



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 3302-110, CRN 80291
PERSONNEL AND HUMAN RESOURCE MANAGEMENT (Online)

Fall 2019, revised date: 8.17.2019
Texas A&M University - Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: Amanda Eads, Adjunct Faculty

Phone: (254) 519-5437 – Calls will be forwarded to me if necessary

Email address: aeads@tamuct.edu (use this email if 'Canvas Inbox' is down)

If you have any questions or concerns before class starts, please send an e-mail to aeads@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.

1-2. Instructor's TAMU-CT Office Hours and Student – Instructor Interaction

I check Canvas Inbox and my TAMU email several times a day. Unless I tell you otherwise - during the week, expect a response from me within 12-24 hours and within 24-48 hours on the weekend. I am happy to set up a web conference or set up a face to face meeting with you, schedules permitting.

1-3. Mode of Instruction and Course Access

This 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 logon to this system. Additional information is located under [Technology Requirements](#).

1-4. Syllabus Accessibility

This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements](#), [technology requirements and support](#), [weekly checklist](#), and [course and university procedures and policies](#), [frequently asked questions](#), and [Appendix](#).

1-5. 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 911 Cellular through their myCT email account.

Connect to Warrior Shield by [911 Cellular](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 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

2. COURSE INFORMATION

2-1. Course Overview, Description, and Duration

In this course, students will study the 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 This course begins on Monday, August 26th, 2019, and ends on Friday, December 13th, 2019.

2-2. Course Objectives

Upon successful completion of MGMT3302 Personnel and Human Resource Management, students will be able to:

1. **Human Resource Management (HRM):** Demonstrate an understanding of HRM's integrated role in an organization by identifying and explaining HR's roles in an organization as well as identifying, describing, and applying strategic HRM 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 major 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. **Professional Etiquette**

Understand, apply, and demonstrate professionalism as described under professional etiquette ([Course Requirement 7 on page 5](#)).

2-3. Module Learning Outcomes

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

2-4. Required Textbook and Video

- Title: **HRM Core Concepts**
- Author: Jean Phillips
- ISBN: 978-1-948-42685-5
- Publisher: Chicago University Press
- Publication Year: 2019

To do the assignment on strategic human resource management, you will be required to watch the movie: *Moneyball*. TAMUCT library has the online version of this movie. The link to this movie will be provided through our Canvas website.

3. 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 in the virtual classroom and emailed to students within one week of the change decision. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

*** IMPORTANT NOTICE**

All the required works in this course represent the independent work of students; teamwork will not be permitted. A student who turned in a course requirement that is a result of teamwork, will receive a failing grade “F” and a referral to Student Affairs.

3-1. Requirement 1: Discussions (5 discussions 30 points each, a total of 150 points)

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. The approximate length of the 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 will be provided with the discussion instruction.*

Discussions are interactive and time sensitive; therefore, contributions to **discussions will not be accepted late.**

Professional Conduct Expectations: Online netiquette and in-person professional conduct are required at all times. I reserve the right to delete student posts that violate netiquette expectations, including those posts that lack kindness, respect, and inclusive language towards students or the

instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and/or violates netiquette expectations will be viewed as a violation of professional etiquette ([Course Requirement 7 on page 5](#)). **A reduction in one final grade level (e.g., from A grade to B grade) will occur per case of behavior that is unprofessional and/or violates netiquette expectations.** However, I reserve the right to reduce the penalty if I believe the behavior was unintentional or very minor in impact.

3-2. Requirement 2: Individual Assignments (8 assignments range from 60 to 100 points each, a total of 580 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 compensation problems. *A rubric entailing the grading criteria is provided with instruction for assignment.* An example of an individual assignment can be found in the [Appendix](#).

If citations and references are needed in writing your answers, you are required to use the **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a failing grade "F" on this course and be referred 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.

Assignments are not accepted 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.

3-3. Requirement 3: Module Review Quizzes (14 quizzes, 10 points each, a total of 140 points)

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

Quizzes include 5 to 10 questions each and anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the [weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-4. Requirement 4: Final Exam (100 points)

There will be a final exam at the end of the semester. The exam includes 50 multiple choice and true/false questions, which **assess content from the required readings and videos.** 50 multiple choice and true/false questions will be scored automatically through TAMUCT's Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 120 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam).**

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.*

3-5. Requirement 5: Introduction (10 points)

You need to post your introduction at the beginning of the course (10 points).

3-6. Requirement 6: Syllabus/Plagiarism Review Quiz (20 points)

This quiz is provided to ensure students are understanding the course requirements as well as the writing requirements to successfully pass this course.

This quiz includes 10 questions and anticipated to take approximately 15 minutes to complete.

However, you may take up to 30 minutes to complete the quiz. Keep in mind that this quiz must be completed by the due date posted in the [weekly checklist](#). **Opportunities to complete the quiz late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-7. Requirement 7: Professional Etiquette

Students are expected to embody professionalism to include the following:

1. **Demeanor** – Being polite, well-spoken, inclusive and mature, and demonstrating tact, respect, compassion, and appreciation - not being rude, belligerent, arrogant, or aggressive.
2. **Reliability** – Following through on tasks in a timely manner and communicating unanticipated events.
3. **Competency** – Committing to learning and applying content from the course, acting in a responsible manner, and practicing sound judgment, seeking assistance when appropriate.
4. **Ethics** – Being honest and trustworthy.
5. **Equality** – Refraining from giving or seeking preferential treatment unless supported by the office of Student Success, adhering to published policies of the university, seeking 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.

3-8. Grading Criteria

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

Grade Composition:

Requirement	Percentage	Detail
Discussion	15%	5 discussions - 30 points each: 150 points total
Assignments	58%	8 assignments - 60 to 100 points each: 580 points total
Review Quizzes	14%	14 quizzes - 10 points each: 140 points total
Introduction	1%	10 points total
Syllabus/Plagiarism Quiz	2%	20 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be a deduction factor
Total	100%	1,000 points total

Grades will be determined by the total points that you receive in this course: A= 900 or more, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. Grades will NOT be determined by the percentage that you may view on our Canvas website.

Posting of Grades: All student grades are anticipated to be posted in the Canvas Grade book within seven days of the submission deadline. 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 our Canvas classroom.

3-9. Instructor Policies

Late works: All works are due on the date designated on the [weekly checklist](#) unless otherwise posted in the classroom announcements. **No late works will be accepted without written documentation of an unavoidable or unforeseeable event.** It is your responsibility to contact me and request the alternate assignment at the time you return to the Canvas classroom.

Plagiarism: A student who turned in a plagiarized assignment, *i.e.*, failing to cite and reference the information source in properly, **will receive a failing grade “F” and 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.

When you are using an idea from another source (including your past assignments from this as well as other courses) in your writing, you need to do the following two things.

- 1) Cite and reference the source properly (using the APA format).
- 2) Paraphrase the original writing, so no more than seven consecutive words are identical.

* Here, a ‘source’ also includes your past assignments from this as well as other courses.

Any writing (that uses an idea from another source) that does not meet BOTH the above two criteria will be considered as plagiarism.

How to properly cite, reference, and paraphrase are outlined in *Citations and References* video in the Orientation Module. Please watch this video and cite, reference, and paraphrase accordingly.

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 the online course activities. Plan to participate regularly.

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Login to [A&M-Central Texas Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in [myCT](https://tamuct.onecampus.com/) [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

This course will use the TAMUCT Canvas Learn learning management system.

- Login to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- Initial password: Your MyCT password

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMUCT computer lab, a local library computer where available, a backup laptop of your own, or access to a friend, neighbor, or family member's computer. If you do encounter technical difficulties, please send me an email.

4-2. Technology Support

For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support, please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact the [instructor](#). 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.

5. BI-WEEKLY CHECKLIST

This bi-weekly checklist provides you with a list of the things that you need to do in a given two-week period. You'll need to check off all the things in the list to be considered as "complete" for that two-week period.

Each two-week period work for the course will begin on Monday of the odd number week (Week 1, Week 3, Week 5, ...) and end on Sunday of the even number week (Week 2, Week 4, Week 6, ... ; except in the final week). *Most* of the things that you need to do within each two-week period have *Friday* or *Sunday night at 11:59 p.m.* deadlines.

Course materials for a given two-week period will be open at 12:01 a.m. on Monday of the odd number week. **Course materials will not be opened in advance.**

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.

*Weeks 1 and 2: August 26th, Monday – September 8th, Sunday***1. Things to do****Orientation Module**

Things to do	Points	Due date	Where to find	Done?
Read Instructor Welcome Message	-	-	Home	<input type="checkbox"/>
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>
Upload your introduction	10	Sep 8 th , Sunday	Assignments > Others	<input type="checkbox"/>
Complete the Syllabus/Plagiarism Review Quiz	20	Sep 8 th , Sunday	Assignments > Others	<input type="checkbox"/>

Module 1 – Part 1

Things to do	Points	Due date	Where to find	Done?
Watch Module 1 Introduction Video and read Module 1 Learning Objectives	-	-	Modules > Module 1	<input type="checkbox"/>
Read Ch. 1 Strategic HRM	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 1	<input type="checkbox"/>
Complete Module 1 – Part 1 Review Quiz	10	Sep 8 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 1: Making an HRM Case Based on Evidence	70	Sep 8 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

HRM Functions / HRM Roles / Strategic Fit

Weeks 3 and 4: September 9th, Monday – September 22nd, Sunday

1. Things to do**Module 1 – Part 2**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 2 The Role of HRM in Business	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 2	<input type="checkbox"/>
Complete Module 1 – Part 2 Review Quiz	10	Sep 22 nd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 1 – Part 3

Things to do	Points	Due date	Where to find	Done?
Read Ch. 3 The Legal Context of HRM	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 3	<input type="checkbox"/>
Complete Module 1 – Part 3 Review Quiz	10	Sep 22 nd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Discussion #1 initial response	20	Sep 19 th , Thursday	Assignments > Discussions	<input type="checkbox"/>
Complete Discussion #1 (At least 2 follow-up posts)	10	Sep 22 nd , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Assignment 2: National Culture and HRM	60	Sep 22 nd , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

High Performance Work Systems / Organizational Culture / Organizational Change / HRM Metrics / Global HRM / Employment Laws / Equal Employment Opportunity / Types of Employment Lawsuit

Weeks 5 and 6: September 23rd, Monday – October 6th, Sunday

1. Things to do

Module 2 – Part 1

Things to do	Points	Due date	Where to find	Done?
Watch Module 2 Introduction Video and read Module 2 Learning Objectives	-	-	Modules > Module 2	<input type="checkbox"/>
Read Ch. 4 Analyzing Work and HR Planning	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
Complete Module 2 – Part 1 Review Quiz	10	Oct 6 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 2 – Part 2

Things to do	Points	Due date	Where to find	Done?
Read Ch. 5 Sourcing and Recruiting	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 2	<input type="checkbox"/>
Complete Module 2 – Part 2 Review Quiz	10	Oct 6 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Discussion #2 initial response	20	Oct 3 rd , Thursday	Assignments > Discussions	<input type="checkbox"/>
Complete Discussion #2 (At least 2 follow-up posts)	10	Oct 6 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Assignment 3: Strategic HRM in the movie <i>Moneyball</i>	80	Oct 6 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

Job Analysis / Job Design / Job Description / Organizational Structure / Internal and External Recruiting / Recruiting Metrics

Weeks 7 and 8: October 7th, Monday – October 20th, Sunday

1. Things to do

Module 2 – Part 3

Things to do	Points	Due date	Where to find	Done?
Read Ch. 6 Selection and Hiring	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 3	<input type="checkbox"/>
Complete Module 2 – Part 3 Review Quiz	10	Oct 20 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 3 – Part 1

Things to do	Points	Due date	Where to find	Done?
Watch Module 3 Introduction Video and read Module 3 Learning Objectives	-	-	Modules > Module 3	<input type="checkbox"/>
Read Ch. 7 Training and Development	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 1	<input type="checkbox"/>
Complete Module 3 – Part 1 Review Quiz	10	Oct 20 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 4: Designing Interview Questions	70	Oct 20 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

Selection / Assessment Goals / Assessment Methods / Branding / Five Steps to Effective Training (ADDIE) / Types of Training / Socialization / Human Resource Development

Weeks 9 and 10: October 21st, Monday – November 3rd, Sunday

1. Things to do

Module 3 – Part 2

Things to do	Points	Due date	Where to find	Done?
Read Ch. 8 Performance Management	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 2	<input type="checkbox"/>
Complete Module 3 – Part 2 Review Quiz	10	Nov 3 rd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 4 – Part 1

Things to do	Points	Due date	Where to find	Done?
Watch Module 4 Introduction Video and read Module 4 Learning Objectives	-	-	Modules > Module 4	<input type="checkbox"/>
Read Ch. 9 Base Compensation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 1	<input type="checkbox"/>
Complete Module 4 – Part 1 Review Quiz	10	Nov 3 rd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Discussion #3 initial response	20	Oct 31 st , Thursday	Assignments > Discussions	<input type="checkbox"/>
Complete Discussion #3 (At least 2 follow-up posts)	10	Nov 3 rd , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Assignment 5: Applying the ADDIE Model in Training Design	60	Nov 3 rd , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

Performance Management // Balanced Scorecard / Performance Measurement Methods / Performance Feedback and Reward / Total Rewards / Compensation Types / Job Evaluation / Market Pay / Equity Theory / Executive Compensation / Compensation Laws and Regulations

Weeks 11 and 12: November 4th, Monday – November 17th, Sunday

1. Things to do

Module 4 – Part 2

Things to do	Points	Due date	Where to find	Done?
Read Ch. 10 Incentives	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 2	<input type="checkbox"/>
Complete Module 4 – Part 2 Review Quiz	10	Nov 17 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 4 – Part 3

Things to do	Points	Due date	Where to find	Done?
Read Ch. 11 Benefits	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 3	<input type="checkbox"/>
Complete Module 4 – Part 3 Review Quiz	10	Nov 17 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Discussion #4 initial response	20	Nov 14 th , Thursday	Assignments > Discussions	<input type="checkbox"/>
Complete Discussion #4 (At least 2 follow-up posts)	10	Nov 17 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Assignment 6: Setting the Base Pay Level	70	Nov 17 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

Incentives / Bonuses / Pay-for-Performance / Expectancy Theory / Purpose of Benefits / Benefit Types / Benefit Administration

Weeks 13 and 14: November 18th, Monday – December 1st, Sunday

1. Things to do

Module 5 – Part 1

Things to do	Points	Due date	Where to find	Done?
Watch Module 5 Introduction Video and read Module 5 Learning Objectives	-	-	Modules > Module 5	<input type="checkbox"/>
Read Ch. 12 Creating a Healthy Work Environment	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 1	<input type="checkbox"/>
Complete Module 5 – Part 1 Review Quiz	10	Dec 1 st , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 5 – Part 2

Things to do	Points	Due date	Where to find	Done?
Read Ch. 13 Creating Positive Employee-Management Relations	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 2	<input type="checkbox"/>
Complete Module 5 – Part 2 Review Quiz	10	Dec 1 st , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Discussion #5 initial response	20	Nov 28 th , Thursday	Assignments > Discussions	<input type="checkbox"/>
Complete Discussion #5 (At least 2 follow-up posts)	10	Dec 1 st , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Assignment 7: Expectancy Theory	70	Dec 1 st , Sunday	Assignments > Assignments	<input type="checkbox"/>

2. Topics covered

Employee Safety / OSHA / Employee Wellness / Workplace Security / Unions / Collective Bargaining

Weeks 15 and 16: December 2nd, Monday – December 13th, Friday

1. Things to do

Module 5 – Part 3

Things to do	Points	Due date	Where to find	Done?
Read Ch. 14 Managing Engagement and Turnover	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 3	<input type="checkbox"/>
Complete Module 5 – Part 3 Review Quiz	10	Dec 13 th , Friday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 8: Final Assignment	100	Dec 13 th , Friday	Assignments > Assignments	<input type="checkbox"/>
Complete Final Exam	100	Dec 13 th , Friday	Assignments > Final Exam	<input type="checkbox"/>

2. Topics covered

Employee Engagement / Turnover / Organizational Commitment / Employee Retention / Succession Management

6. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

6-1. Drop Policy

If you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [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 University 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 a 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.

6-2. 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.

For more information regarding the Student Conduct process, visit [\[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel\]](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel).

If you know of potential honor violations by other students, you may submit a report, [\[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0\]](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

6-3. 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) 519-5797. Any information you provide is private and confidential and will be treated as such.

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

6-4. 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 [\[https://www.tamuct.edu/student-affairs/index.html\]](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 [\[http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf\]](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.

6-5. Tutoring

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

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

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

6-6. 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-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 [WCOOnline](#). 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 assistance with scheduling.

6-7. 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 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 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](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

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7. FREQUENTLY ASKED QUESTIONS (FAQs)

FAQ 1. Can the course contents be opened in advance?

Answer: No, course materials will not be opened in advance. I develop course contents and make adjustments to course materials during semesters for a better student learning experience.

FAQ 2. I have missed an assignment deadline. Can you extend the deadline for me?

Answer: Yes, but ONLY IF the reason for missing the deadline is due to an unavoidable or unforeseeable event. You'll also need to provide me with written documentation that verifies the reason.

FAQ 3. The reason that I have missed the assignment is private. So, I cannot provide you with a reason or documentation. Can you extend the deadline for me?

Answer: I value your privacy. However, in this case, I cannot provide you with a deadline extension. I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

FAQ 4. I have finished the assignment before the deadline. But I wasn't able to submit the assignment in time because there was a problem with my internet. Can you extend the deadline for me?

Answer: Yes, I understand that this can happen and you can submit your assignment late. However, in this case, your submitted assignment (either in word or pdf file format) should have been "last saved" before the deadline (this can be verified through the 'properties' menu in word or pdf program). If your file has been last saved after the deadline, I cannot accept your assignment. Again, I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

FAQ 5. I have copy-and-pasted a writing that is more than seven consecutive words from another source. However, I have clearly cited the source in my assignment. Is this a plagiarism?

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source.

FAQ 6. I have copy-and-pasted a writing that is more than seven consecutive words from my past assignment in another course. Is this a plagiarism?

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. "Another source" also encompasses your past assignments from this as well as another course that you have taken in the past. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source. You also need to cite and reference your past work accordingly.

FAQ 7. I have taken this course in the past, but I'm taking this course again this semester. When I was taking this course the last time, I have completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?

Answer: No, they will be considered as plagiarism for the same reason in my answer to FAQ 6 above. Please read the answer to the Q6 above for more detail.

FAQ 8. The syllabus says that teamwork is not allowed in this course. Does this mean that I cannot help out a classmate in understanding the learning contents or assignments that he or she is having trouble with (or vice versa for getting help from a classmate)?

Answer: No, a student helping out another student to better understand the learning contents is a kind gesture and is, in fact, somewhat encouraged. I'd rather have my students to study together and have a better understanding of the learning contents than to just give up in understanding the contents. (And of course, you can always reach out to me for help too.)

However, students have to answer the questions on their own based on how they have understood the learning contents. If a student's answer is too similar to another student's answer in a way that is difficult to be viewed as an independent work, this is now viewed as "teamwork," which is prohibited in this course.

So, if you are helping out a student, please make sure that the student you have helped out writes his or her own answers based on how he or she has understood the learning contents (and vice versa if you are the student that is getting help from another student). And if seven or more consecutive words are identical to a writing from an assignment of another student in this course (as well as in other courses), it will be viewed as plagiarism.

FAQ 9. Our Canvas website shows that I have achieved 92% of the grades available. Does this mean that I'm getting "A" in this course?

Answer: It depends. As outlined in the section '[3-8. Grading Criteria](#)' of this document, your final grade will be determined by the total points that you have achieved in this course and not by the percentage that you may see on our Canvas website. So, if your total point in the end is 900 points or greater and you see 92% on the website, your grade will be "A" grade for this course. But if your total point in the end is less than 900 points and you see 92% on the website, your grade will be "B" for this course.

FAQ 10. My total point in the end is 903 points. But our Canvas website shows that I have achieved 88% of the grades available. Does this mean that I'm getting "A" in this course?

Answer: Yes, your grade will be "A" in this course because your total point for this course is 900 or greater.

Appendix – Assignment Example

* *This is only an example. The finalized assignment may differ.*

Assignment #3: Strategic HRM in the movie *Moneyball* (80 points)

Distributed: XXX

Due: XXX

Why this assignment?

This assignment supports the Course Objective 1 listed in our syllabus.

Instruction

1. Watch the videos *Strategic Fit and HRM* (Modules > Module 1 > Required Videos) and *Some Tips in Watching the Movie Moneyball* (the video provided with this instruction file on our Canvas website). For this assignment, you need to first have a clear understanding of the two concepts, the *vertical and horizontal fit of HRM*.

2. Watch the movie *Moneyball*.

[Link](#) to the video on TAMUCT Library website
(TAMUCT ID and PW needed; Google Chrome or Mozilla Firefox recommended).

3. Answer the following five questions.

Q1) In the movie, Peter Brand claims that baseball teams in the past have wrongly defined their goals as “buying players.” According to Peter Brand in the movie, what should be the true goal of a baseball team? Why? (Hint: Watch the scene where Billy Beane and Peter Brand discusses this point at the parking lot.) **(10 points)**

Q2) Now, identify the HR needs (KSAs, behaviors, culture, etc.) of a baseball team that is (are) required to achieve the goal that you have answered in Q1. More specifically, identify the behavior(s) that are required from its baseball players for a baseball team to achieve the goal that you have answered in Q1. How can this help baseball teams to achieve the goal that you have answered in Q1? **(10 points)**

Q3) In the movie, how did the Oakland A’s achieve the vertical fit of HRM? In other words, what are some specific examples of HRM practices that the A’s have implemented to fulfill the HR needs that you have identified in Q2? (Hint: Watch the scene where Billy Beane and the scouts discuss which players to recruit with Peter Brand being present in the meeting room. Also, watch the scenes where Billy Beane and Peter Brand instruct the players what to do during the games.) **(20 points)**

Appendix – Assignment Example (Continued)

Q4) In the movie, how did the Oakland A's achieve the horizontal fit of HRM? In other words, what are some specific examples of an HRM practice that you have answered in Q3 being compatible with another HRM practice? For example, due to the budget constraint that the team was facing, the pay level for the players of the Oakland A's had to be low. So, the team could not just recruit any players that can fulfill the HR needs that you have identified in Q2. The team had to recruit in a way that is "compatible" with the low pay policy. What were some specific examples of this? **(20 points)**

Q5) What would be a similar situation that organizations face in a more generalized business setting? And how can organizations better respond to this situation by applying what you have learned from the movie (with a focus on the strategic fit of HRM)? **(20 points)**

Important Notes

1. In writing your answers, NEVER copy-and-paste any part of the textbook or any other sources. Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past assignments, and any other sources), it will be considered as plagiarism, and you will receive 0 points for this assignment.
2. See the grading rubric is on the next page for grading standards.
3. The suggested length is four pages or less in total. But this is just a "suggestion." You do not need to be bound by this suggestion.

Appendix – Assignment Example (Continued)

Grading Rubric

Criteria	Grading Standard	Points
Q1 (10 points)	1) The student has correctly identified the true goal of a baseball team described by Peter Brand in the movie. 2) The student has explained why the identified goal should be the true goal of baseball teams.	10
	BOTH of the above conditions are met.	
	Only one condition is met.	5
	None of the conditions are met.	0
Q2 (10 points)	1) The student has correctly identified the HR needs. 2) The student has explained how the identified HR needs can help baseball teams to achieve the goal that he or she has answered in Q1.	10
	BOTH of the above conditions are met.	
	Only one condition is met.	5
	None of the conditions are met.	0
Q3 (20 points)	1) The student has discussed how the Oakland A’s has achieved the vertical fit of HRM in the movie. 2) The student has provided specific examples in the movie to back-up his or her arguments.	20
	BOTH of the above conditions are met.	
	Only one condition is met.	10
	None of the conditions are met.	0
Q4 (20 points)	1) The student has discussed how the Oakland A’s has achieved the horizontal fit of HRM in the movie. 2) The student has provided specific examples in the movie to back-up his or her arguments.	20
	BOTH of the above conditions are met.	
	Only one condition is met.	10
	None of the conditions are met.	0

Appendix – Assignment Example (Continued)

Grading Rubric (Continued)

Criteria	Grading Standard	Points
<p>Q5 (20 points)</p>	<p>1) The student has presented an idea of how organizations can better respond to a similar situation.</p> <p>2) The student has based his or her arguments on what has been learned through answering other questions in this assignment.</p> <p>3) The ideas presented by the student are logical and meaningful to HR practitioners.</p> <p>All of the above three conditions are met.</p>	<p>20</p>
	<p>1) is met, and ONE of the other conditions is met.</p>	<p>15</p>
	<p>1) is met, but NONE of the other conditions are met.</p>	<p>10</p>
	<p>1) is NOT met.</p>	<p>0</p>