



Texas A&M University-Central Texas

MGMT 4304-110, CRN 11020, RECRUIT, SELECT & PLACEMENT

Spring 2021 rev. 12.17.2020
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 19th – May 14th, 2021
This is a 100% online asynchronous course.

Course Access

This is a 100% asynchronous 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, #217D

Office phone: call Melanie Mason 254-519-5437

Email address: becca.mcpherson@tamuct.edu

If you have any questions or concerns before class starts, please send an email to becca.mcpherson@tamuct.edu. When sending an email, please identify MGMT 4304-110 in the subject line! Email is my *preferred method* of communication after the course starts.

Office hours: If you have any questions about this course or during the course, I am available virtually Tuesday and Thursday from 1:15 p.m. to 4:15 p.m. Please contact me by email to set up an appointment. I will respond with a link and access information to the virtual meeting. Finally, you can send Canvas Inbox or emails 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 communication method, 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 p.m. 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 guide 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.

COVID-19 Safety Measures

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

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**— Face coverings must be worn inside buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a

case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description

In this course, students will study the recruitment and selection of human resources for organizations. Examine the 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 are 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* (4th ed.). New York, NY: Pearson.
Textbook ISBN- 9781948426862
No Access Code Required

Recommended Text

American Psychological Association (2020) *Publication Manual* (7th ed.) Washington, DC: APA.
Textbook ISBN-13: 978-1433832154 ISBN-10: 1433832151

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 judgment, 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, MGMT 4304 seeks to challenge students in learning and applying concepts learned in this course. This means you are expected to learn and apply skills unique – not taught in previous courses – to recruitment, selection, and placement of human resources for an organization.

Discussions, Worksheets, and Exercises: 270 points

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.

Please note: Discussions are interactive and time-sensitive; therefore, contributions to discussions 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 are related to course outcome six and are required at all times.

Discussions: 140 points (4 @ 35 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 the 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 are 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 the 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 in a separate post*. 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**.

Please note: Professional etiquette is required at all times.

Grading Criteria: Discussions

- Initial Responses: 45% (15.75 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% (15.75 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% (3.5 points) Met expectations for active and timely responses. The 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 references provided for sources other than the required textbook.

Worksheets 82 points

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

- Week 1 Lesson Worksheet (6 points)
- Week 2 Lesson Worksheet (8 points)
- Week 7 Lesson Worksheet (5 points)
- Week 8 Lesson Worksheet (6 points)
- Week 9 Lesson Worksheet (10 points)
- Week 10 Lesson Worksheet (6 points)
- Week 12 Lesson Worksheet (4 points)
- Week 13 Lesson Worksheet (17 points)
- Week 15 Lesson Worksheet (20 points)

Exercises 48 points

Exercise 1 – (10 points) This component of the discussion is a student visit with the writing center to gain assistance in reviewing their assignment one draft in-process and APA formatting. This is intended to be motivational in not procrastinating, to ensure students have the needed journal articles to complete the assignment, and to ask any writing-related questions. This exercise is worth 10 points. To demonstrate that you completed this exercise, you will need to upload a CRF or Client Report Form, which is provided by the University Writing Center after your in-person or virtual appointment.

Exercise 2 – (3 points) Preparing for Assignment 2 Read assignment two before making a selection. For assignment 2: which option would you like to complete (1.5 points) Resume review and mock interview (2 separate appointments with CPD) or interview an HR professional. Choose carefully; you will not be able to change later. Students not making a selection will be assigned to interviewing an HR professional. For assignment 2: did you download the Assignment 2 template/sample, which you will need to complete the assignment? (1.5 points)

Exercise 3 – (10 points) Stock, flow, and concentration statistics interpretation. This is an automatically graded practice that can be retaken as many times as you like and keep the highest score.

Exercise 4 – (15 points) Forecast labor needs using a Markov Analysis. This is an automatically graded practice that can be retaken as many times as you like and keep the highest score.

Exercise 5 – (10 points) Create a resume. Use the attached sample resume and adapt it for your career goals. Do not use tables. Upload your resume to the exercise. Identify: What is your next step career goal? Using O*Net, search for the next job based on your career goals. Identify: What are your skill gaps? Do you have a LinkedIn account? If yes, does it match your resume?

Major Assignments 1 and 2: 275 points

Assignments in this course are qualitative assessments of course learning objectives, which are designed to help you practice applying course concepts to demonstrate mastery of course objectives.

Assignments are an integrated part of the course and draw from class discussions 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. Please note that assignments represent the independent work of students, and any assignment not made up as approved and arranged by the professor will receive a zero.

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

Assignment 1: 125 points

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

For this assignment, expectations are the demonstration of STRONG writing quality with FORMAL language and clearly developing the concept of the WAR for TALENT.

Completing the assignment. The literature review includes a title page, abstract (150 – 250 words), the paper's body of 4-5 pages synthesizing/ integrating eight sources, and a reference page. This paper requires a minimum of 8 sources, which are peer-reviewed journal articles and less than five 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. References lacking complete content to demonstrate the source is a peer-reviewed journal will not be counted, i.e., Journal Title. I will check for citations. I will also spot-check the dates. Changing journal article dates is an ethical violation under professional conduct.

- Do use APA 7th edition
- Do include a title page
- Do include the running head and page numbers
- Do include 1-inch margins
- Do include an abstract (150 – 250 words)
- Do not exceed the page limit of 4-5 pages for **the body of the paper**
- Do ensure you meet the page limit with proper spacing and font, 4 full pages to 5 full pages
- Do not submit less than 4 full pages in the body of the paper, i.e. 3.2, 3.5, 3.9 ...
- Do not exceed 5 full pages in the body of the paper, i.e. 6.0, 7.5, 8.1...
- Do include a reference page
- Do use Times New Roman, 12-point, black font
- Do double space all content, do not add extra double spaces, use 0 points before and after
- Do use properly formatted subheadings

- Do use the page break function so the content does not break in the wrong place
- Do correctly cite the reference
- Do correctly reference the source
- Do not use direct quotes; therefore, citations do not have page numbers
- Do use formal language
- Do edit your writing, do not use contractions, do not use first-person, do not include your personal opinion or experiences
- Do use outside assistance to edit, if needed, such as the writing center or a program such as Grammarly
- Do clearly describe the war for talent and clearly link it to your staffing topic
- Do develop your staffing topic by integrating information from sources
- Do not present information from sources in a sequence that lacks integration
- Do use 8 peer-reviewed journal articles less than 5 years old 10 points
 - 7 of 8 peer-reviewed journal articles less than 5 years old 5 points
 - 6 of 8 peer-reviewed journal articles less than 5 years old 3 points
 - 5 of 8 peer-reviewed journal articles less than 5 years old 2 points
 - 4 of 8 peer-reviewed journal articles less than 5 years old 1 point
 - 3-0 of 8 peer-reviewed journal articles less than 5 years old 0 points

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

Grading Criteria: Assignment 1

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

- Formatting/Organization: 6.4% (8 points) The student's paper was presented in an organized manner, using correct APA layout, sub-headings, and within page requirement for length.
- APA Within Paper: 9.6% (12 points) The 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/Writing: 60% (75 points) The paper demonstrated a depth of understanding through an appropriate topic that was **well-developed, well-written in formal language, organized, balanced, integrated, and critical.**
- Reference Requirement: 8% (10 points) Student meets requirements set forth for references. 8 total appropriate sources, 8 journal articles are peer-reviewed and less than 5 years old (2016-2021). See deductions above for less than 8 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. The student's paper had a strong writing style and sense of direction.
- Directions: 8% (10 points) The student followed directions, uploaded the paper to the submission link, submitted it on time. The overall paper followed directions for page length, number, and type of resources, and the student's paper *and conduct* demonstrated professionalism.

Assignment 2: 150 points

Full Life Cycle Staffing is *worth 150 points*, supports *learning outcomes 1, 3, and 5*. In this assignment, you will illustrate - through a systems approach – the organization’s context as well as processes and components for workforce planning, sourcing and recruiting talent, assessing and selecting talent, acquiring and retaining talent, which makes up the matchmaking process. To do this, ***you will conduct Internet research to acquire the needed information.***

The organization used for this assignment will be assigned to you by the instructor. The instructor will consider your organization and industry aspirations or preferences, as described in your student introduction. Be sure to participate in the student introductions! Students must commit to option 1 or option 2 under communication skills in week 6. Students failing to complete the selected option will receive a 0 for communication skills. ***Your assigned organization will be located in Course Resources under Assignment 2 – Your Assigned Organization.***

Completing the assignment. Your response to this assignment is a PowerPoint presentation with notes and voiceover narration of all the slides – except the reference slide. Screencasting is not an alternative to the PowerPoint narration. The PowerPoint 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, the organization’s matchmaking process, informed points for process improvement, transferable concepts, and evidence of completing option 1 activities with career and professional development or option 2 communicating with an HR professional. 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 PowerPoint best practices, including the addition of images and limited, streamlined text on each slide. ***Be sure to arrange the PowerPoint presentation content, as outlined in the grading criteria. Additional guidance for slide content will be provided in the weekly video lessons.***

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 PowerPoint 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.

- 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). ***Failing to use the instructor approved organization will result in a substantial deduction (40%/ -60-point deduction).***
- Professional Presentation: 20% (30 points) The presentation was professional demonstrating employer demand technology skills.
 - PowerPoint presentation
 - voiceover narration-100% of slides (except reference slides)
 - embed at least one video less than 10 minutes
 - effective use of graphics and images
 - PowerPoint best practices (relevant and effective use of design, layout, font, images, graphs; limited text on each slide, consistent grammar, punctuation, and size, etc.)
- Systems Approach 30% (45 points) The systems approach to staffing components was 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 the following topic in order with 1-2 slides each providing sufficient detail to demonstrate internet research and understanding of concepts learned in the course
 - organizational information (industry and organization competitive advantage)
 - workforce planning (types of jobs, skill gaps, labor shortages, competition for talent, internal and external approaches to bridging skill gaps)
 - sourcing talent (internal versus external focus, sourcing as an affirmative action)
 - recruiting talent (approach to converting sources into the applicant pool)
 - assessing talent (types of assessments used)
 - selecting talent (identify organizational fit, open-ended interview questions, score key)
- 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 by the student 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 for staffing as a matchmaking process that is 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
- 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
- Communication Skills: 25% (37.5 points) Completed either the CPD activities **OR** the interview with an HR Professional.
 - CPD option 1: Completed activities 1 & 2 with Career and Professional Development at A&M-Central Texas.
 - Activity 1 – Create a professional resume using the resume sample in Course Resources
 - Activity 2 – Participate in a mock interview with CPD
 - provided a list of questions asked by CPD during the mock interview
 - described the outcomes of the communication, i.e., what you learned
 - provided evidence of activity completion from Career and Professional Development
 - Interview with an HR professional option 2: Interview an HR professional **within the assigned 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 Journal: 5 points

The reflective journal in week 15 is 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, and self-assessment of progress. 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 provides you with an opportunity to reflect on what you have learned so far, but it also helps the professor understand your unique learning experience. This reflection is worth 5 points. Please answer all of the questions below.

- Describe your most memorable learning experience(s) in the course so far.
- 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?

Weekly Quizzes: 60 points (12 @ 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.

Major 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 Sunday at 12:30 a.m. before the scheduled week and close on their due date at 11:59 p.m. CST. Exams can only be taken one time.

Other Instructor Policies:

Instructor's 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, worksheets, assignments, quizzes, and exams.

Grade Composition

14%	Discussions 140 points total (4 @ 35 points each)
8.2%	Worksheets 82 points total (9, points vary)
4.8%	Exercises 48 points total (5, points vary)
27.5%	Major Assignments 275 points total (125 and 150 points each)
6%	Weekly Quizzes 60 points total (12 @ 5 points each)
37.5%	Major Exams 375 points total (3 @ 125 points each)
2%	Introduction, Syllabus Review, Journal & Class Wrap-up 20 points (4 @ 5 points each)

100%= 1000 total points

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

Posting of Grades

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

Grades and Late Assignments

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

Exams can only be taken at alternate times in exceptional circumstances and require documentation to support the exceptional circumstance.

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

Quizzes, worksheets, and exercises can be submitted late with documentation of an unavoidable or unforeseeable event. However, they cannot be taken after the due date of the related exam. If you were provided an alternate due date for the exam, quizzes and worksheet must be completed prior to the

alternate due date. Remember, quizzes and worksheets are intended to ensure students are keeping up with weekly reading assignments, watching videos, and preparing for the related exam.

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

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

Submitting Course Requirements

Please submit all course requirements (discussions, worksheets, 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 email 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 to 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 19th, Tuesday - January 24th, Sunday

Module 1 – Part 1

Module 1 Opens (01/19)

Read Course Information & Welcome Message

Participate in Student Introductions (5 points, due Sunday)

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

Read Ch. 1 Strategic Staffing

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

Watch Videos (~30 minutes)

- Dr. Rebecca's Experiences in Staffing Organizations
- Linking Staffing Goals to Organizational Performance
- The War for Talent and Assignment 1
- 2019 and 2020 Staffing Trends
- Being an HR Business Partner
- Being an Employer Advocate

Complete Week 1 Lesson Worksheet (6 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Topics Covered

- Expectations
- Staffing Links
- Staffing Goals
- Competitive Advantage
- Business Acumen
- Core Jobs
- Silos

Week 2: January 25th, Tuesday – January 31st, Sunday

Module 1 – Part 2

Read Ch. 2 Business and Staffing Strategies

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

Watch Videos (~40 minutes)

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

Complete Week 2 Lesson Worksheet (8 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Topics Covered

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

Week 3: February 01st, Monday – February 07th, Sunday

Module 1 – Part 3

Read Ch. 3 The Legal Context

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

Watch Videos (~30 minutes)

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

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

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

Begin Exercise #1 Journal Articles and Writing Center Visit-Upload CRF (10 points)

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to understand and apply EEO, Affirmative Action, and ADA legal requirements to evaluate staffing processes is a marketable skill on your resume. Pay particular attention to learning and understanding

the implications of this knowledge. I suggest bookmarking the content in your textbook and bookmarking the related websites for future reference.

Topics Covered

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

Week 4: February 08th, Monday – February 14th, Sunday

Module 1 – Part 4

Read Ch. 4 Strategic Job Analysis and Competency Modeling

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

Watch Videos (~40 minutes)

- What is the Difference Between a Job Analysis and a Job Description?
- Basics of Job/Task Analysis
- Critical Incident Technique
- The Problem with Plagiarism
- What does it mean quoting, paraphrasing, & summarizing?
- Four types of plagiarism, including self-plagiarism

Complete Discussion #1 (35 points, 3 follow-up posts; due Sunday) SUPPORTS EXAM 1

Complete Exercise #1 (10 points, CRF upload; due Sunday)

Marketable Skills Focus: Application to assignment one and exercise one MS Word and writing skill development. The ability to demonstrate strong, formal language, written communication skills, and the use of MS Word are marketable skills on your resume. I strongly recommend you utilize the writing center to improve your grammar and formal language skills. Formal language is needed to convey information to internal and external customers.

Topics Covered

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

Week 5: February 15th, Monday – February 21st, Sunday

Module 1 – Part 5

Read Ch. 13 Staffing System Evaluation and Technology

Complete Chapter Review Quiz 13 (5 points, due Sunday) 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) SUPPORTS COURSE OUTCOME 1

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to understand and use an HRIS system to track applicants and assess staffing outcomes is a marketable skill on your resume. I strongly encourage you to seek an HR internship that includes learning an HRIS system.

Topics Covered

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

Week 6: February 22nd, Monday – February 28th, Sunday

Module 1 – Wrap-Up

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

Complete Exercise #2 (3 points, due Sunday)

- Select Resume Review and Mock Interview with CPD or Interviewing an HR Professional SUPPORTS ASSIGNMENT 2
- Download Assignment 2 Template/Sample Course Resources and look at the two samples from previous students

Marketable Skills Focus: Application to assignment 2 PowerPoint skill development. The ability to use PowerPoint software with strong skill development is a marketable skill on your resume. Be sure to acquire and apply the skills expected in this assignment.

Topics Covered

Review Course Outcomes 1 and 2

Week 7: March 01st, Monday – March 07th, Sunday

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

Read Ch. 5 Forecasting and Planning

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

Watch Required Videos (~30 minutes)

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

Complete Week 7 Lesson Worksheet (5 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Complete Exercise #3 (10 points, due Sunday)

Complete Exercise #4 (15 points, due Sunday)

Option 2 Interviewing an HR Professional: Review Approaching an HR Professional (Located in Course Resources)

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

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to understand, complete, and use a Markov analysis to predict hiring needs is a marketable skill on your resume. Pay particular attention to learning and acquiring this skill. I suggest bookmarking the videos and copying the lessons for future reference.

Topics Covered

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

Week 8: March 08th, Monday - March 14th, Sunday

Module 2 – Part 2

Read Ch. 12 Managing Workflow

Complete Chapter Review Quiz 12 (5 points, due Sunday) 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 Week 8 Lesson Worksheet (6 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Begin Discussion #2 (3 initial posts due Sunday)

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

Begin Exercise #5

Interviewing an HR Professional: Contact an HR Professional and set up a conversation via phone, email, or video conferencing

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

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to identify types of turnover and measure turnover rated to inform staffing decision making and predict hiring needs is a marketable skill on your resume. Pay particular attention to learning and acquiring this skill. I suggest bookmarking the content in your textbook for future reference.

Topics Covered

- Labor Gaps
- Types of Turnover
- Employer Branding
- Retention Strategies

- Socialization
- Relationship Management

March 15th, Monday – March 21st, Sunday

Spring Break!

Week 9: March 22nd, Monday – March 28th, Sunday

Module 2 – Part 3

Read Ch. 6 Sourcing: Identifying Recruits

Complete Chapter Review Quiz 6 (5 points, due Sunday) SUPPORTS EXAM 2

Watch Required Videos (~80 minutes)

- Sourcing Plan and EEO
- Sourcing Talent – Niche Market
- Linking Sourcing and Job Descriptions
- Sourcing and Recruiting Employees
- 3 Key Trends
- Find and Hire Talent Globally
- Sourcing Talent Acquisition
- Investigating Sourcing: Understanding Sourcing and EEO

Complete Week 9 Lesson Worksheet (10 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Complete Discussion #2 (35 points, 3 follow-up posts; due Sunday) SUPPORTS EXAM 2

Complete Exercise #5 (10 points, due Sunday)

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to understand and apply EEO, Affirmative Action, and ADA legal requirements to evaluate staffing processes is a marketable skill on your resume. Pay particular attention to learning and understanding the application of this knowledge to developing an appropriate sourcing strategy related to data analytics (stock, flow, and concentration statistics). I suggest bookmarking the sourcing video content for future reference.

Topics Covered

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

Week 10: March 29th, Monday – April 04th, Sunday

Module 2 – Part 4

Read Ch. 7 Recruiting

Complete Chapter Review Quiz 7 (5 points, due Sunday) SUPPORTS EXAM 2

Watch Videos (~40 minutes)

- The Art of Passive Recruitment
- Employer Branding and Employer Brand Management

- Investigating Recruitment Tactics: Diversify Your Recruiting Tactics
- Review PowerPoint Skills Development videos
- Investigate the links to PowerPoint Tips

Complete Week 10 Lesson Worksheet (6 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Option 1 Resume Review and Mock Interview with CPD - create a professional resume (make and attend an appointment with CPD, use the resume template provided in Course Resources)

Working Smart - Assignment 2. Consider the topics covered this week (listed below) and how they will inform understanding about your organization's recruiting tactics. Check out the PPT skills development information in Course Resources for how to insert a video into your PPT.

Marketable Skills Focus: Topics covered this week are related to marketable skills. Strong oral and written communication skills, including the ability to recruit at job fairs - professional tone and image are marketable skills on your resume. I suggest contacting your local SHRM professional organization or CPD to help with organizing and participating in a job fair. You should also consider asking questions of the HR professional about experiences recruiting at job fairs if you selected option 2.

Topics Covered

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

Week 11: April 05th, Monday - April 11th, Sunday

Module 2 – Part 5

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. 5-7 & 12) (125 points, due Sunday) SUPPORTS COURSE OUTCOMES 3 & 4

Topics Covered

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

Week 12: April 12th, Monday - April 18th, Sunday

Module 3 – Part 1

Module 3 Opens (04/05)

Read Ch. 9 Assessing External Candidates

Complete Chapter Review Quiz 9 (5 points, due Sunday) SUPPORTS EXAM 3

Watch Videos (~40 minutes)

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

Complete Week 12 Lesson Worksheet (4 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to interview applicants and score assessments while ensuring compliance with EEO, Affirmative Action, and ADA is a marketable skill on your resume. Pay particular attention in weeks 12 and 13 to distinguishing between organizational fit, group fit, and job fit, and developing an effective interview protocol and score key.

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 13: April 19th, Monday – April 25th, Sunday

Module 3 – Part 2

Read Ch. 10 Assessing Internal Candidates

Complete Chapter Review Quiz 10 (5 points, due Sunday) 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
- Interviewers, Bias, and Score Keys

Complete Week 13 Lesson Worksheet (17 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Begin Discussion #3 (3 Initial posts due Sunday)

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

Option 1 - Resume Review and Mock Interview with CPD – participate in a mock interview (make and attend an appointment with CPD)

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.

Topics Covered

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

Week 14: April 26th, Monday – May 02nd, Sunday

Module 3 – Part 3

Read Ch. 11 Choosing and Hiring Candidates

Complete Chapter Review Quiz 11 (5 points, due Sunday) SUPPORTS EXAM 3

Complete Discussion #3 (35 points, 3 follow-up posts due Sunday) SUPPORTS EXAM 3

Complete Assignment #2 - Full Life Cycle Staffing (150 points, due by Sunday) 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

Week 15: May 03rd, Monday – May 09th, Sunday

Module 3 – Part 4

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 Week 15 Lesson Worksheet (20 points, due Sunday) SUPPORTS MODULE-LEVEL OUTCOMES

Begin Discussion #4 (3 Initial posts due Sunday)

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

Reflective Journal Entry (5 points, due Sunday) SUPPORTS COURSE OUTCOMES 1- 5

Marketable Skills Focus: Topics covered this week are related to marketable skills. The ability to understand legal concerns related to job offers and to evaluate job offers for EEO legal compliance are marketable skills on your resume. I suggest bookmarking videos and the content in your textbook for future reference.

Topics Covered

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

Week 16: May 10th, Monday – May 14th, Friday

Module 3 – Wrap Up

Complete Discussion #4 (35 points, 3 follow-up posts due Friday) SUPPORTS EXAM 3

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

Class Wrap-up Complete Final Discussion (5 points, due Friday) Complete the course survey (5 bonus points)

Topics Covered

Review Course Outcomes 3, 4, and 5

Important University Dates:

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

January 19th Class Begins

January 21st Add/Drop/Late Registration

February 03rd Last day to drop with no record

March 15-19 Spring Break

March 22nd Class schedule for summer semester published

March 26th Deadline to submit a graduation application for participation

April 03rd Last day to drop a course with a “Q” or withdraw with a “W”

April 05th Registration for the summer semester opens

May 14th Late deadline to submit a graduation application for participation

May 14th Class ends

May 15th Commencement Ceremony

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 email address)
- Initial password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

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

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d->

46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

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

Academic Integrity

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

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0) [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](https://tamuct.instructure.com/courses/717) 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 the US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out

assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

Tutoring

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

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

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

University Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00–9:00 p.m. The UWC is also offering hours from 12:00–3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](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 workspaces, 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].

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

Behavioral Intervention

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

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

Instructor Policies

Plagiarism

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

Being 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 practice quizzes, worksheets, and discussions 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.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Have a wonderful summer break!