

Assignment & Readings

We have now come to the end of our quest for talent. This week we will be focusing on deciding on the final hire, developing and issuing a job offer, and negotiating the terms of the contract.

1.

1. The Job Offer Letter – Read the **McDonald's** vignette in **Strategic Exercise #1** on **page 472** in the **5th edition** of your textbook. Carefully think about what should be included in the offer letter based on what you are trying to achieve. Then, using the information from the "Intro to Week Six Video" and Chapter 11 in your textbook, complete the following:

a.

- a. Describe the goals of the offer letter based on the vignette and what you know of McDonald's.
- b. Develop a comprehensive, well-written offer letter for Pat Edwards that incorporates all necessary job offer components discussed in the intro video (including an employment-at-will clause) that meets the hiring goals.

- *Not only do you need to be sure that the letter contains all of the necessary information, but it must also be in the correct professional format. For more on this, as well as an example, please see the following website: https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/index.html (Links to an external site.)*

2. Read the case study "Hiring FBI Agents" on pages 473-474 of your textbook.

a.

- a. First, thoroughly address the three questions at the end of the case (p. 474).
- b. Next, answer the following question, "If you were a consultant, how would you suggest the FBI improve its process?" (As this is a graduate-level course, this will take some thought, development, and support, not just one or two sentence

STAFFING STRATEGY 1. Strategy: Writing an Effective Job Offer Letter

Imagine that you are the manager of a McDonald's restaurant. You are pursuing a low-cost, high-quality service strategy. You believe that the assistant manager you hire is critical to executing your strategy because the person will have a great deal of contact with both your employees and your customers. You have just finished interviewing the five finalists for the position. One candidate really stands out: Pat Edwards has 3 years of relevant work experience and a collaborative and service-oriented style that will fit your restaurant's culture very well. She also scored high on the interview, job knowledge, and simulation assessments.

Your previous assistant manager had been hired with no job experience and had not done nearly as well during the assessment process. He had been hired 6 months ago for an annual salary of \$26,000 with 2 weeks' paid vacation, a standard health benefits package, and a \$1000 sign-on bonus. You had to let him go last week after his disappointing performance failed to improve. You would like Edwards to accept your offer and start work as soon as possible. Your assignment is to write a job offer letter to Edwards using what you have learned in this chapter.

2. Staffing Ethics: Managing Difficult Conversations About Ethical Behavior

Review this Chapter's Staffing Ethics feature on managing unethical behavior. Then, working with a partner, role play the situations that follow. Switch roles so that you each can practice being the manager discussing ethical issues with a coworker. Be sure to give your partner feedback on what she or he did well and how to be more effective when engaging in this type of conversation.

A. Manager: You suspect a colleague of intentionally discriminating against older workers when hiring assistant managers. Feel free to make up any reasonable evidence you need in managing the conversation. Colleague: You believe that your employees react better to older assistant managers, so you have a slight preference toward hiring more experienced assistant managers than younger ones. You don't believe you have any sort of age bias yourself, and you genuinely believe that older assistant managers are higher performers.

B. Manager: You believe a hiring manager is overselling the development and advancement opportunities your company offers to try to entice more top engineers to join the company. Turnover in their workgroup is higher than average, and exit interviews suggest that being misled in terms of your employer's career development and advancement opportunities is one of the big reasons why. Colleague: You know the importance of hiring top talent if your team and the company is going to compete in this challenging industry. Many of your competitors do a better job investing in the ongoing development and career advancement of the engineers you need to hire, and this is one of the most important factors in candidates' job choice decisions. So what if you sometimes exaggerate the career path to job candidates because this is what they want to hear? It is still a great job, and lets you hire a lot easier!

3. Staffing Challenge: Tailoring Job Offers to Candidates

In this chapter's opening Staffing Challenge, you learned how MarineMax tries to tailor its job offers to specific candidates. Working in a group of three to five students, reread the vignette and be prepared to share with the class your answers to the following questions:

- a. Do you think that it is ethical for MarineMax to give different new hires for the same job different amounts of pay and benefits?
- b. Should MarineMax use a low, competitive, or high job offer? Why? Should the company present a maximum job offer or leave room to negotiate? Why?
- c. What can MarineMax do to increase the likelihood that the top sales candidates it recruits will accept its job offers?

DEVELOPING YOUR STAFFING SKILLS

4. Develop Your Staffing Skills: Negotiating a Job Offer This chapter's Develop Your Staffing Skills feature provided several tips on negotiating a job offer. In this exercise, you and a partner will use these tips to role-play a job offer negotiation. When you have finished, switch roles and negotiating partners so that you each have a chance to be the company representative and a chance to be the finalist with someone else. Your instructor will provide you each with more information and goals for your role.

Note: A longer and a shorter version of this exercise are in the Instructor's Manual for this chapter including a longer Ivey job offer negotiation exercise.

5. Develop Your Skills: Would You Hire This Candidate?

Point your favorite browser to the video, "Diversity Challenges—What Would You Do?" (7:01) at: www.youtube.com/watch?v=n6kUaDp5FVU&feature=related. After watching the video, answer the following questions.

- a. Would you hire this candidate? Why or why not?
- b. At what stage of the staffing process should attitudes toward diversity and inclusion be considered? Why?
- c. If you did hire this candidate, what would you do to develop his attitudes toward diversity and inclusion? Why do you think your ideas would work?

6. Writing a Good Rejection Letter

Richard Branson, founder of Virgin Atlantic airlines among many other businesses, used to send the following letter and voucher to anyone who was unsuccessful in a cabin crew interview: "I am sorry that you have been unsuccessful with your application to Virgin Atlantic but I wanted to give you some words of encouragement for you to re-apply in the future. When I was

travelling on a rival airline's flight, I was so impressed with one of the Cabin Crew that I asked 'Why don't you come and work with us at Virgin?' She replied, 'I tried but I wasn't successful through the interview process.' This just goes to show that even those that I feel would be great working with us at Virgin don't always manage to get through our interview process (often because of the sheer number of people who apply). It is for this reason that I encourage you to keep trying and not to be disheartened. As a small gesture the next time you fly on any Virgin route, I'd like to offer you a £20 voucher to put to-wards a flight or some duty free when flying with us. Wishing you every success for the future." Reflecting on the letter and what you have learned in this chapter, please answer the following questions:

1. What types of fairness would a letter like this improve among rejected candidates?
2. What might be the spillover effects of Branson's letter and voucher?
3. If you were rejected from a job, how would you prefer to hear the news and what information would you like to receive? Why?

CASE STUDY

Hiring FBI Agents The FBI is one of the six bureaus of the U.S. Department of Justice and the primary criminal investigative agency of the federal government. The special agents who work for the FBI investigate people and organizations who violate federal statutes. These violations can be related to organized crime, white-collar crime, financial crime, civil rights violations, bank robberies, kidnapping, terrorism, foreign counterintelligence, and fugitive and drug trafficking matters. Special agents also work with other federal, state, and local law enforcement agencies. The work performed by special agents has a daily impact on the country's security and the quality of life of all U.S. citizens.⁸⁰ The FBI has validated a series of assessment methods for its special agent positions. To effectively utilize the assessments, it uses a combination of multiple hurdles and cut scores to make its hiring decisions:⁸¹

1. **Online Application for the Special Agent Position:** A preliminary online application submitted through an FBI field office is used to determine if applicants meet the minimum qualifications of the position,⁸² including citizenship, age, education, work experience, and geographic mobility.⁸³

2. Phase I Testing:⁸⁴

Applicants passing the second hurdle are given three tests: A biodata inventory, a logical reasoning test, and a situational judgment test. Candidates whose scores exceed a predetermined cut score advance to the next phase.

3. Phase II Testing:⁸⁵

Only the most competitive applicants, based on the hiring needs of the FBI, are scheduled for Phase II Testing. Candidates' performance on a structured interview and a written exercise are compared to a cut score. If the applicant's

score is at or higher than the cut score, they pass Phase II. Candidates who pass this hurdle are sent a letter informing them that they passed and that they might also receive a conditional letter of appointment, based on the determination of their competitiveness and the needs of the FBI. The final offer of employment is contingent upon successfully completing the physical fitness test, background investigation, and medical examination.

4. Physical Fitness Test: To pass the physical fitness test, candidates must perform a maximum number of sit-ups in 1 minute, perform a timed 300-meter sprint, perform a maximum number of push-ups, and perform a timed 1 1/2 mile run. Candidates have a total of three opportunities to pass the physical fitness test.⁸⁶

5. FBI Background Investigation: Candidates receiving a conditional letter of employment are subjected to a background investigation including a polygraph test, credit and arrest checks, interviews with associates as well as personal and business references and past employers, and verification of educational achievements. Receiving an FBI top secret security clearance is necessary to be eligible for a FBI special agent position.

6. Medical Examination: A thorough medical examination is given to assess whether any medical issue could negatively affect the candidate's ability to perform basic special agent job functions. Candidates passing all phases of the hiring process are scheduled for a special agent class at the FBI Academy.

Questions

1. What are the advantages and the disadvantages of the FBI using a multiple hurdles approach to select special agents?
2. Would such a lengthy selection process appeal to you or turn you off to working at the FBI?
3. What might the FBI do to increase the chances that the applicants it wants to hire accept the job offers extended to them?

Instructions

Assignment Submission Guidelines

Below are some guidelines that you are expected to follow to ensure that you get full credit for your work. Please review them carefully!

- Papers should be approximately 5-7 pages in length. All answers should be thorough and well-thought out. Remember, this is a graduate-level course and you will be graded accordingly.
- Papers should show knowledge of the material from this week's module and demonstrate the ability to synthesize the theory (not just repeat it back.).
- Papers should be in 12 pt. (Arial, Times Roman) and doubled space with one-inch margins. Indent paragraphs (do not skip lines between them!).
- Answers should be written in APA format. Use headings and subheadings (in APA format) to delineate questions and part of questions. **Do not repeat the questions or number them.**
- All papers should have page numbers with the body of the paper (not the coversheet) beginning on page one.
- The header at the top of each page should have your name and assignment number (ex. A Fiedler Assignment #1).
- Papers will also be graded on grammar, spelling, and appropriate APA formatting (headings, subheadings, paragraphs, page numbers, etc.). These are formal papers and should be written as such. Do not use contractions (isn't, can't) and write out single-digit numbers (six, rather than 6). Proofread your work carefully!
- Submit your paper prior to the due date because as we all know things happen. If something happens and you miss the deadline the assignment will be open for an additional 24 hours. However, please be aware that if you submit your paper during this extended time you will be docked 10 points. **This is only for the emergencies.** So, do not procrastinate!!!

Please review the rubric attached to this module before submitting the assignment, as this will be used as the grading guideline.

ALL paper should be written using APA format. It is best to refer to your APA Manual. If you do not have a manual yet, you may want to refer to the following website:
<http://owl.english.purdue.edu/owl/resource/560/16/>

[REDACTED]

article, week two videos

Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard.						
<<<<<<<<< less quality more quality >>>>>>>>>						
Performance Criteria	Basic (0 points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Can develop a quality offer letter based on hiring goals	Does not develop an offer letter.	Develops a general offer letter.	Develops an offer letter including components specific to the position hiring goals.	Develops a compressive offer specific to the position hiring goals including all necessary components (see video).	Develops a compressive offer specific to the position hiring goals including all necessary components (see video). Can describe how the offer letter relates to the hiring goals.	
Using the assigned case can analyze the effectiveness of the selection and hiring process.	Does not address questions in the FBI selection case.	Generally discusses the FBI selection case.	Clearly addresses two questions at the end of the case. With support for answers.	Clearly addresses three questions at the end of the case with support for answers.	Clearly addresses three questions at the end of the case with support for answers. Provides well-thought-out suggestions for improvement.	
Writes at the Graduate Level (CO7)	Does not write using appropriate grammar, spelling, punctuation, and sentence structure (numerous major errors). Does not use APA format.	Does not write clearly; attempts to write using appropriate grammar, spelling, punctuation, sentence structure (several major errors). Attempts to use APA format (frequent errors).	Writes using appropriate grammar, spelling, punctuation, and sentence structure (a few major and minor errors) Uses APA format (few errors).	Writes clearly using appropriate grammar, spelling, punctuation, and sentence structure (some minor errors). Uses APA format (slight errors).	Effectively and clearly writes using appropriate grammar, spelling, punctuation, and sentence structure throughout the document (no errors). Uses APA format effectively.	
Grade Equivalency: 0 points=0%; 1 point=15%; 2 point=30%; 3 point=40%; 4 point=50%; 5 point=60%; 6 point=70%; 7 point=75%; 8 point=80%; 9 point=85%; 10 point=90%; 11 point=95%; 12 point=100%						
OVERALL GRADE						
Comments:						