

## Staffing and Performance Management

### I. General Information

<b>Course Number</b>	HRM 465
<b>Title</b>	Staffing and Performance Management
<b>Units</b>	3
<b>Prerequisites</b>	HRM 361, IS 301
<b>Course Coordinator</b>	Dr. Judy Strauss
<b>SCO Prepared by</b>	Judy Strauss
<b>Date prepared/revised</b>	October 2012

### II. Catalog Description

Theories and techniques guiding personnel selection and appraisal processes. Determining staffing needs, conducting job analyses, writing job descriptions, developing recruitment strategies, affirmative action plans, and designing resumes. Designing effective appraisal systems and conducting productive performance appraisals. Cases and simulations. Letter grade only (A-F).

### III. Curriculum Justifications

The goal of this course is to develop a conceptual foundation that will allow students to design and evaluate effective staffing processes and performance management systems. This course is aligned with the general CBA learning goals of critical thinking, ethics, and team and interpersonal skills, and the management-specific learning goal of business functions.

### IV. Course Objectives

**Critical thinking:** *Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Students need to design and evaluate effective staffing processes and effective performance management systems. Both processes require critical thinking skills including determining the Knowledge, Skills and Ability (KSAs) required for specific jobs and how performance is evaluated in

specific jobs. They need to be able to assess the validity and reliability (psychometric properties) and fairness of selection measures.

**Ethics:** *Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.*

Students need to be able to explain the strategic, legal, and environmental issues related to staffing and performance management. They need to be able to evaluate the “fairness” of selection procedures and performance systems and understand how these systems impact individuals, organizations, and society. As future HR managers in organizations, they will need to understand how their positions in organizations significantly impacts who is hired, and how individual performance is rated.

**Communication Skills:** *Students will be able to demonstrate effective oral and written communication skills in English.*

As future HR professionals, students will need to develop effective oral communication skills (e.g., interviewing skills, feedback skills). Students will also need effective written communication skills for HR practices (e.g., developing job analyses, interview questionnaires and performance rating systems).

**Business Functions:** *Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.*

Students need to understand the HR planning process from recruitment, selection, and retention of employees. Additionally, they need to know what tools are available for performance management and how the process works within the context of the organization, society and global environment but also within the context of law.

Students need to be able to assess the quality of selection tools and performance appraisal instruments from a measurement perspective.

Students need to demonstrate basic job analysis techniques (e.g., write job descriptions and specifications) and incorporate them when developing or choosing selection measures and measuring performance.

## V. Outline of Subject Matter

The topic outline for the course may include the following:

- Job Analysis
- Legal Realm of Staffing and Performance Management
- Measurement Issues
- External Recruiting
- Internal Recruiting

External Selection  
Internal Selection  
Decision Making in Staffing  
Retention/Turnover  
Performance Measurement Approaches  
Gathering Performance Information  
Measuring Performance  
Implementing a Performance Management System  
Employee Development and Feedback

## **VI. Methods of Instruction**

- a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO.
- b) Examples of instructional methods for the course can include lecture, role play, guest speakers, videos, case analyses, small group discussion, and exercises (e.g., create a job analysis).
- c) Instructors should use appropriate textbooks that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO. (See the University Policy PS 79-08 on the Choice of Textbooks). The following are suggested texts:
  - Staffing Organizations (Heneman et al.)
  - Strategic Staffing (Phillips and Gully)
  - Performance Management (Aguinis)
  - Designing Performance Appraisal Systems (Mohrman et al.)Current versions of these or similar texts are recommended. Instructors may use a custom book. Additional readings and cases may be selected.

## **VII. Instructional Policy Requirements**

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged



to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.