

Course Overview



During this course, we will explore the specific factors necessary to ensure that an organization has instituted the most effective recruiting and development practices. Organizations should have two major goal components: hiring top performers and ensuring they remain with the organization.

Sometimes recruiters are under pressure to hire employees quickly. However, if the recruiting and hiring process is ineffective, it may result in unproductive, disengaged workers. This is why effective employee recruitment and selection is essential. The productivity of the organization is significantly affected by whether a top performer, versus an average or low performer, is hired. Thus, a critical issue in today's competitive economic environment is how the selection procedures are refined to ensure that productive workers are selected.

One side of the equation is that high performers must be recruited and hired. What about the other side of the equation? If you cannot retain your top talent, then all the effort and hard work in recruiting and hiring these workers is fruitless. The secret is to ensure that all facets of the human resources management (HRM) system are linked, so that top performers are both hired *and* they remain with the organization. That is a difficult task. The talent acquisition and talent management best practices examined during this course will help you accomplish this goal.

The next step in the talent acquisition process links directly to the course BUS4047 (Employee Training & Development) and begins with the socialization and orientation for the employee that has been selected. That leads to the retention of employees who have spent their time and effort working for an organization. Retention involves getting the new employee integrated (socialized) into the organization, training them adequately, and paying them fairly, as well as a number of other employee relations factors. Unit 10 introduces these factors as a lead-in to other human resources (HR) courses.

Course Resources
Hiring Process

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1
- Describe how hiring practices support an organization's strategy.
- 2
- Assess approaches for recruiting, selecting, and retaining talent.
- 3
- Explore technology tools that support recruiting and staffing management.
- 4
- Analyze the impact of legal and regulatory issues on staffing management.
- 5
- Communicate in a manner that is scholarly and professional.

Course Prerequisites

Prerequisite(s): BUS3040.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Heneman, H. G., III, Judge, T. A., & Kammeyer-Mueller, J. (2019). *Staffing organizations* (9th ed.). New York, NY: McGraw-Hill Education. ISBN: 9781259756559.

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Arthur, D. (2012). [Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)](#). New York, NY: AMACOM Books.
- Bandura, R. P., & Lyons, P. R. (2014). [The art and science of job satisfaction: Much of it comes down to decent management practice](#). *Human Resource Management International Digest*, 22(7), 32–35.
- Baur, J. E., Buckley, R. M., Bagdasarov, Z., & Dharmasiri, A. S. (2014). [A historical approach to realistic job previews: An exploration into their origins, evolution, and recommendations for the future](#). *Journal of Management History*, 20(2), 200–223.
- Bible, J. D. (2012). [Lies and damned lies: Some legal implications of resume fraud and advice for preventing it](#). *Employee Relations Law Journal*, 38(3), 22–47.
- Cavico, F. J., & Mujtaba, B. (2017). [Diversity, disparate impact, and discrimination pursuant to Title VII of U.S. civil rights laws](#). *Equality, Diversity, and Inclusion: An International Journal*, 36(7), 670–691. DOI:10.1108/EDI-04-2017-0091
- Cenicerros, R. (2011). [Job candidate testing program cuts Harley-Davidson's injuries: Physical ability to perform job tasks checked before workers hired](#). *Business Insurance*, 45(32).
- Cosner, T. L., & Baumgart, W. C. (2000). [An effective assessment center program: Essential components](#). *FBI Law Enforcement Bulletin*, 69(6), 1–4.
- De Vos, A., & Meganck, A. (2009). [What HR managers do versus what employees value: Exploring both parties' views on retention management from a psychological contract perspective](#). *Personnel Review*, 38(1), 45–60.
- Estes, B. (1988). [Making the job offer](#). *Communications*, 25(5), 170.
- Gerrard-White, T. (2013). [Markerstudy group puts the fun into insurance: . . . and earns 18th place in The Sunday Times 100 best companies to work for list](#). *Human Resource Management International Digest*, 21(5), 22–25.
- Hills, A. (2009). [Succession planning – or smart talent management?](#) *Industrial and Commercial Training*, 41(1), 3–8.
- Huffcutt, A. I., Van Iddekinge, C. H., & Roth, P. L. (2011). [Understanding applicant behavior in employment interviews: A theoretical model of interviewee performance](#). *Human Resource Management Review*, 21(4), 353–367.
- Mansfield, R. S. (1996). [Building competency models: Approaches for HR professionals](#). *Human Resource Management*, 35(1), 7.
- Patterson, B., & Lindsey, S. (2003). [Weighing resources](#). *HR Magazine*, 48(10), 103–108.
- Pickell, R. (2011). [Checking social media sites when hiring? Proceed with caution](#). *Canadian HR Reporter*, 24(6), 17.
- Pittman, M. (2008). [Picking the right people for your team](#). *Emergency Nurse*, 16(6), 16–18.
- Risavy, S. D., & Hausdorf, P. A. (2011). [Personality testing in personnel selection: Adverse impact and differential hiring rates](#). *International Journal of Selection & Assessment*, 19(1), 18–30.
- Segers, J., & Inceoglu, I. (2012). [Exploring supportive and developmental career management through business strategies and coaching](#). *Human Resource Management*, 51(1), 99–120.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Biddle Consulting Group. (n.d.). [Uniform guidelines on employee selection procedures](#). Retrieved from <http://www.uniformguidelines.com/uniformguidelines.html>
- Black, T. (2010). [How to use social media as a recruiting tool](#). Retrieved from <http://www.inc.com/guides/2010/04/social-media-recruiting.html>
- [CareerBuilder](#). (n.d.). Retrieved from <http://www.careerbuilder.com/>
- DCI Consulting Blog. (2013). [UGESP Series #6 – The purpose and importance of job analysis research](#). Retrieved from <http://dciconsult.com/ugesp-series-6-the-purpose-and-importance-of-job-analysis-research/>
- Department of Homeland Security, U.S. Citizenship and Immigration Services. (2016). [Instructions for employment eligibility verification](#). Retrieved from <https://www.uscis.gov/sites/default/files/files/form/i-9.pdf>
- Employment Law Contract. (n.d.). [Different types of employment contract](#). Retrieved from <http://employmentlawcontract.co.uk/employmentcontracts/>
- FindLaw. (n.d.). [Federal recordkeeping requirements: Who is a "job applicant"?](#) Retrieved from <https://corporate.findlaw.com/law-library/federal-recordkeeping-requirements-who-is-a-job-applicant.html>
- Fortune. (n.d.). [100 best companies to work for](#). Retrieved from <http://fortune.com/best-companies/>
- Heathfield, S. M. (2015). [Human resources information system \(HRIS\)](#). About Money. Retrieved from <http://humanresources.about.com/od/glossaryh/a/hris.htm>
- Heathfield, S. M. (2015). [Recruiting stars: Top 10 ideas for recruiting great candidates](#). About Money. Retrieved from <http://humanresources.about.com/cs/recruiting/a/candidatepool.htm>
- HR-Guide.com. (1999). [HR guide to the Internet: EEO: Protected classes](#). Retrieved from <http://www.hr-guide.com/data/G714.htm>
- Hyman, J. (2013). [Federal court slams the door on EEOC's criminal background check lawsuit](#). Workforce. Retrieved from <http://www.workforce.com/2013/08/13/federal-court-slams-the-door-on-eeocs-criminal-background-check-lawsuit/>
- [Indeed](#). (n.d.). Retrieved from <http://www.indeed.com/>
- Intuit. (2013). [How to make Fortune's list of top companies to work for](#). Retrieved from <http://quickbase.intuit.com/blog/how-to-make-fortunes-list-of-top-companies-to-work-for>

- JobDivia. (n.d.). [Resume harvesting](http://www.jobdivia.info/transcripts/demos/harvesting.htm). Retrieved from <http://www.jobdivia.info/transcripts/demos/harvesting.htm>
- Joint Reporting Committee. (2008). [Equal employment opportunity: Employer information report EEO-1](http://eeoc.gov/employers/eeo1survey/upload/eeo1-2.pdf). Retrieved from <http://eeoc.gov/employers/eeo1survey/upload/eeo1-2.pdf>
- Larsen, M. (2013). [The perfect recruiting email](https://www.recruiter.com/i/the-perfect-recruiting-email/). Recruiter. Retrieved from <https://www.recruiter.com/i/the-perfect-recruiting-email/>
- Leung, R. (2004). [Did hospitals 'see no evil'? Policy may have given one nurse a license to kill](http://www.cbsnews.com/8301-18560_162-610047.html). *60 Minutes*. Retrieved from http://www.cbsnews.com/8301-18560_162-610047.html
- Lucas, S. (2013). [How much employee turnover really costs you](http://www.inc.com/suzanne-lucas/why-employee-turnover-is-so-costly.html). Inc. Retrieved from <http://www.inc.com/suzanne-lucas/why-employee-turnover-is-so-costly.html>
- Merron, J. (2002). [Taking your Wonderlics](http://espn.go.com/espn/page2/story?page=merron/020228). Retrieved from <http://espn.go.com/espn/page2/story?page=merron/020228>
- [Monster](http://www.monster.com/). (n.d.). Retrieved from <http://www.monster.com/>
- Monster. (n.d.). [Sample job descriptions](http://hiring.monster.com/hr/hr-best-practices/recruiting-hiring-advice/job-descriptions/sample-job-descriptions.aspx). Retrieved from <http://hiring.monster.com/hr/hr-best-practices/recruiting-hiring-advice/job-descriptions/sample-job-descriptions.aspx>
- Morrow, S. (2013). [Hiring practices and social media](https://www.legalzoom.com/articles/hiring-practices-and-social-media). LegalZoom. Retrieved from <https://www.legalzoom.com/articles/hiring-practices-and-social-media>
- O'Brien, B. (2016). [Muslim workers leave Wisconsin manufacturer jobs in prayer dispute](http://news.yahoo.com/muslim-workers-leave-wisconsin-manufacturer-jobs-prayer-dispute-223933438.html?_ylt=A0LEVvpwKbJWxBwA3MQPxQt.;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw%E2%80%93). *Yahoo! News*. Retrieved from http://news.yahoo.com/muslim-workers-leave-wisconsin-manufacturer-jobs-prayer-dispute-223933438.html?_ylt=A0LEVvpwKbJWxBwA3MQPxQt.;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw%E2%80%93
- [O*Net Online](http://www.onetonline.org/). (n.d.). Retrieved from <http://www.onetonline.org/>
- Oasis Outsourcing. (n.d.). [Building an effective orientation program](http://www.oasisadvantage.com/building-an-effective-orientation-program). Retrieved from <http://www.oasisadvantage.com/building-an-effective-orientation-program>
- Powell, J. (2012). [Top 5 reasons for employee turnover](http://www.scontrino-powell.com/2012/top-5-reasons-for-employee-turnover/). Scontrino-Powell. Retrieved from <http://www.scontrino-powell.com/2012/top-5-reasons-for-employee-turnover/>
- Recruiter.com. (n.d.). [Recruitment](https://www.recruiter.com/i/recruitment/). Retrieved from <https://www.recruiter.com/i/recruitment/>
- SBA: U.S. Small Business Administration. (n.d.). [Hire a contractor or an employee?](https://www.sba.gov/content/hire-contractor-or-employee) Retrieved from <https://www.sba.gov/content/hire-contractor-or-employee>
- Shrestha, L. B., & Heisler, E. J. (2011). [The changing demographic profile of the United States](http://fas.org/sgp/crs/misc/RL32701.pdf). Congressional Research Service. Retrieved from <http://fas.org/sgp/crs/misc/RL32701.pdf>
- [SimplyHired](http://www.simplyhired.com/). (n.d.). Retrieved from <http://www.simplyhired.com/>
- Society for Human Resource Management. (2012). [Job analysis: How do I conduct a job analysis to ensure the job description actually matches the duties performed by the employee in the job?](http://www.shrm.org/templatestools/hrqa/pages/conductjobanalysis.aspx) Retrieved from <http://www.shrm.org/templatestools/hrqa/pages/conductjobanalysis.aspx>
- Software Advice. (n.d.). [Compare recruiting management software](http://www.softwareadvice.com/hr/recruiting-software-comparison/). Retrieved from <http://www.softwareadvice.com/hr/recruiting-software-comparison/>
- South Dakota Department of Labor and Regulation. (n.d.). [Sample sexual harassment policy](https://dlr.sd.gov/human_rights/publications/samplesexualharassmentpolicy.pdf). Retrieved from https://dlr.sd.gov/human_rights/publications/samplesexualharassmentpolicy.pdf
- Toossi, M. (2002). [A century of change: The U.S. labor force, 1950–2050](http://www.bls.gov/opub/mlr/2002/05/art2full.pdf). *Monthly Law Review*, 15–28. Retrieved from <http://www.bls.gov/opub/mlr/2002/05/art2full.pdf>
- U.S. Equal Employment Opportunity Commission. (2005). [The ADA: Your employment rights as an individual with a disability](http://www.eeoc.gov/facts/ada18.html). Retrieved from <http://www.eeoc.gov/facts/ada18.html>
- U.S. Equal Employment Opportunity Commission. (2010). [EEO-1 job classification guide 2010](http://www.eeoc.gov/employers/eeo1survey/jobclassguide.cfm). Retrieved from <http://www.eeoc.gov/employers/eeo1survey/jobclassguide.cfm>
- U.S. Equal Employment Opportunity Commission. (2011). [Questions and answers: Religious discrimination in the workplace](http://eeoc.gov/policy/docs/qanda_religion.html). Retrieved from http://eeoc.gov/policy/docs/qanda_religion.html
- U.S. Equal Employment Opportunity Commission. (n.d.). [Age discrimination](http://www.eeoc.gov/laws/types/age.cfm). Retrieved from <http://www.eeoc.gov/laws/types/age.cfm>
- U.S. Equal Employment Opportunity Commission. (n.d.). [Facts about discrimination in federal government employment based on marital status, political affiliation, status as a parent, sexual orientation, and gender identity](http://www.eeoc.gov/federal/otherprotections.cfm). Retrieved from <http://www.eeoc.gov/federal/otherprotections.cfm>
- United States Census Bureau. (2013). [Metropolitan and micropolitan statistical areas of the United States and Puerto Rico](https://www.census.gov/geo/maps-data/maps/cbsacs.html). Retrieved from <https://www.census.gov/geo/maps-data/maps/cbsacs.html>
- United States Census Bureau. (n.d.). [Metropolitan and micropolitan statistical areas main](https://www.census.gov/programs-surveys/metro-micro.html). Retrieved from <https://www.census.gov/programs-surveys/metro-micro.html>
- United States Office of Personnel Management. (n.d.). [Job analysis \[PDF\]](https://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis/job_analysis_presentation.pdf). Retrieved from https://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis/job_analysis_presentation.pdf
- Wagner, R. J. (2016). [Internal selection](#) [PowerPoint Presentation].
- Wagner, R. J. (2016). [Interviewing job applicants](#) [PowerPoint Presentation].
- Wagner, R. J. (2016). [Job analysis](#) [PowerPoint Presentation].
- Wagner, R. J. (2016). [Reliability and validity](#) [PowerPoint Presentation].
- Wagner, R. J. (2016). [Testing: Some basic concepts](#) [PowerPoint Presentation].

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- [Griggs v. Duke Power Co., 401 U.S. 424](#). 91 S. Ct. 849, 28 L. Ed. 2d 158, 1971 U.S. LEXIS 134, 3 Fair Empl. Prac. Cas. (BNA) 175, 3 Empl. Prac. Dec. (CCH) P8137 (Supreme Court of the United States March 8, 1971, Decided).

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Ohio Department of Administrative Services. (n.d.). [State of Ohio 2015–2017 affirmative action plan](#). Retrieved from http://das.ohio.gov/Portals/0/DASDivisions/EqualOpportunity/pdf/AAEEO_2015-2017_AAP_PPT_FINAL_9.17.14.pdf
- Spark, D. (2012). [14 "must-adopt" recruiting techniques for hiring millennials](#). Dice. Retrieved from <http://insights.dice.com/2012/05/23/hiring-millennials-tips/>
- Tishman, F. M., Van Looy, S., & Bruyère, S. M. (2012). [Employer strategies for responding to an aging workforce](#). NTAR Leadership Center. Retrieved from http://www.dol.gov/odep/pdf/NTAR_Employer_Strategies_Report.pdf

Unit 1 >> Planning an Organization's Staffing Needs

Introduction

This course focuses on finding the right people and putting them in the right place within an organization. It covers a variety of issues, including:

- Planning involved to ensure staffing needs are met.
- Finding qualified applicants for each open position.
- Developing a plan for selecting employees for each position.
- Selecting the best candidate for each position.
- Staying within the legal and ethical guidelines for hiring.
- Reviewing and developing internal candidates for both individual and organizational growth.

It is important to note that this course does not stand alone. It is closely integrated with other HRM courses you may be taking, specifically training and development, and compensation management.

This first unit gives you a look at the demographic changes taking place in the U.S. labor force, the changing employee-employer relationship, and some key elements that are found in the culture of top-rated companies. Planning to meet workforce demands requires a labor market analysis and some level of statistical estimation, both of which are discussed in this unit. The unit concludes with an assignment on planning skills.

Learning Activities

u01s1 - Studies

Readings

Use your *Staffing Organizations* book to complete the following:

- Read pages 7–14 of Chapter 1, "Staffing, Models & Strategy."
 - This reading offers data on the U.S. workforce and a general picture of the staffing process.
- Read pages 27–41 of Chapter 1, "Staffing, Models & Strategy."

- This reading describes a general organizational strategy in filling its workforce requirements. How are temporary, part-time, and full-time employees hired? This section presents three interesting organizational examples.
- Read Chapter 3, "Planning," pages 91–147.
 - This chapter describes the organizational and workforce factors that impact the planning process. **Note:** There are some fairly complex statistical methods used to forecast staffing needs. You should be aware these methods exist, but the specific details are beyond the scope of this course.

How Employers Can Become Attractive to Job Applicants

Use the Internet to complete the following:

- Fortune. (n.d.). [100 best companies to work for](http://fortune.com/best-companies/). Retrieved from <http://fortune.com/best-companies/>
 - Skim this annual survey, which provides a list of companies and their perks offered to employees.

Use the Capella University Library to read the following:

- Gerrard-White, T. (2013). [Markerstudy group puts the fun into insurance: . . . and earns 18th place in The Sunday Times 100 best companies to work for list](#). *Human Resource Management International Digest*, 21(5), 22–25.
 - This is a good example of how a company became one of Britain's top 20 employers on its first attempt. The article's concepts apply to any organization anywhere.

The Changing U.S. Labor Force

Use the Internet to read the following:

- Toossi, M. (2002). [A century of change: The U.S. labor force, 1950–2050](http://www.bls.gov/opub/mlr/2002/05/art2full.pdf). *Monthly Law Review*, 15–28. Retrieved from <http://www.bls.gov/opub/mlr/2002/05/art2full.pdf>
 - This is an excellent analysis of the long-term changes in the labor force and how it continues to evolve. It is important to be aware of these trends when developing a long-term strategic employment plan.
- Shrestha, L. B., & Heisler, E. J. (2011). [The changing demographic profile of the United States](http://fas.org/sfp/crs/misc/RL32701.pdf). Congressional Research Service. Retrieved from <http://fas.org/sfp/crs/misc/RL32701.pdf>
 - This article provides easy-to-read graphs and charts to illustrate changes in U.S. populations.

Defining the Relevant Labor Market

For legal purposes, an employer must define the relevant labor market for each type of job it recruits. As the job becomes more specialized (and generally higher paid), the labor market expands. The *Standard Metropolitan Statistical Area (SMSA)* was created to define the relevant labor market when there is demographic diversity. An SMSA is a geographic area that contains a core urban area of 50,000 or more in population and one or more adjacent counties that have a high degree of social and economic integration with the urban core as measured by commuting to work.

Use the Internet to complete the following:

- United States Census Bureau. (n.d.). [Metropolitan and micropolitan statistical areas main](https://www.census.gov/programs-surveys/metro-micro.html). Retrieved from <https://www.census.gov/programs-surveys/metro-micro.html>
 - This article provides another definition of SMSA by including a smaller city area called a *micropolitan statistical area*.
- United States Census Bureau. (2013). [Metropolitan and micropolitan statistical areas of the United States and Puerto Rico](https://www.census.gov/geo/maps-data/maps/cbsacsa.html). Retrieved from <https://www.census.gov/geo/maps-data/maps/cbsacsa.html>
 - This map of metropolitan and micropolitan statistical areas shows how common these labor markets are in the United States.

Read the document [Technology Notes](#) that support this unit's planning for an organization's staffing needs.

Optional Readings

You may choose to complete the following:

- Tishman, F. M., Van Looy, S., & Bruyère, S. M. (2012). [Employer strategies for responding to an aging workforce](http://www.dol.gov/odep/pdf/NTAR_Employer_Strategies_Report.pdf). NTAR Leadership Center. Retrieved from http://www.dol.gov/odep/pdf/NTAR_Employer_Strategies_Report.pdf
 - An aging workforce is a trend that employers need to be aware of, and this article provides tips for working with older workers.
- Spark, D. (2012). [14 "must-adopt" recruiting techniques for hiring millennials](http://insights.dice.com/2012/05/23/hiring-millennials-tips/). Dice. Retrieved from <http://insights.dice.com/2012/05/23/hiring-millennials-tips/>
 - From an aging workforce to those who are just entering the workforce, most generations need to be dealt with differently from the generations that have come before. This article offers some good tips for dealing with millennials.
- Ohio Department of Administrative Services. (n.d.). [State of Ohio 2015–2017 affirmative action plan](http://das.ohio.gov/Portals/0/DASDivisions/EqualOpportunity/pdf/AAEEO_2015-2017_AAP_PPT_FINAL_9.17.14.pdf). Retrieved from http://das.ohio.gov/Portals/0/DASDivisions/EqualOpportunity/pdf/AAEEO_2015-2017_AAP_PPT_FINAL_9.17.14.pdf

- Skim the presentation.

u01s2 - Hiring Needs Forecast Example

In this example, you have been requested to complete next year's recruiting plan for sales representatives and you have the following data:

- The marketing department has told you to plan for a 15 percent increase in sales (and thus sales reps) for next year.
- The voluntary turnover rate runs about 10 percent per year.
- The organization has a six-month training period in which 5 percent of all new hires do not successfully complete.
- There are five employees approaching 63 years of age who may retire next year.
- The organization's current workforce consists of 300 sales reps.

The following is one way to approach estimating the number of sales representatives you will need to hire next year:

- If the current number of sales representatives is 300 and the expected increase of sales is 15 percent, then $300 \times .15 = 45$ additional sales representatives or a total of 345 are needed.
- If you factor in the estimated number of current sales representatives retiring (five reps) and the estimated voluntary turnover rate ($300 \times .10 = 30$ reps), then you can add $45 + 5 + 30$ to estimate 80 total sales representatives.
- However, if 80 sales representatives go through the training and 5 percent do not complete it, an additional four sales representatives will need to be hired ($80 \times .05 = 4$).
- The total number of new sales representatives to hire is 84 ($80 + 4$).

Note: There are several places where you can do your estimations and by using different assumptions, you could produce slightly different results. However, the number of sales representatives that you need to hire should be very close to this example. You will use this approach in this unit's assignment.

u01a1 - Strategic Planning of Hiring Needs

Overview

CapraTek, a fictitious technology company, has a long history as a leader in the design and manufacture of computer server components and continues to provide innovative solutions to industry needs. They are currently leveraging this culture of innovation to expand into emerging wireless technologies. As part of that diversification, CapraTek is developing advanced smart-home technology.

Last month, CapraTek announced that it will begin developing an integrated wireless system that will provide seamless integration of virtually all home electronics and appliances. Security, heating and cooling, lights, locks, telephone, home entertainment, computers, and gaming devices all controlled through a single, wireless device and a simple Web-based interface: *It's better than a butler; it's Alfred!* Alfred! will be produced in a new manufacturing facility currently in the planning phase. Groundbreaking on the new facility is planned to occur within the next six months with full operations to be accomplished in three phases over the next two years. Alfred! device and components will be distributed through existing distributors and retail outlets.

As part of the HR team, you have been asked to support locating and staffing this new manufacturing facility to meet CapraTek's strategic growth needs. The plan is for phase I to be needed in one year, and phases 2 and 3 at one-year intervals after that. Here are some data you have uncovered when looking at similar CapraTek facilities opened within the last five years:

- Phase 1 = 140 production employees.
- Phase 2 = An additional 80 production employees.
- Phase 3 = An additional 120 production employees.

CapraTek's facility management has informed you that the initial training will take place on site, and staff from other CapraTek locations will conduct the training over approximately a six-week period. Past experiences suggest that only one of five employees interviewed will be qualified *and* willing to accept the job, and 20 percent of those hired will not complete the training.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Describe how hiring practices support an organization's strategy.
 - Assess elements of CapraTek's workplace culture that could be developed to become an employer of choice.
- Assess approaches for recruiting, selecting, and retaining talent.
 - Identify the number of production employees to recruit and hire for CapraTek.
 - Describe how employment and demographic trends for a selected state impact CapraTek's workforce planning.
- Communicate in a manner that is scholarly and professional.

Note: The requirements listed here generally describe *proficient* performance for each of the required criteria. To earn full points for each criterion, be sure to review the assignment scoring guide for details on what constitutes *distinguished* performance.

Assignment Description

Select a state to analyze as a possible location that will support CapraTek's hiring projections for the new facility. Using this CapraTek hiring scenario, complete the following in your report to CapraTek's VP of operations:

- Identify the number of production employees to recruit and hire for CapraTek. **Note:** This is to include the numbers of applicants needed to meet phases 1, 2, and 3, as well as the number of hires needed to meet production for the new product.
- Describe how employment and demographic trends for a selected state impact CapraTek's workforce planning.
- Assess elements of CapraTek's workplace culture that could be developed to become an employer of choice. Include at least three elements and support your answer from unit readings or other resources.
- Communicate in a manner that is scholarly and professional.

Submission Requirements

Your report should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of assignment:** Three typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Communication:** Understand the audience and communicate professionally.

Refer to the assignment scoring guide to ensure that you meet all criteria.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

u01d1 - Identifying Trends That Impact Forecasting

There are many evident trends that impact workforce planning, such as growth in diverse populations, an aging population, population growth in some places and decline in others, and possible changes in government economic policies. For this discussion, select a trend and, using at least two sources to back your recommendation, describe how you believe this trend will impact an organization's ability to forecast its workforce needs. **Note:** Using the information from this unit's assignment is a good source of this data.

Response Guidelines

Read the posts of your peers and respond to *one*. Seek clarification and provide feedback on your experiences as they relate to the trend he or she posted and its impact on forecasting workforce needs. Support your position with the unit readings and additional articles if necessary.

Undergraduate Discussion Participation Scoring Guide

Unit 2 >> Understanding the Legal Environment

Introduction

Recruiting, hiring, retaining, and promoting employees is a critical and often complex area of HRM. Much of this complexity is attributable to the need to adhere to legal requirements, including:

- Federal laws (such as the Civil Rights Act of 1964).
- Court rulings (for example, *Griggs vs. Duke Power* of 1971).
- Executive Orders (such as EO11246).
- Administrative guidelines (for example, Uniform Guidelines on Employee Selection Procedures).
- State and local ordinances.
- Agency enforcement (Equal Employment Opportunity Commission).

Many of these laws, ordinances, and guidelines land squarely on the hiring and selection process. To further your understanding of the legal environment and its impact on HRM, this unit offers an overall view of legal constraints and an in-depth analysis of how some important rules are applied to hiring and promotion processes.

Learning Activities

u02s1 - Studies

Readings

Use your *Staffing Organizations* book to read Chapter 2, "Legal Compliance," pages 47–89.

- This chapter discusses different types of employment relationships found in organizations today and summarizes key laws applicable to staffing.

Use the Capella library to complete the following:

- Arthur, D. (2012). [Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)](#). New York, NY: AMACOM Books.
 - Read Chapter 6, "Interviewing and Legal Considerations," pages 93–119.
 - This reading provides an overview of the legal issues that are faced in hiring new employees. Exhibit 6-1 on pages 115–116 summarizes interview questions that are and are not recommended to ask candidates.

Use the Internet to complete the following:

Capella Resources

- View the PowerPoint presentation [Legal Issues](#), which summarizes issues impacting recruitment, selection, and the promotion of employees.
- Review the [Technology Notes](#) for further understanding of the legal environment when recruiting, hiring, retaining, and promoting employees.

Web Resources

- Biddle Consulting Group. (n.d.). [Uniform guidelines on employee selection procedures](http://www.uniformguidelines.com/uniformguidelines.html). Retrieved from <http://www.uniformguidelines.com/uniformguidelines.html>
 - Review Section 4, "Information on Impact," and Section 13, "Affirmative Action," a compilation of rules by the Equal Employment Opportunity Commission, the Civil Service Commission, the Department of Labor, and the Department of Justice.
- Department of Homeland Security, U.S. Citizenship and Immigration Services. (2016). [Instructions for employment eligibility verification](https://www.uscis.gov/sites/default/files/files/form/i-9.pdf). Retrieved from <https://www.uscis.gov/sites/default/files/files/form/i-9.pdf>
 - Review the form and acceptable documents to establish identity on pages 7–9.
- FindLaw. (n.d.). [Federal recordkeeping requirements: Who is a "job applicant"?](http://corporate.findlaw.com/law-library/federal-recordkeeping-requirements-who-is-a-job-applicant.html) Retrieved from <http://corporate.findlaw.com/law-library/federal-recordkeeping-requirements-who-is-a-job-applicant.html>

- Read this to clarify who is a job applicant in the age of Internet job applications.
- HR-Guide.com. (1999). [HR guide to the Internet: EEO: Protected classes](http://www.hr-guide.com/data/G714.htm). Retrieved from <http://www.hr-guide.com/data/G714.htm>
 - The EEO-1 form puts data into two categories, the first being protected class. The Civil Rights Act of 1964 forbids discrimination on the basis of race, color, national origin, sex, and religion. This guide is the basis for which classes are considered protected (by the law) and will clarify these terms. Pay particular attention to the definition of *race* (color).
- Joint Reporting Committee. (2008). [Equal employment opportunity: Employer information report EEO-1](http://eeoc.gov/employers/eeo1survey/upload/eeo1-2.pdf). Retrieved from <http://eeoc.gov/employers/eeo1survey/upload/eeo1-2.pdf>
 - This basic reporting document is filed by organizations with over 100 employees to the EEOC and the Office of Federal Contract Compliance. Review the form to become familiar with the reporting requirements.
- O'Brien, B. (2016). [Muslim workers leave Wisconsin manufacturer jobs in prayer dispute](http://news.yahoo.com/muslim-workers-leave-wisconsin-manufacturer-jobs-prayer-dispute-223933438.html?_ylt=A0LEVvpwKbJWxBwA3MQPxQt.;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw%E2%80%93). *Yahoo! News*. Retrieved from http://news.yahoo.com/muslim-workers-leave-wisconsin-manufacturer-jobs-prayer-dispute-223933438.html?_ylt=A0LEVvpwKbJWxBwA3MQPxQt.;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw%E2%80%93
 - This article provides an example of religious accommodation and raises the question of what is *reasonable*.
- SBA: U.S. Small Business Administration. (n.d.). [Hire a contractor or an employee?](https://www.sba.gov/content/hire-contractor-or-employee) Retrieved from <https://www.sba.gov/content/hire-contractor-or-employee>
 - This will help you determine the answer to one of the first legal questions in the staffing process: Is an employee an employee or an independent contractor?
- South Dakota Department of Labor and Regulation. (n.d.). [Sample sexual harassment policy](https://dlr.sd.gov/human_rights/publications/samplesexualharassmentpolicy.pdf). Retrieved from https://dlr.sd.gov/human_rights/publications/samplesexualharassmentpolicy.pdf
 - Workplace sexual harassment remains a major concern for organizations; a strong policy to deal with this issue is vital.
- U.S. Equal Employment Opportunity Commission. (n.d.). [Age discrimination](http://www.eeoc.gov/laws/types/age.cfm). Retrieved from <http://www.eeoc.gov/laws/types/age.cfm>
 - The Age Discrimination in Employment Act (ADEA) now covers almost all workers over the age of 40.
- U.S. Equal Employment Opportunity Commission. (2010). [EEO-1 job classification guide 2010](http://www.eeoc.gov/employers/eeo1survey/jobclassguide.cfm). Retrieved from <http://www.eeoc.gov/employers/eeo1survey/jobclassguide.cfm>
 - The second category on the EEO-1 form is that of job category. This guide provides examples of workers in each category, including executives and service workers.
- U.S. Equal Employment Opportunity Commission. (n.d.). [Facts about discrimination in federal government employment based on marital status, political affiliation, status as a parent, sexual orientation, and gender identity](http://www.eeoc.gov/federal/otherprotections.cfm). Retrieved from <http://www.eeoc.gov/federal/otherprotections.cfm>
- U.S. Equal Employment Opportunity Commission. (2005). [The ADA: Your employment rights as an individual with a disability](http://www.eeoc.gov/facts/ada18.html). Retrieved from <http://www.eeoc.gov/facts/ada18.html>
- U.S. Equal Employment Opportunity Commission. (2011). [Questions and answers: Religious discrimination in the workplace](http://eeoc.gov/policy/docs/qanda_religion.html). Retrieved from http://eeoc.gov/policy/docs/qanda_religion.html

Assignment Preparation

Examining Disparate Impact (Adverse Impact)

Use the Capella library to complete the following in preparation for your upcoming assignment:

- Cavico, F. J., & Mujtaba, B. (2017). [Diversity, disparate impact, and discrimination pursuant to Title VII of U.S. civil rights laws](#). *Equality, Diversity, and Inclusion: An International Journal*, 36(7), 670–691. DOI:10.1108/EDI-04-2017-0091
- [Griggs v. Duke Power Co., 401 U.S. 424](#), 91 S. Ct. 849, 28 L. Ed. 2d 158, 1971 U.S. LEXIS 134, 3 Fair Empl. Prac. Cas. (BNA) 175, 3 Empl. Prac. Dec. (CCH) P8137 (Supreme Court of the United States March 8, 1971, Decided).
 - *Note*: This reading is optional.
- Read [Getting Started With the Library](#) to help you become familiar with the various resources available in the Capella library.
- Research a legal case involving disparate impact (adverse impact) in the Capella library or using the Internet.

In this unit, you read the 2017 Cavico and Mujtaba article, which provides you a framework with which to view the issue of disparate (or adverse) impact and to inform your analysis of your chosen case for this assignment.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Analyze the impact of legal and regulatory issues on staffing management.
 - Analyze the important issues in the case.
 - Distinguish the treatment of disparate (or adverse) impact from the theory of disparate treatment.
 - Analyze the outcome of the case.
 - Analyze the evidence of discriminatory effects.
 - Describe how the Uniform Guidelines on Employee Selection Procedures help employers avoid issues related to disparate (adverse) impact.
- Communicate in a manner that is scholarly and professional.
 - Communicate in a matter that is scholarly, professional, and consistent with expectations of members of the human resources profession.

Note: The requirements listed here generally describe *proficient* performance for each of the required criteria. To earn full points for each criterion, be sure to review the assignment scoring guide for details on what constitutes *distinguished* performance.

Assignment Description

In a 3–4 page analysis, succinctly and clearly describe your selected legal case involving disparate impact (adverse impact) in the selection and hiring process and include the following:

- Provide a description of the case.
 - List the facts.
- Analyze the important issues in this case:
 - Identify what makes this a case about disparate impact.
 - Identify the dispute.
 - Distinguish the theory of disparate impact from the theory of disparate treatment.
- Analyze the outcome of the case:
 - Explain the court's decision.
 - Note whether you agree with the court.
 - Analyze discriminatory impact.
- Describe how the Uniform Guidelines on Employee Selection Procedures help employers avoid issues related to disparate or adverse impact.

Submission Requirements

Your report should meet the following requirements:

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of assignment:** Four typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Communication:** Understand the audience and communicate professionally.

Refer to the assignment scoring guide to ensure that you meet all criteria.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

This unit presents many types of legal issues and many forms of discrimination. Use the Internet to find an example of workplace discrimination. For this discussion, determine why the example is or is not specifically *legal* discrimination. Recommend ways for the organization to address the discrimination.

Response Guidelines

Read the posts of your peers and respond to *one*. Seek clarification and provide feedback on your experiences as you relate to the learner's example of discrimination and its impact on the organization. Support your position with the unit readings and additional articles, if necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 >> Defining the Job: Job Analysis

Introduction



Job analysis can be seen as the foundation on which the entire staffing process is built. An effective job analysis will tell us what knowledge, skills, and abilities (KSAs) are needed to perform the job effectively. The job analysis provides the following:

- A complete and current job description.
- The job specifications used in the recruiting and screening process.
- The job standards used to evaluate employee performance.
- A job evaluation to establish pay ranges and scales.
- The needs analysis data for employee training and development programs.

As the hiring process clearly illustrates, it starts with a job analysis. While the focus of this course is on the first two items above, the overall importance of an accurate job analysis cannot be overemphasized, and that is the focus of this unit.

Reference

Sankovich, L. (2016) Hiring process [Illustration].

Learning Activities

u03s1 - Studies

Readings

Use your *Staffing Organizations* text to read the following:

- Chapter 4, "Job Analysis and Rewards," pages 153–199.

- This chapter describes the need for conducting a job analysis and the various types and the methods for collecting data. It also describes a competency-based job analysis and the link to employee compensation, as well as the legal issues involved in job analysis.

Use the Capella library to complete the following:

- Arthur, D. (2012). [Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)](#). New York, NY: AMACOM Books.
 - In Chapter 5, "Interview Preparation," read pages 71–82.
 - This section describes the need for a job analysis and the data used to develop job requirements and specifications. Appendix E on pages 345–346 is a job description form that is effective for developing job description data.
 - Chapter 7, "Competency-Based Questions," pages 120–139.
 - While this chapter concerns interviewing, the development of job competencies and some examples are provided.
- Mansfield, R. S. (1996). [Building competency models: Approaches for HR professionals](#). *Human Resource Management*, 35(1), 7.
 - The two widely used approaches to competency model building—the single-job approach and the one-size-fits-all approach—have limitations when competency models are needed for multiple jobs. This article describes the requirements of a multiple-job approach to competency model building: a set of common building-block competencies, provision for customization of competencies for individual job models, defined performance levels for each competency, and a quick, low-cost approach to model building. The article concludes with workplace trends that are making this approach more attractive.

Use the Internet to complete the following:

Web Resources

- DCI Consulting Blog. (2013). [UGESP Series #6 – The purpose and importance of job analysis research](#). Retrieved from <http://dciconsult.com/ugesp-series-6-the-purpose-and-importance-of-job-analysis-research/>
- [O*Net Online](#). (n.d.). Retrieved from <http://www.onetonline.org/>
 - Familiarize yourself with this website in preparation for this unit's assignment.
- Society for Human Resource Management. (2012). [Job analysis: How do I conduct a job analysis to ensure the job description actually matches the duties performed by the employee in the job?](#) Retrieved from <http://www.shrm.org/templatestools/hrqa/pages/conductjobanalysis.aspx>
- United States Office of Personnel Management. (n.d.). [Job analysis \[PDF\]](#). Retrieved from https://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis/job_analysis_presentation.pdf

Capella Resources

- View the PowerPoint presentation [Job Analysis](#).
- Review the PowerPoint presentation [Reliability and Validity](#) for an introduction to this topic. It will be covered in more depth in a later unit in this course.
- Review the document [Technology Notes](#) for more information on the impact of technology on job analysis.

Multimedia

- View [Understanding the Talent Lifecycle: Recruiting, Selection, and Onboarding](#) for an overview of the staffing process.

u03a1 - O*Net Research

Assignment Instructions

To familiarize yourself with O*Net Online website, which offers occupational information and contains a database with standardized and occupation-specific descriptors, complete the following:

- Visit O*Net Online (linked in Resources).
- Select "Green Economy Sector" under Find Occupations. Then select "Transportation" to find the job that the code *17-2141.01* represents. Is it a Transportation Engineer, Fuel Cell Engineer, Aerospace Engineer, or a Logistics Manager?
- Find the most common educational level found in employees with the job for code *17-2141.01*. Master's degree? Doctoral degree? Bachelor's degree or High School diploma?
- Search for *Sales Manager* using "Use the Occupation" search feature on home page. Which code is correct for an Online Merchant? Is it *13-1199.06*, *13-1241.06*, *11-2021.00*, or *41-3099.00*?

- Select "Work Activities" under Advanced Search. Identify how many "General types of job behaviors occurring on multiple jobs" are listed. Is it 3, 4, 5, or 6?

Submission Requirements

Post your responses from O*Net Online for each of the above questions. While this assignment is not graded, your instructor may use the Writing Feedback Tool to provide feedback.

Note: You are encouraged to spend additional time exploring this valuable job analysis tool, as O*Net will be used in your next unit assignment.

Course Resources

[Writing Feedback Tool](#)

[O*Net Online](#)

u03d1 - Conducting a Job Analysis

Distribution of CapraTek's Alfred! device and components will be through existing distributors and retail outlets. The current sales force will begin training on the new product line very soon. While the company is trying to develop an overarching recruiting and staffing plan for the sales representative role, there is an immediate need to hire four regional sales representatives to support the new product line. As part of the HR team, you must develop a complete and accurate job analysis for the job.

For this discussion, describe how you would go about gathering the data for this job analysis, from whom you would get this data, and why.

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their data collection methods and sources. Support your position with the unit readings and additional articles if necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d2 - Why Perform a Job Analysis?

In Unit 2, you learned about some legal issues that impact the field of staffing. In this unit, you have seen that the job analysis is a critical tool for maintaining a legal staffing system.

For this discussion, use a job you have had (or might like to have), and describe why a job analysis should have been done before recruiting for that job and what value that job analysis would add to the employer and candidate alike. Defend your answers by referencing at least one resource other than the course texts.

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their needs and the value of performing a job analysis. Support your position with additional articles.

Undergraduate Discussion Participation Scoring Guide

Unit 4 >> Traditional and Internet Recruiting

Introduction

You have learned how to determine how many employees are needed for hiring and you have defined the KSAs as well as experience needed for these employees. The goal in this unit is to find a pool of qualified applicants for the job. We will learn about the various types of recruiting sources, including traditional and less commonly used methods in today's job market.

Learning Activities

u04s1 - Studies

Readings

Use your *Staffing Organizations* text to read the following:

- Chapter 5, "External Recruitment," pages 205–263.
 - This chapter describes recruitment strategies and applicant reactions to the recruitment process, and how the communication message and the way it is presented are important considerations. It also discusses various recruiting sources and legal issues in recruiting.

Use the Capella library to read the following:

- Baur, J. E., Buckley, R. M., Bagdasarov, Z., & Dharmasiri, A. S. (2014). [A historical approach to realistic job previews: An exploration into their origins, evolution, and recommendations for the future](#). *Journal of Management History*, 20(2), 200–223.
 - A popular recruitment procedure, the *realistic job preview* (RJP), has been shown to reduce voluntary turnover and improve job satisfaction. This article includes the expected work hours, travel requirements, and training provided.

Use the Internet to complete the following:

Web Resources

- Black, T. (2010). [How to use social media as a recruiting tool](#). Retrieved from <http://www.inc.com/guides/2010/04/social-media-recruiting.html>
 - Social media such as LinkedIn, Facebook, and Twitter are regularly used to target candidates. Find out how.
- Heathfield, S. M. (2015). [Recruiting stars: Top 10 ideas for recruiting great candidates](#). About Money. Retrieved from <http://humanresources.about.com/cs/recruiting/a/candidatepool.htm>
- JobDiva. (n.d.). [Resume harvesting](#). Retrieved from <http://www.jobdiva.info/transcripts/demos/harvesting.htm>
- Larsen, M. (2013). [The perfect recruiting email](#). Recruiter. Retrieved from <https://www.recruiter.com/i/the-perfect-recruiting-email/>
 - Electronic communications are often not well-thought-out before being sent. As recruiters, it is important to remember that you are the first contact with an applicant and therefore, any communication must meet high standards.
- Recruiter.com. (n.d.). [Recruitment](#). Retrieved from <https://www.recruiter.com/i/recruitment/>
 - This Web page identifies types of agencies, steps in the recruiting process, strategies, and trends.
- Software Advice. (n.d.). [Compare recruiting management software](#). Retrieved from <http://www.softwareadvice.com/hr/recruiting-software-comparison/>
 - Rated recruiting software includes applicant and vendor tracking and resume harvesting tools.

Capella Resources

Review the document [Technology Notes](#) for more information on how technology plays a greater role today in recruiting employees.

Optional Readings

Use the Capella library to read the following:

- Arthur, D. (2012). [*Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)*](#). New York, NY: AMACOM Books.
 - Part I, "Recruiting Qualified People."
 - Chapter 1, "Recruitment Challenges," pages 3–16.
 - Chapter 2, "Applicant and Employer Perspectives," pages 17–30.
 - Chapter 3, "Recruitment Sources," 31–54.
 - Chapter 4, "Electronic Recruiting," pages 55–68.

u04a1 - Conducting a Job Analysis

Overview

CapraTek has a long history as a leader in the design and manufacture of computer server components and continues to provide innovative solutions to industry needs. CapraTek is now leveraging this culture of innovation to expand into emerging wireless technologies and is developing advanced smart-home technology. Last month, CapraTek launched Alfred!, their new integrated wireless system that will provide seamless integration of virtually all home electronics and appliances. The simple web-based interface will be produced in a new manufacturing facility in central Illinois. While most of the new hires associated with this product line will be at the Illinois manufacturing facility, four regional sales representatives will be hired to support the new product line.

As part of the HR team, you are to conduct a job analysis and complete a job description for the regional sales representatives. By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Explore technology tools that support recruiting and staffing management.
 - Identify the knowledge, skills, and abilities required for this position.
 - Articulate the components of a job description for this position. Include job duties and qualifications, education, work experience, and job competencies.
 - Identify wage information and employment trends for this position in a selected state.
- Communicate in a manner that is scholarly and professional.

Note: The requirements listed here generally describe *proficient* performance for each of the required criteria. To earn full points for each criterion, be sure to review the assignment scoring guide for details on what constitutes *distinguished* performance.

Assignment Description

To develop the initial information for this assignment, use O*Net Online. **Hint:** Begin your search using Find Occupations and select "Career Cluster" to search "Marketing, Sales and Service." You can then research sales representative in any of the technical fields. Select a location (state) for hiring one of the regional sales representatives.

Using what you know about CapraTek and what you find on O*Net, you will need to address the following topics, and prepare a job description based on your analysis for the regional sales representative with the following:

- Identify the knowledge, skills, and abilities required for this position.
- Articulate the components of a job description for this position. Include job duties and qualifications, education, work experience, and job competencies.
- Identify wage information and employment trends for this position in a selected state.
- Communicate in a scholarly and professional manner.

Submission Requirements

Your report should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of assignment:** Four typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Communication:** Understand the audience and communicate professionally.

Refer to the helpful links in Resources as you prepare your assignment and review the assignment scoring guide to ensure that you meet all criteria.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

[O*Net Online](#)

u04d1 - Recruiting Strategies

In Unit 1, CapraTek was planning to hire manufacturing employees for its new facility and in this unit's assignment, you will conduct a job analysis for four new sales representatives.

For this discussion, compare the recruiting strategies (for example, permanent hire, using a temporary agency, et cetera) for both types of positions. Describe which strategy you would use for each position and how these two plans might differ. Consider the use of social media and how that might fit into your recruiting plans. **Note:** You may want to link information for this discussion to data you have generated in prior course discussions and assignments.

Response Guidelines

Read the posts of your peers and respond to *one*. Seek clarification and provide feedback on your experiences as you relate to the learner's recruiting strategies. Support your position with additional articles.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 5 >> Screening and Interviewing External Candidates

Introduction

This unit will look at how organizations begin transitioning from recruiting a large pool of qualified applicants to selecting the best applicant for the position. The unit takes a more in-depth look at social networking, which takes us into the world of privacy and the background screening of applicants.

The remainder of the unit explores the world of measurement, specifically focusing on the areas of reliability and validity. Anytime we are selecting one applicant over another, we must do this using a *reliable*, *valid* means. Reliability, for example, occurs when we give someone an intelligence test and he or she scores 31, and six months later, scores a 32 on the same test. In a test that is not reliable, he or she would score a 31 today and a 17 six months later.

Validity is an issue where the test must measure what we want it to measure. For example, we give an intelligence test for cognitive ability. But we find out the test is not really measuring thinking, but social upbringing and age by asking a lot of questions on TV shows, movies, and music of the 1970s. Thus, someone who grew up in the 1990s would probably score poorly simply because of his or her age.

Learning Activities

u05s1 - Studies

Readings

Use your *Staffing Organizations* text to read the following:

- Chapter 7, "Measurement," pages 311–367.
 - This chapter introduces important concepts, including four levels of measurement, as the course moves toward selecting the person to hire. It then looks at the way scoring is reviewed, including central tendency (average), percentiles, and standard scores. All of this leads to the concept of *correlation* or the relationship between two sets of numbers (example: height and weight for 20 fifth graders).

Use the Capella library to complete the following:

- Arthur, D. (2012). [*Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)*](#). New York, NY: AMACOM Books.
 - Read Chapter 14, "Social Networks and Hiring," pages 264–277.
 - This chapter discusses issues that social networking raises, including an employer using an applicant's social networking site as an initial screening device.

Use the Internet to read the following:

Web Resources

- Heathfield, S. M. (2015). [Human resources information system \(HRIS\)](#). About Money. Retrieved from <http://humanresources.about.com/od/glossaryh/a/hris.htm>
- Monster. (n.d.). [Sample job descriptions](#). Retrieved from <http://hiring.monster.com/hr/hr-best-practices/recruiting-hiring-advice/job-descriptions/sample-job-descriptions.aspx>
 - Use this alphabetized guide for writing job descriptions and posts.
- Morrow, S. (2013). [Hiring practices and social media](#). LegalZoom. Retrieved from <https://www.legalzoom.com/articles/hiring-practices-and-social-media>
 - Learn how to use social media and stay within the law when hiring.

Capella Resources

- Review the [Technology Notes](#) that support this unit's focus on selecting the best applicant for the position.

Multimedia

- View the presentation [Correlation: Measuring the Relationship Between Two Sets of Numbers](#).

Optional Readings

You may choose to browse the following in preparation for the unit assignment:

- [CareerBuilder](#). (n.d.). Retrieved from <http://www.careerbuilder.com/>
- [Indeed](#). (n.d.). Retrieved from <http://www.indeed.com/>
- [Monster](#). (n.d.). Retrieved from <http://www.monster.com/>
- [SimplyHired](#). (n.d.). Retrieved from <http://www.simplyhired.com/>

u05a1 - Internet Recruiting

Overview

As part of CapraTek's HR team, you have been asked to research other employers and their Internet recruiting practices. This assignment has three parts:

- Evaluating an employer's online application process.
- Evaluating online job search sites for ease of use and information.
- Developing a job description for a job posting.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies:

- Assess approaches for recruiting, selecting, and retaining talent.
 - Compare the quality of the job information for each employer and website from an applicant's and employer's point of view.
 - Summarize findings for or against CapraTek using these selected websites for posting positions and searching for applicants.
 - Develop a CapraTek job description for use in a job posting.
- Explore technology tools that support recruiting and staffing management.

- Analyze the user-friendliness of the application process for the selected employers.
- Articulate the user-friendliness of the general job search websites.
- Communicate in a manner that is scholarly and professional.

Note: The requirements listed here generally describe *proficient* performance for each of the required criteria. To earn full points for each criterion, be sure to review the assignment scoring guide for details on what constitutes *distinguished* performance.

Assignment Description

Part 1

Identify two employers and links to their online job application portals. If possible, use employers you have worked for previously. Look at the user-friendliness of the application process and the value of the general job information found online. Does the posted job information tell a candidate what he or she would want to know about the organizations?

Using information from your research, create a PowerPoint presentation with key bullet points and a paragraph in the notes section on the following:

- Articulate the user-friendliness of the application process for the selected employers.
- Compare the quality of the job information for each employer from an applicant's viewpoint.

Part 2

Select two *general* job search websites (for example, CareerBuilder, Indeed, SimplyHired, and Monster). You may choose local or specific job sites for this assignment, but include the website links in your submission. Look at the ease of use and the value of the general information provided on these websites. Would you use this site to search for a job? Should CapraTek use these websites to post job positions or search for applicants?

Using information from the two job search websites, create additional PowerPoint slides and two paragraphs in the notes sections to include the following:

- Articulate the user-friendliness of the general job search websites.
- Compare the quality of the job information for each website from an employer's point of view.
- Summarize findings for or against CapraTek using the selected websites for posting positions and searching for applicants.

Part 3

Using the job analysis information for CapraTek's regional sales representatives you gathered in Unit 4, develop an online job posting for this position. You may make location and salary assumptions as needed.

Finish the PowerPoint presentation with slides that outline the essentials for the regional sales representative job description and use the notes section for the following:

- Develop a CapraTek job description for use in a job posting. Include the following components of your job description:
 - A list of the most important duties and responsibilities, with percentage of time spent on each. Classify each duty as essential or non-essential.
 - A list of the necessary qualifications, including educational background, technical experience, skills, and abilities.
 - A description of the physical environment and working conditions.
- Communicate in a manner that is scholarly and professional.

Submission Requirements

Your presentation should meet the following requirements:

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of assignment:** 10–12 PowerPoint slides with notes.
- **Communication:** Understand the audience and communicate professionally.

Refer to the assignment scoring guide to ensure that you meet all criteria.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

u05d1 - Reliability and Validity

Have you even taken a test in school or for a job that simply did not make sense to you, such as an exam that did not seem to relate to the material taught in class? Or have you ever had to take a paper-and-pencil test or had an interview that did not relate to the job you were applying for? (A famous example of this is the question, "If you could be any animal in the zoo, which one would you be and why?") For this discussion, describe your school or work example and relate how the concepts of reliability and/or validity were violated by this example.

Response Guidelines

Read the posts of your peers and respond to *one*. Seek clarification and provide feedback on your experiences as you relate to the learner's school or work examples. Support your position with additional articles.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 6 >> External Selection: Initial Screening

Introduction

This unit addresses the initial screening process for selecting external applicants to be hired. While organizations may have differing plans for hiring, there is often a common pattern to this process. The most common flow looks something like this:

- The review of resumes or applications for basic qualifications.
- A phone interview (generally with HR).
- A screening interview with HR, which may involve some initial testing, reference checking, or background screening.
- A department interview with more in-depth testing and background checking.
- Additional interviews with other stakeholders.
- A decision process, and offer is extended to the candidate.

This unit will focus on the initial steps of this process.

Learning Activities

u06s1 - Studies

Readings

Use your *Staffing Organizations* book to read the following:

- Chapter 8, "External Selection," pages 371–424.

- This chapter covers various aspects of the initial screening process, including resumes, application forms, background checks, and initial screening interviews and other screening methods.

Use the Capella library to complete the following:

- Arthur, D. (2012). [Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)](#). New York, NY: AMACOM Books.
 - Review Chapter 7, "Competency-Based Questions," pages 120–139.
 - Read Chapter 8, "Additional Types of Questions," pages 140–157.
- Bible, J. D. (2012). [Lies and damned lies: Some legal implications of resume fraud and advice for preventing it](#). *Employee Relations Law Journal*, 38(3), 22–47.
 - This article discusses resume fraud and examines legal issues that may arise when employers hire people who claim bogus credentials. Employers are urged to conduct comprehensive background checks on all applicants to reduce the risk of litigation.

Use the Internet to complete the following:

Web Resources

- Hyman, J. (2013). [Federal court slams the door on EEOC's criminal background check lawsuit](#). Workforce. Retrieved from <http://www.workforce.com/2013/08/13/federal-court-slams-the-door-on-eeocs-criminal-background-check-lawsuit/>
 - This case is an important first step toward a reasoned and rational understanding of the role of criminal background checks for employers.
- Leung, R. (2004). [Did hospitals 'see no evil'? Policy may have given one nurse a license to kill](#). *60 Minutes*. Retrieved from http://www.cbsnews.com/8301-18560_162-610047.html
 - This is an example of what can go wrong when reference checks are not properly conducted.

Capella Resources

- View the PowerPoint presentation [Interviewing Job Applicants](#).
- Review the [Technology Notes](#) that support this unit's readings on screening external candidates.

Optional Readings

Use the Capella library to read the following chapters, which focus on interviewing, including the interview preparation, the interview process itself, and types of interviews:

- Arthur, D. (2012). [Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)](#). New York, NY: AMACOM Books.
 - Chapter 5, "Interview Preparation," pages 71–92.
 - Chapter 6, "Interviewing and Legal Considerations," pages 93–119.
 - Chapter 9, "Interview Components," 158–177.
 - Chapter 10, "Types of Employment Interviews," 178–198.

u06d1 - Initial Screening of Job Applicants

Based on your employment experiences, what seems to be the best way to screen applicants so only qualified applicants are invited to be interviewed in person? Based on the readings and your personal experience, are background checks and reference checks good business practices, and are they legal? Justify your responses with some personal experiences or reference information.

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their employment examples. Provide a rationale for why you agree or disagree with their choices.

u06d2 - Types of Interviews

Interviews can be structured, semi-structured, unstructured, behavioral, or situational. Think about a job interview you have had and briefly describe the type of interview that the interviewer used. Was this type of interview effective for the job you were interviewing for? Why or why not? If not, what other type of interview would have been effective for this job. Defend your choice.

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their interview examples. Provide a rationale for why you agree or disagree with their choices.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 7 >> External Selection: Assessment Methods

Introduction

This unit goes beyond the initial screening to those applicants who have been selected to move on to stage 2. While interviewing with the hiring department is usually a key factor at this stage, there are other assessment devices (or selection devices) that can be used. A key way is the use of some kind of test. While university students are certainly familiar with tests, these assessments are different, and include intelligence tests, skills tests, job tests, personality tests, sales assessments, integrity tests, drug tests, and others.

Learning Activities

u07s1 - Studies

Readings

Use your *Staffing Organizations* book to read the following:

- Chapter 9, "External Selection II," pages 431–499.
 - This chapter covers methods for conducting an in-depth assessment of candidates who passed an initial screening. This includes substantive assessment methods (tests, interest and preference interviews, and structured interviews) and contingent assessment methods (drug and medical tests). Legal issues involved, including the Uniform Guidelines on Employee Selection Procedures, the Americans with Disabilities Act (ADA), and the legal guidelines for drug testing are discussed.

Use the Capella library to complete the following:

- Arthur, D. (2012). [*Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)*](#). New York, NY: AMACOM Books.
 - Read Chapter 11, "Documenting the Interview," 201–220.
 - This chapter discusses the importance of documenting the interview in a non-discriminatory way.
 - Read Chapter 12, "Preemployment Testing," 221–243.
 - This chapter looks at pre-employment testing and the legal issues involved in using these tests.
 - Read Chapter 13, "References and Background Checks," 244–263.
 - This chapter focuses on background and reference checks, as well as the legal guidelines for using these types of checks.
- Cenicerros, R. (2011). [*Job candidate testing program cuts Harley-Davidson's injuries: Physical ability to perform job tasks checked before workers hired*](#). *Business Insurance*, 45(32).

- Motorcycle maker Harley-Davidson Motor Co. has significantly reduced musculoskeletal injury claims among new employees by making job offers contingent on a measurement of a job candidate's physical ability to complete tasks.
- Pickell, R. (2011). [Checking social media sites when hiring? Proceed with caution](#). *Canadian HR Reporter*, 24(6), 17.
 - Social media use is rapidly growing while privacy issues are under discussion in all areas of employment, especially background screening. For employers and hiring professionals keen to make the best possible talent selection, while protecting a company's assets and reputation, it is logical to assume they should gather as much information as possible about a job candidate. The problem is that the legal landscape regarding social media has barely begun to be explored.
- Risavy, S. D., & Hausdorf, P. A. (2011). [Personality testing in personnel selection: Adverse impact and differential hiring rates](#). *International Journal of Selection & Assessment*, 19(1), 18–30.
 - Personality tests are often used in selection and have demonstrated predictive validity across various occupational groups and performance criteria. Although different selection decision methods can be used (such as compensatory top down, compensatory with sliding bands, and noncompensatory) from personality test results, there is little research addressing the influence of these selection decision methods on issues such as adverse impact and differential hiring rates.

Use the Internet to complete the following:

Web Resources

- Merron, J. (2002). [Taking your Wonderlics](#). Retrieved from <http://espn.go.com/espn/page2/story?page=merron/020228>
 - This long-established cognitive (thinking) ability test has been used by many organizations over the years. An optional short sample of the WPT is linked at the end of the article.

Capella Resources

- View the PowerPoint presentation [Testing: Some Basic Concepts](#) to learn one way to pick the best applicant.
- Review the [Technology Notes](#) that support this unit's readings on assessment methods used to select candidates.

u07a1 - Developing Types of Interview Questions

Overview

In Unit 4, you developed a job analysis for CapraTek's regional sales representative position. Based on this job analysis, you are going to develop interview questions based on the required KSAs and required experience for candidates applying to this position.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Assess approaches for recruiting, selecting, and retaining talent.
 - Assess why the questions are appropriate for CapraTek's position.
 - Describe what question type relates to the KSAs or required experience for CapraTek's position.
- Communicate in a manner that is scholarly and professional.

Note: The requirements listed here generally describe *proficient* performance for each of the required criteria. To earn full points for each criterion, be sure to review the assignment scoring guide for details on what constitutes *distinguished* performance.

Assignment Description

As a member of CapraTek's HR team, you feel the best way to develop the interview plan and select the best candidate is to include a variety of question types. For this assignment, you will need to develop:

- Four structured interview questions.
- Three semi-structured interview questions.
- Two behavioral interview questions.
- Two situational interview questions.

In addition to developing these question types:

- Assess why the questions are appropriate for CapraTek's position.
- Describe what question type relates to the knowledge, skills, and abilities or required experience for CapraTek's position.

Be sure to communicate in a manner that is scholarly and professional.

Submission Requirements

Your interview plan should meet the following requirements:

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of assignment:** 5–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Communication:** Understand the audience and communicate professionally.

Refer to the assignment scoring guide to ensure that you meet all criteria.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources
APA Style and Format
Writing Feedback Tool

u07d1 - Applicant Reactions to Assessment Strategies

Many businesses use various assessment methods such as the Wonderlic Test in the selection process. Some organizations use personality tests with no apparent relationship to the job, paper-and-pencil honesty (integrity) tests, drug screenings, and many others. One question that many organizations fail to ask is "How do applicants react to this assessment strategy?"

For this discussion, think about a job you have held or applied for and describe two selection methods you think would be *inappropriate* for this job. Discuss why you feel this way about these selection tools and what you might have used in its place and why.

Response Guidelines

Read the posts of your peers and respond to *one*. Seek clarification and provide feedback on your experiences as you relate to the learner's employment examples and selection tools. Provide a rationale for why you agree or disagree with his or her choices.

Course Resources
Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Recruiting and Selecting Internal Candidates

Introduction

In prior units, we focused on job applicants external to the organization. This unit looks at recruiting and selecting internal candidates, mainly for jobs that offer promotion opportunities within the organization. This recruitment and selection process involves policies and processes for posting internal jobs, the need for maintaining performance records for internal employees, and a defined selection process for these candidates.

Organizations need an internal promotion policy and it should include specific guidelines for posting internal jobs. This policy must also cover the guidelines for applying for promotions and a statement of how the process works. One concern for promoting internally is whether the promotion is based on objective

criteria that are clear to all employees or subjective criteria (for example, who you know). This leads to the process of developing an effective succession plan for key positions in the organization.

Learning Activities

u08s1 - Studies

Readings

Use your *Staffing Organizations* text to read the following:

- Chapter 6, "Internal Recruitment," pages 269–304.
 - This chapter describes the strategic issues involved in internal recruiting and the concept of mobility paths. It discusses the types of recruitment, the administrative process to run an effective internal recruitment system, and the reaction of the employees to these systems, as well as the recruitment message, implementation, and legal issues.
- Chapter 10, "Internal Selection," pages 513–547.
 - This chapter explores the selection for internal candidates and the initial assessment methods used to screen candidates, as well as the substantive assessment methods used for selection, including legal issues involved in the internal selection process.

Use the Capella library to read the following:

- Cosner, T. L., & Baumgart, W. C. (2000). [An effective assessment center program: Essential components](#). *FBI Law Enforcement Bulletin*, 69(6), 1–4.
- Hills, A. (2009). [Succession planning – or smart talent management?](#) *Industrial and Commercial Training*, 41(1), 3–8.
 - This article identifies what succession planning actually is and the pros and cons of buying in, or building talent in the organization.
- Patterson, B., & Lindsey, S. (2003). [Weighing resources](#). *HR Magazine*, 48(10), 103–108.
 - This article discusses how HRISs benefit workforce planning and cost analysis. It provides a description of workforce planning, cost implications of employee turnover, and key elements in achieving a competitive advantage.
- Segers, J., & Inceoglu, I. (2012). [Exploring supportive and developmental career management through business strategies and coaching](#). *Human Resource Management*, 51(1), 99–120.
 - The shift toward individualistic career management requires a supportive and developmental career approach.

Use the Internet to complete the following:

- View the PowerPoint presentation [Internal Selection](#).
- Review the [Technology Notes](#) that support this unit's readings on recruiting and selecting internal candidates.

u08d1 - Successful Internal Promotion Policies

For organizations to be successful, there must be a clear-cut policy describing the internal recruiting and selection processes for internal promotions. For this discussion, assume you work for CapraTek and you have been asked to develop such a policy. What are the key steps you would include in your policy and why did you select these steps?

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their policies on internal recruiting and selection. Support your position with the unit readings and additional articles, if necessary.

u08d2 - Career Development Planning

Have you ever had a formal career development plan? For this discussion, briefly describe the plan. If you have not, describe what your ideal career development plan would look like. How would having a formal plan like this be an asset to you as an employee? How would it help you be an asset to the organization? Describe at least two reasons why you feel this way and use at least one outside source to defend your answers.

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their career development plans. Support your position with the unit readings and additional articles, if necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Decision Making to Select the Right Candidate

Introduction

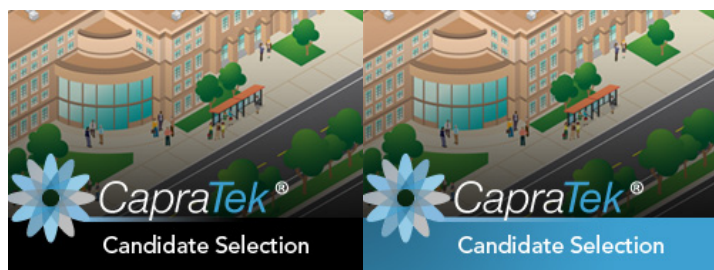
In prior units, we studied recruiting a pool of qualified internal and external applicants, and screening these applicants to find the ones who should move on in the selection process. This leads us to the final pool of applicants who will be subject to in-depth screening using tools discussed in the course. After this process is completed, the next step is to make a decision and select the best candidate for the job.

This unit covers several methods for making this decision, starting with the simple single-hurdle (or factor) method. In this case, applicants participate in one interview (or test) and if they pass, they are hired. This method is generally too simplistic for most jobs, so a multiple-hurdle method is used. In this case, an applicant must pass interviews, skills tests, second interviews, and/or drug tests to be hired. Another method is the weighted or compensatory model. An example would be getting admitted to college. In this method, a high GPA in high school can compensate for a lower ACT (or SAT) score, and vice versa. The final choice is some combination of these—where some items are hurdles (drug test, college degree, honesty test, et cetera) and some are compensatory (experience versus an advanced degree).

This unit then moves into the nature of the employment contract and how the final job offer is made. Employment contracts range from full-time permanent to a limited-term contract and other options in between. It is important that the final offer be made in writing and it spells out the employment details to avoid issues later on.

Learning Activities

u09s1 - Studies



Readings

Use your *Staffing Organizations* text to read the following:

- Chapter 11, "Decision Making," pages 555–591.
 - This chapter discusses which assessments to select and the issue of assessment scores. It looks at how hiring decisions are made and who makes these decisions as well as the legal issues in decision making.
- Chapter 12, "Final Match," pages 595–641.
 - This chapter describes the different types of employment contracts and what is involved in making the job offer, and reviews the legal issues involved in the final match and job offer.

Use the Capella library to read the following:

- Arthur, D. (2012). [Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)](#). New York, NY: AMACOM Books.
 - Chapter 15, "The Selection Process," pages 278–294.
 - This chapter includes the factors to consider in the final decision, the checklist of items that should be a part of the final job offer, the notification of other applicants, and potential issues are discussed.
- Estes, B. (1988). [Making the job offer](#). *Communications*, 25(5), 170.
 - Making a job offer requires care and planning. The way in which an offer is made can affect the results as much as the offer itself. Preparation should begin in the interview stage. The interviewer should try to understand the candidate's goals and expectations. The job offer should be made as soon as possible after the final interview.
- Huffcutt, A. I., Van Iddekinge, C. H., & Roth, P. L. (2011). [Understanding applicant behavior in employment interviews: A theoretical model of interviewee performance](#). *Human Resource Management Review*, 21(4), 353–367.
- Pittman, M. (2008). [Picking the right people for your team](#). *Emergency Nurse*, 16(6), 16–18.

Web Resources

Use the Internet to complete the following:

- Employment Law Contract. (n.d.). [Different types of employment contract](#). Retrieved from <http://employmentlawcontract.co.uk/employmentcontracts/>
 - Use this list to guide you through the process of determining the type of employment contract that meets your organization's needs.

Capella Resources

Review the [Technology Notes](#) that support this unit's decision making for selecting the right job candidate.

Multimedia

In preparation for this unit's assignment, read the instructions and scoring guide, then complete the following:

- Complete [Candidate Selection](#) to analyze and apply initial screening methods for selecting candidates at CapraTek.

u09a1 - Screening Internal Candidates

Overview

As a member of CapraTek's HR team, you are to use the Candidate Selection simulation and write a memorandum to the HR manager with the internal candidates you have selected for interviewing and your rationale.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Assess approaches for recruiting, selecting, and retaining talent.
 - Assess which candidates meet the job requirements.
 - Articulate why the selected candidates should be interviewed for CapraTek's position.
 - Examine assessment methods and the sequence of use for screening candidates.
- Explore technology tools that support recruiting and staffing management.
 - Explain how technology impacts the selected assessment methods.
- Analyze the impact of legal and regulatory issues on staffing management.
 - Articulate possible legal issues tied to screening candidates.

- Communicate in a manner that is scholarly and professional.

Note: The requirements listed here generally describe *proficient* performance for each of the required criteria. To earn full points for each criterion, be sure to review the assignment scoring guide for details on what constitutes *distinguished* performance.

Assignment Description

Using the *Candidate Selection* simulation located under *Resources* below, review the backgrounds and experience of CapraTek's internal candidates. **Hint:** Familiarize yourself with the job description and requirements before reviewing the resumes submitted for this position. Write a memo to CapraTek's HR manager.

In your memorandum:

- Assess which candidates meet the job requirements.
- Articulate why the selected candidates should be interviewed for CapraTek's position. From the candidate pool, identify the top three.
- Examine assessment methods and the sequence of use for screening candidates. Keep in mind the budget as you select different methods.
- Explain how technology impacts the selected assessment methods. Methods may include compensatory, hurdles, weighted, and others from this unit's readings.
- Articulate possible legal issues tied to screening candidates.
- Communicate in a scholarly and professional manner.

Submission Requirements

Your memorandum should meet the following requirements:

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of assignment:** 5–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Communication:** Understand the audience and communicate professionally.

Refer to the assignment scoring guide to ensure that you meet all criteria.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Candidate Selection](#) | [Transcript](#)

[Writing Feedback Tool](#)

u09d1 - Advantages and Disadvantages of Contract-to-Hire Jobs

A common approach to hiring employees today is contract-to-hire, in which a person is hired to a term contract (say 6 months) and if performance is satisfactory, then he or she is made a full-time permanent employee.

For this discussion, address the following:

- What are two reasons why an organization would use this approach?
- How would the employee view this type of situation and why?
- Would you take a job using this plan and why?

Be sure to defend your answers.

Response Guidelines

Read the posts of your peers and respond to *one*. Seek clarification and provide feedback on your experiences as you relate to the learner's position on using the hiring approach of contract-to-hire. Support your position with the unit readings and additional articles, if necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 >> Employee Socialization and Retention

Introduction

Now that the best employee has been hired for the job, the next step, orientation, is critical to his or her success. This step serves both the employee and the employer. From the employee's perspective, it makes the transition to a new environment proceed smoothly and encourages him or her to feel like a valuable member of the organization quickly and easily. From the employer's perspective, it allows the employee to come up to speed on the job quickly and reduces long-term employee turnover. While new employee orientation is critical to success hiring practices, it is often given a lower priority and not assigned the focus it deserves in the hiring process. This unit covers some key points for developing an effective orientation program.

After employee socialization comes the issue of retention. There are two types of turnover: involuntary and voluntary. Involuntary turnover occurs when an employee must be terminated for a specific reason. A careful and well-thought-out selection process should help employers avoid this problem. Voluntary turnover is when the employee chooses to leave the organization. While this is often a function of many factors beyond the organization's control (such as family relocation issues), there are many steps that can be taken to reduce this costly statistic. This unit will touch on employee socialization and retention.

Learning Activities

u10s1 - Studies

Readings

Use your *Staffing Organizations* text to complete the following:

- Read pages 626–632 of Chapter 12, "Final Match."
 - This section covers the employee orientation process.
- Read Chapter 13, "Staffing System Management," pages 649–683.
 - This chapter covers the HRIS and staffing metrics, as well as the legal issues involved in managing staffing systems.
- Read Chapter 14, "Retention Management," pages 687–737.
 - This chapter describes various types of turnover and causes. It looks at the issue of retaining employees from viewpoints of those who might leave voluntarily and those with disciplinary problems. Downsizing and its impact on the remaining employees is discussed along with the legal issues involved in employee separation.

Use the Capella library to complete the following:

- Arthur, D. (2012). [*Recruiting, interviewing, selecting & orienting new employees \(5th ed.\)*](#). New York, NY: AMACOM Books.
 - Read Chapter 16, "Organization Orientation," pages 297–310.
 - Read Chapter 17, "Departmental Orientation," pages 311–324.
 - Read Chapter 18, "Web-based Orientation," pages 325–337.
- Bandura, R. P., & Lyons, P. R. (2014). [*The art and science of job satisfaction: Much of it comes down to decent management practice*](#). *Human Resource Management International Digest*, 22(7), 32–35.
 - This article provides a brief overview of what is generally and currently known about job satisfaction, personality and job satisfaction, and workplace influences on job satisfaction, and offers suggestions for practitioners.
- De Vos, A., & Meganck, A. (2009). [*What HR managers do versus what employees value: Exploring both parties' views on retention management from a psychological contract perspective*](#). *Personnel Review*, 38(1), 45–60.
 - This article explores HR managers' and employees' views on the factors affecting employee retention using the perspective of the psychological contract.

Use the Internet to complete the following:

Web Resources

- Lucas, S. (2013). [How much employee turnover really costs you](http://www.inc.com/suzanne-lucas/why-employee-turnover-is-so-costly.html). Inc. Retrieved from <http://www.inc.com/suzanne-lucas/why-employee-turnover-is-so-costly.html>
- Oasis Outsourcing. (n.d.). [Building an effective orientation program](http://www.oasisadvantage.com/building-an-effective-orientation-program). Retrieved from <http://www.oasisadvantage.com/building-an-effective-orientation-program>
- Powell, J. (2012). [Top 5 reasons for employee turnover](http://www.scontrino-powell.com/2012/top-5-reasons-for-employee-turnover/). Scontrino-Powell. Retrieved from <http://www.scontrino-powell.com/2012/top-5-reasons-for-employee-turnover/>

Capella Resources

Review the [Technology Notes](#) that support this unit's employee socialization and retention processes.

u10d1 - New Employee Orientation Programs

We have all experienced an orientation program at school, work, or elsewhere. For this discussion, briefly describe an orientation experience you have had and what made it good or bad. What two suggestions would you offer to improve the orientation and why would these suggestions help the program?

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their orientation program experience and suggestions for improvement. Support your position with the unit readings and additional articles if necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d2 - Voluntary Turnover Causes

Have you ever left a job voluntarily? If so, what factors made you leave? If you have never left a job, what factors do you think would cause you to leave? Why are these factors important to you and what could the organization have done to improve upon these factors?

Response Guidelines

Read the posts of your peers and respond to two. Seek clarification and provide feedback on your experiences as you relate to their employment experiences. Support your position with the unit readings and additional articles if necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide