



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS™

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## ***MGMT 3302-150***

### ***PERSONNEL AND HUMAN RESOURCE MANAGEMENT (Blended)***

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Fall 2022, revised date: 8.14.2022  
Texas A&M University - Central Texas

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## **1. INSTRUCTOR AND CONTACT INFORMATION**

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### **1-1. Instructor Contact Information**

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**Course Instructor:** YeongJoon (YJ) Yoon Ph.D.

**Office Location:** Founders Hall, #217

**Phone:** 254-501-5944 (Melanie Mason, Administrative Assistant)

**Email Address:** [yoon@tamuct.edu](mailto:yoon@tamuct.edu)

If you have any questions or concerns, please send an e-mail to [yoon@tamuct.edu](mailto:yoon@tamuct.edu). E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox.

### **1-2. Instructor's TAMU-CT Office Hours and Student – Instructor Interaction**

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If you have any questions about this course, we can set up an appointment for a virtual office hour through WebEx. You can also send Canvas Inbox or e-mail anytime; I usually respond to questions within 24 hours on weekdays and 48 hours on weekends.

### **1-3. Syllabus Accessibility**

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This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements](#), [technology requirements and support](#), [bi-weekly checklist](#), [course and university procedures and policies](#), [frequently asked questions](#), and [Appendix](#).

### **1-4. SafeZone**

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SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](#) website.

To register SafeZone on your phone, please follow these three easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](#)
  - o [Android Phone/Tablet](#)
2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

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## 2. COURSE INFORMATION

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### 2-1. Mode of Instruction and Course Access

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**This is a blended course. All the course contents will be delivered in an online asynchronous manner through the use of TAMUCT Canvas Learning Management System (<https://tamuct.instructure.com>).** You will use the Canvas username and password communicated to you separately to login to this system. Additional information is located under [Technology Requirements](#).

In addition to the online instruction, this course will meet face-to-face on selected days. See [Bi-Weekly Checklist](#) for the time, dates, and places that we meet face-to-face. However, these face-to-face meetings will be “review sessions” to supplement online instruction. Students can come to these meetings for a better understanding of the online content. **Attendance of these face-to-face meetings is not mandatory. However, attending our first face-to-face meeting (on Monday, August 22nd, 12:30 PM – 1:45 PM at Founders Hall 207) is highly encouraged.**

### 2-2. Course Overview, Description, and Duration

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In this course, students will study the fundamental functions of human resources management (HRM) and the relationship between HRM and the development/implementation of strategic policy for organizations.

### 2-3. Course Objectives

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Upon successful completion of MGMT3302 Personnel and Human Resource Management, students will be able to:

1. **Strategic Human Resource Management (HRM):** Demonstrate an understanding of HRM’s integrated role in an organization by identifying and explaining HR’s roles in an organization as well as identifying, describing, and applying strategic HRM concepts and business management concepts to designing and implementing effective and efficient human resource management programs that support the organization’s mission, vision, values, and, strategic goals and objectives.
2. **Staffing and Labor Markets:** Identify and explain effective organizational staffing practices such as job analysis, job descriptions, job design, and major motivation theories with particular emphasis on applying concepts to workforce planning, employer branding, recruiting, selection, and retention.
3. **Human Resource Development:** Identify and explain the training planning/implementing processes, individual-centered and organization-centered approaches to talent management, performance management systems, and performance-focused organizational culture with particular

emphasis on applying concepts to effective employee training, employee development, and performance management practices.

4. **Total Rewards:** Identify and describe the components of the total rewards approach to compensation management and plan and implement effective compensation and benefits practices with particular emphasis on applying concepts related to target labor demographics, compensation philosophy, benefits selection, employer branding, recruiting, and retention.
5. **Employee Relations:** Identify and describe the impact of risk management, employee protection, employee rights, and collective bargaining on the employment relationship.
6. **Legal Compliance:** Identify employment laws and their key components which impact the major functions of human resource management, including strategy and planning, equal employment opportunity, staffing, talent management, total rewards, risk management and worker protections, and employee and labor relations.
7. **Professional Etiquette:** Understand, apply, and demonstrate professionalism as described under professional etiquette ([Course Requirement 7](#)).

## 2-4. Module Learning Outcomes

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

## 2-5. Required Textbook and Videos

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- Title: **HRM Core Concepts**
- Author: Jean Phillips
- ISBN: 978-1-948-42685-5
- Publisher: Chicago University Press
- Publication Year: 2019

To do the assignments, you will be required to watch two movies, *Moneyball* and *Gung Ho*. TAMUCT library has the online version of these movies. The link to these movies will be provided through our Canvas website.

## 3. COURSE REQUIREMENTS

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

### **\* IMPORTANT NOTICE**

**All the required works in this course represent the independent work of students; teamwork will not be permitted. A student who turned in a course requirement that is a result of teamwork will receive a failing grade "F" and be referred to Student Affairs.**

### **3-1. Requirement 1: Discussions (7 discussions range from 30 to 40 points each, a total of 250 points)**

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Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. The detailed instruction for each discussion will be provided through Canvas. Discussions are interactive and time sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

**Professional Conduct Expectations:** Online netiquette and in-person professional conduct are required at all times. I reserve the right to delete student posts that violate netiquette expectations, including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and/or violates netiquette expectations will be viewed as a violation of professional etiquette ([Course Requirement 7](#)). **A reduction in one final grade level (e.g., from A grade to B grade) will occur per case of behavior that is unprofessional and/or violates netiquette expectations.** However, I reserve the right to reduce the penalty if I believe the behavior was unintentional or very minor in impact.

### **3-2. Requirement 2: Individual Assignments (8 assignments range from 50 to 100 points each, a total of 480 points)**

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Assignments in this course are qualitative assessments of module-level learning objectives, which are designed to help you practice applying course concepts to solve human resource management problems. *A rubric entailing the grading criteria is provided with instruction for the assignment.* An example of an individual assignment can be found in the [Appendix](#).

If citations and references are needed in writing your answers for any activities (e.g., discussions and assignments) in this course, you are required to use the **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a failing grade "F" on this course and be referred to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under [Instructor's Policies](#). If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module.

**Assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.**

### **3-3. Requirement 3: Module Review Quizzes (14 quizzes, 10 points each, a total of 140 points)**

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Chapter review quizzes are provided to ensure students are reading and understanding concepts presented in the learning module as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the required readings and videos related to module-level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMUCT's Web-supported Canvas application.

**Students can take each quiz twice. The higher score of the two attempts will be recorded.** Quizzes include 5 to 10 questions each and are anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted on the [bi-weekly checklist](#). **Opportunities to complete**

quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

### **3-4. Requirement 4: Final Exam (100 points)**

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There will be a final exam at the end of the semester. The exam includes 50 multiple choice and true/false questions, which **assess content from the required readings and videos**. 50 multiple choice and true/false questions will be scored automatically through TAMUCT's Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 150 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam)**.

**Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event.**

### **3-5. Requirement 5: Introduction (10 points)**

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You need to post your introduction at the beginning of the course (10 points).

### **3-6. Requirement 6: Syllabus/Plagiarism Review Quiz (20 points)**

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This quiz is provided to ensure students understand the course requirements as well as the writing requirements to successfully pass this course.

**Students can take this quiz twice. The higher score of the two attempts will be recorded.** This quiz includes 10 questions and is anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that this quiz must be completed by the due date posted on the [bi-weekly checklist](#). **Opportunities to complete the quiz late will only be provided with written documentation of an unavoidable or unforeseeable event.**

### **3-7. Requirement 7: Professional Etiquette**

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Students are expected to embody professionalism to include the following:

1. **Demeanor** – Being polite, well-spoken, inclusive, and mature, and demonstrating tact, respect, compassion, and appreciation - not being rude, belligerent, arrogant, or aggressive.
2. **Reliability** – Following through on tasks in a timely manner and communicating unanticipated events.
3. **Competency** – Committing to learning and applying content from the course, acting in a responsible manner, and practicing sound judgment, seeking assistance when appropriate.
4. **Ethics** – Being honest and trustworthy.
5. **Equality** – Refraining from giving or seeking preferential treatment unless supported by the Office of Access and Inclusion, adhering to published policies of the university, and seeking 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.

### **3-8. Bonus Assignments**

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The instructor may provide students with bonus assignments throughout the semester.

### 3-9. Instructor Policies

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**Late works:** All works are due on the date designated on the [bi-weekly checklist](#) unless otherwise posted in the classroom announcements. **No late works will be accepted without written documentation of an unavoidable or unforeseeable event.**

**Plagiarism:** A student who turned in a plagiarized assignment **will receive a failing grade “F” and 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.

When you are using an idea from another source (including your past assignments from this as well as other courses) in your writing, you need to do the following two things.

- 1) Cite and reference the source properly (using the APA format).
- 2) Paraphrase the original writing so no more than seven consecutive words are identical.

\* Here, a ‘source’ also includes your past assignments from this as well as other courses.

**Any writing (that uses an idea from another source) that does not meet BOTH of the above two criteria will be considered plagiarism.**

**How to properly cite, reference, and paraphrase are outlined in the *Citations and References* video in the Orientation Module. Please watch this video and cite, reference, and paraphrase accordingly.**

**Paraphrasing others’ works:** A large portion of a student’s work done by paraphrasing (and thus citing and referencing) someone else’s work will not be viewed as a result of independent work. A student can paraphrase, cite, and reference someone else’s work to make certain points within the student’s writing. However, if a too large portion of the student’s submission is just a paraphrasing (and thus citing and referencing) of someone else’s work, it will be viewed as **“teamwork”** outlined in this syllabus. **A student who turned in a course requirement that is a result of teamwork will receive a failing grade “F” and be referred to Student Affairs.**

**Copyright of course materials:** Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material or sharing it with others through any means (e.g., directly or indirectly through various websites like Course Hero) is prohibited without consent by the author and/or course instructor. **A student whose course material(s) has been shared through any means will be viewed as violating this copyright policy. Violation of copyright is against the law and Texas A&M University-Central Texas Code of Academic Honesty. Any alleged violations will result in a failing grade “F” and a referral to Student Affairs.**

**The operation of the online course and 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 committed to participate in the online course activities. Plan to participate regularly.

### 3-10. Grading Criteria

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

**Grade Composition:**

| Requirement              | Percentage  | Detail  |
|--------------------------|-------------|---|
| Discussion               | 25%         | 7 discussions - 30 to 40 points each: 250 points total  |
| Assignments              | 48%         | 8 assignments - 50 to 100 points each: 480 points total |
| Review Quizzes           | 14%         | 14 quizzes - 10 points each: 140 points total           |
| Introduction             | 1%          | 10 points total   |
| Syllabus/Plagiarism Quiz | 2%          | 20 points total   |
| Final Exam               | 10%         | 100 points total  |
| Professional Etiquette   | -           | Can be deduction (or failing) factors                   |
| Plagiarism               |             |   |
| Teamwork                 |             |   |
| Copyright Violation      |             |   |
| Bonus Assignments        | -           | Can be an addition factor                               |
| <b>Total</b>             | <b>100%</b> | <b>1,000 points total</b>                               |

Grades will be determined by the total points that you receive in this course: A= 900 or more, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. Grades will NOT be determined by the percentage that you may view on our Canvas website.

**Posting of Grades:** All student grades are anticipated to be posted in the Canvas Grade book within seven days of the submission deadline. 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 (discussions, assignments, quizzes, and exams) through our Canvas classroom.

## 4. TECHNOLOGY REQUIREMENTS AND SUPPORT

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### 4-1. Technology Requirements

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**This course will use the TAMUCT Canvas learning management system.**

- Login to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- Initial password: Your MyCT password

**Technology issues are not an excuse for missing a course requirement.** Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMUCT computer lab, a local library computer where available, a backup laptop of your own, or access to a friend, neighbor, or family member’s computer. If you do encounter technical difficulties, please send me an email.

## 4-2. Technology Support

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**For Canvas issues** 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 log-in issues** For log-in problems, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support, please let your support technician know you are a TAMUCT student.

**For course contents and requirement issues** For issues related to course content and requirements, contact the [instructor](#).

**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.**

## 5. BI-WEEKLY CHECKLIST

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This bi-weekly checklist provides you with a list of the things that you need to do in a given two-week period. You’ll need to check off all the things on the list to be considered “complete” for that two-week period.

Each two-week period of work for the course will begin on Monday of the odd number week (Week 1, Week 3, Week 5, ...) and end on Sunday of the even number week (Week 2, Week 4, Week 6, ... ; except in the final week). *Most* of the things that you need to do within each two-week period have *Friday or Sunday night at 11:59 p.m.* deadlines.

Course materials for a given two-week period will be open at 12:01 a.m. on Monday of the odd number week. **Course materials will not be opened in advance.**

I reserve the right to make changes to the course schedule if the need arises. If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom.

For other important dates of our university (e.g., add, drop, and withdraw deadlines), please refer to the [university academic calendar](#).

***Weeks 1 and 2: August 22nd, Monday – September 4th, Sunday***

**1. Things to do**

***Orientation Module***

| <b>Things to do</b>                          | <b>Points</b> | <b>Due date</b>                 | <b>Where to find</b>     | <b>Done?</b>             |
|--|---------------|---------------------------------|--------------------------|--------------------------|
| Watch Instructor Welcome Video Message       | -             | -                               | Home                     | <input type="checkbox"/> |
| Read the syllabus                            | -             | -                               | Syllabus                 | <input type="checkbox"/> |
| Watch Citations and References video         | -             | -                               | Modules ><br>Orientation | <input type="checkbox"/> |
| Read posts in the Orientation Module         | -             | -                               | Modules ><br>Orientation | <input type="checkbox"/> |
| Upload your introduction                     | 10            | Sep 4 <sup>th</sup> ,<br>Sunday | Assignments ><br>Others  | <input type="checkbox"/> |
| Complete the Syllabus/Plagiarism Review Quiz | 20            | Sep 4 <sup>th</sup> ,<br>Sunday | Assignments ><br>Others  | <input type="checkbox"/> |

***Module 1 – Part 1: Strategic HRM***

| <b>Things to do</b>   | <b>Points</b> | <b>Due date</b>                 | <b>Where to find</b>                      | <b>Done?</b>             |
|---|---------------|---------------------------------|---|--------------------------|
| Watch Module 1 Introduction Video and read Module 1 Learning Objectives | -             | -                               | Modules ><br>Module 1                     | <input type="checkbox"/> |
| Read Ch. 1 Strategic HRM  | -             | -                               | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos   | -             | -                               | Modules ><br>Module 1-Part 1              | <input type="checkbox"/> |
| Complete Module 1 – Part 1 Review Quiz                                  | 10            | Sep 4 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

***Module 1 – Part 2: The Role of HRM in Business***

| <b>Things to do</b>                    | <b>Points</b> | <b>Due date</b>                 | <b>Where to find</b>                      | <b>Done?</b>             |
|--|---------------|---------------------------------|---|--------------------------|
| Read Ch. 2 The Role of HRM in Business | -             | -                               | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                  | -             | -                               | Modules ><br>Module 1-Part 2              | <input type="checkbox"/> |
| Complete Module 1 – Part 2 Review Quiz | 10            | Sep 4 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

***Discussions / Assignments / Exams***

| <b>Things to do</b>  | <b>Points</b> | <b>Due date</b>                 | <b>Where to find</b>         | <b>Done?</b>             |
|--|---------------|---------------------------------|------------------------------|--------------------------|
| Complete Discussion #1 (What is HRM?)                          | 30            | Sep 4 <sup>th</sup> ,<br>Sunday | Assignments ><br>Discussions | <input type="checkbox"/> |
| Complete Assignment 1:<br>Making an HRM Case Based on Evidence | 50            | Sep 4 <sup>th</sup> ,<br>Sunday | Assignments ><br>Assignments | <input type="checkbox"/> |

***Weeks 1 and 2: August 22nd, Monday – September 4th, Sunday (Continued)***

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**2. Face-to-face Meeting**

| <b>Date</b>                    | <b>Time</b>        | <b>Place</b> | <b>Topic</b>                   |
|--------------------------------|--------------------|--------------|--------------------------------|
| <a href="#">Aug 22nd (Mon)</a> | 12:30 PM – 1:45 PM | FH 207       | Course Introduction            |
| <a href="#">Aug 31st (Wed)</a> | 12:30 PM – 1:45 PM | FH 207       | Review Session (Weeks 1 and 2) |

**3. Topics covered**

HRM Functions / HRM Roles / Strategic Fit / High Performance Work Systems / Organizational Culture / Organizational Change / HRM Metrics / Global HRM

**Weeks 3 and 4: September 5th, Monday – September 18th, Sunday**

**1. Things to do**

**Module 1 – Part 3: The Legal Context of HRM**

| Things to do                           | Points | Due date                         | Where to find                             | Done?                    |
|--|--------|----------------------------------|---|--------------------------|
| Read Ch. 3 The Legal Context of HRM    | -      | -                                | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                  | -      | -                                | Modules ><br>Module 1-Part 3              | <input type="checkbox"/> |
| Complete Module 1 – Part 3 Review Quiz | 10     | Sep 18 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Module 2 – Part 1: Analyzing Work and HR Planning**

| Things to do  | Points | Due date                         | Where to find                             | Done?                    |
|---|--------|----------------------------------|---|--------------------------|
| Watch Module 2 Introduction Video and read Module 2 Learning Objectives | -      | -                                | Modules ><br>Module 2                     | <input type="checkbox"/> |
| Read Ch. 4 Analyzing Work and HR Planning                               | -      | -                                | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos   | -      | -                                | Modules ><br>Module 2-Part 1              | <input type="checkbox"/> |
| Complete Module 2 – Part 1 Review Quiz                                  | 10     | Sep 18 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Discussions / Assignments / Exams**

| Things to do   | Points | Due date                         | Where to find                | Done?                    |
|--|--------|----------------------------------|------------------------------|--------------------------|
| Complete Discussion #2 (Competitive Advantage and HRM)             | 40     | Sep 18 <sup>th</sup> ,<br>Sunday | Assignments ><br>Discussions | <input type="checkbox"/> |
| Complete Assignment 2: Strategic HRM in the movie <i>Moneyball</i> | 60     | Sep 18 <sup>th</sup> ,<br>Sunday | Assignments ><br>Assignments | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date           | Time               | Place  | Topic                          |
|----------------|--------------------|--------|--------------------------------|
| Sep 14th (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 3 and 4) |

**3. Topics covered**

Employment Laws / Equal Employment Opportunity / Types of Employment Lawsuit / Job Analysis / Job Design / Job Description / Organizational Structure

*Weeks 5 and 6: September 19th, Monday – October 2nd, Sunday*

**1. Things to do**

**Module 2 – Part 2: Sourcing and Recruiting**

| Things to do                           | Points | Due date                        | Where to find                             | Done?                    |
|--|--------|---------------------------------|---|--------------------------|
| Read Ch. 5 Sourcing and Recruiting     | -      | -                               | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                  | -      | -                               | Modules ><br>Module 2-Part 2              | <input type="checkbox"/> |
| Complete Module 2 – Part 2 Review Quiz | 10     | Oct 2 <sup>nd</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Module 2 – Part 3: Selection and Hiring**

| Things to do                           | Points | Due date                        | Where to find                             | Done?                    |
|--|--------|---------------------------------|---|--------------------------|
| Read Ch. 6 Selection and Hiring        | -      | -                               | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                  | -      | -                               | Modules ><br>Module 2-Part 3              | <input type="checkbox"/> |
| Complete Module 2 – Part 3 Review Quiz | 10     | Oct 2 <sup>nd</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Discussions / Assignments / Exams**

| Things to do   | Points | Due date                        | Where to find                | Done?                    |
|--|--------|---------------------------------|------------------------------|--------------------------|
| Complete Discussion #3 (O*Net and Selection)                       | 40     | Oct 2 <sup>nd</sup> ,<br>Sunday | Assignments ><br>Discussions | <input type="checkbox"/> |
| Complete Assignment 3:<br>Designing Behavioral Interview Questions | 50     | Oct 2 <sup>nd</sup> ,<br>Sunday | Assignments ><br>Assignments | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date           | Time               | Place  | Topic                          |
|----------------|--------------------|--------|--------------------------------|
| Sep 28th (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 5 and 6) |

**3. Topics covered**

Internal and External Recruiting / Recruiting Metrics / Selection / Assessment Goals / Assessment Methods / Branding

***Weeks 7 and 8: October 3rd, Monday – October 16th, Sunday***

**1. Things to do**

***Module 3 – Part 1: Training and Development***

| Things to do  | Points | Due date                      | Where to find                       | Done?                    |
|---|--------|-------------------------------|-------------------------------------|--------------------------|
| Watch Module 3 Introduction Video and read Module 3 Learning Objectives | -      | -                             | Modules > Module 3                  | <input type="checkbox"/> |
| Read Ch. 7 Training and Development                                     | -      | -                             | Textbook                            | <input type="checkbox"/> |
| Watch Required Videos   | -      | -                             | Modules > Module 3-Part 1           | <input type="checkbox"/> |
| Complete Module 3 – Part 1 Review Quiz                                  | 10     | Oct 16 <sup>th</sup> , Sunday | Assignments > Module Review Quizzes | <input type="checkbox"/> |

***Module 3 – Part 2: Performance Management***

| Things to do                           | Points | Due date                      | Where to find                       | Done?                    |
|--|--------|-------------------------------|-------------------------------------|--------------------------|
| Read Ch. 8 Performance Management      | -      | -                             | Textbook                            | <input type="checkbox"/> |
| Watch Required Videos                  | -      | -                             | Modules > Module 3-Part 2           | <input type="checkbox"/> |
| Complete Module 3 – Part 2 Review Quiz | 10     | Oct 16 <sup>th</sup> , Sunday | Assignments > Module Review Quizzes | <input type="checkbox"/> |

***Discussions / Assignments / Exams***

| Things to do  | Points | Due date                      | Where to find             | Done?                    |
|---|--------|-------------------------------|---------------------------|--------------------------|
| Complete Discussion #4 (Performance Appraisal)        | 40     | Oct 16 <sup>th</sup> , Sunday | Assignments > Discussions | <input type="checkbox"/> |
| Complete Assignment 4: Training Design and Assessment | 50     | Oct 16 <sup>th</sup> , Sunday | Assignments > Assignments | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date           | Time               | Place  | Topic                          |
|----------------|--------------------|--------|--------------------------------|
| Oct 12th (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 7 and 8) |

**3. Topics covered**

Five Steps to Effective Training (ADDIE) / Types of Training / Socialization / Human Resource Development / Performance Management / / Balanced Scorecard / Performance Measurement Methods / Performance Feedback and Reward

*Weeks 9 and 10: October 17th, Monday – October 30th, Sunday*

**1. Things to do**

**Module 4 – Part 1: Base Compensation**

| Things to do  | Points | Due date                      | Where to find                       | Done?                    |
|---|--------|-------------------------------|-------------------------------------|--------------------------|
| Watch Module 4 Introduction Video and read Module 4 Learning Objectives | -      | -                             | Modules > Module 4                  | <input type="checkbox"/> |
| Read Ch. 9 Base Compensation  | -      | -                             | Textbook                            | <input type="checkbox"/> |
| Watch Required Videos   | -      | -                             | Modules > Module 4-Part 1           | <input type="checkbox"/> |
| Complete Module 4 – Part 1 Review Quiz                                  | 10     | Oct 30 <sup>th</sup> , Sunday | Assignments > Module Review Quizzes | <input type="checkbox"/> |

**Module 4 – Part 2: Incentives**

| Things to do                           | Points | Due date                      | Where to find                       | Done?                    |
|--|--------|-------------------------------|-------------------------------------|--------------------------|
| Read Ch. 10 Incentives                 | -      | -                             | Textbook                            | <input type="checkbox"/> |
| Watch Required Videos                  | -      | -                             | Modules > Module 4-Part 2           | <input type="checkbox"/> |
| Complete Module 4 – Part 2 Review Quiz | 10     | Oct 30 <sup>th</sup> , Sunday | Assignments > Module Review Quizzes | <input type="checkbox"/> |

**Discussions / Assignments / Exams**

| Things to do  | Points | Due date                      | Where to find             | Done?                    |
|---|--------|-------------------------------|---------------------------|--------------------------|
| Complete Discussion #5 (Market Pay)                                   | 30     | Oct 30 <sup>th</sup> , Sunday | Assignments > Discussions | <input type="checkbox"/> |
| Complete Assignment 5: Setting the Base Pay Level Based on the Market | 50     | Oct 30 <sup>th</sup> , Sunday | Assignments > Assignments | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date           | Time               | Place  | Topic                           |
|----------------|--------------------|--------|---------------------------------|
| Oct 26th (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 9 and 10) |

**3. Topics covered**

Total Rewards / Compensation Types / Job Evaluation / Market Pay / Equity Theory / Executive Compensation / Compensation Laws and Regulations / Incentives / Bonuses / Pay-for-Performance / Expectancy Theory

*Weeks 11 and 12: October 31st, Monday – November 13th, Sunday*

**1. Things to do**

**Module 4 – Part 3: Benefits**

| Things to do                           | Points | Due date                         | Where to find                             | Done?                    |
|--|--------|----------------------------------|---|--------------------------|
| Read Ch. 11 Benefits                   | -      | -                                | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                  | -      | -                                | Modules ><br>Module 4-Part 3              | <input type="checkbox"/> |
| Complete Module 4 – Part 3 Review Quiz | 10     | Nov 13 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Module 5 – Part 1: Creating a Healthy Work Environment**

| Things to do  | Points | Due date                         | Where to find                             | Done?                    |
|---|--------|----------------------------------|---|--------------------------|
| Watch Module 5 Introduction Video and read Module 5 Learning Objectives | -      | -                                | Modules ><br>Module 5                     | <input type="checkbox"/> |
| Read Ch. 12 Creating a Healthy Work Environment                         | -      | -                                | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos   | -      | -                                | Modules ><br>Module 5-Part 1              | <input type="checkbox"/> |
| Complete Module 5 – Part 1 Review Quiz                                  | 10     | Nov 13 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Discussions / Assignments / Exams**

| Things to do                             | Points | Due date                         | Where to find                | Done?                    |
|--|--------|----------------------------------|------------------------------|--------------------------|
| Complete Discussion #6 (Benefits)        | 30     | Nov 13 <sup>th</sup> ,<br>Sunday | Assignments ><br>Discussions | <input type="checkbox"/> |
| Complete Assignment 6: Expectancy Theory | 60     | Nov 13 <sup>th</sup> ,<br>Sunday | Assignments ><br>Assignments | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date          | Time               | Place  | Topic                            |
|---------------|--------------------|--------|----------------------------------|
| Nov 9th (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 11 and 12) |

**3. Topics covered**

Purpose of Benefits / Benefit Types / Benefit Administration / Employee Safety / OSHA / Employee Wellness / Workplace Security

*Weeks 13 and 14: November 14th, Monday – November 27th, Sunday*

**1. Things to do**

**Module 5 – Part 2: Creating Positive Employee-Management Relations**

| Things to do  | Points | Due date                         | Where to find                             | Done?                    |
|---|--------|----------------------------------|---|--------------------------|
| Read Ch. 13 Creating Positive Employee-Management Relations | -      | -                                | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                                       | -      | -                                | Modules ><br>Module 5-Part 2              | <input type="checkbox"/> |
| Complete Module 5 – Part 2 Review Quiz                      | 10     | Nov 27 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Module 5 – Part 3: Managing Engagement and Turnover**

| Things to do                                 | Points | Due date                         | Where to find                             | Done?                    |
|--|--------|----------------------------------|---|--------------------------|
| Read Ch. 14 Managing Engagement and Turnover | -      | -                                | Textbook                                  | <input type="checkbox"/> |
| Watch Required Videos                        | -      | -                                | Modules ><br>Module 5-Part 3              | <input type="checkbox"/> |
| Complete Module 5 – Part 3 Review Quiz       | 10     | Nov 27 <sup>th</sup> ,<br>Sunday | Assignments ><br>Module Review<br>Quizzes | <input type="checkbox"/> |

**Discussions / Assignments / Exams**

| Things to do   | Points | Due date                         | Where to find                | Done?                    |
|--|--------|----------------------------------|------------------------------|--------------------------|
| Complete Discussion #7 (Labor Union)   | 40     | Nov 27 <sup>th</sup> ,<br>Sunday | Assignments ><br>Discussions | <input type="checkbox"/> |
| Complete Assignment 7: Employee-Management Relations in the movie <i>Gung Ho</i> | 60     | Nov 27 <sup>th</sup> ,<br>Sunday | Assignments ><br>Assignments | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date           | Time               | Place  | Topic                            |
|----------------|--------------------|--------|----------------------------------|
| Nov 23rd (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 13 and 14) |

**3. Topics covered**

Unions / Collective Bargaining / Employee Engagement / Turnover / Organizational Commitment / Employee Retention / Succession Management

*Weeks 15 and 16: November 28th, Monday - December 9th, Friday*

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**1. Things to do**

*Discussions / Assignments / Exams*

| Things to do                            | Points | Due date                        | Where to find                | Done?                    |
|---|--------|---------------------------------|------------------------------|--------------------------|
| Complete Assignment 8: Final Assignment | 100    | Dec 9 <sup>th</sup> ,<br>Friday | Assignments ><br>Assignments | <input type="checkbox"/> |
| Complete Final Exam                     | 100    | Dec 9 <sup>th</sup> ,<br>Friday | Assignments ><br>Final Exam  | <input type="checkbox"/> |

**2. Face-to-face Meeting**

| Date           | Time               | Place  | Topic                            |
|----------------|--------------------|--------|----------------------------------|
| Nov 30th (Wed) | 12:30 PM – 1:45 PM | FH 207 | Review Session (Weeks 15 and 16) |

**3. Topics covered**

Review of the topics learned throughout the semester

## **6. COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

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### **6-1. Drop Policy**

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If you need to drop this class, you must complete the [Drop Request Dynamic Form](#) through Warrior Web.

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 the 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.

### **6-2. Academic Integrity**

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Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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, visit the following web page.

[\[https://www.tamuct.edu/student-affairs/student-conduct.html\]](https://www.tamuct.edu/student-affairs/student-conduct.html).

If you know of potential honor violations by other students, you may submit a report through the following web page.

[\[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0\]](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

### **6-3. Academic Accommodations**

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At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity, 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)

[\[https://tamuct.instructure.com/courses/717\]](https://tamuct.instructure.com/courses/717)

### **6-4. Important information for Pregnant and/or Parenting Students**

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Texas A&M University-Central Texas supports students who are pregnant, experiencing

pregnancy-related conditions, 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. 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.

## **6-5. Tutoring**

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Tutoring is available to all A&M-Central Texas students, both virtually and in person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or are in need of success coaching, contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, or visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](#) or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from 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.

## **6-6. The University Writing Center**

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Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via [WCOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at

bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## 6-7. University Library & Archives

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The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams, or in-person at the library. [Schedule an appointment here](#). 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](#).

## 6-8. COVID Information

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For updates on COVID information, please monitor the below University website.  
[\[https://www.tamuct.edu/covid19/\]](https://www.tamuct.edu/covid19/)

## 7. FREQUENTLY ASKED QUESTIONS (FAQs)

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### **FAQ 1. Can the course contents be opened in advance?**

**Answer:** No, course materials will not be opened in advance of the schedule outlined in section '[5. Bi-Weekly Checklist](#)'. I develop course content and make adjustments to course materials during semesters for a better student learning experience.

### **FAQ 2. I have missed an assignment deadline. Can you extend the deadline for me?**

**Answer:** Yes, but ONLY IF the reason for missing the deadline is due to an unavoidable or unforeseeable event. You'll also need to provide me with written documentation that verifies the reason.

### **FAQ 3. The reason that I have missed the assignment is private. So, I cannot provide you with a reason or documentation. Can you extend the deadline for me?**

**Answer:** I value your privacy. However, in this case, I cannot provide you with a deadline extension. I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

**FAQ 4. I finished the assignment before the deadline. But I wasn't able to submit the assignment in time because there was a problem with my internet. Can you extend the deadline for me?**

**Answer:** Yes, I understand that this can happen, and you can submit your assignment late. However, in this case, your submitted assignment (either in word or pdf file format) should have been "last modified" before the deadline (this can be verified through the 'properties' menu in the word or pdf program). If your file has been last modified after the deadline (for whichever reason, including the case that your file's last modified time cannot be verified), I cannot accept your assignment. Again, I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

**FAQ 5. I have copy-and-pasted a writing that is more than seven consecutive words from another source. However, I have clearly cited the source in my assignment. Is this plagiarism?**

**Answer:** Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source.

**FAQ 6. I have copy-and-pasted a writing that is more than seven consecutive words from my past assignment in another course. Is this plagiarism?**

**Answer:** Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. "Another source" also encompasses your past assignments from this as well as another course that you have taken in the past. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source. You also need to cite and reference your past work accordingly.

**FAQ 7. I have taken this course in the past, but I'm taking this course again this semester. When I was taking this course the last time, I completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?**

**Answer:** No, they will be considered plagiarism for the same reason in my answer to FAQ 6 above. Please read the answer to the FAQ6 above for more detail.

**FAQ 8. The syllabus says that teamwork is not allowed in this course. Does this mean that I cannot help out a classmate in understanding the learning contents or assignments that he or she is having trouble with (or vice versa for getting help from a classmate)?**

**Answer:** No, a student helping out another student to better understand the learning contents is a kind gesture and is, in fact, somewhat encouraged. I'd rather have my students study together and have a better understanding of the learning contents than just give up on understanding the contents. (And, of course, you can always reach out to me for help too.)

However, students have to answer the questions on their own based on how they have understood the learning contents. If a student's answer is too similar to another student's answer in a way that is difficult to be viewed as independent work, this is now viewed as "teamwork," which is prohibited in this course.

So, if you are helping out John, please make sure that John writes the answers on his own based on how he understood the learning contents (and vice versa if you are the student that is getting help from John). And if seven or more consecutive words are identical to a writing from John's assignment, it will also be viewed as plagiarism.

**FAQ 9. I have referenced (or used) my friend's work (or someone else's work from the internet). But I have paraphrased every sentence. Is this a problem?**

**Answer:** Yes, this can be a problem as your submission can be viewed as an outcome of teamwork. What your friend can only do is help you to understand the learning contents related to the assignment. In this case, your answer will be too similar to your friend's answer in a way that is difficult to be viewed as independent work.

**FAQ 10. Our Canvas website shows that I have achieved 92% of the grades available. Does this mean that I'm getting "A" in this course?**

**Answer:** It depends. As outlined in the section '[3-10. Grading Criteria](#)' of this document, your final grade will be determined by the total points that you have achieved in this course and not by the percentage that you may see on our Canvas website. So, if your total point, in the end, is 900 points or greater and you see 92% on the website, your grade will be an "A" grade for this course. But if your total point, in the end, is less than 900 points and you see 92% on the website, your grade will be "B" for this course.

**FAQ 11. My total point, in the end, is 903 points. But our Canvas website shows that I have achieved 88% of the grades available. Does this mean that I'm getting an "A" in this course?**

**Answer:** Yes, your grade will be "A" in this course because your total point for this course is 900 or greater.

**FAQ 12. Can I upload the course materials to websites like Course Hero?**

**Answer:** No. Please read the section '[3-9. Instructor Polices](#)' of this document for more detail. You'll also receive a failing grade "F" and be referred to Student Affairs if the copyright policy is violated in any way.

## Appendix – Assignment Example

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\* *This is only an example. The finalized assignment may differ.*

### **Assignment #2: Strategic HRM in the movie *Moneyball* (60 points)**

**Distributed: XXX**

**Due: XXX**

#### **Why this assignment?**

This assignment supports the Course Objective 1 listed in our syllabus.

#### **Instruction**

1. Watch the videos *Strategic Fit and HRM* (Modules > Module 1 > Required Videos) and *Some Tips in Watching the Movie Moneyball* (the video provided with this instruction file on our Canvas website). For this assignment, you need to first have a clear understanding of the two concepts, the *vertical and horizontal fit of HRM*.

2. Watch the movie *Moneyball*.

[Link](#) to the video on TAMUCT Library website  
(TAMUCT ID and PW needed; Google Chrome or Mozilla Firefox recommended).

#### **3. Answer the following five questions.**

**Q1)** In the movie, Peter Brand claims that baseball teams in the past have wrongly defined their goals as “buying players.” According to Peter Brand in the movie, what should be the true goal of a baseball team? Why? (Hint: Watch the scene where Billy Beane and Peter Brand discuss this point at the parking lot.) **(10 points)**

**Q2)** Now, identify the HR needs (KSAs, behaviors, culture, etc.) of a baseball team that is (are) required to achieve the goal that you have answered in Q1. More specifically, identify the behavior(s) that are required from baseball players for a baseball team to achieve the goal that you have answered in Q1. How can this help baseball teams to achieve the goal that you have answered in Q1? **(10 points)**

**Q3)** In the movie, how did the Oakland A’s achieve the vertical fit of HRM? In other words, what are some specific examples of HRM practices that the A’s have implemented to fulfill the HR needs that you have identified in Q2? (Hint: Watch the scene where Billy Beane and the scouts discuss which players to recruit with Peter Brand being present in the meeting room. Also, watch the scenes where Billy Beane and Peter Brand instruct the players what to do during the games.) **(15 points)**

## Appendix – Assignment Example (Continued)

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**Q4)** In the movie, how did the Oakland A's achieve the horizontal fit of HRM? In other words, what are some specific examples of an HRM practice that you have answered in Q3 being compatible with another HRM practice? For example, due to the budget constraint that the team was facing, the pay level for the players of the Oakland A's had to be low. So, the team could not just recruit any players that can fulfill the HR needs that you have identified in Q2. The team had to recruit in a way that was "compatible" with the low pay policy. What were some specific examples of this? **(15 points)**

**Q5)** What would be a similar situation that organizations face in a more generalized business setting? And how can organizations better respond to this situation by applying what you have learned from the movie (with a focus on the strategic fit of HRM)? **(10 points)**

### Important Notes

1. In writing your answers, **NEVER copy-and-paste any part of the textbook or any other sources.** Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past works, and any other sources), it will be considered plagiarism, and you will receive a failing grade "F" in this course. You will also be referred to Students Affairs.
2. See Appendix for the grading rubric.
3. The suggested length is four pages or less in total. But this is just a "suggestion." You do not need to be bound by this suggestion.

**Appendix – Assignment Example (Continued)**

**Grading Rubric**

| <b>Criteria</b>           | <b>Grading Standard</b>  | <b>Points</b> |
|---------------------------|--|---------------|
| <b>Q1<br/>(10 points)</b> | 1) The student has correctly identified the true goal of a baseball team described by Peter Brand in the movie.<br><br>2) The student has explained why the identified goal should be the true goal of baseball teams. | 10            |
|                           | BOTH of the above conditions are met.  |               |
|                           | Only one condition is met.   | 5             |
|                           | None of the conditions are met.  | 0             |
| <b>Q2<br/>(10 points)</b> | 1) The student has correctly identified the HR needs.<br><br>2) The student has explained how the identified HR needs can help baseball teams to achieve the goal that he or she has answered in Q1.                   | 10            |
|                           | BOTH of the above conditions are met.  |               |
|                           | Only one condition is met.   | 5             |
|                           | None of the conditions are met.  | 0             |
| <b>Q3<br/>(15 points)</b> | 1) The student has discussed how the Oakland A’s has achieved the vertical fit of HRM in the movie.<br><br>2) The student has provided specific examples in the movie to back up his or her arguments.                 | 15            |
|                           | BOTH of the above conditions are met.  |               |
|                           | Only one condition is met.   | 8             |
|                           | None of the conditions are met.  | 0             |
| <b>Q4<br/>(15 points)</b> | 1) The student has discussed how the Oakland A’s has achieved the horizontal fit of HRM in the movie.<br><br>2) The student has provided specific examples in the movie to back up his or her arguments.               | 15            |
|                           | BOTH of the above conditions are met.  |               |
|                           | Only one condition is met.   | 8             |
|                           | None of the conditions are met.  | 0             |

**Appendix – Assignment Example (Continued)**

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**Grading Rubric (Continued)**

| Criteria                         | Grading Standard   | Points    |
|----------------------------------|--|-----------|
| <p><b>Q5<br/>(10 points)</b></p> | <p>1) The student has presented an idea of how organizations can better respond to a similar situation.</p> <p>2) The student has based his or her arguments on what has been learned through answering other questions in this assignment.</p> <p>3) The ideas presented by the student are logical and meaningful to HR practitioners.</p> <p>All of the above three conditions are met.</p> | <p>10</p> |
|                                  | <p>1) is met, and ONE of the other conditions is met.</p>  | <p>7</p>  |
|                                  | <p>1) is met, but NONE of the other conditions are met.</p>  | <p>4</p>  |
|                                  | <p>1) is NOT met.</p>  | <p>0</p>  |