



Texas A&M University-Central Texas

MGMT 3302-120, CRN 10309, PERSONNEL/HUMAN RESOURCE MANAGEMENT

Spring 2018 rev. 01.04.2018
Texas A&M University-Central Texas
January 16 – May 11, 2018

INSTRUCTOR AND CONTACT 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 3302 in the subject line! After class starts, Canvas inbox is my preferred method of communication.

Office Hours

If you have any questions about this course or during the course, I am available in my TAMU-CT office Monday and Wednesday from 12:00 p.m. to 3:00 p.m. 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 course is a 100% online asynchronous course and uses TAMU-CT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to login to this system. Additional information is located under Technology Requirements.

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 a TAMU-CT Canvas classroom Tuesday and Thursday 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.

TAMU-CT SHRM Chapter #5395 – Faculty Sponsor

Our HR student group will hold a welcome back meeting on February 3rd from 1-3 in Warrior's Hall room 414. All students are invited to attend. This session will include three guest speakers, opportunities to talk to HRM faculty, and information about the student group's events for the spring semester.

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 911 Cellular 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 fundamental functions of human resources management, the relationship between personnel management and organizations' emerging role of personnel administration in the development of strategic policy for organizations. Prerequisite(s): MGMT 3301 or permission of department chair.

Course Objectives

Upon successful completion of MGTK302 Personnel/Human Resource Management students will be able to:

1. **Human Resource Management:** Demonstrate an understanding of HRM's integrated role in an organization by identifying and explaining HR's three roles in an organization as well as identifying, describing, and applying strategic HR concepts and business management concepts to designing and implementing effective and efficient human resource management programs that support the organization's mission, vision, values, and, strategic goals and objectives.
2. **Staffing and Labor Markets:** Identify and explain effective organizational staffing practices such as job analysis, job descriptions, job design and major motivation theories with particular emphasis on applying concepts to workforce planning, employer branding, recruiting, selection, and retention.

3. **Human Resource Development:** Identify and explain the ADDIE process, individual-centered and organization-centered approaches to talent management, performance management systems, and performance-focused organizational culture with particular emphasis on applying concepts to effective employee training, employee development, and performance management practices.
4. **Total Rewards:** Identify and describe the components of the total rewards approach to compensation management and explain the relationship between effective compensation and benefits practices with particular emphasis on applying concepts related to target labor demographics, compensation philosophy, benefits selection, employer branding, recruiting, and retention.
5. **Employee Relations:** Identify and describe the impact of risk management, employee protection, employee rights, and collective bargaining on the employment relationship.
6. **Legal Compliance:** Identify employment laws and their key components which impact the seven significant functions of human resource management including strategy and planning, equal employment opportunity, staffing, talent management, total rewards, risk management and worker protection, and employee and labor relations.
7. **Professionalism:** Understand, apply and demonstrate professionalism as described under professional etiquette.

Student Learning Outcomes

Module level student outcomes are located in the Canvas classroom at the beginning of each Module.

Required Textbook

Mathis, R. L., Jackson, J. H., Valentine, S., & Meglich, P. A. (2016). *Human resource management* (15th ed.). Stamford CT: Cengage Learning.

Human Resource Management, 15th Edition

Mathis, R., Jackson, J., Valentine, S., & Meglich, P. A.

Textbook ISBN-10: 1-305-50071-7

Textbook ISBN-13: 978-1-305-50071-6

E-text ISBN-13: 9781305500716 (180-day access)

The Cengage access code is ***NOT*** required for this course.

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 better facilitate the academic environment. 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 the syllabus. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

Understanding of Course Design

This course design is a traditional approach to learning content. This course design is intended to ensure students' understanding of foundational information related to the human resource management discipline. As a result, this course presents modularized content supported through videos and discussion; then, assessed through objective quizzes and exams as well as subjective short essays and papers.

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's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from me and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter. Online netiquette and in-person professional conduct is related to course outcome 6 and is required at all times.

Discussions: (5 discussions 30 points each, total 150 points)

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts as well as to help prepare you for the module level **exams 1-5**. Discussions are anticipated to take approximately 60-90 minutes. The approximate length of initial response should be 1 to 2 paragraphs long (about 100-200 words) for discussions. Follow-up responses can be a more conversational tone; however, they should also add to the conversation beyond a simple post summing to "I agree." A rubric with the grading criteria is located in the Additional Resources module in the online classroom. Discussions require two initial posts (1 per topic) and four follow-up posts for a total of 6 posts.

Discussion instructions are located in the discussion link posted in the module content folders of the week they open. Discussion instructions can also be found on the left main menu under Discussions. Discussions are interactive and time sensitive; therefore, contributions to discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.

Grading Criteria for Discussions

- Initial Responses: 50% (15 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: 33% (10 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 Writing Style: 16% (5 points)** Met expectations for active and timely responses. Writing quality was accurate 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.

Individual Assignments: (3 assignments 50, 80, 120 points each, total 250 points)

Assignments in this course are qualitative assessments of module-level learning objectives, which are designed to help you practice applying course concepts to solve HR problems. A rubric entailing the grading criteria is located in the Canvas classroom under the assignment link.

Assignments 1 and 2 are essay assignments intended to develop your college-level writing and APA skills, which you will need in subsequent courses. These essays are text entries in the Canvas assignment link, not an MS word file upload. Assignment 3 is substantially more significant in the time required as well as content. You are intended to have developed and practiced college-level writing and APA citation style or have sought assistance to improve these skills in previous assignments. In this assignment, you will be creating the APA layout in a word document, and providing a well-written, well-developed paper.

You are required to use American Psychological Association (APA) formatting. VeriCite is enabled. Students whose assignment includes 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 plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under Instructor's Policies. If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module labeled About Assignments. I also suggest that you purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). TAMU-CT offers its students tutoring in writing and APA, both on-campus and online. For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or follow this link to TAMU-CT Student Tutoring and click on "Academic Support" for more information.

<http://www.tamuct.edu/departments/student-affairs/index.php>

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 preventing you from completing and turning in the assignment during the week it was available for submission. For more information about my policy regarding late work, please review Late Assignments under the Instructor's Policies. Assignments represent the independent work of students; teamwork will not be permitted on assignment. Further, any assignment not made up as approved and arranged by the professor will receive a zero.

Assignment #1 – Recruiting (50 points)

Respond to the following essay: Identify the different types of employee turnover and explain why an HR department would want to measure the different types of turnover. Be sure to provide examples of how turnover impacts recruiting as well as distinctions between the operational role and strategic role of recruiting (textbook citation and reference required). This assignment supports assessment of **course outcomes 2 & 6**.

Essay Assignment Instructions: Provide a well thought out response of 300-400 words drawing on information from the required textbook. In your response, paraphrase only, no direct quotes; provide an

organized, logical progression of thought; and use correct grammar, punctuation, sentence structure. This submission is a text entry (not a file upload) with VeriCite enabled for plagiarism detection. Provide a correct citation and reference for the required textbook.

Grading Criteria for Assignment #1

- Content: 50% (25 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Writing Quality/ Organization: 30% (15 points) Student's response was presented in an organized logical progression of thought with a strong sense of direction. Student used correct grammar, punctuation, and sentence structure. The response was within the required length.
- Citations and Reference: 20% (10 points) The response provided a correctly formatted citation and references for the required textbook. APA is correct.

Assignment #2 – Training and Development (80 points)

Respond to the following essay: Describe each component of the ADDIE process model. Then, describe how an organization determines if its training expenditures are cost-effective and how this fits into the ADDIE process model. Be sure to indicate how training is related to both the operational role and strategic role of human resource management. This assignment supports assessment of *course outcomes 3 & 6*.

Essay Assignment Instructions: Provide a well thought out response of 400-500 words drawing on information from the required textbook and one additional internet source. In your response, paraphrase only, no direct quotes; provide an organized, logical progression of thought; and use correct grammar, punctuation, sentence structure. This submission is a text entry (not a file upload) with VeriCite enabled for plagiarism detection. Provide correct citations and references for sources used.

Grading Criteria for Assignment #2

- Content: 56% (45 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Writing Quality/ Organization: 25% (20 points) Student's response was presented in an organized logical progression of thought with a strong sense of direction. Student used correct grammar, punctuation, and sentence structure. The response was within the required length.
- Citations and Reference: 19% (15 points) The response provided correctly formatted citations and references for the required textbook and internet source. APA is correct.

Assignment #3 – Total Rewards (120 points)

Respond to the following integrated essays:

Essay 1: Describe a total reward philosophy and explain why a total reward approach to benefit program and compensation design is strategically important to employers. This assignment supports assessment of *course outcomes 4 & 6*.

Essay 2: Explain how compensation philosophy and benefits selection impacts employer branding, recruiting, and retention.

Essay 3: Conduct internet research focusing on Total Rewards about either compensation philosophy, discretionary benefits, or HR metrics. Provide a reflection of how total rewards supports the strategic HR role within an organization as well as the organization's competitive advantage.

Assignment Instructions: Provide a well thought out response of 1000-1500 words drawing on information from the required textbook and two additional internet sources. In your response, paraphrase only, no direct quotes. Provide an organized, logical progression of thought, use correct grammar, punctuation, sentence structure. This assignment is a file upload submission in MS Word (not a text entry) with VeriCite enabled for plagiarism detection. Provide correct citations and references for all sources. Ensure sources selected help to demonstrate an understanding of the content learned in module 4.

Written Requirements: MS word document, APA layout, title page, body of the paper, one inch margins all around, double spaced all text - no extra double spaces, reference page, APA citations and references, APA formatting, separate headings for each major topic, text Times New Roman, black, 12 point font.

Grading Criteria for Assignment 3

- Essay 1: 16.5% (20 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Essay 2: 21% (25 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Essay 3: 25% (30 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment research essay.
- Directions/APA Style: 21% (25 points) The response provided correctly formatted APA layout, citations, and references. Met minimum reference requirement. Almost perfect APA.
- Writing Quality and Organization: 16.5% (20 points) Student's response was presented in an organized, logical progression of thought with a strong sense of direction. The student used correct grammar, punctuation, and sentence structure. The response was within the required length.

Weekly Quizzes: (17 quizzes 5 points each, total 85 points)

Chapter review quizzes are provided to ensure students are reading and understanding concepts presented in the required textbook as well as to help prepare you for the module level *exams 1-5*. Quizzes reinforce key concepts from the required readings related to module level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMU-CT's Web-supported Canvas application.

Quizzes are low stress based on their design allowing them to be retaken as many times as you like and keep the highest grade. However, choosing not to take the quizzes can have a negative impact on your grade over the duration of the course. Quizzes include ten questions each and anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the course schedule. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

Exams: (5 exams 100 points each, total 500 points)

There will be five objective exams administered during the semester, which assess knowledge and understanding of module-level objectives. Exam 1 supports *course outcomes 1 & 6*, exam 2 supports *course outcomes 2 & 6*, exam 3 supports *course outcomes 3 & 6*, exam 4 supports *course outcomes 4 & 6*, exam 5 supports *course outcomes 5 & 6*. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Exams include 50 multiple choice and true/false questions, which assess content from the required textbook. Questions will be scored automatically through TAMU-CT's Web-supported Canvas application. Exams are anticipated to take approximately 55 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.

Bonus Opportunities: (2 opportunities 5 points each, total 10 points)

Bonus Mid-Course Checkpoint worth 5 points

This discussion gives you an opportunity to earn points for assessing your progress in the course. This checkpoint also provides you an opportunity to share potential issues that may arise during the course with your instructor.

Bonus Class Wrap-Up worth 5 points

This bonus gives you an opportunity to earn points for indicating you took the end of course survey. The course survey is sent to students via their Canvas Inbox. This checkpoint also provides you an anonymous opportunity to share, with your instructor and other interested parties, what you liked about the instructor and the course as well as issues that arose during the course.

Instructor Policies:

Instructors policies including late assignments, plagiarism, and course flow can be found at the end of the syllabus under [Instructor Policies Related to Absence, Grading, etc.](#)

Grading Criteria

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

Grade Composition:

- 15% Discussions (5 - 30 points each) 150 points total
- 25% Assignments (50, 80, 120 points each) 250 points total
- 8.5% Chapter Review & APA Quizzes (17 - 5 points each) 85 points total
- 50% Exams (5 - 100 points each) 500 points total
- 1.5% Introduction, Syllabus Review & Class Wrap-up (5 points each) 15 points total
- 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.

Posting of Grades

All student grades are anticipated to be posted in the Canvas Grade book within seven days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. If I am unable to return grades within this timeline, I will post an announcement in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

Submitting Course Requirements

Please submit all course requirements (discussions, 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 the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place MGTK 302 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

Following is a schedule of course requirements and due dates. As mentioned, I reserve the right to make changes to the course schedule if the need arises. If changes are made in the schedule, you will be notified in advance of the change through a posted announcement in the Canvas classroom.

Week 1: January 16, Tuesday - January 21, Sunday

Module 1 – Part 1

- Review Instructor Welcome Message
- Participate in Student Introductions (due Jan 21, 5 points)
- Complete the Syllabus Review Quiz (due Jan 21, 5 points)
- Read Ch. 1 HRM in Organizations
- Watch Required Videos (4 videos/ 28 minutes)
- Complete Chapter Review Quiz 1 (due Jan 21, 5 points) SUPPORTS EXAM 1

100% Online

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Topics Covered

Expectations
HRM Functions
HRM Roles
Sources of Information

January 16 Class Begins

January 16 -18 Add/Drop/Late Registration

Week 2: January 22, Monday – January 28, Sunday

Module 1 – Part 2

Read Ch. 2 HR Strategy and Planning

Watch Required Videos (4 videos/ 30 minutes)

Watch Video and Complete APA Quiz (1 video/ 16 minutes/ quiz due Jan 28, 5 points) SUPPORTS

ASSIGNMENT 1

Complete Chapter Review Quiz 2 (due Jan 28, 5 points) SUPPORTS EXAM 1

Begin Discussion #1 (initial posts due Feb 1, Thursday of week 3)

- DISCUSSION HRM Strategy (1 initial post)
- DISCUSSION EEO (1 initial post)

Topics Covered

HRM Strategy
Environmental Analysis
HRM Metrics

Week 3: January 29, Monday – February 4, Sunday

Module 1 – Part 3

Read Ch. 3 Equal Employment Opportunity

Watch Required Videos (6 videos/ 30 minutes)

Complete Chapter Review Quiz 3 (due Feb 4, 5 points) SUPPORTS EXAM 1

Discussion #1 initial responses due Feb 1, Thursday

Complete Discussion #1 (4 follow-up posts due Feb 4, Sunday) (30 points) SUPPORTS EXAM 1

Complete Exam #1 (Major Assessment Ch. 1-3) (due Feb 4, Sunday 100 points) SUPPORTS COURSE

OUTCOMES 1 & 6

Topics Covered

Equal Employment Opportunity
Disparate Treatment
Disparate Impact

February 1 Last day to drop with no record

Week 4: February 5, Monday – February 11, Sunday

100% Online

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Module 2 – Part 1

Read Ch. 4 Workforce, Jobs, and Job Analysis

Watch Required Videos (6 videos/ 38 minutes)

Complete Chapter Review Quiz 4 (due Feb 11, 5 points) SUPPORTS EXAM 2

Begin Discussion #2 (due Feb 15, Thursday of week 5)

- DISCUSSION Jobs Descriptions (1 initial post)
- DISCUSSION Retention (1 initial post)

Topics Covered

Job Analysis

Job Design

Job Descriptions

January 31 Last day to drop with no record

Week 5: February 12, Monday – February 18, Sunday

Module 2 – Part 2

Read Ch. 5 Individual/Organization Relations and Retention

Watch Required Videos (5 videos/ 43 minutes)

Discussion #2 initial responses due Feb 15, Thursday

Complete Chapter Review Quiz 5 (due Feb 18, 5 points) SUPPORTS EXAM 2

Complete Discussion #2 (4 follow-up posts due Feb 18, Sunday) (30 points) SUPPORTS EXAM 2

Topics Covered

Employee Retention

Internal Recruiting

HR Metrics

Motivation Theory

Week 6: February 19, Monday – February 25, Sunday

Module 2 – Part 3

Read Ch. 6 Recruiting High Quality Talent

Watch Required Videos (4 videos/ 40 minutes)

Complete Chapter Review Quiz 6 (due Feb 25, 5 points) SUPPORTS EXAM 2

Complete Assignment #1 – Recruiting (due Feb 25, 50 points) SUPPORTS COURSE OUTCOMES 2 & 6

Topics Covered

Labor Markets

External Recruiting

HR Metrics cont.

Branding

Dr. Rebecca at AHRD February 13-18th

Week 7: February 26, Monday – March 4, Sunday

Module 2 – Part 4

Read Ch. 7 Selecting Human Resources

Watch Required Videos (6 videos/ 29 minutes)

Complete Chapter Review Quiz #7 (due Mar 4, 5 points) SUPPORTS EXAM 2

Complete Exam #2 (Major Assessment Ch. 4-7) (due Mar 4, 100 points) SUPPORTS COURSE OUTCOMES 2 & 6

Topics Covered

Employee Selection

Applicant Tracking

Interviewing

Reference and Background Checks

March 2 Deadline to submit graduation application for participation in the commencement ceremony

Week 8: March 5, Monday – March 11, Sunday

Module 3 – Part 1

Read Ch. 8 Training Human Resources

Watch Required Videos (6 videos/ 31 minutes)

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

Bonus – Mid-Course Check Points (due Mar 11, 5 points)

Topics Covered

ADDIE

Types of Training

March 12, Monday – March 18, Sunday

Spring Break

Week 9: March 19, Monday – March 25, Sunday

Module 3 – Part 2

Read Ch. 9 Talent, Careers, and Development

Watch Required Videos (1 video/ 15 minutes) – linked to the discussion

Complete Chapter Review Quiz 9 (due Mar 25, 5 points)

Complete Assignment #2 –Training and Development (due Mar 25, 80 points) SUPPORTS COURSE OUTCOMES 3 & 6

Begin Discussion #3 (due Mar 29, Thursday of week 10)

- DISCUSSION Talent Management (1 initial post)
- DISCUSSION Performance Management (1 initial post)

Topics Covered

100% Online

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Individual-Centered Career Planning
Organization-Centered Talent Management
Human Resource Development

Week 10: March 26, Monday – April 1, Sunday

Module 3 – Part 3

Read Ch. 10 Performance Management and Appraisal

Watch Required Videos (4 videos/ 36 minutes)

Discussion #3 initial responses due Mar 29, Thursday

Complete Chapter Review Quiz 10 (due Apr 1, 5 points) SUPPORTS EXAM 3

Complete Discussion #3 (4 follow-up posts due Apr 1, Sunday) (30 points) SUPPORTS EXAM 3

Complete Exam 3 (Major Assessment Ch. 8-10) (due Apr 1, 100 points) SUPPORTS COURSE OUTCOMES 3 & 6

Topics Covered

Performance Management

Performance Feedback

Identify and Measure Performance

March 30 Last day to drop a course with a “Q” or withdraw with a “W”

Week 11: April 2, Monday – April 8, Sunday

Module 4 – Part 1

Read Ch. 11 Total Rewards and Compensation

Complete Chapter Review Quiz 11 (due Apr 8, 5 points) SUPPORTS EXAM 4

Watch Required Videos (5 videos/ 37 minutes)

Topics Covered

Total Rewards

Compensation Philosophy

Week 12: April 9, Monday – April 15, Sunday

Module 4 – Part 2

Read Ch. 12 Variable Pay and Executive Compensation

Watch Required Videos (6 videos/ 37 minutes)

Complete Chapter Review Quiz 12 (due Apr 15, 5 points) SUPPORTS EXAM 4

Complete Assignment #3 -Total Rewards (due Apr 15, 120 points) SUPPORTS COURSE OUTCOMES 4 & 6

Begin Discussion #4 (due Apr 19, Thursday of week 13)

- DISCUSSION Compensation Philosophy (1 initial post)
- DISCUSSION Benefits (1 initial post)

Topics Covered

Variable Pay

Pay-for-Performance Programs

Incentive Programs

Week 13: April 16, Monday – April 22, Sunday

Module 4 – Part 3

Read Ch. 13 Managing Employee Benefits

Watch Required Videos (5 videos/ 18 minutes)

Discussion #4 initial responses due Apr 19, Thursday

Complete Chapter Review Quiz 13 (due Apr 22, 5 points) SUPPORTS EXAM 4

Complete Discussion #4 (4 follow-up posts due Apr 22, Sunday) (30 points) SUPPORTS EXAM 4

Complete Exam #4 (due Sunday Major Assessment Ch. 11-13) (due Apr 22, 100 points) SUPPORTS COURSE OUTCOMES 4 & 6

Topics Covered

Benefit Administration

Benefit Programs

Week 14: April 23, Monday – April 29, Sunday

Module 5 – Part 1

Read Ch. 14 Risk Management and Worker Protection

Complete Chapter Review Quiz 14 (due Apr 29, 5 points) SUPPORTS EXAM 5

Read Ch. 15 Employee Rights and Responsibilities

Complete Chapter Review Quiz 15 (due Apr 29, 5 points) SUPPORTS EXAM 5

Watch Required Videos (5 video/ 63 minutes)

Topics Covered

OSHA

Risk Management

ADA

Workers Compensation

Employee Rights

Employee Discipline

Terminations

Week 15: April 30, Monday – May 6, Sunday

Module 5 – Part 2

Read Ch. 16 Union/Management Relations

Complete Chapter Review Quiz 16 (due May 6, 5 points) SUPPORTS EXAM 5

Watch Required Videos (3 videos/ 46 minutes) – 3 tied to discussions

Begin Discussion #5

- DISCUSSION Risk Management (1 initial post)
- DISCUSSION Unions and Employee Rights (1 initial post)

Topics Covered

Unions

May 2 Last day to file for Degree Conferral

Week 16: May 7, Monday – May 11, Friday

Module 5 – Part 3

Discussion #5 initial responses due May 10, Thursday

Complete Discussion #5 (4 follow-up posts due May 11) (30 points) SUPPORTS EXAM 5

Complete Final Discussion Class Wrap-up (due May 11, 5 points)

Complete Exam 5 (Major Assessment Ch. 14-16) (due May 11, 100 points) SUPPORTS COURSE OUTCOMES 5 & 6

May 11 Class ends

May 12 Commencement

Important University Dates

January 2018

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation

January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching

February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) 1st 8 week classes end

March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins

March 12, (Monday) 1st 8-week grades from faculty due by 3pm

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) 2nd 8 week begins
 March 19, (Monday) Summer Advising Starts
 March 19, (Monday) Class Schedule Published
 March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants)
 (2nd 8-week classes)
 March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
 March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
 March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
 April 2, (Monday) Scholarship Deadline
 April 2, (Monday) Registration begins
 April 5, (Thursday) Priority Deadline for International Student Admission Applications
 April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
 April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval
 signatures to Office of Graduate Studies
 April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week
 May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee
 applies)
 May 11, (Friday) Spring Term Ends
 May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
 May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
 May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
 May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
 May 14, (Monday) Minimester begins
 May 15, (Tuesday) Last Day to clear Thesis Office
 May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
 May 21, (Monday) Priority Deadline for Admissions applications
 May 25, (Friday) VA Certification Request Priority Deadline
 May 28, (Monday) Memorial Day

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 TAMU-CT computer lab (Founder's Hall, 113) or contact [Dr. Rebecca](#) to discuss your situation.

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

- Logon to <https://tamuct.instructure.com> to access the course.

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

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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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 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 Department 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 Department 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) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. 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 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. On-campus subjects tutored 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 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 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 forty subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. 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 to schedule an online tutoring session. 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 University Writing Center is here to help!

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

University Library

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 72,000 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 twenty-four 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 work spaces, 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Instructor Policies Related to Absence, Grading, etc.

Late Assignments

All weekly discussions are due on the date designated on the syllabus course schedule unless otherwise posted in the classroom announcements. In some cases, an alternate due date can be arranged before the due date, except Exam 5. 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 preventing you from completing and turning in the course requirement during the week it was available for submission.

All late assignments should be uploaded to the Canvas classroom. Contributions to discussions will not be accepted late because discussions are 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 Canvas classroom.

Note: no late submissions are accepted for the bonus assignments.

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.

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 committed 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 module includes practices quizzes, discussions covering two topics, and one module comprehensive exam.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current module when they are made available before you complete required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the first topic as soon as the discussion is open. Then, as you read the next chapter, respond to the second topic. Finally, 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 the assignments quickly, and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit the assignment to Canvas at the last minute.
- Complete the quiz and retake them as many times as you like to get 100% of these easy points.
- Each exam is due on Sunday at the conclusion of each module. Each exam covers only one module.

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 and anxiety. 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.