



Texas A&M University-Central Texas

MGMT 4304-110, CRN 80276, RECRUIT, SELECT & PLACEMENT

Fall 2018 rev. 08.21.2018

Texas A&M University-Central Texas

August 27–December 14, 2018

INSTRUCTOR INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR

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If you have any questions or concerns before class starts, please send an e-mail to becca.mcpherson@tamuct.edu. When sending an e-mail, please identify MGMT 4304 in the subject line! After class starts, *Canvas inbox is my preferred method of communication.*

Instructor's TAMUCT Office Hours

If you have any questions about this course or during the course, I am available in my A&M-CT office Tuesday from 1:00 p.m. to 5:00 p.m. and the third and fourth Thursday from 1:00 p.m. to 3:00 p.m. I am also available the first and second Thursday from 1:00 p.m. to 3:00 p.m. virtually. Please contact me by e-mail to set up an appointment. Finally, you can send Canvas Inbox or e-mails anytime; I usually respond to questions quickly, but not longer than 24 hours. If you need assistance outside the stated office hours, please send me an email request, and we will find a time that works around our schedules.

Mode of Instruction and Course Access

This is a 100% online asynchronous course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>] as a course platform. You will use your Canvas username and password communicated to you separately to log in to this system. Additional information is located under [TECHNOLOGY REQUIREMENTS AND SUPPORT](#).

Student–Instructor Interaction

Canvas inbox is my preferred method of communication, and I typically respond within a few hours, but not more than 24 hours. If you do not receive a response within 24 hours, please contact me by phone. I am also typically online or in an A&M-CT Canvas classroom Monday and Wednesday between 10:00 and 14:00. If you need assistance outside the stated office hours, please send me a Canvas inbox request, and we will find a time that works around our schedules. Finally, I am available by phone and typically answer the phone up to 8:00 pm. If I do not answer the phone, please leave a message, and I will call you back as soon as possible.

BBA HRM Faculty Advisor

If you are a BBA HRM student, please make sure you have the BBA HRM Community listed in your Canvas courses. The BBA HRM Community includes an HR Career Map, which is to be used as a guide for your academic experiences and transition from higher education to a professional HR position.

All students interested in a career in HRM are welcome to join our Facebook Group. The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. SHRM Chapter #5395 Texas A&M University-Central Texas.

<https://www.facebook.com/groups/731484783725618/>

We also have an HR student organization, which is only open to new members during the first six weeks of the fall and spring semester. For the fall 2018 semester, we will be meeting from 6:30 to 7:30 on the first Friday of every month, and we will be attending HR Southwest in October. You can join our HR student group through [SHRM](#). There is a \$40.00 fee paid to SHRM. You will receive the SHRM student member benefits with this membership. When joining through SHRM, be sure to identify Texas A&M University-Central Texas as your student chapter #5395.

<https://www.shrm.org/Communities/student-resources/Pages/bufferpage.aspx>

911 Cellular

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

In this course, students will study recruitment and selection of human resources for organizations. Examine optimal utilization of human resources within organizations, and the use of tests and other techniques in human resource management. Prerequisite(s): MGMT 3302 and BUSI 3301.

Course Objectives

Upon successful completion of MGMT 4304 Recruit, Select & Placement students should be able to:

1. Workforce Planning and Talent Management:

- a. Describe one current labor market trend, in the War-for-Talent, which impacts recruiting qualified labor.
- b. Demonstrate an understanding of key workforce planning concepts including organizational design, HR planning, downsizing, rightsizing, retention, labor force supply and demand, replacement planning, and succession planning.

2. Job Analysis and Job Design:

- a. Demonstrate an understanding of key job analysis and job design concepts including job/role design and links to compliance with legal requirements, equal pay and comparable worth, overtime eligibility, equal employment, ergonomics and workplace safety; job evaluation and links to compensation, performance management, training and development, vocational and career counseling, needs assessment, career pathing.

3. Recruitment and Selection:

- a. Describe the full life cycle of staffing organizations beginning with organizational strategy and developing workforce planning goals, through recruiting, selection, placement, and measurement of outcomes.
- b. Describe how staffing organizations is similar and different for organizations operating locally, regionally, nationally, and internationally.
- c. Conduct research to identify sources of qualified applicants.
- d. Distinguish between sourcing qualified applicants and recruiting qualified applicants.
- e. Develop a legally compliant and effective interview protocol for pre-screening applicants as qualified job candidates and screening job candidates for the best job and organizational match.
- f. Select appropriate assessments as well as administer and analyze assessment results to justify referral of top candidates to management.
- g. Understand a legally compliant job offer, impacts of the total rewards package on negotiation, as well as counter offer and closing the offer.
- h. Demonstrate an understanding of key recruitment and selection concepts including employment practices, employment relationship, external influences on staffing, external recruitment, internal recruitment, assessment and assessment methods, job offers, bona fide occupational qualifications, and employment brand.

4. Metrics and Measurement of HR:

- a. Select appropriate metrics for assessing staffing outcomes and describe how selected metrics will impact the staffing process.
- b. Demonstrate an understanding of key metrics and measurement concepts including absenteeism, turnover, calculating and interpreting yield ratios, return on investment (ROI), quantitative analysis, benchmarking, analyzing and interpreting metrics, and forecasting.

5. HR Career Planning:

- a. Demonstrate employer-demand technical skills for staffing professionals related to MS Office and Applicant Tracking.
- b. Demonstrate employer-demand soft skills for staffing professionals related to oral, written and cross-cultural communication; relationship building; conflict resolution; negotiation; customer service; professionalism; and ethics.
- c. Demonstrate an understanding of key HR career planning concepts including balancing work and life, career management systems, company policies to accommodate work and nonwork activities, coping with job loss, plateauing; skills obsolescence; and career development.

6. Professionalism:

- a. Understand, apply and demonstrate professionalism as described under professional etiquette.

Module and week-level student outcomes are listed in the Canvas classroom at the beginning of each module.

Required Textbook

Phillips, J. M., & Gully, S. M. (2015). *Strategic staffing* (3rd ed.). New York, NY: Pearson.

Strategic Staffing, 3rd Edition

Phillips, J. M., & Gully, S. M.

Textbook ISBN-10: 0-13-357176-9

Textbook ISBN-13: 978-0-13-357176-9

E-text ISBN: 9780133578256 (180-day access)

<https://www.vitalsource.com/products/strategic-staffing-jean-m-phillips-v9780133578256>

COURSE REQUIREMENTS

Course Requirements

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to facilitate the academic environment better. In such an event, changes will be announced within one week of the change decision in the Canvas classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to syllabus requirements. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

Professional Etiquette

Students are expected to embody professionalism to include the following: **Demeanor** – polite and well-spoken, demonstrating tact, respect, compassion, appreciation, inclusive, mature - not rude, belligerent, arrogant, or aggressive; **Reliable** – follow through on tasks in a timely manner, communicate unanticipated events; **Competent** – commit to learning and applying content from the course, act in a responsible manner and practice sound judgement, seek assistance when appropriate; **Ethical** – honest and trustworthy; **Equality** – refrain from giving or seeking preferential treatment unless supported by the office of Student Success, adhere to published policies of the university, seek assistance or clarification when appropriate. A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. A less severe penalty may be assigned by the instructor depending on the circumstances of the situation.

Understanding of Course Design

This course design is distinctly different from MGMT 3302 – a traditional approach to learning content. MGMT 3302 sought to ensure students' understanding of foundational information related to the human resource management discipline. As a result, MGMT 3302 assessed students' learning through

quizzes, exams, and short essays. Unlike MGMT 3302, this course uses an **active learning approach** to the course design. As a result, MGMT 4304 seeks to challenge students in learning and applying concepts learned in this course. This means, you are expected to learn and apply skills unique – not taught in previous courses – to recruitment, selection, and placement of human resources for an organization.

About Discussions and Activities

Students are expected to be prepared each week by completing the assigned readings before due dates as posted in the course schedule. For this online course, the week begins on Monday and concludes the following Sunday at midnight Texas time, CST. Readings, videos/audios, and chapter quizzes are due by Sunday. Most weeks have an activity related to assignments also due on Sunday.

Please note: Discussions and activities are interactive and time sensitive; therefore, contributions to discussions and activities will not be accepted for course credit after they close. Further: A student's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from the instructor and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement after that. Online netiquette and in-person professional conduct is related to course outcome 6 and is required at all times.

Discussions: 100 points (4 @ 25 points each)

Discussions are a critical part of the learning design and are intended to provide an opportunity for student-to-student discussion of required readings as well as to help students prepare for **exams 1-3**. Discussions are intended to facilitate students' creation of knowledge through applying learned content, asking clarifying questions, contributing personal representation of concepts and ideas, and engaging in analysis, evaluation, and synthesis of multiple perspectives.

Discussions are based on exercises in the required textbook. When completing discussion, be sure to read the directions provided with the discussion in Canvas, because some directions are different from what is listed in the textbook. You may want to complete exercises related to the week's chapter during the week we are reading that chapter. However, you need to watch the schedule to ensure all initial responses submitted by Sunday of the required submission week. You have until Sunday of the closing week to complete follow-up responses. In your approach to discussions, it may be easier to finish the follow-up responses the weekend after initial responses are due since it will still be fresh from the readings.

Initial response expectations. You are required to post one initial response *to each topic listed*. This is your response to the exercise. Keep in mind, initial responses are due at a time that allows students to work ahead if they want. However, students posting initial responses late will incur a late penalty, but you can still post late. This is to ensure students who need/want to work earlier in the course schedule have someone else to "discuss" the topics with for posting follow-up responses. However, the discussion is open for several weeks to allow you to come back when it is convenient for you. Keep in mind, discussions are student-to-student discussions that require other students to "discuss with." Therefore, no late postings will be accepted for course credit after the discussion closes. Please note the discussion closing date in the course schedule. All closing dates are on Sunday, except the last discussion, which closes on Friday - the last day of class.

Follow-up response expectations. Discussions require you to provide at least 3 total follow-up responses. Unlike initial responses, the follow-up responses can focus on one or two topics that most

interest you. However, when responding to students in discussions, be sure that your responses contribute to the discussion in a meaningful way. While responses to classmates can take a conversational tone, the comment should go beyond the summary of "I agree." Students whose posts are insufficient in quality or quantity, or late will receive point deductions.

Submitting your responses. To submit an initial post, click on the link provided in the module for the week the discussion is open. This link will take you to the discussion board. Each topic within the discussion **requires a separate post**. Be sure to label your response with an appropriate title heading so that you receive full credit for your initial submission. For example, RebeccaM DISCUSSION 1:1 or something similar.

Please note: Professional etiquette is required at all times.

Grading Criteria: Discussions

- Initial Responses: 45% (11.25 points) Provided initial responses to all required topics. Overall initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and demonstrated an understanding of the assigned reading material.
- Responses to Classmates: 45% (11.25 points) Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation beyond "good point" or "I agree." Responses are intended to be conversational, but well written and add value.
- Timeliness and Academic Writing Style: 10% (2.5 points) Met expectations for active and timely responses. Writing quality was adequate with good sentence structure, spelling, effective word choice. APA formatting of citations was provided. Links to outside sources or APA formatted reference provided for sources other than the required textbook.

Assignment Activities: 90 points (7 @ 5, 1@ 15, 2 @ 20 points)

Activities are a critical part of learning and assignment completion. They are intended to provide an opportunity for student-to-student as well as student-to-instructor discussion of applied concepts. Activities are intended to facilitate students' creation of knowledge through controlling the learning process in staged hands-on activities, contributing learner's personal experiences, engaging in analysis, evaluation, and synthesis of multiple perspectives as well as engaging in a collaborative assessment of learning.

Assignment activities are activities to help you complete your assignments. Assignment activities allow you to get feedback from other students as well as your instructor. These activities require at least 2 follow-up posts to other students. It is in your best interest to actively engage other students and your instructor on these topics. You should think of these activities as mile markers toward completing assignments where you have ample opportunity to ask questions, assist other students, and share your own experiences (very conversational). Unlike Discussions 1-4, which focus on exercises from the text and span several weeks, assignment activities occur weekly with initial responses due and closing at the end of each week on Sunday. **Three posts required for all activities except 1:1, 1:2, and 2:1 (1 post).**

Grading Criteria: Activities

(1) 7 activities @ 5 points, (2) 1 activity @ 15, (3) 2activities @ 20 points

- Initial Responses: (1) 60% (3 points), (2) 100% (15 points), (3) 50% (10 points) Provided initial response to stated activity. The overall initial response was complete, demonstrated understanding and comprehension of concepts. Answers contributed to the development of related assignment.
- Responses to Classmates: (1) 40% (2 points), (2) 0% (0 points), (3) 50% (10 points) Actively participated in the activity, met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation, be conversational in tone, and share your perspective.
- No late submissions accepted for course credit.
- 25% deduction for poor writing quality. (Writing quality should be adequate with good sentence structure, spelling, and effective word choice.)

Worksheets and Exercise: 70 points

Worksheets and exercise are intended to help students identify and retain essential information from video lessons related to the week's *module-level outcomes*. You can open videos on a different webpage and complete the worksheet while watching related videos. There is no time limit for completing the worksheet. All questions on the worksheet are available at one time; however, worksheets can only be attempted one time. Some worksheets are graded automatically (a) and others are graded by the instructor (i).

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| • Week 1 Lesson Worksheet (4 points) i | • Week 9 Lesson Worksheet (6 points) a |
| • Week 2 Lesson Worksheet (6 points) i | • Week 10 Lesson Worksheet (2 points) a |
| • Week 3 Lesson Worksheet (8 points) a | • Week 10 Defining PPT Best Practices (6 points) i |
| • Week 4 Lesson Worksheet (6 points) a | • Week 13 Lesson Worksheet (10 points) a |
| • Week 7 Lesson Worksheet (4 points) i | • Week 14 Lesson Worksheet (12 points) a |
| • Week 8 Lesson Worksheet (6 points) a | |

Assignments: 275 points (125 and 150 points respectively)

Assignments in this course are qualitative assessments of course learning objectives, which are designed to help you practice applying course concepts to demonstrate mastery of course objectives. Assignments are an integrated part of the course and draw from class discussions and activities as well as individual work.

Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days late without written documentation of an unavoidable or unforeseeable event. For more information about my policy regarding late work, please review Late Assignments under the Instructor's Policies. While assignments represent the independent work of students; collaborative teamwork is appropriate in the related activities. Also note: any assignment not made up as approved and arranged by the professor will receive a zero.

Students whose assignment includes academic integrity violations, such as but not limited to plagiarism, will receive a 0 on the assignment and possible referral to Student Affairs. However, "I reserve the right to reduce the penalty if I believe the academic integrity issue was unintentional or very minor in impact. Please review the policies regarding [Academic Integrity](#) and [Plagiarism](#)" (Dr. Rebecca). If you are unfamiliar with APA, I encourage you to purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). Keep in mind, you are required to use the American Psychological Association (APA) formatting for assignment formatting, layout, citations, and references as part of your MGMT4304 assignments.

About Assignment 1

Trends in Workforce Planning and Talent Management: The War-for-Talent is **worth 125 points** and supports **learning outcome 1**. This assignment is a written paper requiring research – a literature review - into the topic of workforce planning and employment trends related to labor shortages. Your literature review will examine trends related to a specific APPROVED topic, which you will select in week 2.

The theme for this course's literature review is Employability and The War-for-Talent. Your selected topic [a specific labor demographic] should be related to this theme. Employability is a concept that describes knowledge, skills, abilities, and attributes that make an individual employable. Employability is somewhat different for different labor markets, and it is impacted by the War-for-Talent. The War-for-Talent is about the phenomenon of organizations competing against each other for scarce talent. Be sure you make clear connections in your paper to the War-for-Talent.

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points but should not be overlooked. **Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.**

Completing the assignment. The literature review includes a title page, abstract (150 – 250 words), **the body of the paper 4-5 pages synthesizing 10 sources**, and a reference page (7-8 pages total). **This paper requires a minimum of 10 sources, which are peer-reviewed journal articles and less than 5 years old.** Be sure to paraphrase only, **no direct quotes**. Properly cite and reference in APA all sources of information. Utilize APA writing style and layout.

- Journal articles not correctly referenced AND cited in the paper will not be counted. I will check for citations. I will also spot check the dates. Changing journal article dates is an ethics violation under professional conduct.
- Do not exceed the page limit of 4-5 pages for the body of the paper.

Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. For this assignment, you will need MS Word to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 1.

Grading Criteria: Assignment 1

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- Formatting/Organization: 6.4% (8 points) Student's paper was presented in an organized manner, using correct APA layout, and paper meets page requirement length.
- APA Within Paper: 9.6% (12 points) Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- Content: 60% (75 points) The paper demonstrated a depth of understanding through an appropriate topic that was **well-developed, organized, balanced, integrated, and critical**.
- Reference Requirement: 8% (10 points) Student meets requirements set forth for references. 10 total appropriate sources, 10 journal articles are peer-reviewed and less than 5 years old.

- Trend/Purpose: 8% (10 points) The selected APPROVED topic reflected a recent and appropriate trend in workforce planning. The topic and purpose were clearly stated and guided the development of the paper. Student's paper had a strong writing style and sense of direction.
- Directions: 8% (10 points) Student followed directions, uploaded the paper to submission link, submitted on time. The overall paper followed directions for page length, number and type of resources, and student's paper *and conduct* demonstrated professionalism.

About Assignment 2

Full Life Cycle Staffing is *worth 150 points*, supports *learning outcomes 1, 3, and 5*. In this assignment, you will illustrate - through a systems approach – the organization's context as well as processes and components for workforce planning, sourcing and recruiting talent, assessing and selecting talent, acquiring and retaining talent, which makes up the Matchmaking Process. To do this, ***you will conduct Internet research to acquire needed information***, then share your ideas and engage other students' perspectives and experience to help you analyze and evaluate information, breaking down the components of your selected organization's staffing process.

Selecting an organization. Your choice of an organization must be **pre-APPROVED** by the instructor. **Failing to use the instructor approved organization will result in a 40%-point deduction (-60 points).** You may not use an organization where you currently or previously worked. If you are currently working, consider a competitor for talent as your selected organization. All students must have different organizations. ***Your organization needs to have*** easily accessible information on their website and published articles/video. Consider organizations in your local area that are well documented and in an industry in which you are interested in working. The best options are usually those with labor shortages such as manufacturing (skilled trades), healthcare, information technology, telecommunications, transportation, construction, mining, professional highly skilled talent or workers in community and social services. [Do not use national, state, or local government, public schools, or retail chains with small store locations. Each of these groups will not result in the needed information to complete the assignment.]

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points but should not be overlooked. ***Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.***

Completing the assignment. Your response to this assignment is a power point presentation with notes and voiceover narration of at least 80% of the slides. The powerpoint should include a title slide, presentation overview, introduction to your organization, the body of the presentation with notes – apx. 1-2 slides for each topic based on assignment activities, matchmaking process, transferable concepts, communication with an HR professional. Include a reference slide with the organization's website, sources of other information about the organization including conversations/communications, and source of industry trends or research. Be sure to use powerpoint best practices including the addition of images and limited, streamlined text on each slide. ***Be sure to download and use the assignment sample located in the left menu under Modules, and then at the bottom - Additional Resources, which includes more detailed information about slide content and demonstrates linkages to each assignment activity.***

Submitting your assignment. Your assignment should be uploaded as an MS PPT document by 11:59 p.m. on the due date. For this assignment, you will need MS PowerPoint and a microphone for audio recording. To submit the assignment, go to the left menu under Assignments, then select Assignment 2. *The file upload may take a while so plan this into your submission timeline.*

Grading Criteria: Assignment 2

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- **Systems Approach 30% (45 points)** The systems approach to staffing components were complete and well thought out. The content demonstrated an understanding of the full life cycle staffing process and its outcomes.
 - demonstrated collegiate quality research and analysis
 - demonstrated oral, written communications; professionalism, and relationship building
 - included organizational information, workforce planning, sourcing, recruiting talent, assessing and selecting talent, acquiring and retaining talent
 - a visual representation of the matchmaking process (systems approach to full life cycle staffing)
- **Transferable Concepts: 20% (30 points)** Provided a well thought out and articulated critical evaluation of transferable concepts to other organizations.
 - 2 well thought out and explained transferable operational concepts
 - 2 well thought out and explained transferable strategic concepts
 - 2 well thought out and explained personal/professional transferable concepts
- **Communication Skills: 25% (37.5 points)** Communicated with an HR professional within the selected organization's industry about the what makes staffing in this industry unique.
 - demonstrated oral, written, and cross-cultural communication in discussions with an HR professional- provide a list of questions asked
 - demonstrated relationship building and professionalism in communications- describe the outcomes of the communication
 - provided contact information and date/time/method of conversation
- **Professional Presentation: 20% (30 points)** The presentation was professional demonstrating employer demand technology skills.
 - powerpoint presentation
 - voiceover narration-80% of slides
 - powerpoint best practices (relevant and effective use of design, layout, font, images, graphs; limited text on each slide, consistent grammar, punctuation, and size, etc.)
- **Directions: 5% (7.5 points)** Students followed directions for formatting, APA references and citations, submitted on time. *Utilized assignment sample located in Additional Resources. Failing to use the instructor approved organization will result in a 40%-point deduction (-60 points).*

Reflective Journals: 10 points (2 @ 5 points each)

Reflective journals are a mile marker in your learning experience where you are provided the opportunity for self-reflection, sharing your learning experience to this point in the course, self-assessment of progress, and an opportunity to create needed change and control the learning process. The reflective journal is an individual assignment and a descriptive account of your incremental learning

over the duration of the course related to [course outcomes 1-5](#). This journal not only provides you with an opportunity to reflect on what you have learned so far, but it also helps the professor to understand your unique learning experience. Information from journal entries will also help to improve the overall course experience for you and subsequent students.

This reflection is worth 10 points. Please answer all of the questions below.

- Describe your most memorable learning experience(s) in completing this assignment.
- Which discussions or activities most contributed to your ability to complete this assignment and why?
- Which discussion or activities least contributed to your ability to complete this assignment and why?
- How did you contribute to the learning experiences of other students?
- How did other students contribute to your learning experience?
- What aspects of the course allowed you to control your learning pace and experience?
- Are there any aspects of the course that could be improved to allow better control of your pace and learning experience?
- Are there any other comments you would like to share about your learning experiences so far?

Grading Criteria: Reflective Journal

- Reflection: 50% (2.5 points) Student provided a thoughtful reflection of questions posed.
- Complete: 50% (2.5 points) Student provided a timely and complete response to questions posed for reflection.

Weekly Quizzes: 65 points (13 @ 5 points each)

Chapter review quizzes provide students an opportunity to self-assess progress in understanding concepts presented in the required textbook as well as to help prepare you for [exams 1-3](#). Quizzes reinforce key concepts from the required readings related to [module-level objectives](#). Quizzes will be completed and submitted in Canvas, then scored automatically through A&M-CT's Web-supported Canvas application.

Completing quizzes. Each quiz includes 10 questions and is anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. *Quizzes are low stress based on their design allowing them to be retaken as many times as you like and you can keep the highest grade.* However, keep in mind that quizzes must be completed by the due date posted in the [course schedule](#). A note of caution, choosing not to take the quizzes can have a negative impact on your grade over the duration of the course. Finally, opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

Exams: 375 points (3 @ 125 points each)

There will be three objective exams administered during the semester, which assess knowledge and understanding of module-level objectives. Exam 1 supports [course outcomes 1 & 2](#), exam 2 supports [course outcomes 3 & 4](#), and exam 3 supports [course outcomes 4 & 5](#). Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Completing exams. Exams include 50 multiple choice and true/false questions, which assesses content from the required textbook. These are open book exams; however, if you do not study and choose to look up all of the answers during the exam, you will not have sufficient time to complete the

exam. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. Exams are anticipated to take approximately 60 minutes each, and they must be completed in one sitting by the due date posted in the course schedule. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

All exams open on Saturday 12:30 am before the scheduled week, and close on their due date at 11:59 p.m. CST. Exams can only be taken one time.

Instructor Policies:

Instructors policies can be found at the end of the syllabus under [Instructor Policies Related to Absence, Grading, etc.](#)

Course Grading Criteria:

Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and exams.

Grade Composition

10%	Discussions 100 points total (4 @ 25 points each)
9%	Activities 90 points (7 @ 5, 1 @ 15, 2 @ 20 points)
7%	Worksheets and Exercises 70 points (11 points vary)
27.5%	Assignments 275 points (125 and 150 points each)
1.0%	Reflective Journals 10 points (2 @ 5 points each)
6.5%	Weekly Quizzes 65 points (13 @ 5 points each)
37.5%	Exams 375 points (3 @ 125 points each)
1.5%	Introduction, Syllabus Review, & Class Wrap-up 15 points (3 @ 5 points each)

100%= 1000 total points

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. There are no bonus assignments in this course.

Posting of Grades

Most student grades will be posted in the Canvas Grade book within 7 days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. **Please note: The student capacity for this course was increased. Therefore, grading time for Assignments 1 and 2 may exceed the typical 7-day return time.** Students should monitor their grades through this tool and report any issues immediately.

Submitting Course Requirements

Please submit all course requirements (activities, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send me an e-mail explaining the difficulty. Be sure to place MGTK 4304 in the subject line! Then, post or

complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

COURSE OUTLINE AND CALENDAR

Complete Course Outline

“I reserve the right to make changes to the course schedule if the need arises” (Dr. Rebecca). If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom. Required video time commitment is estimated as ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

Week 1: August 27, Monday – September 2, Sunday

Module 1 – Part 1

Module 1 Opens

Course Information

Student Introductions (5 points, due Sunday 09/02)

Syllabus Review (5 points, due Sunday 09/02) SUPPORTS MODULE-LEVEL OUTCOMES

Read Ch. 1 Strategic Staffing

Complete Chapter Review Quiz 1 (5 points, due Sunday 09/02) SUPPORTS EXAM 1

Watch Videos (~18 minutes)

- Dr. Rebecca's Experiences Staffing Organizations
- Linking Staffing Goals to Organizational Strategy

Complete Lesson Worksheet (4 points, due Sunday 09/02) SUPPORTS MODULE-LEVEL OUTCOMES

Topics Covered

Expectations

Staffing Links

Staffing Goals

Competitive Advantage

Business Acumen

Core Jobs

August 27th Class Begins

August 27th -29th Add/Drop/Late Registration

Week 2: September 4, Tuesday – September 9, Sunday

Module 1 – Part 2

Read Ch. 2 Business and Staffing Strategies

Chapter Review Quiz 2 (5 points, due Sunday 09/09) SUPPORTS EXAM 1

Watch Videos (~38 minutes)

- Talent Philosophy

- Alternative Competitive Advantage
- Staffing Decisions

Complete Lesson Worksheet (6 points, due Sunday 09/09) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 1:1 Literature Review - Read the assignment 1 directions and pick a topic for your assignment.

Post your topic to this activity. The instructor must approve your topic before posting to the next activity in week 3. (5 points, due Sunday 09/09) ***The theme for this course's literature review is employability and the War-for-Talent. Your selected topic [labor demographic] should be related to this theme.*** SUPPORTS ASSIGNMENT 1

Topics Covered

Business Acumen

Hiring the Right Person

Talent Oriented Staffing

Job Oriented Staffing

Organization Oriented Staffing

Strategic Staffing Decisions

September 3rd Labor Day

Week 3: September 10, Monday – September 16, Sunday

Module 1 – Part 3

Read Ch. 3 The Legal Context

Complete Chapter Review Quiz 3 (5 points, due Sunday 09/16) SUPPORTS EXAM 1

Watch Videos (~44 minutes)

- Employer Brand Management Richard Mosley
- Adverse Impact
- Employer Brand Management by LinkedIn
- Example of Court-Mandated Affirmative Action Program
- Example of Potential Disparate Impact
- Finding Peer-Reviewed Journal Articles
- Writing Literature Reviews for Course Credit

Complete Lesson Worksheet (8 points, due Sunday 09/16) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 1:2 Literature Review - Find 1 Journal Article for Assignment 1 from the TAMU-CT Library. You need your approved topic from Activity 1:1 to submit to this activity. Check assignment 1 for journal article requirements. (5 points, 1 initial post due Sunday 09/16) SUPPORTS ASSIGNMENT 1

Begin Discussion #1 (3 initial posts due Sunday 09/16) SUPPORTS EXAM 1

- (DISCUSSION 1:1) Staffing Links and HRM Goals
- (DISCUSSION 1:2) Applying Staffing Trends
- (DISCUSSION 1:3) Target Labor Demographics

Topics Covered

Plagiarism

Sources of Information

Ethical Practice

Employer Brand Management
Affirmative Action
Diversity Programs
Equal Employment Opportunity
Target Labor Demographics - Aging and Employment
Legally Defensible Staffing

September 12th Last day to drop with no record

Week 4: September 17, Monday – September 23, Sunday

Module 1 – Part 4

Read Ch. 4 Strategic Job Analysis and Competency Modeling

Complete Chapter Review Quiz 4 (5 points, due Sunday 09/23) SUPPORTS EXAM 1

Watch Videos (~37 minutes)

- What is the Difference Between a Job Analysis and Job Description?
- Basics of Job/Task Analysis
- Critical Incident Technique
- The Problem with Plagiarism

Complete Lesson Worksheet (6 points, due Sunday 09/23) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 1:3 Literature Review - Peer Reviewed Journal Articles – Locate appropriate journal articles to meet assignment 1 requirements. SUPPORTS ASSIGNMENT 1

- Post your reference list in APA and an outline of your paper by Sunday. (10 points, due Thursday 09/20)
- Provide feedback to at least 2 students by Sunday. (10 points, due Sunday 09/23)

Complete Discussion #1 (25 points, 3 follow-up posts due Sunday 09/23) SUPPORTS EXAM 1

Topics Covered

Labor Market Trends
Performance Management Feedback
Types of Job Analysis
Job Analysis Methods
Conducting a Job Analysis

Week 5: September 24, Monday – September 30, Sunday

Module 1 – Part 5

Read Ch. 13 Staffing System Evaluation and Technology

Complete Chapter Review Quiz 13 (5 points, due Sunday 09/30) SUPPORTS EXAM 1

Watch Required Videos (~52 minutes)

- Measuring Quality Hires
- Why "Time to Fill" is the Wrong Metric to Track
- The Balanced Scorecard Introduction
- Metrics and Your Career

Complete Assignment #1- Literature Review (125 points, due Sunday 09/30) SUPPORTS COURSE OUTCOME 1

Reflective Journal Entry #1 (5 points, due Sunday 09/30) SUPPORTS COURSE OUTCOME 1

Topics Covered

Staffing Metrics
Staffing Technology HRIS
Talent Inventories
Applicant Tracking HRIS

Week 6: October 1, Monday – October 7, Sunday

Module 1 – Wrap-Up

Complete Exam #1 (Major Assessment Ch. 1-4 & 13) (125 points, due Sunday 09/30) SUPPORTS COURSE OUTCOMES 1 & 2

Additional Resources, Download Assignment 2 Sample

Topics Covered

Review Course Outcomes 1 and 2

October 5th Deadline to submit graduation application for participation in the commencement ceremony

Week 7: October 8, Monday – October 14, Sunday

Module 2 – Part 1

Module 2 Opens

Read Ch. 5 Forecasting and Planning

Download Assignment 2 Sample (Also located in Additional Resources)

Review Approaching an HR Professional (Also located in Additional Resources)

Complete Chapter Review Quiz 5 (5 points, due Sunday 10/14) SUPPORTS EXAM 2

Watch Required Videos (~23 minutes)

- The Workforce Planning Process
- Markov Analysis
- Skill Gap
- Skill Gap 2

Complete Lesson Worksheet (4 points, due Sunday 10/14) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:1 Full Life Cycle Staffing - Select an Organization - Investigate companies in your LOCAL area and select an appropriate organization (15 points, 1 post due Sunday 10/14) SUPPORTS ASSIGNMENT 2

- The instructor must approve your choice. Students cannot use the same company for this assignment, nor their own employer.
- Provide a list of websites you looked at to decide this company was a good choice.

Topics Covered

Staffing Planning Processes
Forecast Worker Demand
Predict Business Activity

Business Acumen
Labor Gaps and Surpluses

October 13th-18th Dr. Rebecca at HR Southwest Conference

Week 8: October 15, Monday – October 21, Sunday

Module 2 – Part 2

Read Ch. 12 Managing Workflow

Complete Chapter Review Quiz 12 (5 points, due Sunday 10/21) SUPPORTS EXAM 2

Watch Required Videos (~21 minutes)

- Socializing HR
- Check out these 13 individuals in the news who were fired due to a Twitter post.
- Induction, Orientation, and Socialization
- What Are Soft Skills
- Soft Skills in the Workplace

Complete Lesson Worksheet (6 points, due Sunday 10/21) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:2 Full Life Cycle Staffing - Contact an HR Professional with knowledge of the industry for your selected organization. Ask questions about labor markets in this industry. Find out what is unique about recruiting talent in this industry. Think ahead about this discussion and visit a local HR professional organization with SHRM to make connections. (20 points, 1 initial post, and 2 follow-up posts due Sunday 10/21) SUPPORTS ASSIGNMENT 2

- How did you contact him/her? Provide a general overview of your contact or progress in contacting an HR professional.
- Having difficulty, what is your next step? If you have not yet communicated with him/her, then tell us how you plan to initiate the communication.

Begin Discussion #2 (3 initial posts due Sunday 10/21)

- (DISCUSSION 2:1) Labor Supply Investigate Current Skill Gaps
- (DISCUSSION 2:2) Managing Labor Gaps
- (DISCUSSION 2:3) Turnover

Topics Covered

Labor Gaps
Types of Turnover
Employer Branding
Retention Strategies
Socialization
Relationship Management

October 13th-18th Dr. Rebecca at HR Southwest Conference

Week 9: October 22, Monday – October 28, Sunday

Module 2 – Part 3

Read Ch. 6 Sourcing: Identifying Recruits

Complete Chapter Review Quiz 6 (5 points, due Sunday 10/28) SUPPORTS EXAM 2

Watch Required Videos (~37 minutes)

- Linking Sourcing and Job Descriptions
- Sourcing and Recruiting Employees
- 3 Key Trends
- Find and Hire Talent Globally
- Sourcing Talent Acquisition

Complete Lesson Worksheet (6 points, due Sunday 10/28) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:3 Full Life Cycle Staffing - Sourcing Applicants - What are the sources of applicants your company targets, which impacts either the number or types of individuals willing to apply for and accept job offers. Remember that sourcing and recruiting are not the same thing. (5 points, 1 initial post, and 2 follow-up posts due Sunday 10/28) SUPPORTS ASSIGNMENT 2

Complete Discussion #2 (25 points, 3 follow-up posts due Sunday 10/28) SUPPORTS EXAM 2

Topics Covered

Global and Cultural Effectiveness
Role of Sourcing - Ethical Practice
Sourcing Process
Sourcing Strategies
Sourcing Plan
Legally Compliant Job Descriptions
Effective Communication

Week 10: October 29, Monday – November 4, Sunday

Module 2 – Part 4

Read Ch. 7 Recruiting

Complete Chapter Review Quiz 7 (5 points, due Sunday 11/04) SUPPORTS EXAM 2

Watch Videos (~35 minutes)

- Diversity and Sourcing Talent
- Diversify Your Recruiting Tactics
- The Art of Passive Recruitment
- Employer Branding and Employer Brand Management

Complete Lesson Worksheet (2 points, due Sunday 11/04) SUPPORTS MODULE-LEVEL OUTCOMES

Review PowerPoint Skills Development and PowerPoint Tips (also located in Additional Resources)

Discussion/Exercise PowerPoint Best Practices (6 points, 1 initial post due Sunday 11/04)

Activity 2:4 Full Life Cycle Staffing - Recruiting Talent - What types of recruiting practices are employed by your company? Remember that sourcing and recruiting are not the same thing. (5 points, 1 initial post, and 2 follow-up posts due Sunday 11/04) SUPPORTS ASSIGNMENT 2

Topics Covered

Recruiter Effectiveness
Spillover Effects
Recruiting Guides
EEOC's Best Practices

November 1st Deadline to Submit GRE/GMAT Scores to the Office of Graduate Studies

Week 11: November 5, Monday – November 11, Sunday

Module 2 – Part 5

Read Ch. 8 Measurement

Complete Chapter Review Quiz 8 (5 points, due Sunday 11/11) SUPPORTS EXAM 3

Watch Required Videos (~70 minutes)

- What is Analytics?
- What is HR Analytics?
- The Correlation Coefficient
- Introduction to Simple Linear Regression
- Statistical Significance versus Practical Significance
- Understanding Reliability and Validity
- Strata Jumpstart

Complete Exam #2 (Major Assessment Ch. 5-8 & 12) (125 points, due Sunday 11/11) SUPPORTS COURSE OUTCOMES 3 & 4

Topics Covered

Review Course Outcome 3

Correlation

Reliability and Validity

Selecting Appropriate Metrics

November 9th Last day to drop a course with a “Q” or withdraw with a “W”

Week 12: November 12, Monday – November 18, Sunday

Module 3 – Part 1

Module 3 Opens

Read Ch. 9 Assessing External Candidates

Complete Chapter Review Quiz 9 (5 points, due Sunday 11/18) SUPPORTS EXAM 3

Watch Videos (~23 minutes)

- Job Interview Guide
- What is Pre-Employment Testing?
- The Legality of Pre-Employment Testing
- References and Background Checks
- Sample Bad Interviewers

Assignment 2:5 Full Life Cycle Staffing - Assessing Job Candidates How does your company assess job candidates and decide who to hire? Check the employer’s website. However, you will also need to be creative about finding this information on this Internet. Check out websites where former employees and applicants share information. (5 points, 1 initial post, and 2 follow-up posts due Sunday 11/18) SUPPORTS ASSIGNMENT 2

Topics Covered

Correlation
Reliability and Validity
Selecting Appropriate Metrics – Critical Evaluation
External Assessment Goals
Assessment Plan
Assessment Methods
Interview Protocol
Hiring the Right Person
Job and Organizational Match

November 12th Veterans Day

Week 13: November 19, Monday – November 25, Sunday

Module 3 – Part 2

Read Ch. 10 Assessing Internal Candidates

Complete Chapter Review Quiz 10 (5 points, due Sunday 11/25) SUPPORTS EXAM 3

Watch Required Videos (~30 minutes) & Interviewer Score Key Sample for Activity 2:7

- Sample Good Interviewers
- Quantitative Decision-Making Tools: Decision Matrix
- Interview Evaluation Matrix
- Assessing Internal Candidates
- Importance of Succession Management

Complete Lesson Worksheet (10 points, due Sunday 11/25) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:6 Full Life Cycle Staffing - Selecting Talent - Develop a partial interview protocol for your company. Focus on assessing 3 to 5 attributes for **organizational fit**. (5 points, 1 initial post, and 2 follow-up posts due Sunday 11/25) SUPPORTS ASSIGNMENT 2

Begin Discussion #3 (Initial posts due Sunday 11/25)

- (DISCUSSION 3:1) Adverse Impact
- (DISCUSSION 3:2) Interviewer Assessment
- (DISCUSSION 3:3) Internal Goals Assessment

Topics Covered

Adverse Impact
Internal Assessment
Internal Goals Assessment – Critical Evaluation
Business Acumen
Replacement Planning
Succession Management Senior/Executives
Career Development- Early-Career & Mid-Career
Leadership and Navigation

November 22nd & 23rd Thanksgiving

Week 14: November 26, Monday – December 2, Sunday

Module 3 – Part 3

Read Ch. 11 Choosing and Hiring Candidates

Complete Chapter Review Quiz 11 (5 points, due Sunday 12/02) SUPPORTS EXAM 3

Watch Videos (~25 minutes)

- Creating a compelling Employee Value Proposition
- Sample Amerisure Insurance - Employee Value Proposition
- Diversity in the Hiring Process
- Legal Concerns in Job Offers
- Didn't Get the Job with Dr. Loafman

Complete Lesson Worksheet (12 points, due Sunday 12/02) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:7 Full Life Cycle Staffing - Selecting Talent - How does your company retain successful talent?

What are their target labor demographics? What were the selected 3-5 attributes? Develop a Scoring Key that reflects the linkage between target labor demographics, total rewards, and organizational fit. (5 points, 1 initial post, and 2 follow-up posts due Sunday 04/29) SUPPORTS

ASSIGNMENT 2

Complete Discussion #3 (25 points, 3 follow-up posts due Sunday 12/02) SUPPORTS EXAM 3

Topics Covered

Combining Candidate Scores

Final Choice and Talent Acquisition

Job Offer Strategies

Total Rewards Package

Legally Compliant Job Offer

December 1st Student End of Course Survey Opens

Week 15: December 3, Monday – December 9, Sunday

Module 3 – Part 4

Complete Assignment #2 - Full Life Cycle Staffing (150 points, due by Sunday 12/09) SUPPORTS COURSE OUTCOMES 1, 3, & 5

Reflective Journal Entry #2 (5 points, due Sunday 12/09) SUPPORTS COURSE OUTCOMES 1, 3, & 5

Begin Discussion #4 (Initial posts due Sunday 12/09)

- (DISCUSSION 4:1) Multiple Hurdles
- (DISCUSSION 4:2) Negotiating Job Offers
- (DISCUSSION 4:3) Know Your Worth

Topics Covered

Full-Life Cycle Staffing

Employer-Demand Technical Skills – HR and Technology

Multiple Hurdles

Negotiating Job Offers

December 14th Last day to file for Degree Conferral

Week 16: December 10, Monday – December 14, Friday

Module 3 – Wrap Up**Complete Discussion #4** (25 points, 3 follow-up posts due Wednesday 12/12) SUPPORTS EXAM 3**Complete Exam #3** (Major Assessment Ch. 9-11) (125 points, due Friday 12/14) SUPPORTS COURSE OUTCOMES 4 & 5

Complete Final Discussion Class Wrap-up (5 points, due Friday 12/14)

Topics Covered

Review Course Outcomes 3, 4, and 5

*December 14th Class ends**December 14th Commencement Ceremony Bell County Expo Center 7:00 p.m.***Important University Dates:**

*August 27th Class Begins**August 27th -29th Add/Drop/Late Registration**September 3rd Labor Day**September 12th Last day to drop with no record**October 5th Deadline to submit graduation application for participation in the commencement ceremony**October 13th-18th Dr. Rebecca at HR Southwest Conference**November 1st Deadline to Submit GRE/GMAT Scores to the Office of Graduate Studies**November 9th Last day to drop a course with a “Q” or withdraw with a “W”**November 12th Veterans Day**November 22nd & 23rd Thanksgiving**December 1st Student End of Course Survey Opens**December 14th Class ends**December 14th Commencement Ceremony Bell County Expo Center 7:00 p.m.**December 15th – January 13th Winter Break Classes Start January 14th*

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

For this course, you will need reliable and frequent access to a computer and the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the A&M-CT computer lab (Founder’s Hall, 113) or contact [Dr. Rebecca](#) to discuss your situation.

To complete assignments, you will need MS Word and PowerPoint software. You will also need a headset or speakers, a microphone, and a webcam or other video recording device to be able to listen to online resources and record voice narration and video presentation for the Project. If you do not have MS PowerPoint, you can get [Microsoft Office Suite free through your myCT](#).

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues related to course content and requirements, contact [Dr. Rebecca](#). Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid the penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and

includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring

and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

The University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online-only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

Instructor Policies Related to Absence, Grading, etc.

Late assignments

All discussions and activities are due on the date designated on the syllabus course schedule unless otherwise posted in the classroom announcements. In some situations, an alternate due date can be arranged for assignments before the due date, except items due in week 16. **A ten percent penalty will be assessed for late assignments. Assignments that are late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event.**

All late assignments should be uploaded to the Canvas classroom. Contributions to discussions will not be accepted after the discussion closes, because it is dependent on the interaction of other students. Students with written documentation supporting an emergency or unplanned event may contact me for an alternate assignment of equal value and work related to each missed discussion. It is your responsibility to contact me and request the alternate assignment at the time you return to the virtual class.

Plagiarism

Students whose assignment contains plagiarized information, i.e., failing to cite and reference the information source in properly applying APA formatting to citations and references, will receive a 0 for the assignment and possibly a referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Students whose assignment contains inadequate effort will receive a substantial deduction in points, i.e., a citation that does not include the author and date in the citation or a reference missing the majority of the required information.

The operation of the online course and being an online student

Students' learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a Web-based course, you have made a commitment to participate in your course discussions as well as other online activities. Plan to participate regularly.

Keep in mind that this course is a full sixteen-week course

- The Canvas class begins on Monday and concludes on Sunday. Each week includes practices quizzes, discussions and activities supporting assignments and exams.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current period before you complete the required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the topics as soon as the discussion opens. Then, go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete assignments quickly, and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit an assignment to Canvas at the last minute.
- Complete quizzes and retake them to increase your score. Quizzes are typically open in advance and due by Sunday of their respective week. However, exams are only open the week they are due and close on Sunday at midnight. Remember the week for this course is Monday-Sunday.

Dr. Rebecca's Personal Statement

I view myself as a scholar-practitioner, committed to both teaching and research in the human resource management (HRM) and human resource development (HRD) disciplines. I enjoy teaching adult learners, and I approach teaching as a shared learning experience. As a scholar, I choose projects that will contribute to existing scholarship, but also projects that will enhance my students' learning experiences or broaden my knowledge within my chosen disciplines.

My approach to students draws from my own life experiences as an adult working student with family responsibilities and those of close family members struggling in the academic environment with severe dyslexia. I believe each student is different in their capacity to handle stress, which comes from the multiple and conflicting demands of being a non-traditional adult student. Because I acknowledge students' disparate life demands and unique backgrounds, I try to partner with students to ensure appropriate support and access to educational resources is provided when needed facilitating both self-efficacy and achievement. I have found that despite the heavy demands of adult non-traditional students' lives, the very nature of their demanding lives allows them to bring to the classroom a wealth of experience and knowledge that helps to shape the learning environment and enrich the learning experience of all involved.

My approach to teaching and learning is student-focused, experience-based, and bridges academia with human resource practices in the workplace. This teaching approach is framed by the competency-based learning model, utilizes mixed teaching methodologies, and creates an interactive, outcomes-based learning experience. As the teacher and facilitator, I believe my role is to provide a challenging, well-designed learning environment that draws on students' life experiences, engages students in the educational content, and enables mastery of learning outcomes.

My background reflects a value for teaching and learning over the duration of my life course. I believe to be an effective teacher I must continue to be a learner. This means that I am committed to continuously increasing my knowledge in the HRM and HRD disciplines, maintaining professional certifications and memberships, participating in continuing education, as well as contributing to the research, theory, and practice in the HRM and HRD disciplines.

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Have a wonderful winter break!