



Texas A&M University-Central Texas

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## ***MGMT 3302-120, CRN 10259, PERSONNEL/HUMAN RESOURCE MANAGEMENT***

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Spring 2019 rev. 12.19.2019  
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 **Error! Reference source not found..**

### **INSTRUCTOR AND CONTACT INFORMATION**

#### **Instructor Contact Information**

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**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.

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

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

### ***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.

COURSE INFORMATION

## **Course Overview and Description**

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

## **Course Objectives**

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Upon successful completion of MGMT 3302 Personnel/Human Resource Management students will be able to:

1. ***Human Resource Management:*** Demonstrate an understanding of HRM's integrated role in an organization by identifying and explaining HR's three roles in an organization as well as identifying, describing, and applying strategic HR concepts and business management concepts to designing and

implementing effective and efficient human resource management programs that support the organization's mission, vision, values, and, strategic goals and objectives.

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

### Student Learning Outcomes

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

### Required Textbook

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

Human Resource Management, 15th Edition

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

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

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

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

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

## **COURSE REQUIREMENTS**

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

### ***Understanding of Course Design***

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

### ***Professional Etiquette***

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

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

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

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

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

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- Initial Responses: 50% (15 points) Provided initial responses to all required topics. Overall initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and demonstrated an understanding of the assigned reading material.
- Responses to Classmates: 33% (10 points) Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation beyond good point or, I agree. Responses are intended to be conversational, but well written and add value.
- Timeliness and Writing Style: 16% (5 points) Met expectations for active and timely responses. Writing quality was accurate with good sentence structure, spelling, effective word choice. APA formatting of citations was provided. Links to outside sources or APA formatted reference provided for sources other than the required textbook.

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

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

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

You are required to use American Psychological Association (APA) formatting. VeriCite is enabled. Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under Instructor's Policies. If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module labeled About Assignments. I also suggest that you purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). TAMU-CT offers its students tutoring in writing and APA, both on-campus and online. For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or follow this link to TAMU-CT Student Tutoring and click on "Academic Support" for more information.

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

Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission. For more information about my policy regarding late work, please review Late Assignments under the Instructor's Policies. Assignments represent the independent work of students; teamwork will not be permitted on assignment. Further, any assignment not made up as approved and arranged by the professor will receive a zero.

### **Assignment #1 – Recruiting (50 points)**

Respond to the following essay: Identify the different types of employee turnover and explain why an HR department would want to measure the different types of turnover. Be sure to provide examples of

how turnover impacts recruiting as well as distinctions between the operational role and strategic role of recruiting (textbook citation and reference required). This assignment supports assessment of *course outcomes 2 & 6*.

Essay Assignment Instructions: Provide a well thought out response of 300-400 words drawing on information from the required textbook. In your response, paraphrase only, no direct quotes; provide an organized, logical progression of thought; and use correct grammar, punctuation, sentence structure. This submission is a text entry (not a file upload) with VeriCite enabled for plagiarism detection. Provide a correct citation and reference for the required textbook.

### *Grading Criteria for Assignment #1*

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

### *Assignment #2 – Training and Development (80 points)*

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

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

### *Grading Criteria for Assignment #2*

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

### ***Assignment #3 – Total Rewards (120 points)***

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Respond to the following integrated essays:

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

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

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

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

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

### ***Grading Criteria for Assignment 3***

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

### ***Weekly Quizzes: (16 quizzes 5 points each, total 80 points)***

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Chapter review quizzes are provided to ensure students are reading and understanding concepts presented in the required textbook as well as to help prepare you for the module level *exams 1-5*.



Quizzes reinforce key concepts from the required readings related to module level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMU-CT's Web-supported Canvas application.

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

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

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

Exams include 50 multiple choice and true/false questions, which assess content from the required textbook. Questions will be scored automatically through TAMU-CT's Web-supported Canvas application. Exams are anticipated to take approximately 55 minutes each, and they must be completed in one sitting by the due date posted in the course schedule.

Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

### ***Grading and Late Assignments***

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All weekly discussions are due on the date designated on the syllabus course schedule unless otherwise posted in the classroom announcements. In some cases, an alternate due date (typically the late submission deadline) can be arranged before the due date, except items due in week 16. Exams can only be taken at alternate times in exceptional circumstances and require documentation to support the exceptional circumstance.

A ten percent penalty will be assessed for late assignments (assignments #1, #2, and #3). Assignments that are late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event preventing you from completing and turning in the course requirement during the week it was available for submission. All late assignments should be uploaded to the Canvas classroom.

Discussion and quizzes cannot be submitted late. Contributions to discussions are dependent on the interaction of other students. Quizzes are intended to ensure students are keeping up with weekly reading assignments.

Please keep in mind that any exception to the late policy requires documentation supporting an emergency or unplanned event. No submissions are accepted after the last day of class unless the students has an approved incomplete contract in place.



## 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, quizzes, and exams.

Grade Composition:

15% Discussions (5 - 30 points each) 150 points total

25% Assignments (50, 80, 120 points each) 250 points total

8% Chapter Review & APA Quizzes (16 - 5 points each) 80 points total

50% Exams (5 - 100 points each) 500 points total

2% Introduction & Class Wrap-up (5 points each), APA Quiz (10 points) 20 points total

100%= 1000 total points

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

## Posting of Grades

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

## Submitting Course Requirements

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Please submit all course requirements (discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place MGMT 3302 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 ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

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

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**Module 1 – Part 1**

Review Instructor Welcome Message  
Participate in Meet and Greet (due 01/20, 5 points)  
Read Ch. 1 HRM in Organizations  
Watch Required Videos (~20 minutes)  
Complete Chapter Review Quiz 1 (due 01/20, 5 points) SUPPORTS EXAM 1

**Topics Covered**

Expectations  
HRM Functions  
HRM Roles  
Sources of Information

*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. 2 HR Strategy and Planning  
Watch Required Videos (~30 minutes)  
Watch Video and Complete APA Quiz (~16 minutes/ quiz due 01/27, 10 points) SUPPORTS ASSIGNMENT 1  
Complete Chapter Review Quiz 2 (due 01/27, 5 points) SUPPORTS EXAM 1  
Begin Discussion #1 (initial posts due 01/31, Thursday of week 3)

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

**Topics Covered**

HRM Strategy  
Environmental Analysis  
HRM Metrics

*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**

Read Ch. 3 Equal Employment Opportunity  
Watch Required Videos (~30 minutes)  
Discussion #1 initial responses (due 01/31, Thursday)  
Complete Chapter Review Quiz 3 (02/03, 5 points) SUPPORTS EXAM 1  
**Complete Discussion #1 (4 follow-up posts due 02/03, Sunday, 30 points) SUPPORTS EXAM 1**  
**Complete Exam #1 (Major Assessment Ch. 1-3) (due 02/03, Sunday, 100 points) SUPPORTS COURSE OUTCOMES 1 & 6**

**Topics Covered**

Equal Employment Opportunity  
Disparate Treatment  
Disparate Impact

*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 2 – Part 1**

Read Ch. 4 Workforce, Jobs, and Job Analysis  
Watch Required Videos (~38 minutes)  
Complete Chapter Review Quiz 4 (due 02/10, 5 points) SUPPORTS EXAM 2  
Begin Discussion #2 (due 02/14, Thursday of week 5)

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

**Topics Covered**

Job Analysis  
Job Design  
Job Descriptions

*January 31 Last day to drop with no record*

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

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**Module 2 – Part 2**

Read Ch. 5 Individual/Organization Relations and Retention  
Watch Required Videos (~43 minutes)  
Discussion #2 initial responses due 02/14, Thursday  
Complete Chapter Review Quiz 5 (due 02/17, 5 points) SUPPORTS EXAM 2  
**Complete Discussion #2 (4 follow-up posts due 02/17, Sunday, 30 points)** SUPPORTS EXAM 2

**Topics Covered**

Employee Retention  
Internal Recruiting  
HR Metrics  
Motivation Theory

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

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

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**Module 2 – Part 3**

Read Ch. 6 Recruiting High-Quality Talent

100% Online

MGMT 3302—Spring 2019

Watch Required Videos (~40 minutes)

Complete Chapter Review Quiz 6 (due 02/24, 5 points) SUPPORTS EXAM 2

**Complete Assignment #1 – Recruiting (due 02/24, Sunday, 50 points)** SUPPORTS COURSE OUTCOMES 2 & 6

**Topics Covered**

Labor Markets

External Recruiting

HR Metrics cont.

Branding

*Dr. Rebecca at AHRD February 13-18th*

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

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**Module 2 – Part 4**

Read Ch. 7 Selecting Human Resources

Watch Required Videos (~29 minutes)

Complete Chapter Review Quiz #7 (due 03/03, 5 points) SUPPORTS EXAM 2

**Complete Exam #2 (Major Assessment Ch. 4-7) (due 03/03, Sunday, 100 points)** SUPPORTS COURSE OUTCOMES 2 & 6

**Topics Covered**

Employee Selection

Applicant Tracking

Interviewing

Reference and Background Checks

***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 3 – Part 1**

Read Ch. 8 Training Human Resources

Watch Required Videos (~31 minutes)

Complete Chapter Review Quiz 8 (due 03/10, 5 points) SUPPORTS EXAM 3

**Topics Covered**

ADDIE

Types of Training

***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 3 – Part 2**

Read Ch. 9 Talent, Careers, and Development

Watch Required Videos (~15 minutes) – linked to the discussion

Complete Chapter Review Quiz 9 (due 03/24, 5 points)

**Complete Assignment #2 –Training and Development (due 03/24, Sunday, 80 points)** SUPPORTS COURSE

OUTCOMES 3 &amp; 6

Begin Discussion #3 (due 03/28, Thursday of week 10)

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

**Topics Covered**

Individual-Centered Career Planning

Organization-Centered Talent Management

Human Resource Development

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

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**Module 3 – Part 3**

Read Ch. 10 Performance Management and Appraisal

Watch Required Videos (~36 minutes)

Discussion #3 initial responses (due 03/28, Thursday)

Complete Chapter Review Quiz 10 (due 03/31, 5 points) SUPPORTS EXAM 3

**Complete Discussion #3 (4 follow-up posts due 03/31, Sunday, 30 points)** SUPPORTS EXAM 3**Complete Exam 3 (Major Assessment Ch. 8-10) (due 03/31, Sunday, 100 points)** SUPPORTS COURSE

OUTCOMES 3 &amp; 6

**Topics Covered**

Performance Management

Performance Feedback

Identify and Measure Performance

***March 30 Last day to drop a course with a “Q” or withdraw with a “W”******Week 11: April 1, Monday – April 7, Sunday***

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**Module 4 – Part 1**

Read Ch. 11 Total Rewards and Compensation

Complete Chapter Review Quiz 11 (due 04/07, 5 points) SUPPORTS EXAM 4

Watch Required Videos (~37 minutes)

4 Moves: About 1 web literacy (9 pages, ~8 minutes video, 3 questions)

4 Moves: About 2 sources (7 pages, ~5 minutes, 10 questions)

**Topics Covered**

Total Rewards

Compensation Philosophy

*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 4 – Part 2

Read Ch. 12 Variable Pay and Executive Compensation

Watch Required Videos (~37 minutes)

Complete Chapter Review Quiz 12 (due 04/14, 5 points) SUPPORTS EXAM 4

**Complete Assignment #3 -Total Rewards (due 04/14, Sunday, 120 points)** SUPPORTS COURSE OUTCOMES 4 & 6

Begin Discussion #4 (due 04/18, Thursday of week 13)

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

4 Moves: About 3 (8 pages, ~3 minutes, 17 questions)

4 Moves: About 4 (8 pages, ~5 minutes, 11 questions)

**Topics Covered**

Variable Pay

Pay-for-Performance Programs

Incentive Programs

***Week 13: April 15, Monday – April 21, Sunday***

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Module 4 – Part 3

Read Ch. 13 Managing Employee Benefits

Watch Required Videos (~18 minutes)

Discussion #4 initial responses (due 04/18, Thursday)

Complete Chapter Review Quiz 13 (due 04/21, 5 points) SUPPORTS EXAM 4

**Complete Discussion #4 (4 follow-up posts due 04/21, Sunday, 30 points)** SUPPORTS EXAM 4

**Complete Exam #4 (Major Assessment Ch. 11-13) (due 04/21, Sunday, 100 points)** SUPPORTS COURSE OUTCOMES 4 & 6

**Topics Covered**

Benefit Administration

Benefit Programs

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

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Module 5 – Part 1

Read Ch. 14 Risk Management and Worker Protection

Complete Chapter Review Quiz 14 (due 04/28, 5 points) SUPPORTS EXAM 5

Read Ch. 15 Employee Rights and Responsibilities

Complete Chapter Review Quiz 15 (due 04/28, 5 points) SUPPORTS EXAM 5

100% Online

MGMT 3302—Spring 2019

Watch Required Videos (5 video/ 63 minutes)

**Topics Covered**

OSHA

Risk Management

ADA

Workers Compensation

Employee Rights

Employee Discipline

Terminations

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

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

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**Module 5 – Part 2**

Read Ch. 16 Union/Management Relations

Complete Chapter Review Quiz 16 (due 05/05, 5 points) SUPPORTS EXAM 5

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

Begin Discussion #5 (due 05/09, Thursday)

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

**Topics Covered**

Unions

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

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

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**Module 5 – Part 3**

Discussion #5 initial responses due 05/09, Thursday

**Complete Discussion #5 (4 follow-up posts due 05/10, Friday, 30 points)** SUPPORTS EXAM 5

**Complete Exam 5 (Major Assessment Ch. 14-16) (due 05/10, Friday, 100 points)** SUPPORTS COURSE OUTCOMES 5 & 6

**Complete Final Discussion Class Wrap-up (due 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”*

*November 12<sup>th</sup> Veterans Day*

*November 22<sup>nd</sup> & 23<sup>rd</sup> Thanksgiving*

*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.*

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## 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.*

- 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.*

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## 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 committed to participate in your course discussions as well as other online activities. Plan to participate regularly. Keep in mind that this course is a full sixteen-week course:

- The Canvas class begins on Monday and concludes on Sunday. Each module includes practices quizzes, discussions covering two topics, and one module comprehensive exam.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current module when they are made available before you complete required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the first topic as soon as the discussion is open. Then, as you read the next chapter, respond to the second topic. Finally, go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete the assignments quickly, and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit the assignment to Canvas at the last minute.
- Complete the quiz and retake them as many times as you like to get 100% of these easy points.
- Each exam is due on Sunday at the conclusion of each module. Each exam covers only one module.

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

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

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

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

## Copyright Notice

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