

ORG522: Human Resource Planning

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes



Course Description:

This course examines the cross-cultural issues, laws, and processes in managing organizational staffing and employment. From a management perspective, effective workforce planning, recruitment, selection, retention, and employment issues are explored.

Course Overview:

Students completing this course will explore various topics related to human resources – from legal issues to employment and retention. Best practices in planning and management will be discussed and developed.

Course Learning Outcomes

1. Provide a foundation of theories and application of HR planning and staffing.
2. Illustrate the relationship of HR planning and staffing to organizational performance.
3. Provide applicable information to effectively execute HR planning, staffing activities, and support functions, to include but not limited to, legal compliance, job analysis, onboarding and retention initiatives

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical

problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> • Chapter 1 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25) • Portfolio Project Milestone (worth 30 points of Portfolio Project)
2	<ul style="list-style-type: none"> • Chapter 3 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25) • Critical Thinking (90)
3	<ul style="list-style-type: none"> • Chapter 4 in <i>Staffing Organizations</i> • Chapter 6 in WorldatWork. (2007). <i>The WorldatWork handbook of compensation, benefits, and total rewards: A comprehensive guide for HR professionals</i>. Hoboken, NJ: John Wiley & Sons. (This book is available in the Library under "eBooks" link and then click on "Books 24/7 Business Pro Collection" link. You will then have to search for this book's title to retrieve ebook.) 	<ul style="list-style-type: none"> • Discussion Board (25) • Critical Thinking (90)
4	<ul style="list-style-type: none"> • Chapter 5 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25) • Critical Thinking (90)
5	<ul style="list-style-type: none"> • Chapters 8 & 9 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25) • Critical Thinking (90)
6	<ul style="list-style-type: none"> • Chapter 12 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25) • Critical Thinking (90)
7	<ul style="list-style-type: none"> • Chapter 13 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25)
8	<ul style="list-style-type: none"> • Chapter 14 in <i>Staffing Organizations</i> 	<ul style="list-style-type: none"> • Discussion Board (25) • Portfolio Assignment (350)

Assignment Details



This course includes the following assignments/projects:

Week 1

Portfolio Project Milestone (worth 30 points of Portfolio Project):

You have a choice between two Portfolio Projects in this course. Go to the Week 8 Assignments page, read both Portfolio Project descriptions, and pick one. *Do not do both projects.* Identify your Portfolio Project choice in the title of a Word document and then briefly explain why you selected your project. No need to cite any sources but work to ensure your writing – overall – adheres to the *CSU-Global Guide to Writing and APA Requirements*. Your description should be 150-300 words long.

Week 2

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Markov Analysis and Forecasting

Adapted from Heneman, H. G., Judge, T.A., & Kammeyer-Mueller, J.D. (2012). *Staffing organizations*. (7th ed.) New York, NY: McGraw-Hill. pp. 136-137.

The Doortodoor Sports Equipment Company sells sports clothing and equipment for amateur, light sport (running, tennis, walking, swimming, badminton, golf) enthusiasts. It is the only company in the nation that does this on a door-to-door basis, seeking to bypass the retail sporting goods store and sell directly to the customer. Its salespeople have sales kits that include both sample products and a full line catalog they can use to show to and discuss with customers. The sales function is composed of full-time and part-time salespeople (level 1), assistant sales managers (level 2), and regional sales managers (level 3).

The company has decided to study the internal movement patterns of people in the sales function, as well as to forecast their likely availabilities in future time periods. Results will be used to help identify staffing gaps (surpluses and shortages) and to develop staffing strategy and plans for future growth.

To do this, the HR department first collected data for 2010 and 2011 to construct a transition probability matrix, as well as the number of employees for 2012 in each job category. It then wanted to use the matrix to forecast availabilities for 2013. The following data were gathered:

Job Category	Level	Transition Probabilities (2010 -11)					Current (2012) No. Employees
		SF	SP	ASM	RSM	Exit	
Sales, Full-time (SF)	1	.50	.10	.05	.00	.35	500
Sales, Part-time (SP)	1	.05	.60	.10	.00	.25	150
Asst. Sales Mgr. (ASM)	2	.05	.00	.80	.10	.05	50
Region. Sales Mgr. (RSM)	3	.00	.00	.00	.70	.30	30

Based on the above data, prepare a paper to address the following.

1. Describe the internal labor market of the company in terms of job stability (staying in same job), promotion paths and rates, transfer paths and rates, demotion paths and rates, and turnover (exit) rates.
2. Forecast the numbers available in each job category in 2013. Identify where there will be shortages and surpluses.
3. Compare and contrast the advantages and disadvantages of internal vs. external recruiting to address the shortages.
4. Indicate potential limitations to your forecasts.

The paper should be 3-5 pages (not including title or reference pages), double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources.

Assignment Choice #2: Human Resource Plan

You are the HR Manager of the Fairview, Pennsylvania, store of a large home improvement products chain. You have been asked by the organization's board of directors (BOD) to present the annual human resource plan for your store. Your PowerPoint presentation for the BOD should include the following:

1. Completed human resource plan (plan linked on the Week 2 Assignments page)
2. Projected shortages and surpluses
3. Detailed action planning by position including the advantages and disadvantages of internal vs. external recruiting to address employee shortages
4. Potential limitations of your plan

The presentation should be 4-6 slides not including title or reference slides, and follow the *CSU-Global Guide to Writing and APA Requirements*. A minimum of three sources should be cited and referenced.

Week 3

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Job Rewards Analysis

Adapted from Heneman, H. G., Judge, T.A., & Kammeyer-Mueller, J.D. (2012). *Staffing organizations*. (7th ed.) New York, NY: McGraw-Hill. pp. 194-195.

Job analysis is defined as "the process of studying jobs in order to gather, synthesize, and report information about job content" (p. 194). Based on the person/job match model, job content consists of job requirements (tasks and KSAOs) and job rewards (extrinsic and intrinsic). The goal of a job requirements job analysis is to produce a job requirements matrix (Exhibit 4.3, p. 152). The goal of job rewards analysis is to produce a rewards preferences matrix (Exhibit 4.18, p. 184). Choose a job you want to study and conduct a job rewards job analysis. Write a paper that includes the following sections.

1. The Job – What job (job title) did you choose to study and why?
2. The Methods and Sources Used – What methods and sources would you use to gather job rewards information (surveys, interviews, outside employees, organizational practices, industry practices) and exactly how would you use them?
3. The Process Used – how would you go about gathering and synthesizing the information?
4. The Matrix – Present a rewards performance matrix (Exhibit 4.18, p. 184). The numerical data reported should reflect what you believe would be the results if you were able to gather the data for the job selected.

The paper should be 3-5 pages (not including title or reference pages), double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources.

Assignment Choice #2: Job Evaluation – Market Driven vs. Job Worth

Discuss the similarities and differences between market-driven job evaluation and job-worth systems of job evaluation. Describe an example of each approach and provide the rationale for why it is the best approach for the situation described.

The paper should be 3-5 pages (not including title or reference pages), double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources.

Week 4

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Improving a College Recruitment Program

Adapted from Heneman, H. G., Judge, T.A., & Kammeyer-Mueller, J.D. (2012). *Staffing organizations*. (7th ed.) New York, NY: McGraw-Hill. pp. 256-258.

The White Feather Corporation (WFC) is a rapidly growing consumer products organization that specializes in the production and sales of specialty household items such as lawn furniture cleaners, spa (hot tub) accessories, mosquito and tick repellents, and stain-resistant garage floor paints. The organization currently employs 400 exempt and 3,000 nonexempt employees, almost all of whom are full time. In addition to its corporate office in Clucksville, Arkansas, the organization has five plants and two distribution centers at various rural locations throughout the state.

Two years ago WFC created a corporate HR department to provide centralized direction and control for its key HR functions—planning, compensation, training, and staffing. In turn, the staffing function is headed by the senior manager of staffing, who receives direct reports from three managers: the manager of nonexempt employment, the manager of exempt employment, and the manager of EEO/AA. The manager of exempt employment is Marianne Collins, who has been with WFC for 10 years and has grown with the organization through a series of sales and sales management positions. She was chosen for her current position as a result of the WFC's commitment to promotion from within, as well as her broad familiarity with the organization's products and customers. When Marianne was appointed her key area of accountability was defined as college recruitment, with 50% of her time to be devoted to it.

In her first year, Marianne developed and implemented WFC's first-ever formal college recruitment program. Working with the HR planning person, WFC decided there was a need for 40 college graduate new hires by the end of the year. They were to be placed in the production, distribution, and marketing functions; specific job titles and descriptions were to be developed during the year. Armed with this forecast, Marianne began the process of recruitment planning and strategy development. The result was the following recruitment process.

Recruitment was to be conducted at 12 public and private schools throughout the state. Marianne contacted the placement office(s) at each school and set up a one-day recruitment visit for each school. All visits were scheduled during the first week in May. The placement office at each school set up 30-minute interviews (16 at each school) and made sure that applicants completed and had on file a standard application form. To visit the schools and conduct the interviews, Marianne selected three young, up-and-coming managers (one each from production, distribution, and marketing) to be the recruiters.

Each manager was assigned to four of the schools. Since none of the managers had any experience as a recruiter, Marianne conducted a recruitment briefing for them. During that briefing she reviewed the overall recruitment (hiring) goal, provided a brief rundown on each of the schools, and then explained the specific tasks the recruiters were to perform. Those tasks were to pick up the application materials of the interviewees at the placement office prior to the interviews, review the materials, conduct the interviews in a timely manner (the managers were told they could ask any questions they wanted to that pertained to qualifications for the job), and at the end of the day complete an evaluation form on each applicant. The form asked for a 1-7 rating of overall qualifications for the job, written comments about strengths and weaknesses, and a recommendation of whether to invite the person for a second interview in Clucksville. These forms were to be returned to Marianne, who would review them and decide

which people to invite for a second interview.

After the campus interviews were conducted by the managers, problems began to surface. Placement officials at some of the schools contacted Marianne and lodged several complaints. Among those complaints were the following:

1. One of the managers failed to pick up the application materials of the interviewees.
2. None of the managers were able to provide much information about the nature of the jobs they were recruiting for, especially jobs outside their own functional area.
3. The interviewers got off schedule early on, so applicants were kept waiting and others had shortened interviews as the managers tried to make up time.
4. None of the managers had any written information describing the organization and its locations.
5. One of the managers asked female applicants very personal questions about marriage plans, use of drugs and alcohol, and willingness to travel with male coworkers.
6. One of the managers talked incessantly during the interviews, leaving the interviewees little opportunity to present themselves and their qualifications.
7. All of the managers told the interviewees that they did not know when they would be contacted about decisions on invitations for second interviews.

In addition to these complaints, Marianne had difficulty getting the managers to complete and turn in their evaluation forms (they claimed they were too busy, especially after being away from the job for a week). Based on the reports she did receive, Marianne extended invitations to 55 of the applicants for second interviews. Of these, 30 accepted the invitation. Ultimately, 25 of these were given job offers, and 15 of them accepted the offers.

To put it mildly, the first-ever college recruitment program was a disaster for WFC and Marianne. In addition to her embarrassment, Marianne was asked to meet with her boss and the president of WFC to explain what went wrong and to receive "guidance" from them as to their expectations for the next year's recruitment program. Marianne subsequently learned that she would receive no merit pay increase for the year and that the three managers all received above-average merit increases.

To turn things around for the second year of college recruitment, Marianne realized that she needed to engage in a thorough process of recruitment planning and strategy development.

Putting yourself in Marianne's position, develop a targeted college recruitment plan. Fill in the WFC Recruitment Plan template (linked on the Week 4 Assignments page) followed by a 1- to 2-page narrative explaining the plan's strategy. Be sure to address legal issues impacting the recruitment process and include what metric or metrics will be used to measure the success of the recruitment plan. The paper should be double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources.

Assignment Choice #2: Lake City Hospital Recruitment Plan

For this assignment you will be completing three distinct tasks. Follow the steps below to help you complete this assignment.

1. Review and analyze the Lake City Hospital Recruitment Plan (linked on the Week 4 Assignments page). What would you add, remove, or revise in the plan? Create a revised effective recruitment plan using the Lake City Hospital Recruitment Plan document.
2. Compare and contrast the original and your revised Lake City Hospital Recruitment Plans with effective techniques used by other firms.
3. Compose a 1- to 2-page narrative explaining the rationale for the changes you've made.

The paper should be submitted as one document, double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources.

Week 5

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Reference Reports and Initial Assessment in a Start-Up Company

Adapted from Heneman, H. G., Judge, T.A., and Kammeyer-Mueller, J.D. (2012). *Staffing organizations*. (7th ed.) New York, NY: McGraw-Hill. pp. 410-412.

Stanley Jausneister owns a small high-tech start-up company, called BioServerSystems (BSS). Stanley's company specializes in selling Web server space to clients. The server space that Stanley markets runs from a network of personal computers. This networked configuration allows BSS to more efficiently manage its server space and provides greater flexibility to its customers, who often want weekly or even daily updates of their Web sites. The other innovation Stanley brought to BSS is special security encryption software protocols that make the BSS server space nearly impossible for hackers to access. This flexibility is particularly attractive to organizations that need to manage large, security-protected databases with multiple points of access. Stanley has even been contacted by the government, which is interested in using BSS's systems for some of its classified intelligence.

Due to its niche, BSS has experienced rapid growth. In the past year, BSS hired 12 programmers and 2 marketers, as well as a general manager, an HR manager, and other support personnel. Before starting BSS, Stanley was a manager with a large pharmaceutical firm. Because of his industry connections, most of BSS's business has been with drug and chemical companies.

Yesterday, Stanley received a phone call from Lee Rogers, head of biotechnology for Mercelle-Poulet, one of BSS's largest customers. Lee is an old friend, and he was one of BSS's first customers. Yesterday when Lee called, he expressed concern about BSS's security. One area of Mercelle-Poulet's biotech division is responsible for research and development on vaccines for various bioterrorist weapons such as anthrax and the plague. Because the research and development on these vaccines require the company to develop cultures of the biotech weapons themselves, Lee has used BSS to house information for this area. A great deal of sensitive information is housed on BSS's servers, including in some cases the formulas used in developing the cultures.

Despite the sensitivity of the information on BSS's servers, given BSS's advanced software, Stanley was very surprised to hear Lee's concern about security. "It's not your software that worries me," Lee commented, "It's the people running it." Lee explained that last week a Mercelle-Poulet researcher was arrested for attempting to sell certain cultures to an overseas client. It turns out that this individual had been dismissed from a previous pharmaceutical company for unethical behavior, but this information did not surface during the individual's background check. This incident not only caused Lee to reexamine Mercelle-Poulet's background checks, but it also made him think of BSS, as certain BSS employees have access to Mercelle-Poulet's information.

Instantly after hearing Lee's concern, Stanley realized he had a problem. Like many small employers, BSS did not do thorough background checks on its employees. It assumed that the information provided on the application was accurate and generally only called the applicant's previous employer (often with ineffective results). Stanley realized he needed to do more, not only to keep Lee's business but to protect his company and customers.

In the past, BSS has used the following initial assessment methods: application blank, interviews with Stanley and other BSS managers, and a follow-up with the applicant's former employer.

1. What would you suggest Stanley and BSS do to improve their assessment process?
2. What initial and substantive assessment methods would you recommend and why?
3. Is there any information BSS should avoid obtaining for legal or EEO reasons?

The paper should be 3-5 pages (not including title or reference pages), double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources. The CSU-Global Library is a good place to find these sources.

Assignment Choice #2: Selection Plan

Choose your current job, a job you've had previously, or a job with which you are very familiar. Then in one document, effectively discuss the following points:

1. Assess the market for the position you have chosen.
2. Discuss the complexities in recruiting for that position.
3. Create a selection plan used to fill vacancies of that job. Follow the format shown in Exhibit 8.2, p. 375 of the textbook. Include both initial and substantive methods of assessment. Follow the selection plan table with a 1- to 2-page narrative explaining the selection plan and your rationale for the assessment techniques you chose.

The total assignment should be 3-5 pages (not including title or reference pages), double spaced, formatted per the *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources. The CSU-Global Library is a good place to find these sources.

Week 6

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Making a Job Offer

Adapted from Heneman, H. G., Judge, T.A., & Kammeyer-Mueller, J.D. (2012). *Staffing organizations*. (7th ed.) New York, NY: McGraw-Hill. pp. 610-612.

Clean Car Care (3Cs) is located within a western city of 175,000 people. The company owns and operates four full-service car washes in the city. The owner of 3Cs, Arlan Autospritz, has strategically cornered the car wash market, with his only competition being two coin-operated car washes on the outskirts of the city.

The unemployment rate in the city and surrounding area is 3.8%, and it is expected to go somewhat lower. Arlan has staffed 3Cs by hiring locally and paying wage premiums (above market wages) to induce people to accept job offers and to remain with 3Cs. Hiring occurs at the entry level only, for the job of washer. If they remain with 3Cs, washers have the opportunity to progress upward through the ranks, going from washer to shift lead person to assistant manager to manager of one of the four car wash facilities. Until recently, this staffing system worked well for Arlan. He was able to hire high-quality people, and a combination of continued wage premiums and promotion opportunities meant he had relatively little turnover (under 30% annually).

Every manager at 3Cs, past or present, had come up through the ranks. But that is now changing with the sustained low unemployment and new hires, who just naturally seem more turnover prone. The internal promotion pipeline is thus drying up, since few new hires are staying with 3Cs long enough to begin climbing the ladder.

Arlan has a vacancy for the job of manager at the north-side facility. Unfortunately, he does not think that any of his assistant managers are qualified for the job, and he reluctantly concluded that he has to fill the job externally.

A vigorous three-county recruitment campaign netted Arlan a total of five applicants. Initial assessments resulted in four of those being candidates, and two candidates became finalists. Jane Roberts is the number one finalist, and the one to whom Arlan has decided to extend the offer. Jane is excited about the job and told Arlan she will accept an offer if the terms are right. Arlan is quite certain Jane will get a counteroffer from her company. Jane has excellent supervisory experience in fast-food stores and a light manufacturing plant. She is willing to relocate, a move of about 45 miles. She will not be able to start for 45 days, due to preparing for the move and the need to give adequate notice to her present employer. As a single parent, Jane wants to avoid work on either Saturday or Sunday each week.

Arlan is mulling over what kind of an offer to make to Jane. His three managers make between \$28,000 and \$35,000, with annual raises based on a merit review conducted by Arlan. The managers receive one week's vacation the first year, two weeks of vacation for the next four years, and three weeks of vacation after that. They also receive health insurance (with a 20% employee co-pay on the premium).

The managers work five days each week, with work on both Saturday and Sunday frequently occurring during peak times. Jane currently makes \$31,500, receives health insurance with no employee co-pay, and has one week's vacation (she is due to receive two weeks shortly, after completing her second year with the company). She works Monday through Friday, with occasional work on the weekends. Arlan is seeking input from you on how to proceed.

Considering the four components of the job offer process (Exhibit 12.1, p. 590 in the textbook) he wants you to do the following:

1. Recommend whether Jane should receive a best-shot, competitive, or lowball offer, and why. Will she be a contract employee or employment-at-will employee?
2. Recommend other inducements beyond salary, health insurance, vacation, and hours schedule that might be addressed in the job offer, and why.
3. Determine the legal issues that must be addressed.
4. Draft a proposed job offer letter to Jane, incorporating your recommendations in points (1), (2), and (3) above, as well as other desired features that should be part of a job offer letter.

The paper should be 3-5 pages (not including title or reference pages), double spaced, *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources. The CSU-Global Library is a good place to find these sources!

Assignment Choice #2: Job Offer Training

You are the HR director of a large organization. You have recently hired five new HR generalists who will be making job offers to qualified candidates. To insure consistency of content and process, you will be conducting a training session for the new HR generalists regarding offers of employment. Prepare a PowerPoint presentation to use in the training session. Include the following:

1. The strategic approach to job offers (Exhibit 12.1 p. 590 in the textbook)
2. The advantages/disadvantages of contract employment versus employment-at-will
3. The job offer content elements
4. A sample job offer letter

The presentation should be a minimum of 6 slides (not including title or reference slides), in *CSU-Global Guide to Writing and APA Requirements*, and include a minimum of three sources. The CSU-Global Library is a good place to find these sources!

Week 8

PORTFOLIO PROJECT (350 points)

You have a choice between two Portfolio Projects. Do not do both projects. Identify your Portfolio Project choice in the title of your document.

Portfolio Project Assignment Choice #1: Staffing at Tanglewood

Adapted from Heneman, H. G., Judge, T.A., and Kammeyer-Mueller, J.D. (2012). *Staffing organizations*. (7th ed.) New York, NY: McGraw-Hill.

As a final project for ORG522, you can prepare a plan to centralize the staffing practices for the Tanglewood organization using the Staffing Organizations Model (Exhibit 1.6, p. 22 in the textbook).

View an overview of Tanglewood (linked on the Week 8 Assignments page)

View job descriptions from Tanglewood (linked on the Week 8 Assignments page)

The company's plans for expansion have led to a change in its original philosophy, and the CEO's directive to HR is to 'help us to develop a plan, a way of using all our human assets in the service of our philosophy, our customers, and our employees' (Overview of Tanglewood, n.d. p. 5). Use the Staffing Organizations Model (Exhibit 1.6, p. 22 in the textbook) to make recommendations to Tanglewood's senior management in response to this directive by centralizing staffing practices. The paper should address each element of the model: Organization, Organization Strategy, HR and Staffing Strategy, Staffing Policies and Programs (Support Activities, Core Staffing Activities), and Staffing System and Retention Management.

The paper is due at the end of week 8 and must adhere to the following:

- Be formatted in compliance with the *CSU-Global Guide to Writing and APA Requirements*
- Be 8-10 pages in length (not including cover and reference pages)
- Cite a minimum of four credible sources as well as course material

Make sure you include headings, per APA guidelines. The CSU-Global Library is a good place to find sources! Sources should be adequately chosen to provide substance and perspectives on the issue.

Portfolio Project Assignment Choice #2: Staffing Organizations Presentation

Consider an organization you currently work for or have worked for in the past. Assume that you have been asked to educate the senior leadership of that organization regarding the benefits of the Staffing Organizations Model.

You are recommending the organization utilize the Staffing Organizations Model (Exhibit 1.6 p. 22 in the textbook).

Prepare a PowerPoint presentation explaining the model to the organization's senior leadership, including a recommendation that the organization utilize the model in their staffing practices. Address each element of the model and the interrelationships between the elements. Address any potential resistance to the model's use. Include examples and recommendations.

The presentation should be a minimum of 10 slides, not including title or reference slides. Include a minimum of four credible sources, and format your citations per the *CSU-Global Guide to Writing and APA Requirements*. The CSU-Global Library is a good place to find sources!

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Activities
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance

with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.