Conference Hours: BA 317F  
Tuesdays: Mondays and Thursdays: 11:00 - 2:00pm; Wednesdays: 3:30 – 6:30pm and by appointment.

E-mail: Donna.Ledgerwood@unt.edu. The fastest way you will receive my reply is to please send your e-mails to **both** addresses: Donna.Ledgerwood@unt.edu and Donna.Ledgerwood@gmail.com. You may also text me or call me at 214-704-4484. Telephone Donna's office at UNT: 940/565-3157; Fax: 940/565-4394. Additional information provided in class upon request*.


<table>
<thead>
<tr>
<th>Week # 1</th>
<th>Tentatively Scheduled Activity/Topic</th>
<th>Reading/Assignment Due</th>
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<tr>
<td>Wednesday Jan 21</td>
<td>Introduction to Selection &amp; overview of HR as a professional field/career - Discuss Vocabulary and why verbal ability is critically important to your life/career. Your term project: In what industry for what employer do you want to work? What certifications do you need? Discuss Assignment over Competitive Advantage pp. 9-10</td>
<td>Go over syllabus and grading criteria - Think about your personal and familial (life) goals and your professional (career) goals. Go to <a href="http://www.shrm.org">www.shrm.org</a> to look at qualifications for the student assurance test - Read Chapters 1 &amp; 2 - Google Uniform Guidelines and read them. <a href="http://www.dol.gov/dol/allcfr/title_41/Part_60-3/41CFR60-3.16.htm">http://www.dol.gov/dol/allcfr/title_41/Part_60-3/41CFR60-3.16.htm</a> Think about 3 employers to interview in an industry in which you want to work.</td>
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<td>Week 3 Feb 4</td>
<td>Discuss Chapters 3 &amp; 4 - HR Measurement in Selection. The meaning of competency model &amp; U.G. Discuss reliability and validity and notes on validity – (Ch 4 &amp; 5) &amp; U.G.</td>
<td>Choose 3 employers to interview in an industry in which you want to work. Make your reference sheets over chapters 1 - 5</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity 1</td>
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<td>4</td>
<td>Feb 11</td>
<td>Finish Discussing validation &amp; U.G. Review for Exam 1</td>
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<td>5</td>
<td>Feb 18</td>
<td>Exam 1 over Uniform Guidelines, notes and Chapters 1 - 5</td>
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<td>6</td>
<td>Feb 25</td>
<td>Return Exam 1 and go over item analysis for Exam 1. Discuss Chapter 6 (Strategies for Selection Making) if there is time</td>
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<td>6</td>
<td>Feb 25</td>
<td>Discuss Gatewood Chapters 7 on Job Analysis (JA) &amp; Selection Measures &amp; Chapter 8 on Recruitment and Selection Measures</td>
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<td>7</td>
<td>March 4</td>
<td>Discuss Chapter 9 (Application forms, Biodata Assessments, Experience and Reference Checks. Review for Exam 2 over chapters 6 - 9</td>
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<td>8</td>
<td>March 11</td>
<td>Exam 2 over chapters 6 – 9. Grade, return and go over item analysis.</td>
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<tr>
<td>9</td>
<td>March 18</td>
<td>SPRING BREAK – NO CLASSES</td>
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| Week 10  
| March 25 | Finish Discussing Chapter 10 over Interviewing. Watch interviewing film “More Than a Gut Feeling” Lessons about Choosing and Hiring Candidates – How to sell yourself  
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<tr>
<th></th>
<th>Discuss Chapter 11 Choosing and Hiring candidates via Ability Tests-Research Interviews</th>
<th>Chapter 11 over Ability Tests for Selection - Read Chapter 12 – Personality assessment - Staffing System Evaluation and Technology - Read Chapter 13 – Performance Tests and Assessment Centers</th>
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| Week 11  
| April 1 | Discuss Chapter 12 – Personality assessment - Staffing System Evaluation and Technology  
|          | Discuss Chapters 13 over performance tests and assessment centers  
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<tr>
<th></th>
<th>Review for Exam 3</th>
<th>Study for Exam 3 over chapters 10 - 13</th>
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| Week 12  
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<tr>
<th>April 8</th>
<th>Exam 3 over Chapters 10 – 13 Return Exam 3 and go over test results and how to calculate your grade</th>
<th>Read Chapters 14 (Integrity Testing, Drug Testing and Graphology) and Chapter 15 (Measures of Job performance)</th>
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| Week 13  
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<tr>
<th>April 15</th>
<th>Discuss Chapters 14 (Integrity Testing, Drug Testing and Graphology) and Chapter 15 (Measures of Job Performance)</th>
<th>Study SHRM materials</th>
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| Week 14  
| April 22 | Discuss SHRM materials over Employment Practices  
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<th></th>
<th><strong><strong>All papers and all bonus points due</strong></strong></th>
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| Week 15  
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<tr>
<th>April 29</th>
<th>Discuss SHRM materials</th>
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<tr>
<td>Week 16</td>
<td>May 6</td>
<td>Discuss SHRM materials</td>
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<tr>
<td>Finals</td>
<td>Week</td>
<td>Final Exam over Gatewood Chapters 14 &amp; 15 and SHRM materials. Grade and Return Exam Sign off on grades 6:30 – 9:20 In BA 225</td>
</tr>
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**COURSE DESCRIPTION**

Please note: The College of Business Administration at UNT complies with the American's with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you (1) have an established disability (registered with the Office of Disability Accommodation on campus) or if you (2) perceive yourself to be disabled as defined in the ADA, please communicate your disability to me in writing or using other means so that reasonable accommodation can be made.

This syllabus is made with the understanding that you are the class customer. This class is flexible and will allow changes as long as these changes are reasonable and are applied equitably to each student. This class is only as good as we make it. Please let me know if you need help as we go along. Do not wait until finals week before coping with a problem. You have only to ask and all assistance possible will be given to you. If you know of speakers or information you wish to introduce to class members, please see me. We will try to meet the interests of the class members as much as possible.

Also, please know that it is your knowledge and the building of your competence (and your ability to secure a job) that is of major importance in this class. Let me know if you need help. If you do call me at home, (Home and Cell: 214-704-4484) please do so only in emergencies and then only after 9:00am and before 9:00pm. Remember: YOU are my customer. Your success is my success. Let's have a great 2015 semester!

This course is about making selection decisions from the employer's perspective as well as from your perspective. Management successes are accomplished by people, with people and for people. Thus, your task during this brief Spring session is to become familiar with the POTENTIAL as well as real (potentially litigious) selection problems to overcome when managing people in the workplace. We will study and evaluate both theory and evidence of reality as well as explore the pragmatic implications of the behavioral sciences for managers. You will be given the opportunity to develop and demonstrate your managerial skills related to the diagnosis and implementation of job-related activities for pervasive selection problems that emerge when people interact in the workplace.

This course is a senior class to prepare students to enter the Human Resources field as a qualified professional. Intensive review of the functional disciplines related to selection practices is the major focus of this OBHR class. In order to accomplish these learning objectives, you will (1) study and evaluate theories...
and secondary sources of data relevant to your project (the employer for whom you want to work); (2) derive primary data to research or solve an HR need for an employer; (3) explore the pragmatic implications of the certification process and what it means for HR professionals in the global economy during the 21st century; and (4) demonstrate integrative knowledge of selection practices relevant to other HR functions and to other line functions (strategic decision making) areas within an organization.

This course requires intense dedication and abundant study time. The material contained in this course is the foundation of all HR practices!

**GRADING CRITERIA**

Members of this class will have the opportunity to attempt FIVE grades during the semester. There will be four noncomprehensive exams and one nonmandatory term paper (for a total of 5 grades). **We will count the highest four of your grades. To repeat:** there will be four (non-comprehensive) exams and one voluntary project or paper which, if you write one, must be summarized on a one page summary sheet and presented to class members. Permission by the professor must be given for your topic, and your project or paper must be (a) completed and submitted on time - April 22 and (b) in compliance with the format expected as stated in the Critique Sheet. A Critique Sheet for your paper/project is attached to this syllabus. It must be included with your paper/project. **NO LATE WORK WILL BE ACCEPTED.**

Please do not miss the write-up session because it is your final chance to increase your grade on that test. Also, it is important to know not only your score on an exam, but why you missed a question. Please keep up with class material and readings, since **many of your exam questions will come from lecture and class notes. If you miss any exam or deadline for your term project, this is the grade which you must drop.** No make-ups will be given for any reason. ****The maximum number of bonus points possible is 20. No bonus points will be accepted after April 22.****

When we go over each exam, you will be given an item analysis which shows the number of people who missed each question. If 60% or more of the class miss a question, we will discuss that question. We can discuss each item on the test within the first part of that class period. Should a student miss the class when exams are returned, the points given as a curve will be given to that student. However, no rewrites will be allowed for individuals who miss the return of the test. After an exam is returned and we have gone over the items, if there is any remaining time you will have 30 minutes to write up any points you think you deserve (from your rationale and knowledge of the test material). This process is called REWRITES. Directions for rewrites follow:

**DIRECTIONS FOR DOING REWRITES**

**Remember, two purposes for doing rewrites are: (1) to provide a proper paper trail for improving your grade on the exam, and (2) to learn WHY you missed what you missed the points given on this exam.**

For the potential to earn partial or full credit on a specific question, the minimum work required includes:

1. Write only on ONE side of the page (to enhance readability).

2. Write up your questions in sequential order.

3. You must look up where the question came from, define all major terms in the question (to show how or what you understood that question to be asking),
**HOW TO CALCULATE YOUR GRADE IN MGMT 4300.001***

ADD YOUR HIGHEST SCORE TO ________________

YOUR SECOND HIGHEST SCORE: ________________

PLUS YOUR BONUS POINTS: ________________

TOTAL NUMBER OF POINTS SO FAR: ________________

For an A, Subtract your total number of points to date from 360 points (90 x 4)

\[ 360 - _____ \] (Your points thus far)

Number of points still needed for an A = 

For a B, Subtract your total number of points to date from 320 (80 x 4)

\[ 320 - _____ \] (Your points thus far)

Number of points still needed for a B = 

For a C, Subtract your total number of points to date from 280 points (70 x 4)

\[ 280 - _____ \] (Your points thus far)

Number of points still needed for a C = 

For a D, Subtract your total number of points to date from 240 points (60 x 4)

\[ 240 - _____ \] (Your points thus far)
REPEATED INFORMATION FOR EMPHASIS

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All students who choose to write a paper or do a project must include a Lexis Legal Search. For Appointments to learn how to conduct data base searches, contact: or Jeff Levy (Jeffrey.Levy@unt.edu – 940-565-2013) First, though, go to the main library page and access MGMT 4300 and follow the prompts to access the assistance already established under the section called Ledgerwood’s classes.

Please do not remove your tests from this class. To do so will result in an automatic F in this class.

Check your Summary of Grade Sheet to ensure accuracy of your final grades from each exam, paper and/or project. You will need to initial your final grade before you leave at the end of the semester.

***** The maximum number of bonus points possible is 20.*****

Academic Integrity at UNT: For reference to the policy, see http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students
engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

CRITIQUE CRITERIA FOR PAPERS AND PROJECTS FOR SPRING, 2015
USED TO EVALUATE TERM PAPERS & PROJECTS FOR MGMT 4300-001 (PINK CLASS)

Student's Name(s): ____________________________________________________________
Printed Name - Signature of Student (gives permission for others to use this paper, articles, etc.)

Title of this Paper: __________________________________________________________

Was the paper/presentation turned in on time? Yes ___ No ___
Was the paper submitted in a pink cover? Yes _____ No _____

Was a Pink Diskette included which contains the paper and all articles and works contained in the citations? Yes _____ No _____

Did the disk note the student’s name, title of paper and language of paper on diskette? Yes _____ No _____

Are hard copies of the articles used in this paper attached to the paper (mandatory)? Yes _____ No _____

Title Page: Does it contain (1) the paper title, (2) author(s)' name & e-mail, (3) class name/#/sect. & submission date? Y No

Table of Contents/Outline: (Are page #s included which are accurate and consistent with the info. in the paper?) Yes ___ No ___

Does the paper include the Lexis LEGAL search info.? Yes ____ No ____ **This is critical to earn an A or a B**

Is the paper written on one side of the page only? Yes ___ No ___

Abstract/Summary/Synopsis: (Is this info. consistent with the topic of the paper & able to be given to class members? Yes __ No __

Literature Search/Background (Are there at least 10 refereed journal articles (NOT TEXT BOOKS) per author or per grade to be counted - i.e. if one person wants to count one paper for one grade in each of three of Professor Ledgerwood's classes, there must be at least 30 citations which are current - within the last two years - 2013-2015): Yes ____ No ____

Total number of sources contained in this paper: _____ Total number of sources/references in the last 2 years: (2013 – 2015)______

Does the Reference page include trackable info. (i.e. page #s, title of article/Journal)? Yes ___ No ___

Are the citations included within the body of the paper? Yes ___ No ___

Is each source referenced in the paper also in the Endnotes/Reference pg where the reader can find the quote? Yes ___ No ___

Definitions of semantics/major theories/"buzz words":____________________________________________________

Organization of the paper: __________________________________________________________________________

Readability: ________________________________________________________________

Consistency of verb tenses: _______________________________________________________________________

Subject/verb agreement: _________________________________________________________________________


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RESEARCH QUESTIONS TO BUILD YOUR COMPETITIVE ADVANTAGE -
- MGMT 4300 (PINK CLASS) – SPRING, 2015
(This exercise is a required. You can earn up to 10 points bonus. These points will be added to your total points from your tests. Your answers should be typed and submitted to your professor by end of class time on Wednesday April 22. The purpose of this assignment is to conduct primary and secondary research about YOU. For each question, please consider and respond to three facets of your life (PFP):

Personal ___________________________ Familial ___________________________ Professional (PFP)

Questions for you to answer: (Please note that spacing of these questions should be extended for your research).

1. Who are you now? Describe yourself in terms of the PFP categories above.
2. Who do you want to be (PFP)?
3. Where do you live now? Why? Where would you love to live (PFP)?
4. What type of total rewards would you love to have when you have “made it to where you want to be?”
5. How and when will you know that you have “made it to where you want to be (PFP)?”
6. How will you get to “where you want to be (PFP)?” (How will you get to be a success in terms of all 3 categories at the same time without a loss in an area)?
7. What is YOUR operational definition of success and Failure (PFP)? Does your definition vary across the 3 categories (PFP – meaning: how can you secure success professionally and not lose your family yourself personally)?
8. You will need to pursue secondary and then primary data by contacting at least THREE employers for whom you want to work.
9. What industry/industries do you want to work in? Why? How will your choice affect your life in terms of (PFP)?
10. Identify 3 employer(s) for whom you want to work. Why did you choose these three employers? Why not others? How will your choice affect your life in terms of (PFP)?
11. How will the industry and employer you work for be impressed by your chosen major in college?
12. Who owns the companies for whom you want to work? Are they private, public, NGO’s, not-for-
profit?


14. In which division or department do you want to work? How will your choice affect your life in terms of (PFP)?

15. Where is this division or department located? How will your choice affect your life geographically in terms of (PFP)?

16. Who are the top competitors of your desired employer(s)?

17. Where are the HQs of your desired employer(s) located?

18. How will you get your desired employer(s) to notice you as “the best person for the job”? (How will your employer(s) identify your strengths and select you as the candidate who is the “best fit” for their organization?)

19. Is the job you want a line or staff position? How upwardly mobile is your choice?

20. Have you requested/found the organizational profile or org. chart of your desired employer(s)?

21. What kind of succession planning does this employer have?

22. Are your desired employer(s) interested in certification(s) relevant to your field? Which one(s)?

23. Does your employer want you to belong to specific professional organizations? Which ones and why?

24. Does your employer pay for membership in these professional organizations?

25. What (a) practitioner and (b) academic publications does your desired employer expect you to read?

26. Please submit your typed Interview Questions that you used in your research for this paper.

27. Please submit your typed Interview Questions (with changes from #26) that you will use in your future interviews.

28. What did you learn from this exercise personally?

29. What did you learn from this exercise professionally?

30. Will you please keep in touch when you graduate UNT? If so, please leave your contact info.

Please type up your findings from these efforts and submit them by Wednesday, April 22 during class. An electronic version of these questions will be put on your Blackboard page or can be sent to you electronically upon your request.

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