduct.

All students must read and affirm that they agree with the terms of the [Academic Integrity Contract](#) and complete the related Academic Integrity Assignment on Canvas.

RESOURCES FOR STUDENTS

ACCOMMODATIONS: I am committed to providing a welcoming and accessible classroom for all students. Students who need accommodations due to a disability should provide me with the appropriate documentation from the Office of Disability Services for Students as early in the semester as possible, and definitely before the first exam.

University Statement on Accommodations: "Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form."

The Office of the Dean of Students: "Our office helps students with exceptional difficulties due to medical, emotional, social, psychological, financial, confidential or family-related issues. We may provide letters to faculty for extended (a week or more) absences or circumstances that are complex, confidential or sensitive in nature. In these instances, the Dean's role is to verify documentation of the student's situation. The final decision is always up to the faculty regarding makeup exams, extensions, or other options." Any student who is dealing with financial challenges that impact their food or housing security, and believes this may affect their performance in the course is urged to contact the Dean of Students office for support, http://deanofstudents.rutgers.edu/. You should also notify the professor if you feel comfortable doing so.

Counseling, ADAP & Psychiatric Services (CAPS)
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners, http://health.rutgers.edu/medical-counseling-services/counseling.

Crisis Intervention: http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention
Report a Concern: http://health.rutgers.edu/do-something-to-help/

Violence Prevention & Victim Assistance (VPVA)
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181. www.vpva.rutgers.edu.

COURSE QUESTIONS: Should you have any administrative questions about exams, quizzes, due dates, attendance etc., please take the following steps: 1) first check the syllabus; 2) next, you can check the Canvas FAQ

Forum to see whether others may have had the same question. 3) If your question has not been asked or answered, then you can pose your question in the Canvas FAQ Forum. 4) If you do not receive a response to your question within 24 hours, then you should email your teaching aide.

Teaching Aide	TA Email Address
Ms. Olivia Selmon	ols16@scarletmail.rutgers.edu

Should you have any questions about the course assignments, you can also pose your question in the Canvas FAQ Forum. If you do not receive a response to your question within 24 hours, then you should email your teaching aide. Please note that inquiries about a grade on a quiz or an assignment should be submitted to your teaching aide within two weeks. For example, an inquiry about Quiz 2 should not be submitted in Week 12 of the semester, so you should be sure to check your grades on Canvas regularly.

Should you have any questions about the course concepts, you can also pose your question in the Canvas FAQ Forum. If you do not receive a response to your question within 24 hours, then you should send me an email (hmj17@scarletmail.rutgers.edu).

When sending an email to the professor or the teaching aide please be sure to title it appropriately as we do receive many emails so clear subject titles help us to sort them accordingly. Here is a sample subject title: **311-90-Talent Acquisition question about Team Exercise 1**.

Please note that you should check the syllabus and Canvas FAQ Forum *before* sending an email to the teaching aide or to the professor. If the answer to your question is contained in one of those sources, this greatly reduces the likelihood of receiving a response to your email. You are welcome to and I encourage you to answer your classmates' questions in the Canvas FAQ Forum!

CHANGES TO THE SYLLABUS: This syllabus is the plan for the course however it is subject to modification at any time throughout the semester. Such changes will be posted in an Announcement on Canvas. You are responsible for abiding by the terms of the syllabus and any changes announced in class.

COURSE LEARNING OBJECTIVES: Students who complete this course should demonstrate an understanding of how to do the following:

• Develop a staffing strategy that reinforces business strategy.	• Forecast talent needs and labor supply and plan accordingly.
• Conduct a job or competency analysis and a job rewards analysis.	• Source potential recruits strategically.
• Recruit and select the right people.	• Negotiate with and hire top candidates.
• Socialize, deploy, and retain talent.	• Manage turnover.
• Use staffing metrics and conduct staffing system evaluations.	• Employ technology throughout the staffing system.
• Integrate the staffing system with the other HR functions of training, compensation, and performance management.	• Ensure the legal compliance of the staffing system.
• Promote ethical staffing.	• Leverage technology, metrics, and data analytics to optimize the performance and efficiency of a staffing system.

SMLR LEARNING OBJECTIVES: This Talent Acquisition course is designed to meet the following learning objectives for the School of Management and Labor Relations.

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues	VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- Formulate, evaluate, and communicate conclusions and inferences from quantitative information - Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM) - Apply qualitative methods appropriately, alone and in combination with quantitative methods	- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work - Understand the legal, regulatory and ethical issues related to their field - Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM) - Understand the internal and external alignment and measurement of human resource practices (HRM)

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Week	Date	Topics	Reading	Assessment
1	9/1 - 9/5	Course Introduction Strategic Staffing	Chapter 1	Syllabus Quiz Student Bio
2	9/6 - 9/12	Business & Staffing Strategies	Chapter 2	Quiz 1 Project Teams
3	9/13 - 9/19	The Legal Context	Chapter 3	Quiz 2 Ch. 3 Discussion Team Exercise 1
4	9/20 - 9/26	Strategic Job Analysis and Competency Modeling	Chapter 4	Quiz 3 Ch. 4 Discussion Project Plan
5	9/27 - 10/3	Forecasting & Planning	Chapter 5	Project Part 1
6	10/4 - 10/10	Sourcing: Identifying Recruits	Chapter 6	Quiz 4 Ch. 6 Discussion
7	10/11 - 10/17	Recruiting	Chapter 7	Quiz 5 Ch. 7 Discussion Team Exercise 2
8	10/18 - 10/24	Measurement	Chapter 8	Quiz 6 Ch. 8 Discussion Team Exercise 3
9	10/25 - 10/31	Assessing External Candidates	Chapter 9	Quiz 7 Ch. 9 Discussion
10	11/1 - 11/7	Assessing Internal Candidates	Chapter 10	Quiz 8 Ch. 10 Discussion Project Part 2
11	11/8 - 11/14	Choosing and Hiring Candidates	Chapter 11	Quiz 9 Ch. 11 Discussion
12	11/15 - 11/21	Managing Workforce Flow	Chapter 12	Quiz 10 Ch. 12 Discussion
13	11/22 - 11/28	*Thanksgiving Week*	—	—
14	11/29 - 12/5	Staffing System Evaluation & Technology	Chapter 13	Quiz 11 Ch. 13 Discussion Team Exercise 4
15	12/6 - 12/12	**TEAM PRESENTATIONS**	—	Project Parts 3 & 4