



Texas A&M University-Central Texas

MGMT 4304-110, CRN 80264, RECRUIT, SELECT & PLACEMENT

Fall 2019 rev. 08.20.2019

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 26–December 13, 2019

This is a hybrid course with web supported and face-to-face components.

Course Access

This is a blended course including both synchronous face-to-face (69%) and web supported asynchronous online (31%) requirements. This course meets face-to-face from 11:30 to 12:45 on select Tuesdays and Thursdays in Founder’s Hall room 207. Specific meeting dates are identified in the course calendar and in the canvas classroom for each week under the page “What To Do?”. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>] as a course platform for web-supported asynchronous online requirements. You will use your Canvas username and password communicated to you separately to log into this system. Additional information is located under Technology Requirements.

INSTRUCTOR INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR

Office location: Founders Hall, #318G

Office phone: 254-519-5785 or call Melanie Mason 254-519-5437

Email address: becca.mcpherson@tamuct.edu

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.

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 4:00 p.m. and the third and fourth Thursday from 1:00 p.m. to 4:00 p.m. I am also available the first and second Thursday from 1:00 p.m. to 4:00 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.

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 6:00 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 and the HR Warriors Leadership Team.

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/>

The ***HR Warriors Leadership Team*** is a SHRM student organization supporting both face-to-face and online-only students. The purpose of this organization is to provide opportunities for professional development including research-based and project-based opportunities. This would include developing, presenting, and publishing research, as well as developing and implementing projects developed by graduate students in HRM 5303 Managing Human Resource Development Programs and HRM 5314 Workforce Planning and Employment. Graduate students in these courses will have the opportunity to lead projects based on their original work. This organization will also partner with the Service-Learning committee, WilcoHR, and CTHRMA for additional opportunities. In order to join, students must be SHRM members (\$40.00 paid to the Society for Human Resource Management) and in good standing with the university having no ethics violations, academic suspensions, or past due amounts on their records. Active membership is expected and includes students joining a specific research or community project, or developing an idea for a research or community project related to HR. Students are also encouraged to participate in such student engagement opportunities as social get-togethers on campus; volunteering A&M-CT events; volunteering at local, state, or regional HR events; participating in the HR Student Conference and Games; attending HR Southwest; as well as local professional SHRM chapter meetings. HR Warriors Leadership Team will meet on most the second Tuesdays and fourth Thursdays from 1:30 to 2:00 in Heritage Hall room 101. Efforts will be made to ensure conference call-in opportunities for online-only students [dial-in number (605) 313-5640, access code 372-464]. Meetings will include progress updates, upcoming project planning, new project ideas, and a discussion of student engagement opportunities. [Application for membership is at the end of this syllabus.](#)

Warrior Shield: Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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 non-work 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.

In-class Discussions & Activities: 195 points

In-class activities include both discussions of content learned in the textbook and activities to help you with completing assignments. Assignment activities allow you to get feedback from other students as well as your instructor. It may be in your best interest to more 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.

Be prepared for class. Be sure to watch the required videos, complete required readings and chapter quizzes **before class starts**, and bring any questions you may have. Students are typically expected to answer specific questions or summarize information in writing on the class whiteboard or orally as a presentation to the class. **Students are encouraged to bring mobile technology to class for collaborations in pairs, small groups, and in a class-wide format.**

Because discussions and activities are student-to-student interactive applications, you must be present in the classroom to receive in-class activity points. Students who arrive late or leave early will receive a 10% penalty. Further: A student's behavior that is unprofessional and or violates etiquette 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 after that. Online netiquette and in-person professional conduct is related to course outcome 6 and is required at all times.

Outline of In-class Contributions: 140 points

- Week 1 In-class Contributions (10 points)
- Week 2 In-class Contributions (10 points)
- Week 3 In-class Contributions (10 points)
- Week 4 In-class Contributions (10 points)
- Week 5 In-class Contributions (10 points)
- Week 7 In-class Contributions (10 points)
- Week 8 In-class Contributions (10 points)
- Week 9 In-class Contributions (10 points)
- Week 11 In-class Contributions (10 points)
- Week 12 In-class Contributions (10 points)
- Week 13 In-class Contributions (10 points)
- Week 14 In-class Contributions (10 points)
- Week 15 In-class Contributions (10 points)
- Week 16 In-class Contributions (10 points)

Outline of Assignment Related Activities and Artifacts: 55 points

- Week 2 Activity 1:1+Artifact (5 points)
- Week 3 Activity 1:2+Artifact (5 points)
- Week 4 Activity 1:3+Artifact (10 points)
- Week 7 Activity 2:1+Artifact (5 points)
- Week 8 Activity 2:2+Artifact (5 points)
- Week 9 Activity 2:3+Artifact (5 points)
- Week 10 Activity 2:4+Artifact (5 points)
- Week 12 Activity 2:5+Artifact (5 points)
- Week 13 Activity 2:6+Artifact (5 points)
- Week 14 Activity 2:7+Artifact (5 points)

Grading Criteria: In-Class Contributions

- Preparation: 50% Student demonstrated preparation for the class through appropriate questions, comments, and responses within the learning environment. (Late for class or left early -3 points)
- Active Participation: 50% Student actively participated in discussions. Collaborated with fellow students, contributed to written and or oral responses and summaries. Demonstrated professional etiquette.

Grading Criteria: Artifacts

- Response:100% Provided a response to stated activity artifact. The overall response was complete, demonstrated understanding and comprehension of concepts, and followed directions. Overall, the response contributed to the development of the related assignment.
- No late submissions accepted for course credit.
- 25% deduction for poor writing quality.

In-class & Online Worksheets: 80 points

Worksheets 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).

- Week 1 In-class Worksheet (4 points) i
- Week 1 In-class SA (6 points) i
- Week 2 Lesson Worksheet (6 points) i
- Week 3 Lesson Worksheet (8 points) a
- Week 4 In-class Worksheet (4 points) i
- Week 5 Lesson Worksheet (6 points) a
- Week 7 In-class Worksheet (4 points) i
- Week 8 Lesson Worksheet (6 points) a
- Week 9 Lesson Worksheet (4 points) a
- Week 10 Lesson Worksheet (2 points) a
- Week 11 Lesson Worksheet (6 points) a
- Week 13 Lesson Worksheet (10 points) a
- Week 14 Lesson Worksheet (12 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 propose in week 2. The theme for this course's literature review is **emerging trends in the war for talent. Conduct internet research to identify an emerging trend in the war for talent that you would like to investigate related to staffing (sourcing, recruiting, selection, job offer, on-boarding, and placement).**

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. **40% deduction (-50 points) for less than 8 peer reviewed journal articles less than 5 years old.**
- 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. **40% deduction (-50 points) for less than 8 peer reviewed journal articles less than 5 years old.**
- Trend/Purpose: 8% (10 points) The selected APPROVED topic/focus reflecting 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 experiences 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 be considered an employer of choice and have** easily accessible information on their website and published articles/video. Consider organizations in your local area (within 120-150 miles) 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.] Other companies that cannot be selected include Google, Zappos, Starbucks, Coca-Cola, Target, Chick-fil-A, Wal-Mart, Blue Bell, or Ben& Jerries'.

You will need to interview an HR professional at your selected organization OR within the selected industry worth 25% of your grade. The communication can be in-person, by phone, through social media...

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 all the slides – except the reference slide. Screencasting is not an alternative to the power point narration. The power point 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, the organization's matchmaking process, informed points for process improvement, communication with an HR professional, and transferable concepts. 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 power point best practices including the addition of images and limited, streamlined text on each slide. **Be sure to download and use the assignment template** 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. There are two samples from prior students. Keep in mind these are sample reflecting high-quality work within the instructions provided during that course, which may differ from instructions provided in this course. Read your assignment instructions and download the current course template for this assignment.

Submitting your assignment. Your assignment should be uploaded as an MS PPT by 11:59 p.m. on the due date. For this assignment, you will need MS Power Point 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, descriptive and detailed in a way that content presentation demonstrated an understanding of each element within the staffing process and its links to business drivers.
 - demonstrated collegiate quality research and analysis
 - included organizational information, workforce planning, sourcing, recruiting talent, assessing and selecting talent
- **Matchmaking Process 5% (7.5 points)** A visual representation of the matchmaking process (systems approach to full life cycle staffing)
 - visual is tailored to the organization's process
 - process matched content provided in the systems approach
 - provides a systematized representation of sourcing, recruiting, assessing, selecting, job offer, and contingent assessments
- **Process Improvement: 15% (22.5 points)** Provided a well thought out and articulated critical evaluation of process improvement informed from concepts learned in this course - provide a reference.
 - 2 well thought out and explained operational concepts
 - 1 well thought out and explained strategic concept
- **Communication Skills: 25% (37.5 points)** Communicated with an HR professional **within the selected organization's industry** about what makes staffing in this industry unique.
 - proactive in making contact with the HR professional and/or seeking communication with another HR professional i.e. did not wait until the end of the course
 - provided a list of appropriate questions asked of the HR Professional
 - described the outcomes of the communication i.e. what you learned
 - provided contact information and date/time/method of conversation
- **Professional Presentation: 20% (30 points)** The presentation was professional demonstrating employer demand technology skills.
 - power point presentation
 - voiceover narration-100% of slides (except reference slides)
 - embed at least one video less than 10 minutes
 - effective use of graphics and images
 - power point best practices (relevant and effective use of design, layout, font, images, graphs; limited text on each slide, consistent grammar, punctuation, and size, etc.)
- **Transferable Concepts: 5% (7.5 points)** Provided a well thought out and articulated critical evaluation of transferable concepts from this course and project to your future career.
 - 2 well thought out and explained personal/professional transferable concepts
- **Directions: 0% (0 points)** Students followed directions for formatting, APA references and citations (5%/ -7.5-point deduction), submitted on time (10%/ -15-point late penalty). *Utilized assignment*

template located in Additional Resources. Failing to use the instructor approved organization will result in a substantial deduction (40%/ -60-point deduction).

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*. Exams will be completed in class.

Completing exams. Exams include 50 multiple choice and true/false questions, which assesses content from the required textbook. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. Exams are anticipated to take approximately 70 minutes each, and they must be completed in class as designated in the course schedule. **Students who do not attend class to complete the exam will receive a 0 even if he/she took the exam during class time in another location.** An exception will be made for those students with accommodations from the Office of Access and Inclusion. 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.

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

19.5%	In-class Contributions 140 and Activity Artifacts 55 points
8.0%	Worksheets 80 points (13, 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)

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

All student grades will be posted in the Canvas Grade book within 7 days of submission and/or close of the course requirement. However, most grades will be returned within 3-5 days. 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. 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. **Please Note: The in-class agenda is the anticipated agenda for the day. However, due to the fluid nature of learning and discussions, the agenda is intended as a guide rather than a rigid schedule of events.**

Week 1: August 27, Tuesday – August 29, Thursday

Module 1 – Part 1

August 27th Class Begins

August 26th -28th Add/Drop/Late Registration

Tuesday F2F; Thursday F2F

Tuesday	Thursday
Before Class <ul style="list-style-type: none"> • Module 1 opens (08/26) • Print and bring a picture of yourself that actually looks like you • Review the course syllabus with emphasis on assignments and instructor policies • Review Rentz and Lentz (2014) located in Canvas, Modules, Additional Resources 	Before Class <ul style="list-style-type: none"> • Read Ch. 1 Strategic Staffing • Complete Chapter Review Quiz 1 (5 points) <i>SUPPORTS EXAM 1</i> • Watch PPT – Student Success (~10 minutes) • Complete Strength Assessment (6 points) linked to bonus opportunity
In-class Agenda <ul style="list-style-type: none"> • A picture of you to give to the instructor • Textbook Check - Bring the required textbook • Student introductions & desired outcomes • Syllabus Review & expectations • Review Assignments 1 & 2 • Discuss student success visit and expectations [hand out codes] 	In-class Agenda <ul style="list-style-type: none"> • Discussion of strength assessments • Discussion of staffing links and HRM goals • Understanding quick check (4 points) • Week 1 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points)

Topics Covered

- Expectations
- Staffing Links
- Staffing Goals
- Competitive Advantage
- Business Acumen
- Core Jobs

Week 2: September 3, Tuesday – September 5, Thursday

Module 1 – Part 2

September 2nd Labor Day

Tuesday F2F; Thursday OL

Tuesday	Thursday – online
<p>Before class</p> <ul style="list-style-type: none"> • Read Ch. 2 Business and Staffing Strategies • Chapter Review Quiz 2 (5 points) <i>SUPPORTS EXAM 1</i> • Read the assignment 1 directions and pick a topic for your assignment. Bring your idea to class, ready to discuss. The instructor must approve your final topic before week 3. Supports Assignment 1 	<p>Online</p> <ul style="list-style-type: none"> • Watch Required Videos
<p>In class Agenda</p> <ul style="list-style-type: none"> • Discussion of staffing trends • Discussion of the war for talent and topic selection • Discussion of how to identify valid and reliable sources of information • Week 2 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • Complete Video Worksheet (6 points) i <i>SUPPORTS MODULE-LEVEL OUTCOMES</i> • Activity 1:1 Artifact, Post your approved topic/focus for assignment 1 (5 points) <i>SUPPORTS ASSIGNMENT 1</i>

Topics Covered

- Business Acumen
- Hiring the Right Person
- Talent Oriented Staffing
- Job Oriented Staffing
- Organization Oriented Staffing
- Strategic Staffing Decisions

Week 3: September 10, Tuesday – September 12, Thursday

Module 1 – Part 3

September 11th Last day to drop with no record

September 10th Tuesday 1:30 to 2:00 HR Warriors Leadership Team

Tuesday F2F; Thursday F2F

Tuesday	Thursday
<p>Before class</p> <ul style="list-style-type: none"> • Read Ch. 3 The Legal Context • Complete Chapter Review Quiz 3 (5 points) SUPPORTS EXAM 1 	<p>Online</p> <ul style="list-style-type: none"> • Watch Required Videos • Complete Video Worksheet (8 points) a SUPPORTS MODULE-LEVEL OUTCOMES
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discussion of plagiarism and how to find peer reviewed journal articles • Group discussion of target labor demographics • Journal Articles • Discussion of ethical practice • Group discussion of affirmative action • Week 3 in-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • Activity 1:2 Artifact - Find 1 Journal Article for Assignment 1 from the A&M-CT Library. You need your approved topic for this activity. Check assignment 1 for journal article requirements. SUPPORTS ASSIGNMENT 1 (5 points) (submit in canvas)
<p>Optional/Supplemental Videos</p> <ul style="list-style-type: none"> • Finding Peer-Reviewed Journal Articles (4 minutes) 	

Topics Covered

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| <ul style="list-style-type: none"> ➤ Plagiarism ➤ Sources of Information ➤ Ethical Practice ➤ Employer Brand Management ➤ Affirmative Action | <ul style="list-style-type: none"> ➤ Diversity Programs ➤ Equal Employment Opportunity ➤ Target Labor Demographics - Aging and Employment ➤ Legally Defensible Staffing |
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Week 4: September 17, Tuesday – September 19, Thursday

Module 1 – Part 4

Tuesday F2F; Thursday F2F

Tuesday	Thursday
<p>Before class</p> <ul style="list-style-type: none"> • Read Ch. 4 Strategic Job Analysis and Competency Modeling • Complete Chapter Review Quiz 4 (5 points) SUPPORTS EXAM 1 • Watch Required Videos 	<p>Before class</p> <ul style="list-style-type: none"> • Locate appropriate journal articles to meet assignment 1 requirements. • Post online to Week 3 Activity 1:3 Artifact and bring to class your reference list in APA and an outline of your paper (10

	points) (submit in canvas and bring to class)
In-class Agenda <ul style="list-style-type: none"> • Discussion of job analysis and job descriptions • Understanding quick check (4 points) 	In-class Agenda (Peer Collaboration) <ul style="list-style-type: none"> • Activity 1:3 Literature Review –Provide feedback to another student. • Week 4 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points)
Optional/Supplemental Videos <ul style="list-style-type: none"> • Critical Incident Technique (8 minutes) 	

Topics Covered

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| ➤ APA Review | ➤ Types of Job Analysis |
| ➤ Labor Market Trends | ➤ Job Analysis Methods |
| ➤ Performance Management Feedback | ➤ Conducting a Job Analysis |

Week 5: September 24, Tuesday – September 26, Thursday

Module 1 – Part 5

September 26th Thursday 1:30 to 2:00 HR Warriors Leadership VIRTUAL Team Meeting

Tuesday F2F; Thursday F2F

Tuesday	Thursday
Before class <ul style="list-style-type: none"> • Read Ch. 13 Staffing System Evaluation and Technology • Complete Chapter Review Quiz 13 (5 points) SUPPORTS EXAM 1 • Submit online Assignment #1- Literature Review (125 points) SUPPORTS COURSE OUTCOME 1 	Online <ul style="list-style-type: none"> • Watch Required Videos • Complete Lesson Worksheet (6 points) a
In-class Agenda <ul style="list-style-type: none"> • Discussion of HRIS and application tracking • Group discussion of talent inventories • Week 5 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	Online due by 11:59 p.m. Thursday <ul style="list-style-type: none"> • Reflective Journal Entry #1 (5 points)
Optional/Supplemental Videos <ul style="list-style-type: none"> • The Balanced Scorecard Introduction (22 minutes) 	

Topics Covered

- Staffing Metrics
- Staffing Technology *HRIS*
- Talent Inventories
- Applicant Tracking *HRIS*
- Review Course Outcomes 1 and 2

Week 6: October 1, Tuesday – October 3, Thursday

Module 1 – Wrap-Up

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

Bonus due – Contact student success for an appointment to discuss leveraging your strengths (10 points, due Sunday 10/06).

Tuesday F2F; Thursday OL

Tuesday	Thursday – online
Before class <ul style="list-style-type: none"> • Study 	Online <ul style="list-style-type: none"> • Module 2 Opens • Module 2 Introduction & Outcomes • Review Approaching an HR Professional (Located in Additional Resources) • Download Assignment 2 Template
In-class Agenda <ul style="list-style-type: none"> • [PC] Exam #1 (Major Assessment Ch. 1-4 & 13) (125 points) SUPPORTS COURSE OUTCOMES 1 & 2 • Module 1 Wrap-up 	No additional items due
Password Protected Exam	

Topics Covered

- Review Course Outcomes 1 and 2

Week 7: October 8, Tuesday – October 10, Thursday

Module 2 – Part 1

October 8th Tuesday 1:30 to 2:00 HR Warriors Leadership Team Meeting

Tuesday F2F; Thursday F2F

Tuesday	Thursday
Before class <ul style="list-style-type: none"> • Read Ch. 5 Forecasting and Planning 	Before class <ul style="list-style-type: none"> • Watch Required Videos

<ul style="list-style-type: none"> • Complete Chapter Review Quiz 5 (5 points) <small>SUPPORTS EXAM 2</small> • Be prepared - investigate companies in your geographic area (within 120-150 miles) and select an organization considered to be an employer or choice 	<ul style="list-style-type: none"> • Activity 2:1 Artifact - Post your approved organization (5 points)
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discussion about labor supply and labor demand • Discuss students’ investigations of companies in our geographic area (within 120-150 miles) and select an organization considered to be an employer or choice 	<p>In-class Agenda</p> <ul style="list-style-type: none"> • Forecasting labor demand • Group discussion of managing labor gaps • Understanding quick check (4 points) • Week 7 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points)

Topics Covered

- Staffing Planning Processes
- Forecast Worker Demand
- Predict Business Activity
- Labor Gaps and Surpluses

Week 8: October 15, Tuesday – October 17, Thursday

Module 2 – Part 2

Tuesday F2F; Thursday F2F

Tuesday	Thursday
<p>Before class</p> <ul style="list-style-type: none"> • Read Ch. 12 Managing Workflow • Complete Chapter Review Quiz 12 (5 points) <small>SUPPORTS EXAM 2</small> • Review Approaching an HR Professional (Located in Additional Resources) 	<p>Online</p> <ul style="list-style-type: none"> • Watch Required Videos • Complete Video Worksheet (6 points) <small>SUPPORTS MODULE-LEVEL OUTCOMES</small>
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discussion about contacting an HR Professional with knowledge of the industry for your selected organization. <ul style="list-style-type: none"> ○ What questions should you ask about labor markets in your selected industry? • You need to find out what is unique about recruiting talent in this industry. • Discussion about employer branding and employer brand management • Discussion about turnover 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • HR pro progress update Activity 2:2 Artifact - Provide a general overview of your contact or progress in contacting an HR professional. If you have not yet communicated with him/her, then tell us how you plan to initiate the communication. (5 points)

<ul style="list-style-type: none"> • Group discussion investigating turnover rates • Week 8 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	
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Topics Covered

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| <ul style="list-style-type: none"> ➤ Labor Gaps ➤ Types of Turnover ➤ Employer Branding | <ul style="list-style-type: none"> ➤ Retention Strategies ➤ Socialization ➤ Relationship Management |
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Week 9: October 22, Tuesday – October 24, Thursday

Module 2 – Part 3

October 24th Thursday 1:30 to 2:00 HR Warriors Leadership VIRTUAL Team Meeting

October 26th-30th Dr. Rebecca & HR Warriors at HR Southwest Conference

Tuesday F2F; Thursday F2F

Tuesday	Thursday
<p>Before class</p> <ul style="list-style-type: none"> • Read Ch. 6 Sourcing: Identifying Recruits • Complete Chapter Review Quiz 6 (5 points) SUPPORTS EXAM 2 	<p>Before class</p> <ul style="list-style-type: none"> • Watch Required Videos • Complete Lesson Worksheet (4 points) a SUPPORTS MODULE-LEVEL OUTCOMES • Activity 2:3 Artifact - 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. SUPPORTS ASSIGNMENT 2 (5 points)
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discuss about job descriptions, sources of applicants and sourcing strategies. • Discuss students’ investigation of what are the sources of applicants their 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. • Identify Trends in Sourcing Non-Traditional Applicants 	<p>In-class Agenda (Workshop)</p> <ul style="list-style-type: none"> • Tweeting yourself out of a job • Discussion distinguish between sourcing and recruiting talent • Social media platforms, strategies, and management • Week 9 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points)
<p>Optional/Supplemental Videos</p>	

- 3 Key Trends (1.27 minutes)
- Find and Hire Talent Globally (2.14 minutes)

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, Tuesday – October 31, Thursday

Module 2 – Part 4

October 26th-30th Dr. Rebecca & HR Warriors at HR Southwest Conference

October 28th Dr. Rebecca and Mr. Loafman present ADAAA and Fido at Work at the HR Southwest Conference

Tuesday OL; Thursday OL

Tuesday – online	Thursday – online
<p>Online</p> <ul style="list-style-type: none"> • Read Ch. 7 Recruiting • Review PowerPoint Skills Development and PowerPoint Tips • Review PowerPoint Best Practices • Review and investigate 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. 	<p>Online</p> <ul style="list-style-type: none"> • Watch Required Videos
<p>Online due by 11:59 p.m. Tuesday</p> <ul style="list-style-type: none"> • Complete Chapter Review Quiz 7 (5 points) <small>SUPPORTS EXAM 2</small> 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • Complete Lesson Worksheet (2 points) <small>a SUPPORTS MODULE-LEVEL OUTCOMES</small> • Activity 2:4 Artifact- What types of recruiting practices are employed by your company? Remember that sourcing and recruiting are not the same thing. <small>SUPPORTS ASSIGNMENT 2 (5 points)</small>

Topics Covered

- Recruiter Effectiveness
 - Spillover Effects
 - Recruiting Guides
- EEOC’s Best Practices
 - PPT Best Practices

Week 11: November 5, Tuesday – November 7, Thursday

Module 2 – Part 5

November 8th Last day to drop a course with a “Q” or withdraw with a “W”

Tuesday F2F; Thursday F2F

Tuesday	Thursday (Substitute needed)
Before class <ul style="list-style-type: none"> • Read Ch. 8 Measurement • Complete Chapter Review Quiz 8 (5 points) SUPPORTS EXAM 3 • Watch Required Videos (51m) • Complete Lesson Worksheet (6 points) a SUPPORTS MODULE-LEVEL OUTCOMES 	Before class <ul style="list-style-type: none"> • Study for exam
In-class Agenda <ul style="list-style-type: none"> • Discuss about PPT best practices • Discuss recruiting from week 10 and artifact outcomes for project • Review for exam • Week 11 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	In-class Agenda <ul style="list-style-type: none"> • Complete Exam #2 (Major Assessment Ch. 5-8 & 12) (125 points) SUPPORTS COURSE OUTCOMES 3 & 4
Optional/Supplemental Videos	Password Protected Exam
<ul style="list-style-type: none"> • Understanding Reliability and Validity (2 minutes) • Introduction to Simple Linear Regression (8 minutes) • Statistical Significance versus Practical Significance (5 minutes) 	

Topics Covered

- Correlation
- Reliability and Validity
- Practical and Statistical Significance
- Standardization and Objectivity
- Select Appropriate Metrics
- HR Analytics
- Review Course Outcome 3

Week 12: November 12, Tuesday – November 14, Thursday

Module 3 – Part 1

November 11th Veterans Day

November 12th Tuesday 1:30 to 2:00 HR Warriors Leadership Team Meeting

Tuesday F2F; Thursday OL

Tuesday	Thursday – online
<p>Before class</p> <ul style="list-style-type: none"> • Module 3 opens • Read Ch. 9 Assessing External Candidates • Complete Chapter Review Quiz 9 (5 points) <small>SUPPORTS EXAM 3</small> 	<p>Online</p> <ul style="list-style-type: none"> • Watch Required Videos (8m)
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discussion about adverse impact and interviewer assessment • Discuss about students’ investigations of how does their company assess job candidates and decide who to hire? Types of assessment data. Where to look for this information and what to look for. Check the employer’s website. Check out websites where former employees and applicants share information. • Week 12 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • Assignment 2:5 Artifact- 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. <small>SUPPORTS ASSIGNMENT 2 (5 points)</small>
<p>Optional/Supplemental Videos</p> <ul style="list-style-type: none"> • What is Pre-Employment Testing? (2 minutes) • References and Background Checks (10 minutes) 	

Topics Covered

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

Week 13: November 19, Tuesday – November 21, Thursday

Module 3 – Part 2

Tuesday F2F; Thursday F2F

Tuesday	Thursday
<p>Before class</p> <ul style="list-style-type: none"> • Read Ch. 10 Assessing Internal Candidates • Complete Chapter Review Quiz 10 (5 points) <small>SUPPORTS EXAM 3</small> 	<p>Online</p> <ul style="list-style-type: none"> • Watch Required Videos (24m) • Complete Lesson Worksheet (10 points) a <small>SUPPORTS MODULE-LEVEL OUTCOMES</small>

	<ul style="list-style-type: none"> Activity 2:6 Artifact - Develop a partial interview protocol for your company. Focus on assessing 3 to 5 attributes for organizational fit. SUPPORTS ASSIGNMENT 2 (5 points)
<p>In-class Agenda</p> <ul style="list-style-type: none"> Discussion about internal goals assessment Review the interviewer score key sample. Conduct online research to find out how to create an open-ended question. Apply CS content to students selected organization to develop a partial interview protocol for their company. Focus on assessing 3 to 5 attributes for organizational fit. 	<p>In-class Agenda (Workshop)</p> <ul style="list-style-type: none"> Career Development Leadership Development Career Services - career development planning Student leadership planning Week 13 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points)
Optional/Supplemental Videos	
<ul style="list-style-type: none"> Quantitative Decision-Making Tools: Decision Matrix (5 minutes) 	

Topics Covered

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

Week 14: November 26, Tuesday – November 28, Thursday

Module 3 – Part 3

November 28th & 29th Thanksgiving

December 2nd Student End of Course Survey Opens

Tuesday F2F; Thursday OL

Tuesday	Thursday – online
<p>Before class</p> <ul style="list-style-type: none"> Read Ch. 11 Choosing and Hiring Candidates Complete Chapter Review Quiz 11 (5 points) SUPPORTS EXAM 3 Watch Required Videos 	<p>Online</p> <ul style="list-style-type: none"> Watch Required Videos

<ul style="list-style-type: none"> • Creating a compelling Employee Value Proposition (8 minutes) 	
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discussion about multiple hurdles • Discussion about students’ investigations of how their company retains successful talent. What are their target labor demographics? • Students apply score key outline to organization’s 3-5 org attributes. [LS] Week 14 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • Complete Lesson Worksheet (12 points) a SUPPORTS MODULE-LEVEL OUTCOMES • Activity 2:7 Artifact - 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. SUPPORTS ASSIGNMENT 2 (5 points)

Topics Covered

- Combining Candidate Scores
- Final Choice and Talent Acquisition
- Job Offer Strategies
- Total Rewards Package
- Legally Compliant Job Offer

Week 15: December 3, Tuesday – December 5, Thursday

Module 3 – Part 4

December 13th Last day to file for Degree Conferral

Tuesday F2F; Thursday OL

Tuesday	Thursday – online
<p>Before class</p> <ul style="list-style-type: none"> • Complete Assignment #2 - Full Life Cycle Staffing (150 points) SUPPORTS COURSE OUTCOMES 1, 3, & 5 	
<p>In-class Agenda</p> <ul style="list-style-type: none"> • Discussion about negotiating job offers and know your worth • Reinforcing leaning outcomes in student overviews of their projects. • Week 15 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	<p>Online due by 11:59 p.m. Thursday</p> <ul style="list-style-type: none"> • Reflective Journal Entry #2 (5 points) SUPPORTS COURSE OUTCOMES 1, 3, & 5

Topics Covered

- Full-Life Cycle Staffing
- Employer-Demand Technical Skills – HR and Technology
- Multiple Hurdles
- Negotiating Job Offers

Week 16: December 10, Tuesday – December 12, Thursday

Module 3 – Wrap Up

December 13th Class ends

December 13th Commencement Ceremony Bell County Expo Center 7:00 p.m.

Tuesday F2F; Thursday F2F

Tuesday	Thursday
Before class <ul style="list-style-type: none"> • Study for exam 3 	Before class <ul style="list-style-type: none"> • Study for exam 3
In-class Agenda <ul style="list-style-type: none"> • Review for exam • Discussion – Class Wrap-up • Week 16 In-class Contributions: on time presence, preparation for class, and active participation in class (10 points) 	In-class Agenda <ul style="list-style-type: none"> • Complete Exam #3 (Major Assessment Ch. 9-11) (125 points) SUPPORTS COURSE OUTCOMES 4 & 5
	Password Protected Exam

Topics Covered

- Review Course Outcome 4 & 5

Summary of Important Dates:

August 26th Class Begins

August 26th -28th Add/Drop/Late Registration

September 2nd Labor Day

September 11th Last day to drop with no record

October 4th Deadline to submit a graduation application for participation in the commencement ceremony

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

November 8th Last day to drop a course with a “Q” or withdraw with a “W”

November 11th Veterans Day

November 21nd & 22rd Thanksgiving

December 2nd Student End of Course Survey Opens

December 13th Class ends

December 13th Commencement Ceremony Bell County Expo Center 7:00 p.m.

December 13th – January 20th Winter Break Classes Start January 21st

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.

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 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](#) Canvas page (log-in required)
[<https://tamuct.instructure.com/courses/717>]

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](#) 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](#), 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. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019 but will continue to offer other tutoring support.

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 online tutoring support at no additional cost. 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.

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!

Students may arrange a one-to-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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any.

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 or activities will not be accepted late because they 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 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 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 week includes practices quizzes, discussions and activities supporting assignments and exams.

- I suggest briefly reviewing all graded course requirements due in the current module before you complete assigned readings and multimedia.
- Read assigned readings and complete chapter quizzes before attending class.
- 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 before class starts.
- All exams are completed in class.

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.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s).

Reproduction of course material is prohibited without consent by the author and/or course instructor.

Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Application Form

Members and Associate Members
 Texas A&M University – Central Texas
 HR Warriors Leadership Team
 SHRM Student Organization #5395

Membership Type: (Please select your member type)

New Member	Texas A&M University – Central Texas student
Associate Member	TAMU-CT partner institution student
Associate Member	Alumni of Texas A&M University – Central Texas

SHRM Membership Number: (You must be a SHRM student member to be a SHRM #5395 member)

My membership number is:	
	To join SHRM go to https://www.shrm.org/Communities/student-resources/Pages/bufferpage.aspx Scroll down to Join SHRM Today. SHRM Student Membership is \$40.00. Designate Texas A&M University Central Texas as your student chapter #5395

Applicant Information:

First Name		Last Name
Address		City, State, zip
Email Address		Phone Number
Degree Program		Current Employer
Expected Graduation Date		Full-Time or Part-Time
		Do you have previous HR experience?

Membership Agreement:

My signature indicates that I understand membership in this student organization requires maintaining a status of Good Standing. I understand that my membership can be revoked if I fail to maintain Good Standing as follows:

- A SHRM student or professional membership paid in full for the year.
- Active participation in activities and events (available face-to-face as well as online).

Student Signature	Date

SHRM Student Chapter Intake

Received by	Date