Texas A&M University - Central Texas

HRM 5314-110, CRN 10262, WORKFORCE PLANNING AND EMPLOYMENT

Spring 2020 rev. 12.20.2019
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 13 – May 08, 2020
This is a 100% online asynchronous course.

Course Access

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR, APTD
Office location: Founders Hall, #318G
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 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 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: 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.

MBA HRM faculty advisor: All students interested in a career in HRM are welcome to join our Facebook Group. The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. SHRM Chapter #5395 Texas A&M University-Central Texas. https://www.facebook.com/groups/731484783725618/ If you are an HR major, I strongly encourage you to join the Society for Human Resource Management. The student rate is substantially reduced from the professional member rate.

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.

COURSE INFORMATION

Course Overview and Description

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

Course Objectives

Upon successful completion of HRM 5314 Workforce Planning and Employment you will be able to demonstrate the following competencies:
1. **Understand the framework of decision-making for workforce planning and the interdependence of employer brand management. Module 1**
    a. Discuss what is employer brand management and its core components
    b. Describe how employer brand management impacts workforce planning

    c. Understand the link from staffing and employer brand management to business drivers
    d. Identify a system of inputs and output for workforce planning
    e. Calculate and evaluate metrics for workforce planning
    f. Discuss the concept of a "Perfect Employee" from a business, legal, and social justice perspective
    g. Identify and apply legal constraints in the use of data analysis for identifying target labor demographics
    h. Understand ethical standards and expectations for handling sensitive information in the employment and research contexts

2. **Understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains. Module 2**
    a. Describe an employee value proposition
    b. Describe and delineate the relationship between target labor demographics and the perfect employee in the context of sourcing and recruiting
    c. Describe and develop domains of performance as preferences for organizational fit or job fit in the context of current employees
    d. Identify and apply metrics and measurement for assessing internal and external job candidates
    e. Explain the purpose of quantitative versus qualitative data analysis methods
    f. Understand the difference between primary and secondary data
    g. Acquire and evaluate secondary data related to employer brand, branding, and preferred domains of performance

3. **Understand the process of employer brand management as a function of talent attraction and retention and the impact of applicant and employees' experiences in the employer brand. Module 3**
    a. Differentiate staffing process constructs and demonstrate an understanding of the strategic staffing decision-making process
    b. Discuss the impact of employer brand management on applicant attraction and employee retention
    c. Discuss the impact of employer brand management on labor surpluses and shortages
    d. Provide a critical evaluation of an employer's brand with employee and applicants' brand experiences

4. Understand, apply and demonstrate professionalism as described under professional etiquette.

Module level objectives are located in the Canvas classroom at the beginning of each module.

Required Textbooks

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

ISBN- 978-1-948426-86-2
No Access Code Required

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

ISBN-13: 978-1118898529
Available in text-enabled audio reader

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 better facilitate the academic environment. In such an event, changes will be announced within one week of the change decision in the Canvas classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to syllabus requirements. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

Professional Etiquette

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

Weekly Quizzes: 260 total points (13 @ 20 points each)

There are 13 chapter-review quizzes of Strategic Staffing supporting course objectives 1-3. Quizzes include 10 multiple choice questions worth 2 points each. Each quiz is anticipated to take 10 minutes to complete. However, you can take up to 15 minutes to complete the quiz. Quizzes are automatically graded by the Canvas Instructure system. Quizzes ==can be take twice== and must be completed in one sitting. Quizzes must be complete by the due date posted in the course schedule. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event. Any quiz not made up as approved and arranged by the professor will receive a zero.

Application Exercises: 220 total points (5 @ varying points)

Application exercises are smaller individual assignments, which contribute to skill development and support module-level objectives. Application exercises are due by the date posted in the course schedule and can be submitted up to three days late with a 10% late penalty. No application exercises will be accepted after three days late without documentation of an unavoidable or unforeseeable event.

Grading criteria differ for each exercise. Rubrics are in the Canvas classroom, in the submission link located under Assignments.
Exercise 1: Stock, Flow, and Concentration Statistics (auto graded 20 points)
Exercise 2: Forecasting Labor Needs (auto graded 25 points)
Exercise 3: Acquire and Review Secondary Data (grade criteria below, 25 points)
Exercise 4: Identifying and Coding Narratives (grade criteria below, 50 points)
Exercise 5: Evaluating the Digital Footprint (grade criteria below, 100 points)

Grading Criteria Application Exercises (3&4)

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

Grading Criteria Application Exercises (5)

Discussion are graded by the instructor and based on the below grading criteria.
- Response: (50%) Answers to questions 1 & 2 are thorough and clearly demonstrate understanding of assigned material.
- Response: (50%) Answer 3 demonstrated critical thinking and critical reflection of the topic and was supported by student work in the attached excel spreadsheet.
- Academic Requirements: (0%) Followed directions. Writing quality was appropriate with good sentence structure, spelling, effective word choice. Poor quality writing -10%. No late submissions.

Discussions: 210 total points (7 @ 30 points each)

Discussions contribute to understanding the literature, which underpin the concept of workforce planning and employer brand management supporting course outcomes 1-4. Discussions draw on text readings, literature, videos, and internet research to help frame critical reflections of concepts being learned. One initial post and two follow-up posts required.
Discussion 1: Foundation – Employer Branding versus Employer Brand Management (EBM)
Discussion 2: Pre-flection – Non-profit Role in the Workforce
Discussion 3: Pre-flection – Impacts on Employee Actions and Beliefs
Discussion 4: In-flection – EBM and EEO, Organizational Fit
Discussion 5: In-flection – Share application exercise 5 Non-profit Digital Footprint
Discussion 6: In-flection – Values and Beliefs Reciprocal Impacts
Discussion 7: Reflection – Lessons Learned EBM Process, Labor Shortages and Surpluses

Grading Criteria Discussions

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

- Initial Responses: (50%) Provided initial responses to all required topics. Answers were thorough and clearly demonstrated understanding of assigned material. Pre-flections, In-flections, and Reflections demonstrated critical thinking and critical reflection of the topic.
- Responses to Classmates: (50%) Actively participated in the discussion. Met the minimum required responses (2) to classmates in quantity and quality.
- Academic Writing Style: (0%) Followed discussion directions. Met expectations for active and timely responses. Writing quality was appropriate with good sentence structure, spelling, and effective word choice. Poor quality writing -10%.

Final Exam: 100 points

There is one final exam in this course supporting course objectives 1-3. The final is comprehensive including content from both required text books as well as written lessons. The exam includes 50 multiple choice questions worth 2 points each. The final is open book and open note anticipated to take 150 minutes of study time and 150 minutes to complete the exam. However, there is no time limit to complete the exam; but it must be completed in one sitting. The final exam is automatically graded by the Canvas Instructure system. The final exam must be completed within the date range and by the due date posted in the course schedule. If the exam is not completed by the due date posted in the course schedule, then it will be assigned a zero grade.

Assignment Case Study – Critical Analysis: 200 points Due Sunday of week 13

The individual assignment is a case study. "The case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (Merriam, 1998: 41) such as employees' experiences within the employer brand management (EBM) system. This case study will require internet research to locate secondary data on the organization's website, YouTube, Indeed.com, Glassdoor.com, and general internet database searches. As a service-learning course, the subject of our case study in the non-profit.

Indirect service will be provided in the form of written assessments of the organization's progress toward becoming an employer of choice impacting workforce planning and the employment process. Students will apply concepts learned during the course by applying an employer brand management framework to evaluating videos, interviews, onboarding materials, engagement survey results, and digital footprint for the purpose of assessing progress and recommending areas for improvement and priorities.

Students will submit a written case study as a final work product to be shared with the non-profit organization. This assignment will be submitted using MS word and follow APA guidelines for citations and references. Vericite will be enabled to identify potential plagiarism. Students whose assignment contains plagiarism will receive a 0 for the assignment.

The assignment will be submitted to the Canvas Classroom assignment link by the due date posted in the course schedule. The assignment can be submitted up to three days late with a 10% late penalty. This assignment will not be accepted after three days late without documentation of an unavoidable or unforeseeable event. The assignment is graded by the instructor and based on the grading criteria listed after the assignment descriptions. Following is an overview of the case study's components due in week 13.

Description and Grading Criteria Individual Assignment

This assignment is graded with a grading rubric based on AOM Reviewer Guidelines adapted below. The rubric is located in the Canvas classroom with the assignment description. This case study – critical analysis is the major assignment for the course and is <u>7-12 pages of written content and analysis</u> in addition to the title page and references. Please note: This assignment will be returned within 2 weeks of submission, Sunday of week 15. The length and depth of this final project will require 3-4 hours of grading time per student submission. Please see the Additional Resources Module for more information.

Title page
Brief introduction – Setting the stage (20 points)
- Introduction to case in the context of EBM – The description of the case being studied sufficiently described the context of the organization as a system where the EBM practices may occur and evolve with time.
- The literature review explained the relationship of EBM and strategic workforce planning.
- The introduction motivated the reader to read further and set the focus of the paper.
- The <u>introduction to the paper</u> should be <mark>½-1 page</mark> in length using line 2.0 line spacing.

Literature review – Describing foundational concepts (80 points)
- The literature included was appropriate with a *minimum* of ***<mark>ten peer-reviewed journal articles</mark>*** where the majority (6+) were less than 5 years old. The purpose of the paper was clear and appropriate.
- <u>The literature review drew on a well-developed and articulated EBM framework (theory and/or models)</u>.
- The literature review focused on how EBM impacts applicant attraction as well as employee engagement and retention.
- The literature review described foundational concepts needed in the critical analysis such as the core EBM components of the right employee, culture and core values, and the employee value proposition.
- Students should paraphrase and only use direct quotes when essential to making a point (approximately less than 5% of the document). Literature should be integrated, telling a story about the topic. Literature should NOT be presented in an article review format i.e. summarizing one article at a time. The <u>body of the paper</u> (written content) should be <mark>3-4 pages</mark> in length using line 2.0 line spacing and 1" margins.
- There is a list of peer-reviewed journal articles available in the Canvas classroom. However, students are encouraged to identify additional literature as needed.

Critical analysis – Providing a critical reflection and suggestions (80 points)
- Provide a SWOT analysis of attraction, engagement, and retention of the following concepts:
  - The right employee
  - Culture and core values
  - The employee value proposition
  - Purpose
  - Organizational identity
  - Distinctive experience
  - Signature experience
- Responses to the above items may be limited by information conveyed by the non-profit. In the absence of appropriate information to draw conclusions please note this as a limitation of the

analysis and no deduction will be attributed to the related item. (Clarification of missing content as no deduction - should be addressed before submitting the paper.)

- The critical analysis <u>should be supported by information</u> gained during the course provided in canvas including videos, written descriptions, discussion, activities, as well as your own research.
- The critical analysis (written content) should be <mark>3-6 pages</mark> in length using line 2.0 line spacing and 1" margins.

Conclusion – Setting priorities (20 points)

- The conclusion briefly described the most important points from the analysis.
- The conclusion summarized the highest priorities with a call for action.
- The conclusion of the paper was <mark>½-1 page</mark> in length using line 2.0 line spacing and 1" margins.

Reference pages

Directions (0 points)

- Student followed directions, uploaded the paper to submission link, submitted on time. The overall paper followed assignment submission guidelines for page length and layout, APA citation and reference guidelines (+*line spacing at 2.0, 12-point black times new roman font, 1" margins*), and student's paper *and conduct* demonstrated professionalism.
  - o 5% writing guidelines penalty – attention to detail needed
  - o 10% penalty per page – failing to meet page requirements for the paper within +/-1-page (written content and analysis 7-12 pages)
  - o 10% late penalty – late submissions not accepted after three days

Journal Entries: 15 total points (3 @ 5 points each)

The journal entry is an individual assignment, which is intended to provide a descriptive account of your incremental learning over the duration of the course related to course outcomes 1-4. This journal not only provides you an opportunity to reflect on what you have learned so far, it also helps the professor to understand your unique learning experience. Information from journal entries will also help to improve the overall course experience for subsequent students. Please answer the following questions:

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

Grading Criteria Journal Entry

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

Late Submissions

All discussions, application exercises, and quizzes are due on the date designated on the syllabus course schedule, unless otherwise posted in classroom announcements. In some situations, an alternate due date can be arranged for the major assignment prior to the due date. **A ten percent penalty will be assessed for late submission of the "Individual Assignment".** Individual assignments that are **late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event.**

All late individual assignments should be uploaded to the Canvas classroom. Contributions to discussions will not be accepted after the discussion closes, because it is dependent on the interaction of other students. Students with written documentation supporting an emergency or unplanned event may contact me for an alternate assignment of equal value and work related to each missed discussion. It is your responsibility to contact me and request the alternate assignment at the time you return to the virtual class.

Other Instructor Policies:

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

Grading Criteria

Graded requirements support course objectives and include a combination of discussions, assignments, and exams.
Grade Composition:
    01% Introduction (5 points) and Class Wrap-up (5 points) 10 total points
    01% Journal Entries (3 @ 5 points each) 15 total points
    25% Quizzes (1 @ 10 points; 12 @ 20 points each) 250 total points
    22% Application Exercises (5 @ various points each) 220 points total
    21% Discussions (7 @ 30 points each) 210 total points
    20% Case Study – Critical Analysis (200 total points)
    10% Final Exam 100 points
    100%= 1000 total points
Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.

Bonus 20 points – CITI certificate completed during the course date range.

Posting of Grades

Student grades will be posted in the Canvas Grade book within 7 days of submission and/or close of discussions; however, most grades will be returned within 3-5 days. Please note: The major course assignment will be returned within 2 weeks of submission, Sunday of week 15. The length and depth of this final project will require 3-4 hours of grading time per student submission. Students should monitor their grades through this tool and report any issues immediately.

Submitting Course Requirements

Please submit all course requirements (application exercises, discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place HRM 5314 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

COURSE OUTLINE AND CALENDAR

Complete Course Outline

"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 ~X minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

MODULE 1

FRAMEWORKS
At the end of module 1, students will understand the framework of decision-making for workforce planning and the interdependence of employer brand management. To do this, students will:
1. Discuss what is employer brand management and its core components
2. Describe how employer brand management impacts workforce planning
3. Understand the link from staffing and employer brand management to business drivers
4. Identify a system of inputs and output for workforce planning
5. Calculate and evaluate metrics for workforce planning
6. Discuss the concept of a "Perfect Employee" from a business, legal, and social justice perspective
7. Identify and apply legal constraints in the use of data analysis for identifying target labor demographics
8. Understand ethical standards and expectations for handling sensitive information in the employment and research contexts

Week 1: January 13, Monday – January 19, Sunday

Module 1 – Part 1
Student Introductions (due Sunday, 5 points)
Read Phillips Ch. 1 – Strategic Staffing (31 pages)
Watch Required Videos (~35 min)
Complete Chapter 1 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Read Mosley Ch. 1 – Introduction (10 pages)
Video about Employer Brand Management (~45 min) SUPPORTS CASE STUDY – CRITICAL ANALYSIS
Complete Discussion 1 Foundation – Employer Branding versus Employer Brand Management (EBM) (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- Course Expectations
- Talent Management
- Staffing Process
- Systems Theory
- Competitive Advantage
- Employer Brand Management

- Employer Branding
- Core Jobs
- Changing Nature of Jobs
- Changing Nature or Work Roles
- Psychological Contracts
- Business Acumen

January 14th Class Begins
January 16th -29th Add/Drop/Late Registration

Week 2: January 20, Tuesday – January 26, Sunday

Module 1 – Part 2
Read Phillips Ch. 2 – Business and Staffing Strategies (39 pages)
Read Mosley Ch. 2 – Business Case (12 pages)
Watch Required Videos (~36 min)
Complete Chapter 2 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Content/Video – About the Role of Non-Profit Organizations (~10-min) SUPPORTS CASE STUDY – CRITICAL ANALYSIS
Complete Discussion 2 Pre-flection – Non-profit Organizations' Role in the Workforce (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- Business Context
- Business Product Brand
- Globalization
- European Union
- Employer Context
- Talent Shortages

- Employer Talent Brand
- Strategic Staffing Decisions
- Hiring the Right Person
- Talent Oriented Staffing
- Job Oriented Staffing
- Organization Oriented Staffing

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

Week 3: January 27, Monday – February 02, Sunday

Module 1 – Part 3
Read Phillips Ch. 4 - Strategic Job Analysis and Competency Modeling (53 pages)
Read Mosley Ch. 3 – Brand Ideology (14 pages)
Read Mosley Ch. 5 – Strategy and Capability (14 pages)
Watch Required Videos (~22 min)
Complete Chapter 4 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Content/Video – About Our Non-Profit Organization (~13 min) SUPPORTS CASE STUDY – CRITICAL ANALYSIS
Complete Discussion 3 Pre-flection – Impacts on Employee Actions and Beliefs (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- Labor Market Trends
- Job Analysis Types/Methods
- Star Performers
- Performance Management Feedback
- The Job Description

- Legal Implications
- Brand Ideology
- Business Strategy

January 30ᵗʰ Last day to drop with no record

Week 4: February 03, Monday – February 9, Sunday

Module 1 – Part 4
Read Phillips Ch. 5 – Forecasting and Planning (42 pages)
Complete Chapter 5 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Lesson: Stock, Flow, and Concentration Statistics (30 min)
Complete Application Exercise 1: Stock, Flow, and Concentration Statistics (due Sunday, 20 points)
SUPPORTS MODULE-LEVEL OUTCOMES - SUPPORTS COURSE OUTCOME 1
Lesson: Forecasting Labor Needs (30 min)
Complete Application Exercise 2: Forecasting Labor Needs (due Sunday, 25 points) SUPPORTS COURSE
OUTCOME 1

Topics Covered

- Predict Business Activity
- Forecast Worker Demand
- Labor Supply and Demand
- Staffing Workforce Planning

- Buy vs Make Decisions
- Disparate Impact
- Equal Employment Opportunity
- Affirmative Actions

Week 5: February 10, Monday – February 16, Sunday

Module 1 – Part 5
Read Phillips Ch. 3 – The Legal Context (39 pages)
Read Mosley Ch. 6 – The Perfect Employee (10 pages)
Watch Required Videos (~54 min)
Complete Chapter 3 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Interview with HR Professional (if provided by nonprofit) SUPPORTS CASE STUDY – CRITICAL ANALYSIS
Complete Discussion 4 In-flection – EBM and EEO, Organizational Fit (due Sunday, 30 points)
Complete Journal Entry 1 (due Sunday, 5 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- Ethical Practice
- Confidentiality
- Legally Defensible Staffing
- Immigration Law & Issues
- Equal Employment Opportunity
- Discrimination
- Affirmative Action Plans

- Diversity Programs
- Protected Classes
- Disparate Impact
- Disparate Treatment
- Target Labor Demographics - Aging and Employment
- Identifying Success Factors

- Star Performers
- Employee Privacy

February 12th-19th Dr. Rebecca at CARS conference

MODULE 2

TARGET LABOR DEMOGRAPHIC FOUNDATIONS
At the end of module 2, students will understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains. To do this, students will:
1. Describe an employee value proposition
2. Describe and delineate the relationship between target labor demographics and the perfect employee in the context of sourcing and recruiting
3. Describe and develop domains of performance as preferences for organizational fit or job fit in the context of current employees
4. Identify and apply metrics and measurement for assessing internal and external job candidates
5. Explain the purpose of quantitative versus qualitative data analysis methods
6. Understand the difference between primary and secondary data
7. Acquire and evaluate secondary data related to employer brand, branding, and preferred domains of performance

Week 6: February 17, Monday – February 23, Sunday

Module 2 – Part 1
Read Phillips Ch. 6 Sourcing: Identifying Recruits
Read Mosley Ch. 11 – EVP Development (20 pages)
Watch Required Videos (~45 min)
Complete Chapter 6 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Read About Qualitative Methodologies
- Theoretical Frameworks (Merriam, 2002)
Lesson: Qualitative Data Collection (~42 min)
Complete Application Exercise 3: Acquire and Review Secondary Data (2 posts) (due Sunday, 25 points)
SUPPORTS COURSE OUTCOME 2

Topics Covered
- The Employee Value Proposition
- Dissecting the EVP
- Sourcing Strategies
- Sourcing Process
- Global and Cultural Effectiveness
- Effective Communication

- Five Qualitative Traditions
- Research Ethics
- Primary Data
- Secondary Data
- Data Collection Methods

February 12th-19th Dr. Rebecca at CARS conference

Week 7: February 24, Monday – March 01, Sunday

Module 2 – Part 2
Read Phillips Ch. 7 External Recruiting (42 pages)
Read Mosley Ch. 7 – Diversity and Segmentation (8 pages)
Watch Required Videos (~35 min)
Complete Chapter 7 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Read About Qualitative Methodologies
- Primary and Secondary Data (Thomas, 2006)
Lesson: Qualitative Data Analysis (27 min)
Complete Application Exercise 4: Coding Narratives (due Sunday, 50 points) SUPPORTS COURSE OUTCOME 2

Topics Covered

- Talent Supply Chain
- Internal Labor Markets
- External Labor Markets
- Global Labor Markets
- NAFTA
- Talent Segmentation
- Diversity
- Employer Branding/Messages
- Realistic Job Previews
- Spillover Effects

- Recruiting Process
- EEOC's Best Practices
- Recruiting Guides
- Recruiter Effectiveness
- Qualitative Analysis
- Transferability
- Generalizability
- Limitations/Delimitations
- Samples/Pilot Studies

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

Week 8: March 02, Monday – March 8, Sunday

Module 2 – Part 3
Read Phillips Ch. 8 Measurement
Read Mosley Ch. 20 – Employer Brand Metrics (20 pages)
Watch Required Videos (~52 min)
Complete Chapter 8 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Begin working on application exercise 5: Evaluating Themes, Purpose, and Fit (due Sunday week 9, 100 points)

Topics Covered

- Talent Volume, Diversity, Quality
- Employer Brand Awareness
- Employer Brand Image
- Talent Pool Reach
- Total Rewards Package
- Economic Value Added

- Selecting Appropriate Metrics
- Predicting Performance
- Disparate Impact
- Correlation
- Reliability
- Validity

March 09, Monday – March 15, Sunday

Spring Break!

Week 9: March 16, Monday – March 22, Sunday

Module 2 – Part 4
Read Phillips Ch. 9 Assessing External Candidates (44 pages)
Read Mosley Ch. 8 – Reputation and Attraction (16 pages)
Watch Required Videos (~66 min)
Complete Chapter 9 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Complete Application Exercise 5: Evaluating the Digital Footprint (due Sunday, 100 points) SUPPORTS COURSE OUTCOME 2 & CASE STUDY – CRITICAL ANALYSIS

Topics Covered

- External Reputation
- Applicant Attraction
- Global Security and Terrorism
- Assessment Plan
- Assessment Methods
- Hiring the Right Person
- Job and Organizational Match

- Reference Checks
- Drug Screening
- Criminal Backgrounds
- Social Media/Cybervetting
- Distortions
- Disparate Impact

Week 10: March 23, Monday – March 29, Sunday

Module 2 – Part 5
Read Phillips Ch. 10 Assessing Internal Candidates
Watch Required Videos (~70 min)
Complete Chapter 10 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Read Non-Profit Organization's Onboarding PPT SUPPORTS CASE STUDY – CRITICAL ANALYSIS
Complete Discussion 5 In-flection –Digital Footprint and Onboarding (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 2
Complete Journal Entry 2 (due Sunday, 5 points)

Topics Covered

- Internal Assessment
- Succession Management Senior/Executives
- Leadership and Navigation

- Career Development- Early & Mid-Career
- Replacement Planning

March 30 Last day to drop a course with a "Q" or withdraw with a "W"

MODULE 3

EMPLOYER BRAND MANAGEMENT PROCESS

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

1. Differentiate staffing process constructs and demonstrate an understanding of the strategic staffing decision-making process
2. Discuss the impact of employer brand management on applicant attraction and employee retention
3. Discuss the impact of employer brand management on labor surpluses and shortages
4. Provide a critical evaluation of an employer's brand with employee and applicants' brand experiences

Week 11: March 30, Monday – April 5, Sunday

Module 3 – Part 1
Read Phillips Ch. 11 Choosing and Hiring Candidates (32 pages)
Watch Required Videos (~51 min)
Complete Chapter 11 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Review feedback from Non-Profit (if provided by non-profit)
SUPPORTS CASE STUDY – CRITICAL ANALYSIS
Read Non-Profit Engagement Survey SUPPORTS CASE STUDY – CRITICAL ANALYSIS

Topics Covered

- Final Choice and Talent Acquisition
- Combining Candidate Scores
- Multiple Hurdle
- Multiple Cut-off
- Selection Ratios

- Utility
- Legally Compliant Job Offer
- Job Offer Strategies
- Employment at Will
- Contracts

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 6, Monday – April 12, Sunday

Module 3 – Part 2
Read Mosley Ch. 9 – Engagement and Retention (12 pages)
Read Mosley Ch. 18 – Managing the Brand Experience (14 pages)
Watch Required Videos (~15 min)
Complete Discussion 6 In-flection – Values and Beliefs Reciprocal Impacts (due Sunday, 30 points)
SUPPORTS COURSE OUTCOME 3

Topics Covered

- Employer Brand
- External Brand Experience
- Internal Brand Experience

- Engagement Drivers
- Retention Drivers

Week 13: April 13, Monday – April 19, Sunday

Module 3 – Part 3
Complete Assignment Case Study – Critical Analysis (due Sunday, 200 total points) SUPPORTS COURSE OUTCOME 3

Topics Covered
- Attraction
- Engagement
- Retention
- Employer Brand Promise
- The Right Employee
- Culture
- Core Values
- Employee Value Proposition
- Purpose
- Organizational Identity
- Distinctive Experience
- Signature Experience
- Qualitative Analysis
- Critical Analysis
- Developing Priorities
- Collegiate Writing
- APA

Week 14: April 20, Monday – April 26, Sunday

Module 3 – Part 4
Read Phillips Ch. 12 Managing Workflow
Watch Required Videos (~37 min)
Complete Chapter 12 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Complete Reflexive Journal Entry 3 (due Sunday, 5 points)

Topics Covered
- Relationship Management
- Socialization
- Retention Strategies
- Types of Turnover
- Labor Gaps
- Employees, Contractors, & Temp Workers
- Expatriates
- Inshoring, Offshoring, Outsourcing

April 26th Student End of Course Survey Opens

Week 15: April 27, Monday – May 03, Sunday

Module 3 – Part 5
Read Phillips Ch. 13 Staffing System Evaluation and Technology (41 pages)
Watch Required Videos (~52 min)
Complete Chapter 13 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM
Complete Discussion 7 Reflection – Lessons Learned and Applied (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 3
Assignment Case Study – Critical Analysis grades returned (Sunday)

Topics Covered
- Staffing Metrics
- Staffing Technology HRIS
- Applicant Tracking HRIS
- Talent Inventories

May 1 Last day to file for Degree Conferral

Week 16: May 04, Monday – May 08, Friday

Class Wrap-up
Read feedback from Non-profit (if provided by non-profit)
Complete Final Exam (due Friday, 100 points) SUPPORTS COURSE OUTCOMES 1-4
Participate in Class Wrap-up (due Friday, 5 points)

Topics Covered
- Course Outcomes 1-4

May 08th Last day to file for Degree Conferral
May 08th Class ends
May 09th Commencement Ceremony Bell County Expo Center 7:00 p.m.

Important University Dates:

January 13th Class Begins
January 16th -29th Add/Drop/Late Registration
January 21st Martin L. King Jr. Day (University Closed)
January 30th 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 09th – March 16th Spring Break
April 1st Deadline to Submit GRE/GMAT Scores to the Office of Graduate Studies
April 5th Last day to drop a course with a "Q" or withdraw with a "W"
April 29th Student End of Course Survey Opens
May 08th Last day to file for Degree Conferral
May 08th Class ends
May 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. You will also need MS Word.

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.

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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

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

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

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [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].

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 the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019 but will continue to offer other tutoring support.

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

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

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online-only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via 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.

University Library

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

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

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

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 an Online Student

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

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

- The Canvas class begins on Monday and concludes on Sunday. This course includes weekly quizzes, as well as discussions and exercises supporting exams and the major assignment.
- There are a lot of readings, which will form the basis of discussions, exercises, and the assignment. So, be sure to read the required readings. Make a plan!
- Be sure to watch the videos. I am likely to make suggestions about what content can be skimmed and what content needs to be understood at a higher level.
- Look ahead at the big assignment. This assignment will require individual research into the organization. Although enthusiasm is great, don't get too far ahead of the class and become lost. This content is dense and will likely require support through exercises and discussions to make the appropriate links.
- Quizzes are similar to the final exam. Please note they can be taken two times. So please read the content before attempting quizzes.
- Although the quizzes are timed, the exercises are not. Be sure to take advantage of this opportunity to have notes out while figuring out correct answers to the exercises.
- The final exam is comprehensive. It will include the text book (Philips, 2020) as well as the secondary text (Mosley, 2014) and written lessons.

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 – me included.

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

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

Have a wonderful summer break!