Texas A&M University-Central Texas

MGMT 4304-120, CRN 80351, RECRUIT, SELECT & PLACEMENT

Fall 2020 rev. 8.22.2020
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 24–December 11, 2020
This is a hybrid course with synchronous face-to-face and asynchronous web supported meetings.

Course Access

This is a hybrid, high flex course design including both synchronous face-to-face (51%) meetings and asynchronous web supported (49%) content. This course meets synchronous face-to-face online from 11:00 to 12:15 on Tuesdays and optional select Thursdays via a web conferencing link in the canvas classroom. Students will need access to the internet, a web camera, and audio for this course.

    Specific meeting dates are identified in the course calendar and in the canvas classroom for each week under the page "What To Do?". This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com] as a course platform for web-supported synchronous meetings and asynchronous online requirements. You will use your Canvas username and password communicated to you separately to log into this system. Additional information is located under Technology Requirements. To access the synchronous online class, go to the canvas course and select Modules, Course Information, Class Meeting and Access Information.

INSTRUCTOR INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR, APTD
Office location: Founders Hall, #217D
Office phone: call Melanie Mason 254-519-5437
Email address: becca.mcpherson@tamuct.edu
If you have any questions or concerns before class starts, please send an e-mail to becca.mcpherson@tamuct.edu. When sending an e-mail, please identify MGMT 4304-110 in the subject line! Email is my *preferred method* of communication after the course starts.

Office hours: If you have any questions about this course or during the course, I am available virtually Tuesday and Thursday from 1:15 p.m. to 4:15 p.m. Please contact me by e-mail to set up an appointment. I will respond with a link and access information to the virtual meeting. 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: University email 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 an email request, and we will find a time that works around our schedules. Finally, I am available by phone and typically answer the phone up to 6:00 pm. If I do not answer the phone, please leave a message, and I will call you back as soon as possible.

BBA HRM faculty advisor: If you are a BBA HRM student, please make sure you have the BBA HRM Community listed in your Canvas courses. The BBA HRM Community includes an HR Career Map, which is to be used as a guide for your academic experiences and transition from higher education to a professional HR position. All students interested in a career in HRM are welcome to join our Facebook Group and the HR Warriors Leadership Team.

The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. SHRM Chapter #5395 Texas A&M University-Central Texas. https://www.facebook.com/groups/731484783725618/

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

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

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 Safety Measures

 To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others.   Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and

should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

    o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description

In this course, students will study recruitment and selection of human resources for organizations. Examine optimal utilization of human resources within organizations, and the use of tests and other techniques in human resource management. Prerequisite(s): MGMT 3302 and BUSI 3301.

Course Objectives

Upon successful completion of MGMT 4304 Recruit, Select & Placement students should be able to:
1. *Workforce Planning and Talent Management:*
   a. Describe one current labor market trend, in the War-for-Talent, which impacts recruiting qualified labor.
   b. Demonstrate an understanding of key workforce planning concepts including organizational design, HR planning, downsizing, rightsizing, retention, labor force supply and demand, replacement planning, and succession planning.
2. *Job Analysis and Job Design:*

   a. Demonstrate an understanding of key job analysis and job design concepts including job/role design and links to compliance with legal requirements, equal pay and comparable worth, overtime eligibility, equal employment, ergonomics and workplace safety; job evaluation and links to compensation, performance management, training, and development, vocational and career counseling, needs assessment, career pathing.

3. *Recruitment and Selection:*
   a. Describe the full life cycle of staffing organizations beginning with organizational strategy and developing workforce planning goals, through recruiting, selection, placement, and measurement of outcomes.
   b. Describe how staffing organizations is similar and different for organizations operating locally, regionally, nationally, and internationally.
   c. Conduct research to identify sources of qualified applicants.
   d. Distinguish between sourcing qualified applicants and recruiting qualified applicants.
   e. Develop a legally compliant and effective interview protocol for pre-screening applicants as qualified job candidates and screening job candidates for the best job and organizational match.
   f. Select appropriate assessments as well as administer and analyze assessment results to justify referral of top candidates to management.
   g. Understand a legally compliant job offer, impacts of the total rewards package on negotiation, as well as counteroffer and closing the offer.
   h. Demonstrate an understanding of key recruitment and selection concepts including employment practices, employment relationship, external influences on staffing, external recruitment, internal recruitment, assessment and assessment methods, job offers, bona fide occupational qualifications, and employment brand.

4. *Metrics and Measurement of HR:*
   a. Select appropriate metrics for assessing staffing outcomes and describe how selected metrics will impact the staffing process.
   b. Demonstrate an understanding of key metrics and measurement concepts including absenteeism, turnover, calculating and interpreting yield ratios, return on investment (ROI), quantitative analysis, benchmarking, analyzing and interpreting metrics, and forecasting.

5. *HR Career Planning:*
   a. Demonstrate employer-demand technical skills for staffing professionals related to MS Office and Applicant Tracking.
   b. Demonstrate employer-demand soft skills for staffing professionals related to oral, written and cross-cultural communication; relationship building; conflict resolution; negotiation; customer service; professionalism; and ethics.
   c. Demonstrate an understanding of key HR career planning concepts including balancing work and life, career management systems, company policies to accommodate work and non-work activities, coping with job loss, plateauing; skills obsolescence; and career development.

6. *Professionalism:*
   a. Understand, apply and demonstrate professionalism as described under professional etiquette.

Module and week-level student outcomes are listed in the Canvas classroom at the beginning of each module.

Required Textbook

Phillips, J. M. (2020). *Strategic staffing* (4rd ed.). New York, NY: Pearson.

Textbook ISBN- 9781948426862
No Access Code Required

COURSE REQUIREMENTS

Course Requirements

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to facilitate the academic environment better. In such an event, changes will be announced within one week of the change decision in the Canvas classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to syllabus requirements. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

Professional Etiquette

Students are expected to embody professionalism to include the following: *Demeanor* – polite and well-spoken, demonstrating tact, respect, compassion, appreciation, inclusive, mature - not rude, belligerent, arrogant, or aggressive; *Reliable* – follow through on tasks in a timely manner, communicate unanticipated events; *Competent* – commit to learning and applying content from the course, act in a responsible manner and practice sound judgement, seek assistance when appropriate; *Ethical* – honest and trustworthy; *Equality* – refrain from giving or seeking preferential treatment unless supported by the office of Student Success, adhere to published policies of the university, seek assistance or clarification when appropriate. A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. A less severe penalty may be assigned by the instructor depending on the circumstances of the situation.

Understanding of Course Design

This course design is distinctly different from MGMT 3302 – a traditional approach to learning content. MGMT 3302 sought to ensure students' understanding of foundational information related to the human resource management discipline. As a result, MGMT 3302 assessed students' learning through quizzes, exams, and short essays. Unlike MGMT 3302, this course uses an **active learning approach** to the course design. As a result, MGMT 4304 seeks to challenge students in learning and applying concepts learned in this course. This means you are expected to learn and apply skills unique – not taught in previous courses – to recruitment, selection, and placement of human resources for an organization.

Discussions, Worksheets, and Activities: 275 points

Synchronous class sessions include both discussions of content learned in the textbook and activities to help you with completing assignments. Assignment related activities allow you to get feedback from other students as well as your instructor. It may be in your best interest to more actively engage other students and your instructor on these topics. You should think of these activities as mile markers toward

completing assignments where you have ample opportunity to ask questions. Be prepared for class. Be sure to watch the required videos, complete required readings and chapter quizzes *before class starts*, and bring any questions you may have.

Because discussions and activities are student-to-student interactive applications, you must be present in the classroom to receive in-class synchronous activity points, or provide a written summary of the main points learned from viewing the recording, answer questions posed to students during the synchronous session, and respond to two classmates. For clarity of expectations, a list of questions for students to answer who missed the synchronous session will be provided in a *Discussion* link with the session video. Students who arrive late or leave early will be expected to watch missed content and post a partial response based on the time missed. Further: a student's behavior that is unprofessional and or violates etiquette expectations will receive a Canvas Inbox message from me and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement after that. Online netiquette and in-person professional conduct is related to course outcome 6 and is required at all times.

Discussions: 140 points

- Week 1 Discussion/Summary (10 points)
- Week 2 Discussion/Summary (10 points)
- Week 3 Discussion/Summary (10 points)
- Week 4 Discussion/Summary (10 points)
- Week 5 Discussion/Summary (10 points)
- Week 7 Discussion/Summary (10 points)
- Week 8 Discussion/Summary (10 points)

- Week 9 Discussion/Summary (10 points)
- Week 10 Discussion/Summary (10 points)
- Week 12 Discussion/Summary (10 points)
- Week 13 Discussion/Summary (10 points)
- Week 14 Discussion/Summary (10 points)
- Week 15 Discussion/Summary (10 points)
- Week 16 Discussion/Summary (10 points)

Activities: 45 points

- Week 2 Activity 1:1+Artifact (5 points)
- Week 3 Activity 1:2+Artifact (5 points)
- Week 7 Activity 2:1+Artifact (5 points)
- Week 8 Activity 2:2+Artifact (5 points)
- Week 9 Activity 2:3+Artifact (5 points)

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

Grading Criteria: Discussions

- Preparation: 50% Synchronous student participated in class through appropriate questions, comments, and responses within the learning environment. An asynchronous viewing student provided a written summary of the main points learned from viewing the recording and responded to questions posted in the discussion link.
- Active Participation: 50% Synchronous student actively participated in discussions. Collaborated with fellow students, contributed to written and or oral responses and summaries. Demonstrated professional etiquette. An asynchronous viewing student provided a written response to two students.

Grading Criteria: Artifacts

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

Worksheets: 90 points

Worksheets are intended to help students identify and retain essential information from video lessons related to the week's *module-level outcomes*. You can open videos on a different webpage and complete the worksheet while watching related videos. There is no time limit for completing the worksheet. All questions on the worksheet are available at one time; however, worksheets can only be attempted one time. Some worksheets are graded automatically (a) and others are graded by the instructor (i).

- Week 1 Lesson Worksheet (4 points) i
- Week 1 Syllabus Review (5 points) a
- Week 2 Lesson Worksheet (6 points) i
- Week 3 Lesson Worksheet (8 points) a
- Week 4 Lesson Worksheet (5 points) i
- Week 5 Lesson Worksheet (6 points) a
- Week 7 Lesson Worksheet (4 points) i

- Week 8 Lesson Worksheet (6 points) a
- Week 9 Lesson Worksheet (4 points) a
- Week 10 Lesson Worksheet (8 points) a
- Week 12 Lesson Worksheet (10 points) a
- Week 13 Lesson Worksheet (10 points) a
- Week 14 Lesson Worksheet (12 points) a

Assignments 1 and 2: 275 points

Assignments in this course are qualitative assessments of course learning objectives, which are designed to help you practice applying course concepts to demonstrate mastery of course objectives. Assignments are an integrated part of the course and draw from class discussions and activities as well as individual work.

Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days late without written documentation of an unavoidable or unforeseeable event. For more information about my policy regarding late work, please review Late Assignments under the Instructor's Policies. While assignments represent the independent work of students; collaborative teamwork is appropriate in the related activities. Also note: any assignment not made up as approved and arranged by the professor will receive a zero.

Students whose assignment includes academic integrity violations, such as but not limited to plagiarism, will receive a 0 on the assignment and possible referral to Student Affairs. However, "I reserve the right to reduce the penalty if I believe the academic integrity issue was unintentional or very minor in impact. Please review the policies regarding [Academic Integrity](#) and [Plagiarism](#)" (Dr. Rebecca). If you are unfamiliar with APA, I encourage you to purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). Keep in mind; you are required to use the American Psychological Association (APA) formatting for assignment formatting, layout, citations, and references as part of your MGMT4304 assignments.

Assignment 1: 125 points

Trends in Workforce Planning and Talent Management: The War-for-Talent is worth 125 points and supports *learning outcome 1*. This assignment is a written paper requiring research – a literature review - into the topic of workforce planning and employment trends related to labor shortages. The theme for this course's literature review is emerging trends in the war for talent. **Conduct internet research to identify an emerging trend in the war for talent that you would like to investigate related to staffing (sourcing, recruiting, selection, job offer, on-boarding, and placement).**

    Completing the assignment. The literature review includes a title page, abstract (150 – 250 words), the paper's body of 4-5 pages synthesizing 10 sources, and a reference page (7-8 pages total). This paper requires a minimum of 10 sources, which are peer-reviewed journal articles and less than 5 years old. Be sure to paraphrase only, *no direct quotes*. Properly cite and reference in APA all sources of information. Utilize APA writing style and layout. Journal articles not correctly referenced AND cited in the paper will not be counted. I will check for citations. I will also spot check the dates. Changing journal article dates is an ethics violation under professional conduct.

- o   10 of 10 peer-reviewed journal articles less than 5 years old 10 points,
- o   9 of 10 peer-reviewed journal articles less than 5 years old 5 points,
- o   8 of 10 peer-reviewed journal articles less than 5 years old 3 points,
- o   7 of 10 peer-reviewed journal articles less than 5 years old 0 points,
- o   6 of 10 peer-reviewed journal articles less than 5 years old -3 points,
- o   5 of 10 peer-reviewed journal articles less than 5 years old -5 points,
- o   Less than 5 of 10 peer-reviewed journal articles less than 5 years old -10 points.
- • Do not exceed the page limit of 4-5 pages for the body of the paper.

    Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. You will need MS Word to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 1.

Grading Criteria: Assignment 1

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- • Formatting/Organization: 6.4% (8 points) Student's paper was presented in an organized manner, using correct APA layout, sub-headings, and within page requirement for length.
- • APA Within Paper: 9.6% (12 points) Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- • Content: 60% (75 points) The paper demonstrated a depth of understanding through an appropriate topic that was **well-developed, organized, balanced, integrated, and <u>critical</u>**.
- • Reference Requirement: 8% (10 points) Student meets requirements set forth for references. 10 total appropriate sources, 10 journal articles are peer-reviewed and less than 5 years old (2015-2020). See deductions above for less than 10 properly cited and referenced in APA meeting the requirement.
- • Trend/Purpose: 8% (10 points) The topic/focus reflects a recent and appropriate trend in workforce planning. The topic and purpose were clearly stated and guided the development of the paper. Student's paper had a strong writing style and sense of direction.

- Directions: 8% (10 points) Student followed directions, uploaded the paper to submission link, submitted on time. The overall paper followed directions for page length, number and type of resources, and student's paper *and conduct* demonstrated professionalism.

Assignment 2: 150 points

Full Life Cycle Staffing is *worth 150 points*, supports *learning outcomes 1, 3, and 5*. In this assignment, you will illustrate - through a systems approach – the organization's context as well as processes and components for workforce planning, sourcing and recruiting talent, assessing and selecting talent, acquiring and retaining talent, which makes up the Matchmaking Process. To do this, ***you will conduct Internet research to acquire needed information***, then share your ideas and engage other students' perspectives and experiences to help you analyze and evaluate information, breaking down the components of your selected organization's staffing process.

   Selecting an organization. Your choice of an organization must be **pre-APPROVED** by the instructor. Failing to use the instructor approved organization will result in a 40% deduction (-60 points). You may not use an organization where you currently or previously worked. If you are currently working, consider a competitor for talent as your selected organization. All students must have different organizations. ***Your organization needs to be considered an employer of choice*** and have easily accessible information on their website and published articles/video. Consider organizations in your local area (within 120-150 miles) that are well documented and in an industry in which you are interested in working. The best options are usually those with labor shortages such as manufacturing (skilled trades), healthcare, information technology, telecommunications, transportation, construction, mining, professional highly skilled talent or workers in community and social services. [Do not use national, state, or local government, public schools, or retail chains with small store locations. Each of these groups will not result in the needed information to complete the assignment.] Other companies that cannot be selected include Google, Zappos, Starbucks, Coca-Cola, Target, Chick-fil-A, Wal-Mart, Blue Bell, or Ben& Jerries'.

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

   Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points but should not be overlooked. *Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.*

   Completing the assignment. Your response to this assignment is a power point presentation with notes and voiceover narration of all the slides – except the reference slide. Screencasting is not an alternative to the power point narration. The power point should include a title slide, presentation overview, introduction to your organization, the body of the presentation with notes – apx. 1-2 slides for each topic based on assignment activities, the organization's matchmaking process, informed points for process improvement, communication with an HR professional, and transferable concepts. Include a reference slide with the organization's website, sources of other information about the organization including conversations/communications, and source of industry trends or research. Be sure to use

power point best practices including the addition of images and limited, streamlined text on each slide. *Be sure to download and use the assignment template located in the left menu under Modules, and then at the bottom - Additional Resources, which includes more detailed information about slide content and demonstrates linkages to each assignment activity. There are two samples from prior students. Keep in mind these are sample reflecting high-quality work within the instructions provided during that course, which may differ from instructions provided in this course. Read your assignment instructions and download the current course template for this assignment.*

Submitting your assignment. Your assignment should be uploaded as an MS PPT by 11:59 p.m. on the due date. For this assignment, you will need MS Power Point and a microphone for audio recording. To submit the assignment, go to the left menu under Assignments, then select Assignment 2. *The file upload may take a while so plan this into your submission timeline.*

Grading Criteria: Assignment 2

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- Systems Approach 30% (45 points) The systems approach to staffing components were complete and well thought out, descriptive and detailed in a way that content presentation demonstrated an understanding of each element within the staffing process and its links to business drivers.
    - demonstrated collegiate quality research and analysis
    - included organizational information, workforce planning, sourcing, recruiting talent, assessing and selecting talent
- Matchmaking Process 5% (7.5 points) A visual representation of the matchmaking process (systems approach to full life cycle staffing)
    - visual is tailored to the organization's process
    - process matched content provided in the systems approach
    - provides a systematized representation of sourcing, recruiting, assessing, selecting, job offer, and contingent assessments
- Process Improvement: 15% (22.5 points) Provided a well thought out and articulated critical evaluation of process improvement informed from concepts learned in this course - provide a reference.
    - 2 well thought out and explained operational concepts
    - 1 well thought out and explained strategic concept
- Professional Presentation: 20% (30 points) The presentation was professional demonstrating employer demand technology skills.
    - power point presentation
    - voiceover narration-100% of slides (except reference slides)
    - embed at least one video less than 10 minutes
    - effective use of graphics and images
    - power point best practices (relevant and effective use of design, layout, font, images, graphs; limited text on each slide, consistent grammar, punctuation, and size, etc.)
- Transferable Concepts: 5% (7.5 points) Provided a well thought out and articulated critical evaluation of transferable concepts from this course and project to your future career.
    - 2 well thought out and explained personal/professional transferable concepts

- Directions: 0% (0 points) Students followed directions for formatting, APA references and citations (5%/ -7.5-point deduction), submitted on time (10%/ -15-point late penalty). *Utilized assignment template located in Additional Resources*. <mark>Failing to use the instructor approved organization will result in a substantial deduction (40%/ -60-point deduction).</mark>
- Communication Skills: 25% (37.5 points) Communicated with an HR professional <mark>within the selected organization's industry</mark> about what makes staffing in this industry unique.
     - proactive in making contact with the HR professional and/or seeking communication with another HR professional i.e. did not wait until the end of the course
     - provided a list of appropriate questions asked of the HR Professional
     - described the outcomes of the communication i.e. what you learned
     - provided contact information and date/time/method of conversation

Reflective Journals: 10 points (25 points each)

Reflective journals are a mile marker in your learning experience where you are provided the opportunity for self-reflection, sharing your learning experience to this point in the course, self-assessment of progress, and an opportunity to create needed change and control the learning process. The reflective journal is an individual assignment and a descriptive account of your incremental learning over the duration of the course related to *course outcomes 1-5.* This journal not only provides you with an opportunity to reflect on what you have learned so far, but it also helps the professor to understand your unique learning experience. Information from journal entries will also help to improve the overall course experience for you and subsequent students.

   This reflection is worth 5 points. Please answer all of the questions below.
- Describe your most memorable learning experience(s) in completing this assignment.
- Which discussions or activities most contributed to your ability to complete this assignment and why?
- Which discussion or activities least contributed to your ability to complete this assignment and why?
- How did you contribute to the learning experiences of other students?
- How did other students contribute to your learning experience?
- What aspects of the course allowed you to control your learning pace and experience?
- Are there any aspects of the course that could be improved to allow better control of your pace and learning experience?
- Are there any other comments you would like to share about your learning experiences so far?

Grading Criteria: Reflective Journal

- Reflection: 50% (2.5 points) Student provided a thoughtful reflection of questions posed.
- Complete: 50% (2.5 points) Student provided a timely and complete response to questions posed for reflection.

Weekly Quizzes: 65 points (13 @ 5 points each)

Chapter review quizzes provide students an opportunity to self-assess progress in understanding concepts presented in the required textbook as well as to help prepare you for *exams 1-3*. Quizzes reinforce key concepts from the required readings related to *module level objectives*. Quizzes will be

completed and submitted in Canvas, then scored automatically through A&M-CT's Web-supported Canvas application.

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

Exams: 375 points (3 @ 125 points each)

There will be three objective exams administered during the semester, which assess knowledge and understanding of module-level objectives. Exam 1 supports *course outcomes 1 & 2*, exam 2 supports *course outcomes 3 & 4*, and exam 3 supports *course outcomes 4 & 5*. Exams will be completed in class.

Completing exams. Exams include 50 multiple choice and true/false questions, which assesses content from the required textbook. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. Exams are anticipated to take approximately 70 minutes each, and they must be completed between Thursday and Sunday as designated in the course schedule. An exception will be made for those students with accommodations from the Office of Access and Inclusion. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

Instructor Policies:

Instructors policies can be found at the end of the syllabus under Instructor Policies Related to Absence, Grading, etc.

Course Grading Criteria

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

Grade Composition

14%	Discussions 140 points total
9%	13 Worksheets 90 points total
4.5%	9 Activities 45 points total
27.5%	Assignments 275 points (125 and 150 points each)
6.5%	Weekly Quizzes 65 points (13 @ 5 points each)
37.5%	Exams 375 points (3 @ 125 points each)
1.0%	Reflective Journals 10 points (2 @ 5 points each)

100%= 1000 total points

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. There are no bonus assignments in this course.

Posting of Grades

All student grades 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.

Grades and Late Assignments

All discussions are due on the date designated on the syllabus course schedule unless otherwise posted in the classroom announcements. Initial posts can be posted late, but not posted after the discussion closes. Remember, contributions to discussions are dependent on the interaction of other students, and they are open for two weeks.

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 and #2). 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.

Quizzes and worksheets can be submitted late with documentation of an unavoidable or unforeseeable event. However, quizzes and worksheets cannot be taken after the due date of the related exam. If you were provided an alternate due date for the exam, quizzes and worksheet must be completed prior to the alternate due date. Remember, quizzes and worksheets are intended to ensure students are keeping up with weekly reading assignments, watching videos, and preparing for the related exam.

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

Rounding of final grades to the next higher number, i.e. 89.2 to 90 will only be permitted in two situations. First, the student participated in and completed all course requirements Second, documentation was provided for an unavoidable or unforeseeable event impacting completion of specific course requirements and where all others course requirements were completed.

Submitting Course Requirements

Please submit all course requirements (activities, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send me an e-mail explaining the difficulty. Be sure to place MGTK 4304 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

COURSE OUTLINE AND CALENDAR

Complete Course Outline

I reserve the right to make changes to the course schedule if the need arises. If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom. Required video time commitment is estimated as ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. Links to all course requirements are located in the Module for each week. Please Note: The in-class agenda is the anticipated agenda for the day. However, due to the fluid nature of learning and discussions, the agenda is intended as a guide rather than a rigid schedule of events. **The flow of the course schedule includes synchronous virtual sessions on Tuesday from 11:00 to 12:15 and Thursday-Sunday asynchronous online course requirements. Select Thursdays will include optional synchronous virtual workshops as needed.**

Week 1: August 25, Tuesday – August 27-30, Thursday

Module 1 – Part 1
August 24th Class Begins
August 26-31st Add/Drop/Late Registration
Module opens 08/24

Before Class Tuesday
- Review the course syllabus with emphasis on assignments and instructor policies
- Review Rentz and Lentz (2014) located in Canvas, Modules, Additional Resources

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Textbook Check - Bring the required textbook
- Week 1 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 08/30)

Thursday – Sunday Asynchronous Online
- Read Ch. 1 Strategic Staffing
- Complete Chapter Review Quiz 1 (5 points, due Sunday 08/30) SUPPORTS EXAM 1
- Watch Videos
    o The War for Talent and Assignment 1
    o 2019 and 2020 Staffing Trends
    o Being an HR Business Partner
    o Being an Employer Advocate
- Complete Week 1 Lesson Worksheet (4 points, due Sunday 08/30) SUPPORTS MODULE-LEVEL OUTCOMES
- Complete Syllabus Review (5 points, due Sunday 08/30) SUPPORTS MODULE-LEVEL OUTCOMES

Topics Covered
- ➢ Expectations
- ➢ Staffing Links
- ➢ Staffing Goals
- ➢ Competitive Advantage
- ➢ Business Acumen
- ➢ Core Jobs

Week 2: September 1, Tuesday – September 3-6, Thursday

Module 1 – Part 2

Before Class Tuesday
- Read Ch. 2 Business and Staffing Strategies
- Read the assignment 1 directions and pick a topic for your assignment. Bring your idea to class, ready to discuss. The instructor must approve your final topic before week 3. Supports Assignment 1

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 2 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 09/06)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 2 (5 points, due Sunday 09/06) SUPPORTS EXAM 1
- Watch Videos (~45 minutes)
    - Talent Philosophy
    - Staffing Decisions
    - Employer Brand Management Richard Mosley
- Complete Week 2 Lesson Worksheet (6 points, due Sunday 09/06) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 1:1 Artifact, Post your approved topic/focus for assignment 1 (5 points, due Sunday 09/06) SUPPORTS ASSIGNMENT 1

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

Week 3: September 8, Tuesday – September 10-13, Thursday

Module 1 – Part 3
September 9th Last day to drop with no record

Before Class Tuesday
- Read Ch. 3 The Legal Context

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 3 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 09/13)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 3 (5 points, due Sunday 09/13) SUPPORTS EXAM 1
- Watch Required Videos (~20 minutes)

- o   Adverse Impact
- o   Example of Court-Mandated Affirmative Action Program
- o   Finding Peer-Reviewed Journal Articles
- o   Writing Literature Reviews for Course Credit
- Complete Week 3 Lesson Worksheet (8 points, due Sunday 09/13) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 1:2 Artifact - Find 1 Journal Article for Assignment 1 from the A&M-CT Library. You need your approved topic for this activity. Check assignment 1 for journal article requirements. SUPPORTS ASSIGNMENT 1 (5 points, due Sunday 09/13) (submit in canvas)

Topics Covered

➢ Plagiarism	➢ Diversity Programs
➢ Sources of Information	➢ Equal Employment Opportunity
➢ Ethical Practice	➢ Target Labor Demographics - Aging and
➢ Employer Brand Management	Employment
➢ Affirmative Action	➢ Legally Defensible Staffing

Week 4: September 15, Tuesday – September 17-20, Thursday

Module 1 – Part 4

Before Class Tuesday
- Read Ch. 4 Strategic Job Analysis and Competency Modeling

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 4 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with Discussion Summary and Contribution (10 points, due Sunday 09/20)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 4 (5 points, due Sunday 09/20) SUPPORTS EXAM 1
- Watch Videos (~20 minutes)
    - o   Basics of Job/Task Analysis
    - o   Critical Incident Technique
- Complete Week 4 Lesson Worksheet (5 points, due Sunday 09/20) SUPPORTS MODULE-LEVEL OUTCOMES

Topics Covered

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

Week 5: September 22, Tuesday – September 24-27, Thursday

Module 1 – Part 5
September 26th Thursday 1:30 to 2:00 HR Warriors Leadership Team Meeting

Before Class Tuesday
- Read Ch. 13 Staffing System Evaluation and Technology

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 5 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 09/27)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 13 (5 points, due Sunday 09/27) SUPPORTS EXAM 1
- Watch Required Videos (~30 minutes)
     o Measuring Quality Hires
     o Why "Time to Fill" is the Wrong Metric to Track
     o Metrics and Your Career
- Complete Week 5 Lesson Worksheet (6 points, due Sunday 09/27)
- **Submit online Assignment #1- Literature Review** (125 points, due Sunday 09/27) SUPPORTS COURSE OUTCOME 1
- Reflective Journal Entry #1 (5 points, due Sunday 09/27) SUPPORTS COURSE OUTCOMES 1 & 2

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

Week 6: September 29, Tuesday – October 1-4, Thursday

Module 1 – Wrap-Up

Before Class Tuesday
- Study for Exam 1

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Module 1 Wrap-up

Thursday – Sunday Asynchronous Online
- **Exam #1 (Major Assessment Ch. 1-4 & 13) (125 points**, available Thursday, due Sunday 10/04**)** SUPPORTS COURSE OUTCOMES 1 & 2

   Topics Covered
   - Review Course Outcomes 1 and 2

Week 7: October 6, Tuesday – October 8-11, Thursday

Module 2 – Part 1

Module Opens 10/01

Before Class Tuesday
- Read Ch. 5 Forecasting and Planning
- Be prepared - investigate companies in your geographic area (within 120-150 miles) and select an organization considered to be an employer or choice

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 7 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 10/11)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 5 (5 points, due Sunday 10/11) SUPPORTS EXAM 2
- Review Approaching an HR Professional (Located in Additional Resources)
- Download Assignment 2 Template
- Watch Required Videos (~25 minutes)
    o The workforce Planning Process
    o Skill Gap
    o Skill Gap 2
- Complete Week 7 Lesson Worksheet (4 points, due Sunday 10/11) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 2:1 Artifact - Post your approved organization (5 points, due Sunday 10/11)

  Topics Covered
  ➢ Staffing Planning Processes   ➢ Predict Business Activity
  ➢ Forecast Worker Demand   ➢ Labor Gaps and Surpluses

Week 8: October 13, Tuesday – October 15-18, Thursday

Module 2 – Part 2

Before Class Tuesday
- Read Ch. 12 Managing Workflow

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 8 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 10/18)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 12 (5 points, due Sunday 10/18) SUPPORTS EXAM 2
- Watch Required Videos
    o Induction, Orientation, and Socialization
    o What Are Soft Skills

   o Soft Skills in the Workplace
- Complete Week 8 Lesson Worksheet (6 points, due Sunday 10/18) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 2:2 Artifact - Provide a general overview of your contact or progress in contacting an HR professional. If you have not yet communicated with him/her/them, then tell us how you plan to initiate the communication. (5 points, due Sunday 10/18)

Topics Covered

➢ Labor Gaps	➢ Retention Strategies
➢ Types of Turnover	➢ Socialization
➢ Employer Branding	➢ Relationship Management

Week 9: October 20, Tuesday – October 22-25, Thursday

<u>Module 2 – Part 3</u>
October 19th Class schedule for spring semester published

Before Class Tuesday
- Read Ch. 6 Sourcing: Identifying Recruits

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 9 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 10/25)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 6 (5 points, due Sunday 10/25) SUPPORTS EXAM 2
- Watch Required Videos (~40 minutes)
     - Check out these 13 individuals in the news who were fired due to a Twitter post.
     - Linking Sourcing and Job Descriptions
     - Sourcing and Recruiting Employees
     - Sourcing Talent Acquisition
- Complete Week 9 Lesson Worksheet (4 points, due Sunday 10/25) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 2:3 Artifact - What are the sources of applicants your company targets, which impacts either the number or types of individuals willing to apply for and accept job offers. SUPPORTS ASSIGNMENT 2 (5 points, due Sunday 10/25)

Topics Covered

➢ Global and Cultural Effectiveness	➢ Sourcing Plan
➢ Role of Sourcing- Ethical Practice	➢ Legally Compliant Job Descriptions
➢ Sourcing Process	➢ Effective Communication
➢ Sourcing Strategies	

Week 10: October 27, Tuesday – October 29-November 1, Thursday

<u>Module 2 – Part 4</u>

October 30th Deadline to submit a graduation application for participation in the commencement ceremony

Before Class Tuesday
- Read Ch. 7 Recruiting
- Investigate the links to PowerPoint Tips

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 10 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 11/01)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 7 (5 points, due Sunday 11/01) SUPPORTS EXAM 2
- Watch Required Videos (~60 minutes)
    - The Art of Passive Recruitment
    - What is HR Analytics?
    - The Correlation Coefficient
    - Strata Jumpstart
- Complete Week 10 Lesson Worksheet (8 points, due Sunday 11/01) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 2:4 Artifact- What types of recruiting practices are employed by your company? Remember that sourcing and recruiting are not the same thing. SUPPORTS ASSIGNMENT 2 (5 points, due Sunday 11/01)

    Topics Covered
    - Recruiter Effectiveness
    - Spillover Effects
    - Recruiting Guides

    - EEOC's Best Practices
    - PPT Best Practices

Week 11: November 3, Tuesday – November 5-8, Thursday

Module 2 – Part 5
November 2nd Registration for spring semester opens
November 6th Last day to drop a course with a "Q" or withdraw with a "W"

Before Class Tuesday
- Read Ch. 8 Measurement

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Review for exam

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 8 (5 points, due Sunday 11/08) SUPPORTS EXAM 2

- **Complete Exam #2** (Major Assessment Ch. 5-8 & 12) (125 points, due Sunday 11/08) SUPPORTS COURSE OUTCOMES 3 & 4

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

Week 12: November 10, Tuesday – November 12-15, Thursday

Module 3 – Part 1
November 11th Veterans Day
Module Opens 11/05

Before Class Tuesday
- Read Ch. 9 Assessing External Candidates

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 12 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 11/15)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 9 (5 points, due Sunday 11/15) SUPPORTS EXAM 3
- Watch Required Videos (20m)
  - o Job Interview Guide
  - o What is Pre-Employment Testing?
  - o The Legality of Pre-Employment Testing
  - o References and Background Checks
- Complete Week 12 Lesson Worksheet (10 points, due Sunday 11/15) SUPPORTS MODULE-LEVEL OUTCOMES
- Assignment 2:5 Artifact- Assessing Job Candidates How does your company assess job candidates and decide who to hire? Check the employer's website. However, you will also need to be creative about finding this information on this Internet. Check out websites where former employees and applicants share information. SUPPORTS ASSIGNMENT 2 (5 points, due Sunday 11/15)

  Topics Covered
  - ➢ Selecting Appropriate Metrics – Critical Evaluation
  - ➢ External Assessment Goals
  - ➢ Assessment Plan
  - ➢ Assessment Methods
  - ➢ Interview Protocol
  - ➢ Hiring the Right Person
  - ➢ Job and Organizational Match

Week 13: November 17, Tuesday – November 19-22, Thursday

Module 3 – Part 2

Before Class Tuesday
- Read Ch. 10 Assessing Internal Candidates

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 13 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 11/22)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 10 (5 points, due Sunday 11/22) SUPPORTS EXAM 3
- Watch Required Videos (~25m)
  - Sample Good Interviewers
  - Interview Evaluation Matrix
  - Assessing Internal Candidates
  - Importance of Succession Management
- Complete Lesson Worksheet (10 points, due Sunday 11/22) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 2:6 Artifact - Develop a partial interview protocol for your company. Focus on assessing 3 attributes for *organizational fit*. SUPPORTS ASSIGNMENT 2 (5 points, due Sunday 11/22)

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

Week 14: November 24, Tuesday – November 26-29, Thursday

Module 3 – Part 3
November 23rd Student End of Course Survey Opens
November 26-27 Thanksgiving

Before Class Tuesday
- Read Ch. 11 Choosing and Hiring Candidates

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 14 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 11/29)

Thursday – Sunday Asynchronous Online
- Complete Chapter Review Quiz 11 (5 points, due Sunday 11/29) SUPPORTS EXAM 3
- Watch Required Videos (~25 minutes)

- o   Creating an Employee Value Proposition
- o   Diversity in the Hiring Process
- o   Legal Concerns in Job Offers
- o   Didn't Get the Job with Dr. Loafman
- Complete Week 14 Lesson Worksheet (12 points, due Sunday 11/29) SUPPORTS MODULE-LEVEL OUTCOMES
- Activity 2:7 Artifact - How does your company retain successful talent? What are their target labor demographics? What were the selected 3-5 attributes? Develop a Scoring Key that reflects the linkage between target labor demographics, total rewards, and organizational fit. SUPPORTS ASSIGNMENT 2 (5 points, due Sunday 11/29)

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

Week 15: December 1, Tuesday – December 3-6, Thursday

Module 3 – Part 4

Before Class Tuesday
- Bring final questions about assignment 2

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 15 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Sunday 12/06)

Thursday – Sunday Asynchronous Online
- **Complete Assignment #2 - Full Life Cycle Staffing (150 points**, due Sunday 12/06**)** SUPPORTS COURSE OUTCOMES 1, 3, & 5
- Reflective Journal Entry #2 (5 points, due Sunday 12/06) SUPPORTS COURSE OUTCOMES 1, 3, & 5

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

Week 16: December 8, Tuesday – December 10-11, Thursday

Module 3 – Wrap Up
December 11th Last day to file for Degree Conferral
December 11th Class ends
December 11th Commencement Ceremony Bell County Expo Center 7:00 p.m.

Before Class Tuesday
- Study for exam 3

Tuesday Synchronous Virtual Session Agenda 11:00-12:15
- Week 16 In-class Contributions/Discussion: (10 points) **Or** asynchronous session viewing with discussion summary and contribution plus two posts to other students (10 points, due Friday 12/11)

Friday Synchronous Virtual Session Agenda 11:00-12:15
- Class Wrap-up

Thursday – Friday Asynchronous Online
- **Complete Exam #3** (Major Assessment Ch. 9-11) (125 points, due Friday 12/11) SUPPORTS COURSE OUTCOMES 4 & 5

   Topics Covered
   ➢ Review Course Outcome 4 & 5

Summary of Important Dates:

A list of important university dates can be found at https://www.tamuct.edu/registrar/academic-calendar.html

August 24th Class Begins
August 26-31st Add/Drop/Late Registration
September 9th Last day to drop with no record
October 19th Class schedule for spring semester published
October 30th Deadline to submit a graduation application for participation in the commencement ceremony
November 2nd Registration for spring semester opens
November 6th Last day to drop a course with a "Q" or withdraw with a "W"
November 11th Veterans Day
November 23rd Student End of Course Survey Opens
November 26-27 Thanksgiving
December 11th Last day to file for Degree Conferral
December118th Class ends
December 11th Commencement Ceremony Bell County Expo Center 7:00 p.m.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

For this course, you will need reliable and frequent access to a computer and the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider

completing Web-supported activities in the A&M-CT computer lab (Founder's Hall, 113) or contact Dr. Rebecca to discuss your situation.

<mark>To complete assignments, you will need MS Word and PowerPoint software</mark>. You will also need a headset or speakers, a microphone, and a webcam or other video recording devise to be able to listen to online resources and record voice narration and video presentation for the Project. If you do not have MS PowerPoint, you can get Microsoft Office Suite free through your myCT.

This course will use the A&M-Central Texas Instructure Canvas learning management system. This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

- 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

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: [http://hdc.tamu.edu]

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

For issues related to course content and requirements, contact Dr. Rebecca. Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html].

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].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, 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 Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

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

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

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay,

proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Instructor Policies

Plagiarism

Students whose assignment contains plagiarized information, i.e., failing to cite and reference the information source in properly applying APA formatting to citations and references, will receive a 0 for

the assignment and possibly a referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Students whose assignment contains inadequate effort will receive a substantial deduction in points, i.e., a citation that does not include the author and date in the citation or a reference missing the majority of the required information.

Being a Hybrid, High-Flex Student

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

- The Canvas class begins on Tuesday and concludes on Sunday. Each week includes practices quizzes, worksheets, activities, and discussions supporting assignments and exams.
- Be prepared for class by reading the assigned reading, completing the related quiz, and preparing for assignment related activities.
- When completing quizzes, retake them to increase your score. Quizzes are typically open in advance and due by Tuesday before the synchronous face-to-face web conference starts.
- I suggest briefly reviewing the assignment descriptions due in the current period before you complete the required reading assignments and view multimedia.
- As a high flex design, students watching the web conference recording are responsible for providing a summary of the main points learned from the class recording and answers to select questions posed in the synchronous session which are due by Sunday of the respective week.
- Exams will open on Tuesday after class of the week they are due and are due by Sunday at midnight CST.

Dr. Rebecca's Personal Statement

I view myself as a scholar-practitioner, committed to both teaching and research in the human resource management (HRM) and human resource development (HRD) disciplines. I enjoy teaching adult learners, and I approach teaching as a shared learning experience. As a scholar, I choose projects that will contribute to existing scholarship, but also projects that will enhance my students' learning experiences or broaden my knowledge within my chosen disciplines.

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

My approach to teaching and learning is student-focused, experience-based, and bridges academia with human resource practices in the workplace. This teaching approach is framed by the competency-

based learning model, utilizes mixed teaching methodologies, and creates an interactive, outcomes-based learning experience. As the teacher and facilitator, I believe my role is to provide a challenging, well-designed learning environment that draws on students' life experiences, engages students in the educational content, and enables mastery of learning outcomes.

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

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Have a wonderful winter break!