



Texas A&M University-Central Texas

MGMT 4304-110, CRN 80266, RECRUIT, SELECT & PLACEMENT

Spring 2020 rev. 12.14.2019
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 is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

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 virtually Tuesday and Thursday from 1:00 p.m. to 4:00 p.m. 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.

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) [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 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 nonwork 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.

About Discussions and Activities

Students are expected to be prepared each week by completing the assigned readings before due dates as posted in the course schedule. For this online course, the week begins on Monday and concludes the following Sunday at midnight Texas time, CST. Readings, videos/audios, and chapter quizzes are due by Sunday. Most weeks have an activity related to assignments also due on Sunday.

Please note: Discussions and activities are interactive and time sensitive; therefore, contributions to discussions and activities will not be accepted for course credit after they close. Further: A student's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from the instructor 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: 100 points (4 @ 25 points each)

Discussions are a critical part of the learning design and are intended to provide an opportunity for student-to-student discussion of required readings as well as to help students prepare for **exams 1-3**. Discussions are intended to facilitate students' creation of knowledge through applying learned content, asking clarifying questions, contributing personal representation of concepts and ideas, and engaging in analysis, evaluation, and synthesis of multiple perspectives.

Discussions are based on exercises in the required textbook. When completing discussion, be sure to read the directions provided with the discussion in Canvas, because some directions are different from what is listed in the textbook. You may want to complete exercises related to the week's chapter during the week we are reading that chapter. However, you need to watch the schedule to ensure all initial responses submitted by Sunday of the required submission week. You have until Sunday of the closing week to complete follow-up responses. In your approach to discussions, it may be easier to finish the follow-up responses the weekend after initial responses are due since it will still be fresh from the readings.

Initial response expectations. You are required to post one initial response *to each topic listed*. This is your response to the exercise. Keep in mind, initial responses are due at a time that allows students to work ahead if they want. However, students posting initial responses late will incur a late penalty, but you can still post late. This is to ensure students who need/want to work earlier in the course schedule have someone else to "discuss" the topics with for posting follow-up responses. However, the discussion is open for several weeks to allow you to come back when it is convenient for you. Keep in mind, discussions are student-to-student discussions that require other students to "discuss with." Therefore, no late postings will be accepted for course credit after the discussion closes. Please note the discussion closing date in the course schedule. All closing dates are on Sunday, except the last discussion, which closes on Friday - the last day of class.

Follow-up response expectations. Discussions require you to provide at least 3 total follow-up responses. Unlike initial responses, the follow-up responses can focus on one or two topics that most interest you. However, when responding to students in discussions, be sure that your responses contribute to the discussion in a meaningful way. While responses to classmates can take a conversational tone, the comment should go beyond the summary of "I agree." Students whose posts are insufficient in quality or quantity, or late will receive point deductions.

Submitting your responses. To submit an initial post, click on the link provided in the module for the week the discussion is open. This link will take you to the discussion board. Each topic within the discussion **requires a separate post**. Be sure to label your response with an appropriate title heading so that you receive full credit for your initial submission. For example, RebeccaM DISCUSSION 1:1 or something similar.

Please note: Professional etiquette is required at all times.

Grading Criteria: Discussions

- Initial Responses: 45% (11.25 points) Provided initial responses to all required topics. Overall initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and demonstrated an understanding of the assigned reading material.

- Responses to Classmates: 45% (11.25 points) Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation beyond "good point" or "I agree." Responses are intended to be conversational, but well written and add value.
- Timeliness and Academic Writing Style: 10% (2.5 points) Met expectations for active and timely responses. Writing quality was adequate with good sentence structure, spelling, and effective word choice. APA formatting of citations was provided. Links to outside sources or APA formatted reference provided for sources other than the required textbook.

Assignment Activities: 80 points (1 @ 5, 2 @ 10, 1@ 15, 2 @ 20 points)

Activities are a critical part of learning and assignment completion. They are intended to provide an opportunity for student-to-student as well as student-to-instructor discussion of applied concepts. Activities are intended to facilitate students' creation of knowledge through controlling the learning process in staged hands-on activities, contributing learner's personal experiences, engaging in analysis, evaluation, and synthesis of multiple perspectives as well as engaging in a collaborative assessment of learning.

Assignment activities are activities to help you complete your assignments. Assignment activities allow you to get feedback from other students as well as your instructor. These activities require at least 2 follow-up posts to other students. It is in your best interest to 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, assist other students, and share your own experiences (very conversational).

Grading Criteria: Activities

(1) 1 activity @ 5 points, (2) 2 activities @ 10 points, (3) 1 activity @ 15, (4) 2 activities @ 20 points

- Initial Responses: (1 & 2) 60% (5 points), (3) 100% (15 points), (4) 50% (10 points) Provided initial response to stated activity. The overall initial response was complete, demonstrated understanding and comprehension of concepts, and followed directions. Overall, the response contributed to the development of the related assignment.
- Initial Responses: (4) 100% (10 points) Provided initial response to the stated activity. The overall initial response responded to the questions posed and were thoughtful - demonstrating effort. Answers contributed to the development of the related assignment.
- Responses to Classmates: (1 & 2) 40% (2 points), (3) 0% (0 points), (4) 50% (10 points) Actively participated in the activity, met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation, be conversational in tone, and share your perspective.
- No late submissions accepted for course credit.
- 25% deduction for poor writing quality. (Writing quality should be adequate with good sentence structure, spelling, and effective word choice.)

Worksheets and Exercise: 75 points

Worksheets and exercise 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. Worksheets are graded automatically.

- Week 1 Lesson Worksheet (4 points)
- Week 2 Lesson Worksheet (14 points)
- Week 4 Lesson Worksheet (6 points)
- Week 7 Lesson Worksheet (4 points)
- Week 8 Lesson Worksheet (6 points)
- Week 9 Lesson Worksheet (6 points)
- Week 10 Lesson Worksheet (2 points)
- Week 10 Defining PPT Best Practices (6 points)
- Week 12 Lesson Worksheet (5 points)
- Week 13 Lesson Worksheet (10 points)
- Week 15 Lesson Worksheet (12 points)

Assignments: 275 points (125 and 112.5 (37.5) points respectively)

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.

About Assignment 1

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).**

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. The literature review includes a title page, abstract (150 – 250 words), *the body of the paper 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.
 - 10 of 10 peer-reviewed journal articles less than 5 years old 10 points,
 - 9 of 10 peer-reviewed journal articles less than 5 years old 5 points,
 - 8 of 10 peer-reviewed journal articles less than 5 years old 0 points,
 - 7 of 10 peer-reviewed journal articles less than 5 years old -12.5 points,
 - 6 of 10 peer-reviewed journal articles less than 5 years old -25 points,
 - 5 of 10 peer-reviewed journal articles less than 5 years old -37.5 points,
 - Less than 5 of 10 peer-reviewed journal articles less than 5 years old -50 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. For this assignment, 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, and paper meets page requirement 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 critical**.
- 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.

About Assignment 2

Full Life Cycle Staffing is worth **112.5 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%-point 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'.

MOVED TO EXTRA CREDIT DUE TO CORVID 19 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. Failing to use the instructor approved organization will result in a substantial deduction (40%/ -60-point deduction).*
- **EXTRA CREDIT_ Communication Skills: 25% (37.5 points)** Communicated with an HR professional within the selected organization's industry 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 (2 @ 5 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 10 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: 70 points (14 @ 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*. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Completing exams. Exams include 50 multiple choice and true/false questions, which assesses content from the required textbook. These are open book exams; however, if you do not study and choose to look up all of the answers during the exam, you will not have sufficient time to complete the exam. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. Exams are anticipated to take approximately 60 minutes each, and they must be completed in one sitting by the due date posted in the course schedule. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

All exams open on Saturday 12:30 am before the scheduled week, and close on their due date at 11:59 p.m. CST. Exams can only be taken one time.

Grading and Late Assignments

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

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

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

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

Other Instructor Policies:

Instructors policies can be found at the end of the syllabus under [Instructor Policies](#).

Course Grading Criteria:

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

Grade Composition

10%	Discussions 100 points total (4 @ 25 points each)
8.5%	Activities 85 points (6 @ 5, 1 @ 15, 2 @ 20 points)
7%	Worksheets and Exercises 70 points (11 points vary)
23.75%	Assignments 237.5 points (125 and 112.5 points each)
1.0%	Reflective Journals 10 points (2 @ 5 points each)
7%	Weekly Quizzes 70 points (14 @ 5 points each)
37.5%	Exams 375 points (3 @ 125 points each)
1.5%	Introduction, Syllabus Review, & Class Wrap-up 15 points (3 @ 5 points each)

100%= 962.5 total points

Grades will be computed using the following point scale. A= 1000-866.25, B= 866.24-770, C= 769-673.75, D= 673.74-577.50, and F= 577.49 or less. ~~There are no bonus assignments in this course.~~
 Contact HR Professional Moved to Extra Credit/Bonus 37.5 Points from assignment 2

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.

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" (Dr. Rebecca). If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom. Required video time commitment is estimated as ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

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

Module 1 – Part 1

Module 1 Opens (01/13)

Read Course Information

Participate in Student Introductions (5 points, due Sunday 01/19)

Complete Syllabus Review (5 points, due Sunday 01/19) SUPPORTS MODULE-LEVEL OUTCOMES

Read Ch. 1 Strategic Staffing

Complete Chapter Review Quiz 1 (5 points, due Sunday 01/19) SUPPORTS EXAM 1

Watch Videos (~30 minutes)

- Dr. Rebecca's Experiences Staffing Organizations
- Linking Staffing Goals to Organizational Strategy
- The War for Talent and Assignment 1
- Student Success Presentation – about strength assessment

Complete Lesson Worksheet (4 points, due Sunday 01/19) SUPPORTS MODULE-LEVEL OUTCOMES

Topics Covered

- | | |
|------------------|-------------------------|
| • Expectations | • Competitive Advantage |
| • Staffing Links | • Business Acumen |
| • Staffing Goals | • Core Jobs |

January 13th Class Begins

January 13-15th Add/Drop/Late Registration

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

Module 1 – Part 2

Read Ch. 2 Business and Staffing Strategies

Chapter Review Quiz 2 (5 points, due Sunday 01/26) SUPPORTS EXAM 1

Watch Videos (~40-50 minutes)

- Talent Philosophy
- Alternative Competitive Advantage
- Staffing Decisions
- Finding Peer-Reviewed Journal Articles
- Writing Literature Reviews for Course Credit

Complete Lesson Worksheet (14 points, due Sunday 01/26) SUPPORTS MODULE-LEVEL OUTCOMES

Complete Activity 1:1 Literature Review - Find 1 Journal Article for Assignment 1 from the A&M-CT Library. Check assignment 1 for journal article requirements. (5 points, 1 initial post due Sunday 01/26) SUPPORTS ASSIGNMENT 1

Bonus – Complete the Strength assessment and contact student success for an appointment to discuss leveraging your strengths (10 points for completing the meeting before module 2 begins).

Topics Covered

- | | |
|----------------------------|----------------------------------|
| • Sources of Information | • Job Oriented Staffing |
| • Business Acumen | • Organization Oriented Staffing |
| • Hiring the Right Person | • Strategic Staffing Decisions |
| • Talent Oriented Staffing | |

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

Module 1 – Part 3

Read Ch. 3 The Legal Context

Complete Chapter Review Quiz 3 (5 points, due Sunday 02/02) SUPPORTS EXAM 1

Watch Videos (~44 minutes)

- Employer Brand Management Richard Mosley
- Adverse Impact
- Employer Brand Management by LinkedIn
- Example of Court-Mandated Affirmative Action Program
- Example of Potential Disparate Impact

Begin Activity 1:2 Literature Review - Peer Reviewed Journal Articles – Locate appropriate journal articles to meet assignment 1 requirements. SUPPORTS ASSIGNMENT 1

- Post your reference list (10 sources minimum) in APA and an outline of your paper [an outline would include major headings and sub-headings]. (10 points, initial post due Sunday 02/02)
 - Sources must meet assignment one's requirement.
 - Your references must be formatted in APA.
 - If you do not know how to format in APA go to Additional Resources for a link to Purdue Owl.
 - Also, review the video about locating journal articles.

Begin Discussion #1 (3 initial posts due Sunday 02/02) SUPPORTS EXAM 1

- (DISCUSSION 1:1) Staffing Links and HRM Goals
- (DISCUSSION 1:2) Applying Staffing Trends
- (DISCUSSION 1:3) Target Labor Demographics

Topics Covered

- | | |
|-----------------------------|----------------------------------------------------|
| • Ethical Practice | • Equal Employment Opportunity |
| • Employer Brand Management | • Target Labor Demographics - Aging and Employment |
| • Affirmative Action | • Legally Defensible Staffing |
| • Diversity Programs | |

January 29th Last day to drop with no record

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

Module 1 – Part 4

Read Ch. 4 Strategic Job Analysis and Competency Modeling

Complete Chapter Review Quiz 4 (5 points, due Sunday 02/09) SUPPORTS EXAM 1

Watch Videos (~37 minutes)

- What is the Difference Between a Job Analysis and Job Description?
- Basics of Job/Task Analysis
- Critical Incident Technique
- The Problem with Plagiarism

Complete Lesson Worksheet (6 points, due Sunday 02/09) SUPPORTS MODULE-LEVEL OUTCOMES

Complete Activity 1:2 Literature Review - Peer Reviewed Journal Articles – Locate appropriate journal articles to meet assignment 1 requirements. SUPPORTS ASSIGNMENT 1

- Provide feedback to at least 2 students by Sunday. (10 points, due Sunday 02/09)

- Students must post their reference list to see other students' posts
- Does the student have 10 articles meeting assignment requirements?
- Are the references correctly formatted in APA?
- Are the articles less than 5 years old?

Complete Discussion #1 (25 points, 3 follow-up posts due Sunday 02/09) SUPPORTS EXAM 1

Topics Covered

- Plagiarism
- Labor Market Trends
- Performance Management Feedback
- Types of Job Analysis
- Job Analysis Methods
- Conducting a Job Analysis

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

Module 1 – Part 5

Read Ch. 13 Staffing System Evaluation and Technology

Complete Chapter Review Quiz 13 (5 points, due Sunday 02/16) SUPPORTS EXAM 1

Watch Required Videos (~52 minutes)

- Measuring Quality Hires
- Why "Time to Fill" is the Wrong Metric to Track
- The Balanced Scorecard Introduction
- Metrics and Your Career

Complete Assignment #1- Literature Review (125 points, due Sunday 02/16) SUPPORTS COURSE OUTCOME 1

Reflective Journal Entry #1 (5 points, due Sunday 02/16) SUPPORTS COURSE OUTCOME 1

Topics Covered

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

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

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

Module 1 – Wrap-Up

Complete Exam #1 (Major Assessment Ch. 1-4 & 13) (125 points, due Sunday 02/23) SUPPORTS COURSE OUTCOMES 1 & 2

Bonus due – Contact student success for an appointment to discuss leveraging your strengths (10 points, due Sunday 02/23).

Additional Resources, Download Assignment 2 Template and look at the two samples from previous students.

Topics Covered

Review Course Outcomes 1 and 2

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

October 5th Deadline to submit a graduation application for participation in the commencement ceremony

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

Module 2 – Part 1**Module 2 Opens (02/22)**

Read Ch. 5 Forecasting and Planning

Download Assignment 2 Template (Also located in Additional Resources)

Review Approaching an HR Professional (Also located in Additional Resources)

Complete Chapter Review Quiz 5 (5 points, due Sunday 03/01) SUPPORTS EXAM 2

Watch Required Videos (~20-30 minutes)

- The Workforce Planning Process
- Markov Analysis
- Skill Gap
- Skill Gap 2

Complete Lesson Worksheet (4 points, due Sunday 03/01) SUPPORTS MODULE-LEVEL OUTCOMES

Complete Activity 2:1 Full Life Cycle Staffing - Select an Organization - Investigate companies in your geographic area (within 120-150 miles) and select an organization considered to be an employer or choice (15 points, 1 post due Sunday 03/01) SUPPORTS ASSIGNMENT 2

- The instructor must approve your choice. Students cannot use the same company for this assignment, nor their own employer. Remember there is a substantial deduction for not using an approved employer and if you use an unapproved employer selected by another student you will receive a 0 for this assignment.
- Provide a list of websites you looked at to decide this company was a good choice.
- [See list of excluded organizations before posting.](#)

Working Smart - Assignment 2. Consider the topics covered this week (listed below) and how they will inform understanding about your organization and their staffing process. Begin the introduction and workforce planning slides.

Topics Covered

- Staffing Planning Processes
- Forecast Worker Demand
- Predict Business Activity
- Business Acumen
- Labor Gaps and Surpluses

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

Module 2 – Part 2

Read Ch. 12 Managing Workflow

Complete Chapter Review Quiz 12 (5 points, due Sunday 03/08) SUPPORTS EXAM 2

Watch Required Videos (~20-30 minutes)

- Socializing HR
- Check out these 13 individuals in the news who were fired due to a Twitter post.
- Induction, Orientation, and Socialization
- What Are Soft Skills
- Soft Skills in the Workplace

Complete Lesson Worksheet (6 points, due Sunday 03/08) SUPPORTS MODULE-LEVEL OUTCOMES

Complete Activity 2:2 Full Life Cycle Staffing - Contact (in-person, by phone, through social media...) an HR Professional with knowledge of the industry related to your selected organization – ***this does not have to be the HR professional in your selected organization***. Ask questions about labor markets in this industry. Find out what is unique about recruiting talent in this industry. Think ahead about this discussion and visit a local HR professional organization affiliated with SHRM to make connections. (20 points, 1 initial post, and 2 follow-up posts due Sunday 03/08) SUPPORTS ASSIGNMENT 2

- How did you contact him/her? Provide a general overview of your contact or progress in contacting an HR professional.
- Having difficulty, what is your next step? If you have not yet communicated with him/her, then tell us how you plan to initiate the communication.

Begin Discussion #2 (3 initial posts due Sunday 03/08)

- (DISCUSSION 2:1) Labor Supply Investigate Current Skill Gaps
- (DISCUSSION 2:2) Managing Labor Gaps
- (DISCUSSION 2:3) Turnover

Working Smart - Assignment 2. Consider the topics covered this week (listed below) and how they will inform understanding about your organization and their staffing process. Complete the workforce planning slides.

Topics Covered

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

March 09, Monday – March 15, Sunday

Spring Break!

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

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

Module 2 – Part 3

Read Ch. 6 Sourcing: Identifying Recruits

[Complete Chapter Review Quiz 6 \(5 points, due Sunday 03/29\)](#) SUPPORTS EXAM 2

Watch Required Videos (~37 minutes)

- Understanding Sourcing and EEO
- Linking Sourcing and Job Descriptions
- Sourcing and Recruiting Employees
- 3 Key Trends
- Find and Hire Talent Globally
- Sourcing Talent Acquisition

[Complete Lesson Worksheet \(6 points, due Sunday 03/29\)](#) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:3-4 Full Life Cycle Staffing – opens for posting

[Complete Discussion #2 \(25 points, 3 follow-up posts due Sunday 03/29\)](#) SUPPORTS EXAM 2

Topics Covered

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

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

Module 2 – Part 4

Read Ch. 7 Recruiting

[Complete Chapter Review Quiz 7 \(5 points, due Sunday 04/05\)](#) SUPPORTS EXAM 2

Watch Videos (~35 minutes)

- Diversity and Sourcing Talent
- Diversify Your Recruiting Tactics
- The Art of Passive Recruitment
- Employer Branding and Employer Brand Management

[Complete Lesson Worksheet \(2 points, due Sunday 04/05\)](#) SUPPORTS MODULE-LEVEL OUTCOMES

Review PowerPoint Skills Development and PowerPoint Tips (also located in Additional Resources)

[Discussion/Exercise PowerPoint Best Practices \(6 points, 1 initial post due Sunday 04/05\)](#)

[Complete Activity 2:3-4 Full Life Cycle Staffing – Additional information provided in the activity located in the canvas classroom. \(10 points, 2 initial posts, and 3 follow-up posts due Sunday 04/05\)](#)

SUPPORTS ASSIGNMENT 2

- Sourcing Applicants - 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. Remember that sourcing and recruiting are not the same thing.
- Recruiting Talent - What types of recruiting practices are employed by your company? Remember that sourcing and recruiting are not the same thing.

Working Smart - Assignment 2. Consider the topics covered this week (listed below) and how they will inform understanding about your organization's recruiting tactics. Please make note of the additional information provided in the activity in the canvas classroom. Review the instructor's feedback for Activity 2:3-4 and complete the sourcing and recruiting slides. Check out the PPT skills development information in Additional Resources for how to insert a video into your PPT.

Topics Covered

- Recruiter Effectiveness
- Spillover Effects
- Recruiting Guides
- EEOC's Best Practices
- Employer Branding
- Recruiting Messages
- Realistic Job Previews

Week 12: April 6, Monday – April 12, Sunday

Module 2 – Part 5

Read Ch. 8 Measurement

[Complete Chapter Review Quiz 8 \(5 points, due Sunday 04/12\)](#) SUPPORTS EXAM 3

Watch Required Videos (~70 minutes)

- What is Analytics?
- What is HR Analytics?
- The Correlation Coefficient
- Introduction to Simple Linear Regression
- Statistical Significance versus Practical Significance
- Understanding Reliability and Validity
- Strata Jumpstart

Complete Exam #2 (Major Assessment Ch. 5-8 & 12) (125 points, due Sunday 04/12) SUPPORTS COURSE OUTCOMES 3 & 4

Topics Covered

- Review Course Outcome 3
- Correlation
- Reliability and Validity
- Selecting Appropriate Metrics

April 3rd Last day to drop a course with a “Q” or withdraw with a “W”

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

Module 3 – Part 1**Module 3 Opens (04/04)**

Read Ch. 9 Assessing External Candidates

[Complete Chapter Review Quiz 9 \(5 points, due Sunday 04/19\)](#) SUPPORTS EXAM 3

Watch Videos (~20-30 minutes)

- Job Interview Guide
- What is Pre-Employment Testing?
- The Legality of Pre-Employment Testing
- References and Background Checks
- Sample Bad Interviewers

[Complete Lesson Worksheet \(5 points, due Sunday 04/19\)](#) SUPPORTS MODULE-LEVEL OUTCOMES

Activity 2:5-6 Full Life Cycle Staffing – opens for posting

Topics Covered

- Correlation
- Reliability and Validity
- Selecting Appropriate Metrics – Critical Evaluation
- External Assessment Goals
- Assessment Plan
- Assessment Methods
- Interview Protocol
- Hiring the Right Person
- Job and Organizational Match

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

Module 3 – Part 2

Read Ch. 10 Assessing Internal Candidates

[Complete Chapter Review Quiz 10 \(5 points, due Sunday 04/26\)](#) SUPPORTS EXAM 3

Watch Required Videos (~30 minutes) & Interviewer Score Key Sample

- Sample Good Interviewers
- Quantitative Decision-Making Tools: Decision Matrix
- Interview Evaluation Matrix
- Assessing Internal Candidates
- Importance of Succession Management

[Complete Lesson Worksheet \(10 points, due Sunday 04/26\)](#) SUPPORTS MODULE-LEVEL OUTCOMES

[Assignment 2:5-6 Full Life Cycle Staffing – Additional information provided in the activity located in the canvas classroom. \(10 points, 2 initial post, and 3 follow-up posts due Sunday 04/26\)](#) SUPPORTS

ASSIGNMENT 2

- 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 the Internet. Check out websites where former employees and applicants share information.
- Selecting Talent – Identify 3 attributes for **organizational fit**. Check out the organization’s mission, vision, and values statements as well as other sources. Develop a partial interview protocol using open-ended questions to assess the 3 identified attributes for organizational fit as well as a description of the best answer for a sample score key in your PPT.

[Begin Discussion #3 \(Initial posts due Sunday 04/26\)](#)

- (DISCUSSION 3:1) Adverse Impact
- (DISCUSSION 3:2) Interviewer Assessment
- (DISCUSSION 3:3) Applicant Assessment

Working Smart - Assignment 2. Consider the topics covered this week (listed below) and how they will inform understanding about your organization’s assessment and selection process. Please make note of the additional information provided in the activity in the canvas classroom. Review the instructor’s feedback for Activity 2:5-6 and complete the assessment and selection slides.

Topics Covered

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

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

Module 3 – Part 3

Read Ch. 11 Choosing and Hiring Candidates

[Complete Chapter Review Quiz 11 \(5 points, due Sunday 05/03\)](#) SUPPORTS EXAM 3

[Complete Discussion #3 \(25 points, 3 follow-up posts due Sunday 05/03\)](#) SUPPORTS EXAM 3

[Complete Assignment #2 - Full Life Cycle Staffing \(150 points, due by Sunday 05/03\)](#) SUPPORTS COURSE OUTCOMES 1, 3, & 5

Topics Covered

- Combining Candidate Scores
- Final Choice and Talent Acquisition
- Job Offer Strategies
- Total Rewards Package
- Legally Compliant Job Offer
- Full-Life Cycle Staffing

April 20th Student End of Course Survey Opens

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

Module 3 – Part 4

Reflective Journal Entry #2 (5 points, due Sunday 05/03) SUPPORTS COURSE OUTCOMES 1, 3, & 5

Watch Videos (~25-35 minutes)

- Creating a Compelling Employee Value Proposition
- Sample Amerisure Insurance - Employee Value Proposition
- Diversity in the Hiring Process
- Legal Concerns in Job Offers
- Didn't Get the Job with Dr. Loafman

Complete Lesson Worksheet (12 points, due Sunday 05/03) SUPPORTS MODULE-LEVEL OUTCOMES

Begin Discussion #4 (Initial posts due Sunday 05/03)

- (DISCUSSION 4:1) Multiple Hurdles
- (DISCUSSION 4:2) Negotiating Job Offers
- (DISCUSSION 4:3) Know Your Worth

Topics Covered

- Employee Value Proposition
- Full-Life Cycle Staffing
- Employer-Demand Technical Skills – HR and Technology
- Multiple Hurdles
- Negotiating Job Offers

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

Module 3 – Wrap Up

Complete Discussion #4 (25 points, 3 follow-up posts due Friday 05/08) SUPPORTS EXAM 3

Complete Exam #3 (Major Assessment Ch. 9-11) (125 points, due Friday 05/08) SUPPORTS COURSE OUTCOMES 4 & 5

Class Wrap-up Complete Final Discussion (10 points, due Friday 05/08)

Topics Covered

Review Course Outcomes 3, 4, and 5

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:

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

January 13th Class Begins

May 8th Class Ends

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.

To complete assignments, you will need MS Word and PowerPoint software. You will also need a headset or speakers, a microphone, and a webcam or other video recording device 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.

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): [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 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) 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. 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 [WCOonline](https://tamuct.mywconline.com/) [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) [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.

- The Canvas class begins on Monday and concludes on Sunday. Each week includes practices quizzes, discussions and activities supporting assignments and exams.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current period before you complete the required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the topics as soon as the discussion opens. Then, go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete assignments quickly, and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit an assignment to Canvas at the last minute.
- Complete quizzes and retake them to increase your score. Quizzes are typically open in advance and due by Sunday of their respective week. However, exams are only open the week they are due and close on Sunday at midnight. Remember the week for this course is Monday-Sunday.

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 summer break!