



Texas A&M University - Central Texas

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## ***HRM 5314-110, CRN 10252, WORKFORCE PLANNING AND EMPLOYMENT***

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Spring 2019 rev. 01.02.2019  
Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

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January 14 – May 10, 2019  
This is a 100% online asynchronous course.

#### ***Course Access***

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This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>] as a course platform. You will use your Canvas username and password communicated to you separately to log in to this system. Additional information is located under Technology Requirements.

### **INSTRUCTOR AND CONTACT INFORMATION**

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#### **Instructor Contact Information**

**Course Instructor:** Rebecca McPherson Ph.D., SPHR, APTD

**Office location:** Founders Hall, #320

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

**Email address:** [becca.mcpherson@tamuct.edu](mailto:becca.mcpherson@tamuct.edu)

If you have any questions or concerns before class starts, please send an e-mail to [becca.mcpherson@tamuct.edu](mailto:becca.mcpherson@tamuct.edu). When sending an e-mail, please identify MGMT 3302 in the subject line! After class starts, *Canvas inbox is my preferred method* of communication.

**Office hours:** If you have any questions about this course or during the course, I am available in my 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.

***MBA HRM faculty advisor:*** All students interested in a career in HRM are welcome to join our Facebook Group. The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. SHRM Chapter #5395 Texas A&M University-Central Texas. <https://www.facebook.com/groups/731484783725618/>

### ***911 Cellular: Emergency Warning System for Texas A&M University-Central Texas***

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

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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

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## **COURSE INFORMATION**

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### **Course Overview and Description**

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In this course, students will study the legal, ethical and organizational considerations related to the process of planning, sourcing, recruiting, assessing, selecting, placing, and retaining a qualified workforce. Emphasis is placed on decision making and strategic considerations in forecasting, measurement and evaluation, equal employment opportunity, employer brand management, and talent management.

### **Course Objectives**

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Upon successful completion of HRM 5314 Workforce Planning and Employment you will be able to demonstrate the following competencies:

- 1. Understand the framework of decision-making for workforce planning and the interdependence of employer brand management. Module 1**
  - a. Identify a system of inputs and output of workforce planning
  - b. Describe and calculate metrics for workforce planning

- c. Discuss what is employer brand management and its core components
  - d. Describe how employer brand management impacts workforce planning
  - e. Understand ethical standards and expectations for handling sensitive information in the employment and research contexts
2. **Understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains.**  
**Module 2**
- a. Describe and develop domains of performance as preferences for organizational fit or job fit in the context of current employees
  - b. Describe and delineate the relationship between target labor demographics and the perfect employee in the context of sourcing and recruiting
  - c. Explain the purpose of quantitative versus qualitative data analysis methods
  - d. Identify and apply legal constraints in the use of data analysis for identifying target labor demographics
  - e. Understand the difference between primary and secondary data
  - f. Acquire and evaluate secondary data related to employer brand, branding, and preferred domains of performance
3. **Understand the process of employer brand management as a function of talent attraction and retention and the impact of applicant and employees' experiences on the employer brand.**  
**Module 3**
- a. Demonstrate an understanding of the recruitment, selection, and decision-making process
  - b. Explain the impact of employer brand management on applicant attraction and employee retention
  - c. Describe an employee value proposition
  - d. Provide a critical evaluation of an employer's brand with employee and applicants brand experiences
4. Understand, apply and demonstrate professionalism as described under professional etiquette.  
Module level objectives are located in the Canvas classroom at the beginning of each module.

### Required Textbooks

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Cascio, W. F., & Aguinis, H. (2019). *Applied psychology in talent management* (8<sup>th</sup> ed.). Los Angeles, CA: Sage Publishing.

ISBN-13: 978-1506375915

Mosley, R. (2014). *Employer brand management: Practical lessons from the world's leading employers*. West Sussex, UK: John Wiley & Sons LTD.

ISBN-13: 978-1118898529

Available in text-enabled audio reader

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## COURSE REQUIREMENTS

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### Course Requirements

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A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced within one week of the change decision in the Canvas classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to 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***

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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.

### ***Weekly Quizzes: 220 total points (11 @ 20 points each)***

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There are 11 chapter-review quizzes of Applied Psychology in Talent Management supporting course objectives 1-3. Quizzes include 10 multiple choice questions worth 2 points each. Each quiz is anticipated to take 10 minutes to complete. However, you can take up to 15 minutes to complete the quiz. Quizzes are automatically graded by the Canvas Instructure system. Quizzes can only be taken once and must be completed in one sitting. Quizzes must be complete by the due date posted in the course schedule. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event. Any quiz not made up as approved and arranged by the professor will receive a zero.

### ***Exercises: 160 total points (7 @ varying points)***

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Exercises are smaller individual assignments, which contribute to skill development and support module-level objectives. Exercises are due by the date posted in the course schedule and can be submitted up to three days late with a 10% late penalty. No exercises will be accepted after three days late without documentation of an unavoidable or unforeseeable event. Grading criteria differ for each exercise. Rubrics are in the Canvas classroom in the submission link located under Assignments.

Exercise 1: Stock, Flow, and Concentration Statistics (auto graded 20 points)

Exercise 2: Forecasting Labor Needs (auto graded 20 points)

Exercise 3: CITI – Ethical Practice in Human Subjects (upload certificate- pass/fail 30-point option)

Exercise 4: Case Selection and Description (0 points)

Exercise 5: Acquire and Review Secondary Data (grade criteria below, 30 points)

Exercise 6: Identifying Narratives (grade criteria below, 30 points)

Exercise 7: Themes, Purpose, and Domains of Performance (grade criteria below, 30 points)

### ***Grading Criteria Exercises 5-7***

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Discussion are graded by the instructor and based on the below grading criteria.

- Initial Response: (75%) Provided a response to required investigation and application of lesson content. Response was thorough and clearly demonstrated understanding of lesson material.
- Response to Classmate: (25%) Actively participated in the discussion providing at least one quality response to a classmate.
- Academic Requirements: (0%) Followed directions. Writing quality was appropriate with good sentence structure, spelling, effective word choice. Poor quality writing -10%.

### **Discussions: 125 total points (5 @ 25 points each)**

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Discussions contribute to understanding the literature, which underpins the concept of workforce planning and employer brand management supporting course outcomes 1-4. Discussions draw on literature to help frame a research-based interactive discussion of EBM theory, practice, and research contributing to the individual assignment. Discussions 1-4 require a minimum of 2 references, and related citations, from peer-reviewed journal articles. You may locate peer-reviewed journal articles from the university library or Google Scholar. A helpful list of EBM journal articles is located in the Additional Resources Module.

Discussion 1: Employer Branding and Employer Brand Management (EBM)

Discussion 2: The EBM Process and Workforce Planning

Discussion 3: Organizational Fit

Discussion 4: Labor Shortages and Surpluses

Discussion 5: Lessons Learned

### ***Grading Criteria Discussions***

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Discussion are graded by the instructor and based on the below grading criteria.

- Initial Responses: (50%) Provided initial responses to all required topics. Answers were thorough and clearly demonstrated understanding of assigned material.
- Responses to Classmates: (50%) Actively participated in the discussion. Met the minimum required responses to classmates in quantity and quality.
- Academic Writing Style: (0%) Followed discussion directions. Met expectations for active and timely responses. Writing quality was appropriate with good sentence structure, spelling, effective word choice. Poor quality writing -10%.

### **Final Exam: 125 points**

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There is one final exam in this course supporting course objectives 1-3. The final is comprehensive including content from both required text books as well as written and video lectures. The exam includes 62 multiple choice questions worth 2 points each (one question 3 points). The final is anticipated to take 60 minutes to complete. However, you have up to 85 minutes to complete it. The final exam is automatically graded by the Canvas Instructure system. The final exam must be completed within the date range and by the due date posted in the course schedule. If the exam is not completed by the due date posted in the course schedule, then it will receive a zero.

## Individual Assignment: 350 total points

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The individual assignment is a historical case study. “The case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon” (Merriam, 1998: 41) such as employees’ experiences within the employer brand management system. Several organizations were pre-selected for this course based on their online presence, potential use of employer brand management, industry, and location (Austin, Tx.). This case study will require internet research to locate secondary data on the organization’s website, YouTube, Indeed.com, Glassdoor.com, and general internet database searches. Students whose work is outstanding will be encouraged to continue this project (individually or as a group) with the assistance of Dr. Rebecca and submit their work to the Southwest Academy of Management Conference scheduled in San Antonio, Texas next spring. The student’s geographic location is not a deterrent to submitting work products to the conference; however, completion of the CITI certificate is required for next steps.

Students will submit a written case study as a word document, which includes a title page, abstract, body of the paper, and references. The body of the paper will include a brief introduction to the topic, literature review, description of the case study methodology and methods, findings from secondary data collection and analysis, discussion of the findings, and conclusion. The paper will result in a 6-10 paged single-spaced document using the AMJ writing guidelines including requirements for layout, formatting, headings, subheadings, references, citations, etc. The Assignment Submission Guideline with examples is located in the Canvas classroom in the Additional Resources module. Following in an overview of the case study’s components and due dates.

Due Sunday of week 8, parts 1 and 2. The submission is 3-5 pages single spaced.

**Part 1** The introduction and literature review are worth 100 points total. A minimum of 10 peer reviewed journal articles are required with the majority being less than five years old. Other sources can be used. There is a list of peer reviewed journal articles available in the Canvas classroom as well as discussions about related literature. However, students are encouraged to identify additional literature to support the case study as needed. As mentioned, the literature section is supported by discussions in the Canvas classroom. The focus of this section is to develop a how or why question. To assist students, there are four prompts located in Additional Resources. However, work submitted should be your own original work citing the original source not another student’s comments. Vericite will be enabled to identify potential plagiarism. Students whose assignment contains plagiarism will receive a 0 for the assignment.

**Part 2** The methodology, method, and case description are worth 50 points total. This section describes the case study method, data collection process, data analysis method used, as well as a description of the case being studied. The data collected should include organization’s public information about branding and EBM as well as publicly available first-person narratives describing current and previous employees’ experiences and beliefs about the employer. A copy of secondary data used must be submitted in a separate document with the final paper. This is a historical case study where students are providing a description of the organization as a context for the EBM practices that have evolved over time and were experienced by employees. Students must use the approved/assigned organization for their assignment. Students who do not use the approved/assigned organization will receive a 0 for the

assignment. More than one student may be assigned the same organization. However, this is an individual assignment, not a group assignment. No sharing of information for the development of the case study is permitted.

Due Sunday of week 14, parts 3 and 4. This component is 3-5 pages single spaced in addition to parts 1 and 2. In total, this submission is 6-10 pages.

**Part 3** The findings are worth 100 points. This section includes the written description of the secondary data analysis into relevant themes. This section should begin with a brief introductory paragraph and include direct quotes from secondary data. When writing themes, each theme should include an introduction, a narrative with the data embedded, and a transition to the next theme. This section should conclude with a summary paragraph. A sample is provided in the Additional Resources folder.

**Part 4** The discussion and conclusion are worth 100 points total. This section provides an informed discussion of the findings. In the discussion you need to identify the most important information related to your purpose. You need to indicate why this information is important and if there is current literature to support this point or is in contrast to that point. The conclusion should identify the types of organizations that could benefit from this information as part of their adaptation to the employer brand management process of labor force attraction and retention.

The assignment should be submitted to the Canvas Classroom assignment link by the due date posted in the course schedule. The assignment can be submitted up to three days late with a 10% late penalty. This assignment will not be accepted after three days late without documentation of an unavoidable or unforeseeable event. The assignment is graded by the instructor and based on the below grading criteria.

### ***Grading Criteria Individual Assignment***

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This assignment is graded with a grading rubric based on AOM Reviewer Guidelines adapted below. The rubric is located in the Canvas classroom with the assignment description.

- Part 1 Introduction and Literature Review (100 points) –The introduction motivated the reader to read further and set the focus of the paper. The paper drew on a well-developed and articulated framework (theory and/or models). The literature included was appropriate with a *minimum* of **ten peer-reviewed journal articles** where the majority were less than 5 years old. The purpose of the paper was clear and appropriate.
- Part 2 Method and Case Description (50 points) –The methodology (historical case study) and method of data collection and analysis were described, aligned, and properly applied. The description of the case being studied sufficiently described the context of the organization as a system where the EBM practices occurred and evolve with time. A copy of the secondary data used for this paper was submitted in a separate file.
- Part 3 Findings (100 points) – The results of the analysis supported the how or why question developed in the literature. The results were reported in an understandable way. Secondary data was provided to support results.
- Part 4 Discussion and Conclusion (100 points) – The discussion provided a description of the important points from the findings. **Relevant literature** was used to support the importance of these

points. The conclusion identified areas of the organization's EBM practices that would be appropriate for other organizations to adapt.

- Directions (0 points) –Student followed directions, uploaded the paper to submission link, submitted on time. The overall paper followed assignment submission guidelines for page length, AMJ writing guidelines, and student's paper *and conduct* demonstrated professionalism.
  - 5% writing guidelines penalty – attention to detail needed
  - 10% penalty per page – failing to meet page requirements for the paper within +/-1-page (parts 1 & 2, 3-5 pages; parts 3 & 4, 3-5 pages)
  - 10% late penalty – late submissions not accepted after three days

### Journal Entries: 10 total points (2 @ 5 points each)

The journal entry is an individual assignment, which is intended to provide a descriptive account of your incremental learning over the duration of the course related to course outcomes 1-4. This journal not only provides you an opportunity to reflect on what you have learned so far, 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 subsequent students. Please answer the following questions:

- Describe your most memorable learning experience(s) in the course up to this point.
- Which discussions or exercises most contributed to your ability to learn course content and why?
- Which discussions or exercises least contributed to your ability to learn course content and why?
- How did the Instructor contribute to your learning experience?
- What could the Instructor do to improve your learning experience?
- How did other students contribute to your learning experience?
- What aspects of the course allowed you to control your learning pace and experience?
- What aspects of the course could be improved to better allow you to control your pace and learning experience?
- Are there any other comments you would like to share about your learning experiences so far?

### Grading Criteria Journal Entry

- 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.

### Late Submissions

All discussions, exercises, and quizzes 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 prior to the due date, with the exception of items due in week 16. **A ten percent penalty will be assessed for late "Individual Assignments". Individual 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 individual assignments should be uploaded to the Canvas classroom. Contributions to discussions will not be accepted after the discussion closes, because it is dependent on the interaction of other students. Students with written documentation supporting an emergency or unplanned event may contact me for an alternate assignment of equal value and work related to each missed discussion.

It is your responsibility to contact me and request the alternate assignment at the time you return to the virtual class.

### **Other Instructor Policies:**

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Additional instructor policies including plagiarism and course flow can be found at the end of the syllabus under [Instructor Policies](#).

### **Grading Criteria**

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

#### ***Grade Composition:***

01% Introduction (5 points) and Class Wrap-up (5 points) 10 total points

01% Journal Entries (2 @ 5 points each) 10 total points

22% Quizzes (11 @ 20 points each) 220 total points

16% Exercises (7 @ various points each) 160 points total

12.5% Discussions (5 discussions @ 25 points each) 125 total points

35% Individual Assignment (350 total points)

Parts 1 & 2 150 points

Parts 3 & 4 200 points

12.5% Final Exam 125 points

***100%= 1000 total points***

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.

### ***Posting of Grades***

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All student grades will be posted in the Canvas Grade book within 7 days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. Students should monitor their grades through this tool and report any issues immediately.

### ***Submitting Course Requirements***

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Please submit all course requirements (exercises, discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place HRM 5314 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**

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### **Complete Course Outline**

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“I reserve the right to make changes to the course schedule if the need arises” (Dr. Rebecca). If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom. Required video time commitment is estimated as 15-30 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.**

## MODULE 1

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### **FRAMEWORKS**

At the end of module 1, students will understand the framework of decision-making for workforce planning and the interdependence of employer brand management. To do this, students will:

1. Identify a system of inputs and output for workforce planning
2. Describe and calculate metrics for workforce planning
3. Discuss what is employer brand management and its core components
4. Describe how employer brand management impacts workforce planning
5. Understand ethical standards and expectations for handling sensitive information in the employment and research contexts

### *Week 1: January 14, Monday – January 20, Sunday*

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#### Module 1 – Part 1

Student Introductions (due Sunday 01/20, 5 points)

Watch Required Videos

Read Ch. 1 – Organizations, Work, and Applied Psychology (14 pages)

Complete Chapter 1 Review Quiz (due Sunday 01/20, 20 points) SUPPORTS FINAL EXAM

Read Ch. 3 – People, Decisions, and the Systems Approach (14 pages)

Complete Chapter 3 Review Quiz (due Sunday 01/20, 20 points) SUPPORTS FINAL EXAM

#### **Topics Covered**

Course Expectations

Utility Theory

Talent Management

Systems Theory

Changing Nature of Jobs

Decision Theory

Changing Nature or Work Roles

Staffing Process

Psychological Contracts

Employment Process

Organizational Structures

*January 14th Class Begins*

*January 16th -29th Add/Drop/Late Registration*

### *Week 2: January 22, Tuesday – January 27, Sunday*

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#### Module 1 – Part 2

Read Ch. 10 – Strategic Workforce Planning (20 pages)

Complete Chapter 10 Review Quiz (due Sunday 01/27, 20 points) SUPPORTS FINAL EXAM

Wk 2 Lesson Required Audio and Script (~16 minutes)

**Complete Exercise 1:** Stock, Flow, and Concentration Statistics (due Sunday 01/27, 20 points) SUPPORTS MODULE-LEVEL OUTCOMES

Wk 2 Lesson Required Video and Script (~7 minutes)

**Complete Exercise 2:** Forecasting Labor Needs (due Sunday 01/27, 20 points) SUPPORTS MODULE-LEVEL OUTCOMES

Read Ch. 1 – Introduction (Mosley, 2014) (10 pages)

**Topics Covered**

Strategic Workforce Planning  
Labor Supply and Demand  
Forecasting Demand

Buy vs Make Decisions  
Employer Brand Management  
Employer Branding

*January 21st Martin L. King Jr. Day (University Closed)*

***Week 3: January 28, Monday – February 03, Sunday***

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Module 1 – Part 3

Watch Required Videos

Read Ch. 2 – Business Case (Mosley, 2014) (12 pages)

Read Ch. 3 – Brand Ideology (Mosley, 2014) (14 pages)

Read Ch. 5 – Strategy and Capability (Mosley, 2014) (14 pages)

**Discussion 1:** Employer Brand Management (2 initial and 3 follow-up posts, due Sunday 02/03, 25 points) Why is the distinction between branding and brand management important, and why do organizations use employer branding versus employer brand management? (2 references required)

SUPPORTS MODULE-LEVEL OUTCOMES & PART 1, ASSIGNMENT

**Topics Covered**

Business Strategy  
Business Context  
Brand Ideology

Business Product Brand  
Employer Talent Brand  
Employer Context

*January 30<sup>th</sup> Last day to drop with no record*

***Week 4: February 04, Monday – February 10, Sunday***

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Module 1 – Part 4

Students can choose to either read chapter 18 and complete the quiz for 10 points; OR complete the CITI certificate for 40 points. Choosing the quiz option results in fewer points toward the final grade. Choosing both results in 10 bonus points.

Read Ch. 18 – Org Responsibility and Ethical Issues in Talent Management (28 pages)

Complete Chapter 18 Review Quiz (due Sunday 02/10, 10 points)

**Or, Complete Exercise 3:** CITI – Ethical Practice in Human Subjects (*employees*) Research (due Sunday 02/10, 30 points) SUPPORTS MODULE-LEVEL OUTCOMES

**Topics Covered**

Employee Privacy  
Confidentiality  
Ethical Standards

Research Ethics  
Workplace Investigations  
Legal Issues

## MODULE 2

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### TARGET LABOR DEMOGRAPHIC FOUNDATIONS

At the end of module 2, students will understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains. To do this, students will:

1. Describe and develop domains of performance as preferences for organizational fit or job fit in the context of current employees
2. Describe and delineate the relationship between target labor demographics and the perfect employee in the context of sourcing and recruiting
3. Explain the purpose of quantitative versus qualitative data analysis methods
4. Identify and apply legal constraints in the use of data analysis for identifying target labor demographics
5. Understand the difference between primary and secondary data
6. Acquire and evaluate secondary data related to employer brand, branding, and preferred domains of performance

### *Week 5: February 11, Monday – February 17, Sunday*

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#### Module 2 – Part 1

Watch Required Videos

Read About Qualitative Methodologies

- Theoretical Frameworks
- Primary and Secondary Data

**Discussion 2:** Employer Brand Management (1 initial and 3 follow-up posts, due Sunday 02/17, 25 points) What are the core components of employer brand management as a system, and describe how employer brand management impacts workforce planning. (2 references required) SUPPORTS MODULE-LEVEL OUTCOMES & PART 1, ASSIGNMENT

**Complete Exercise 4:** Case Selection and Description (due Sunday 02/17, 0 points) SUPPORTS MODULE-LEVEL OUTCOMES & PART 2, ASSIGNMENT

#### Topics Covered

Ethnography  
Narrative  
Phenomenological  
Grounded Theory  
Case Study

Employer Brand Management Theory  
Primary Data  
Secondary Data  
Qualitative Foundations  
Local Employer Options

*February 12th-18th Dr. Rebecca at AHRD conference*

***Week 6: February 18, Monday – February 24, Sunday***

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**Module 2 – Part 2**

Read Ch. 4 – Criteria: Definitions, Measures, and Evaluations (24 pages)

Complete Chapter 4 Review Quiz (due Sunday 02/24, 20 points) SUPPORTS FINAL EXAM

Wk 6 Lesson Qualitative Data Collection

**Complete Exercise 5:** Acquire and Review Secondary Data (due Sunday 02/24, 30 points) SUPPORTS  
MODULE-LEVEL OUTCOMES & PART 3, ASSIGNMENT**Topics Covered**

Criteria	Behavioral Constructs
Job (Fit) Constructs	Star Performers
Organization (Fit) Constructs	Data Collection Methods

***Week 7: February 25, Monday – March 03, Sunday***

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**Module 2 – Part 3**

Read Ch. 6 – Measuring and Interpreting Individual Differences (30 pages)

Complete Chapter 6 Review Quiz (due Sunday 03/03, 20 points) SUPPORTS FINAL EXAM

Wk 7 Lesson Qualitative Data Analysis

**Complete Exercise 6:** Identifying Narratives (due Sunday 03/03, 30 points) SUPPORTS MODULE-LEVEL  
OUTCOMES & PART 3, ASSIGNMENT**Topics Covered**

Scales of Measurement	Limitations
Generalizability	Delimitations
Forms of Qualitative Analysis	Samples
Transferability	Pilot Studies

***March 1st Deadline to submit graduation application for participation in the commencement ceremony******Week 8: March 04, Monday – March 10, Sunday***

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**Module 2 – Part 4**

Watch Required Videos

Read Ch. 9 – Analyzing Jobs and Work (27 pages)

Complete Chapter 9 Review Quiz (due Sunday 03/10, 20 points) SUPPORTS FINAL EXAM

**Assignment 1 – Part 1 & 2 (due Sunday 03/10, 150 points)**

Journal Entry 1 (due Sunday 03/10, 5 points)

**Topics Covered**

Job Analysis	Application of Quantitative Methods
Terminology	Legal Implications
Star Performers	The Job Description
Application of Qualitative Methods	

*March 11, Monday – March 17, Sunday*

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# Spring Break!

*Week 9: March 18, Monday – March 24, Sunday*

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## Module 2 – Part 5

Read Ch. 2 – The Law and Talent Management (27 pages)

Complete Chapter 2 Review Quiz (due Sunday 03/24, 20 points) SUPPORTS FINAL EXAM

Wk 9 Lesson Critical Evaluations and Saliency

**Complete Exercise 7:** Themes, Purpose, and Domains of Performance (due Sunday 03/24, 30 points)

SUPPORTS MODULE-LEVEL OUTCOMES

### Topics Covered

Discrimination

Equal Employment Opportunity

Disparate Impact

Protected Classes

Disparate Treatment

Recent Trends

*Week 10: March 25, Monday – March 31, Sunday*

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## Module 2 – Part 6

Watch Required Videos

Read Ch. 6 – The Perfect Employee (Mosley, 2014) (10 pages)

Read Ch. 7 – Diversity and Segmentation (Mosley, 2014) (8 pages)

Read Ch. 20 – Employer Brand Metrics (Mosley, 2014) (20 pages)

**Discussion 3:** Employer Brand Management (3 initial and 3 follow-up posts, due Sunday 03/31, 25 points) What is the role of organizational fit in employer branding and brand management? Is there a model or stages that mark the shift from branding to employer brand management? (2 references required) SUPPORTS MODULE-LEVEL OUTCOMES

### Topics Covered

Identifying Success Factors

Employer Brand Image

Star Performers

Employer Brand Awareness

Diversity

Talent Pool Reach

Talent Segmentation

Talent Volume, Diversity, Quality

The Employer Brand

Employer Brand Experience

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

## MODULE 3

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### **EMPLOYER BRAND MANAGEMENT PROCESS**

At the end of module 3, students will understand the process employer brand management as a function of talent attraction and retention and the impact of applicant and employees’ experiences on the employer brand. To do this, students will:

1. Demonstrate an understanding of the recruitment, selection, and decision-making process
2. Explain the impact of employer brand management on applicant attraction and employee retention
3. Describe an employee value proposition
4. Provide a critical evaluation of an employer's brand with employee and applicants brand experiences

### ***Week 11: April 1, Monday - April 7, Sunday***

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#### **Module 3 – Part 1**

Watch Required Videos

Read Ch. 11 – Recruitment (20 pages)

Complete Chapter 11 Review Quiz (due Sunday 04/07, 20 points) SUPPORTS FINAL EXAM

Read Ch. 18 – Managing the Brand Experience (Mosley, 2014) (14 pages)

#### **Topics Covered**

Recruiting Process

Employer Brand

Talent Supply Chain

Diversity

Internal Labor Markets

Realistic Job Preview

External Labor Markets

External Brand Experience

Organizational Image

Internal Brand Experience

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

***April 5th Last day to drop a course with a "Q" or withdraw with a "W"***

### ***Week 12: April 8, Monday - April 14, Sunday***

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#### **Module 3 – Part 2**

Watch Required Videos

Read Ch. 8 – Reputation and Attraction (Mosley, 2014) (16 pages)

Read Ch. 9 – Engagement and Retention (Mosley, 2014) (12 pages)

Read Ch. 11 – EVP Development (Mosley, 2014) (20 pages)

**Discussion 4:** Employer Brand Management (2 initial and 3 follow-up posts, due Sunday 04/14, 25 points) What is the impact of labor shortages versus labor surpluses on employer's selection of branding versus brand management? (2 references required) SUPPORTS MODULE-LEVEL OUTCOMES

#### **Topics Covered**

External Reputation

Retention Drivers

Applicant Attraction

The Employee Value Proposition

Engagement Drivers

Dissecting the EVP

### ***Week 13: April 15, Monday - April 21, Sunday***

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#### **Module 3 – Part 3**

Read Ch. 12 – Selection Methods (35 pages)

Complete Chapter 12 Review Quiz (due Sunday 04/21, 20 points) SUPPORTS FINAL EXAM

100% Online

HRM 5314—Spring 2019

Watch Required Videos

**Topics Covered**

Bio Data

Personal History

Distortions

Reference Checks

Letters of Recommendations

Drug Screening

Social Media

Interviews

***Week 14: April 22, Monday – April 28, Sunday***

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**Module 3 – Part 4**

Read Ch. 13 – Managerial Selection Methods (35 pages)

Complete Chapter 13 Review Quiz (due Sunday 04/28, 20 points) SUPPORTS FINAL EXAM

**Assignment 1 – + Parts 3 and 4 (due Sunday 04/28, 200 points)**

Reflexive Journal Entry 2 (due Sunday 04/28, 5 points)

**Topics Covered**

Cognitive Ability

Personality

Leadership

Work Samples

Disparate Impact

Predicting Performance

***April 29th Student End of Course Survey Opens***

***Week 15: April 29, Monday – May 05, Sunday***

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**Module 3 – Part 5**

Watch Required Videos

Read Ch. 14 – Decision Making for Selection (28 pages)

Complete Chapter 14 Review Quiz (due Sunday 05/05, 20 points) SUPPORTS FINAL EXAM

**Discussion 5:** Employer Brand Management (1 initial and 3 follow-up posts, due Sunday 05/05, 25

points) Next steps, identifying the question and developing interview protocols. SUPPORTS MODULE-LEVEL

OUTCOMES

**Topics Covered**

Multiple Hurdles

Multiple Cut-off

Selection Ratios

Utility

***May 2 Last day to file for Degree Conferral***

***Week 16: May 06, Monday – May 10, Friday***

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**Class Wrap-up**

**Complete Final Exam** (due Friday 05/10, 125 points) SUPPORTS COURSE OUTCOMES 1-4

Complete Final Discussion Class Wrap-up (due Friday 05/10, 5 points)

***May 10th Last day to file for Degree Conferral***

*May 10th Class ends*

*May 11th Commencement Ceremony Bell County Expo Center 7:00 p.m.*

### **Important University Dates:**

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*January 14th Class Begins*

*January 16th -29th Add/Drop/Late Registration*

*January 21st Martin L. King Jr. Day (University Closed)*

*January 30<sup>th</sup> Last day to drop with no record*

*February 12th-18th Dr. Rebecca at AHRD conference*

*March 1st Deadline to submit graduation application for participation in the commencement ceremony*

*March 11<sup>th</sup> – March 17<sup>th</sup> Spring Break*

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

*April 5th Last day to drop a course with a "Q" or withdraw with a "W"*

*April 29th Student End of Course Survey Opens*

*May 10th Last day to file for Degree Conferral*

*May 10th Class ends*

*May 11th Commencement Ceremony Bell County Expo Center 7:00 p.m.*

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

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### **Technology Requirements**

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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. You will also need MS Word.

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

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- Logon to <https://tamuct.instructure.com> to access the course.
  - or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.
- Username: Your MyCT username
- (xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password

### **Canvas Support**

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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

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

24 hours a day, 7 days a week:

- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: (254) 519-5466
- [Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

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

## **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

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### **Drop Policy**

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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) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

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

### **Academic Integrity**

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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](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].

### **Academic Accommodations**

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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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

### **Important information for Pregnant and/or Parenting Students**

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

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

### **Tutoring**

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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](mailto: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.

### **University Writing Center**

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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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## University Library

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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].

## Instructor Policies

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### *Plagiarism*

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

include the author and date in the citation or a reference missing the majority of the required information.

### *Being an Online Student*

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

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

- The Canvas class begins on Monday and concludes on Sunday. This course includes weekly quizzes, as well as discussions and exercises supporting assignments and exams.
- There are a lot of readings, which will form the basis of discussions, exercises, and the assignment. So, be sure to read the required readings. Make a plan!
- Be sure to watch the videos. I am likely to make suggestions about what content can be skimmed and what content needs to be understood at a higher level.
- Look ahead at the big assignment. This assignment will require individual research into an organization. Although enthusiasm is great, don't get too far ahead of the class and become lost. This content is dense and will likely require support through exercises and discussions to make the appropriate links.
- Quizzes are similar to the final exam. Please note they can only be taken one time. So please read the content before attempting quizzes.
- Although the quizzes are timed, the exercises are not. Be sure to take advantage of this opportunity to have notes out while figuring out correct answers to the exercises.
- The final exam is comprehensive. It will include the text book as well as the secondary text and content from videos/lessons.

### *Dr. Rebecca's Personal Statement*

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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 – me included.

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.

*Have a wonderful summer break!*