

Management 4322 - EMPLOYEE SELECTION/PLACEMENT Service-Learning Section Louisiana State University - Baton Rouge

Spring 2004

Section 1

MWF 10:40-11:30am

Room ##### CEBA

Instructor

Dr. Laura Wolfe

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Office hours: Wednesday 2-4pm - and by appointment - call or e-mail me to schedule a time

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Community Partner

Noel Parnell

Volunteer Baton Rouge!

Service Learning

MGT 4322 sec 1 is a Service-Learning course. Service-Learning is defined as:

...a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (from Bringle & Hatcher, 1995)

Course Overview

The purpose of MGT 4322 is to introduce the student to employee selection and placement issues including staffing requirements, recruitment strategies, development and validation of selection procedures, classification and placement of employees, problems associated with person-job matching and socialization of new employees. Further, the class also exposes students to organizational/strategic implications of staffing issues/decisions and methods for evaluating staffing effectiveness.

The service-learning component requires students to apply established principles of employee selection in a nonprofit setting as part of the course project. Specifically, the service activity will involve working with Volunteer Baton Rouge! to conduct a formal task-based job analysis and develop a structured selection interview for specific jobs identified by the organization. For more information about VBR! see the organization's web site at <http://www.volunteerbr.org/>.

The experience will expose students to real-world application of selection concepts and allow them to see that application of theory is not always straightforward or clear-cut. Further, the work will take place within a non-profit organization and will expose students to the realities of community service (limited resources, competing demands, etc.) and to community needs. It will also bring to light the professional and ethical issues inherent in HR work.

Academic Learning Goals and Objectives

Goal:

To foster an understanding of Human Resource Selection issues (including technical, legal, ethical and professional) in an actual organization.

Objectives:

- Demonstrate an understanding of employee selection concepts.
- Conduct a task-based job analysis.
- Develop a structured selection interview.
- Demonstrate professional behavior in all interactions with client.
- Report and discuss ethical dilemmas as they emerge during the process.

Civic Learning Goals and Objectives

Goals:

To foster an understanding of social issues in our community.

To foster an understanding of civic responsibility.

Objectives:

- Demonstrate an understanding of social issues through reflective essays, class discussion, presentation.
- Demonstrate an understanding of civic responsibility through reflective essays, class discussion, presentation.
- Improve Human Resource Management practices in a community organization.

Prerequisites

ISDS 2000 or equivalent. Student must possess basic knowledge of statistical concepts including measurement, correlation/regression, and significance.

Required Text

Robert D. Gatewood and Hubert S. Feild, *Human Resource Selection* (5th edition), Harcourt College Publishers, 2001.

Teaching Methods

Teaching methods used in this course will be lectures about and discussion of the assigned materials, project assignments that require hands on learning of principles being taught and reflection. Lectures will be supplemented with activities (practical exercises which illustrate problems/issues relevant to employee selection and placement), case studies, videos, student presentations, and guest speakers.

Reflection

Reflection is an important part of the service-learning experience:

Reflection is the "intentional consideration of an experience in light of particular learning objectives." The presumption is that community service does not necessarily, in and of itself, produce learning. Reflection activities provide the bridge between the community service activities and the educational content of the course. Reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding (Bringle & Hatcher, 1999)

In this class formal reflection will take place three different ways:

1. **Reflective essays:** After each major portion of the project you will be required to submit a 1-2 page essay in which you reflect on your experience including what you have experienced in terms of civic involvement and ethical considerations. Further, you should connect your

experiences with the content of the course, analyzing how these fit together. Probing questions will be provided for you to address in each essay. Note: consider these essays PUBLIC, meaning do not use identifying information (i.e., actual names of people you deal with in the organization)

2. **In-class discussion sessions:** These sessions will allow students an opportunity to share experiences with other students and learn from one another.
3. **Presentation of experience:** Student teams will be required to present their experience to another management class here at LSU (arranged by instructor). This will be a 15 minute presentation that includes your experiences with the technical process/final product, ethical dilemmas, and social issues/civic involvement.

Projects

1. **Job Analysis/KSA project** - group project (2-3 members). The group is to interview a job incumbent identified by community partner. From this information, task and KSA statements will be written that correspond with guidelines presented in class and the text and a job description and job specifications will be created.

2. **Selection interview project** - group project (same members). The group is to use job analysis data and the job description from the Job Analysis/KSA project to prepare a structured selection interview. This interview will be ultimately be used to select candidates for the target job. Rating criteria will also be developed. Content validity must be ensured. Instructions for using the interview must also be developed.

**Be prepared to discuss your project-related experiences in class.

Attendance/participation

Students are expected to attend and to participate. Material will be presented during lectures that is not included in text. Be prepared to participate by having read the assignments/reflected on your experiences. On days with scheduled formal reflection, no credit will be given if you are not in class. Be willing to participate in class activities related to lecture material. Bonus points may be given occasionally for in-class activities.

Course Homepage - <http://blackboard.lsu.edu>

Syllabus will be posted at COURSE INFORMATION throughout the semester. Lecture notes and other relevant information will be posted at COURSE DOCUMENTS. Discussions will be conducted through the DISCUSSION BOARD. Websites with related information can be accessed through EXTERNAL LINKS. You can also e-mail and contact classmates via this site.

Your Blackboard id is the same as your PAWS id. Your Blackboard password has been set to your social security number (no dashes - just numbers). You may change your password using the Change Password option. From the My Institution page, click on Personal Information, and then click Change Password.

If you were not registered for this class on Jan. 20, 2004, you will not have access to this Blackboard class using your ID at this time. You will have to be added - see me.

Electronic Communication Devices

Please turn off all phones, pagers, PDAs, etc. during class.

Exams

All exams are comprised of multiple-choice questions with 4 response options. Exams will cover material from textbook, lectures, class presentations, guest speakers, videos and other assigned reading. Exams must be taken on the scheduled date unless prior arrangements are made with the professor. Make-ups will be permitted only under extreme circumstances and will require written

documentation concerning the reason exam was missed. Make-up exams will be short answer/essay format. Final exam **will not** be cumulative. **Note: Exams - LARGE scantron.**

Special Needs

If you have special needs due to a physical, emotional, or learning disability, please contact me immediately. I will accommodate special needs of students to the best of my abilities, but please notify me in advance.

Final Exam

Final exam is NOT cumulative. Please note the final exam date and time for your section. I will be unable to accommodate any special scheduling needs for the Final - NO EXCEPTIONS.

Grading

Exam 1	20	
Exam 2	25	
Exam 3	20	
Final Exam	25	
Reflection: essays	20	
Reflection: in-class discussion		20
Reflection: presentation	20	
Job Analysis Project	40	
Selection Interview Project	30	

Grades will be determined using the scale below:

220-198 points (90% - 100%)	= A
197 - 176 points (80 - 89.9%)	= B
175 - 154 points (70% - 79.9%)	= C
153 - 132 points (60% - 69.9%)	= D
131 points or fewer (<60%)	= F

Semester Schedule*

Date	Day	Topic	Reading	Assignment
1/21	W	Introduction Pre-test	Syllabus	
1/23	F	Intro to selection: workforce planning, person job fit Intro to service-learning Begin researching/learning about community agency	CH 1	pp. 3-9; 17-24
1/26	M	Recruitment strategies		pp. 9-17
1/28	W	Legal issues in selection	CH 2	pp. 31-57
1/30	F	Legal issues in selection		pp. 57-65
2/2	M	Legal issues in selection		
2/4	W	Measurement	CH 3	pp. 75-79; 86-95; 99 105-112
2/6	F	Guest Speaker - community partner		Project groups should be formed by today
2/9	M	Reliability	CH 4	pp. 113-115; 121-140
2/11	W	Reliability		pp. 141-155
2/13	F	Exam 1 (CHS 1, 2, 3, 4)		
2/16	M	Validity	CH 5	pp. 161-188
2/18	W	Validity		pp. 188-206
2/20	F	Criteria Reflection: the client site	CH 17	pp. 699-719 1 st mtg at client site should be done by today
2/23	M	MARDI GRAS HOLIDAY		
2/25	W	MARDI GRAS HOLIDAY		
2/27	F	Begin Part 1 of project Job Analysis	CH 7	pp. 269-294
3/1	M	Job Analysis		
3/3	W	Job Analysis	CH 8	pp. 305-331
3/5	F	Job Analysis		pp. 339-340
3/8	M	Job Analysis	CH 9	pp. 365-386; 396-400
3/10	W	Exam 2 (CHS 5, 17, 7, 8, 9)		
3/12	F	Selection Decision Making	CH 6	pp. 235-251; 255-258
3/15	M	Selection Decision Making		
3/17	W	Application blanks	CH 10	pp. 407-427 Project Part 1 due
3/19	F	Application blanks Reflection re: conducting job analysis		pp. 444-463 Reflective essay 1 due
3/22	M	Weighted Application blanks/Biodata	CH 11	pp. 471-473; 483-489
3/24	W	Weighted Application blanks/Biodata		pp. 489-495; 511-513
3/26	F	Selection Interview Begin Part 2 of project	CH 12	pp. 521-561
3/29	M	Selection Interview		
3/31	W	Selection Interview		
4/2	F	Selection Interview		
4/5	M	SPRING BREAK		
4/7	W	SPRING BREAK	CH 13	
4/9	F	SPRING BREAK		
4/12	M	Exam 3 (CHS 6, 10, 11, 12)		
4/14	W	Ability Tests		pp. 567-5-593
4/16	F	Ability Tests Reflection re: creating the interview		Reflective essay 2 due
4/19	M	Personality Tests	CH 14	pp. 601-628
4/21	W	Personality Tests		Project Part 2 due
4/23	F	Performance Tests/Assessment Centers	CH 15	pp. 633-640
4/26	M	Performance Tests/Assessment Centers		pp. 646-664
4/28	W	Integrity testing,	CH 16	pp. 667-686
4/30	F	Drug testing, graphology		
5/3	M	Utility		pp. 206-212
5/5	W	Orienting New Employees CONCENTRATED STUDY PERIOD BEGINS		
5/7	F	Reflection: the overall experience FINAL EXAM SEC 1 (CHS 13, 14, 15, 16, orientation, utility)		

* details of this schedule subject to change