



Texas A&M University-Central Texas

HRM 5314-110, CRN 11617, WORKFORCE PLANNING AND EMPLOYMENT

Spring 2022 rev. 01.10.2022
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 18th – May 13th, 2022
This is a 100% online asynchronous course.

Course Access

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR, APTD

Office Location: Founders Hall, #217K

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 HRM 5314-110 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 pm to 4:15 pm. 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 method of communication, and I typically respond within a few hours, but not more than 24 hours. If you do not receive a response within 24 hours, please contact me by phone. I am also typically online or in an A&M-CT Canvas classroom Monday and Wednesday between 10:00 and 14:00. If you need assistance outside the stated office hours, please send me an email request, and we will find a time that works around our schedules. Finally, I am available by phone and typically answer the phone up to 6:00 pm. If I do not answer the phone, please leave a message, and I will call you back as soon as possible.

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

SHRM-aligned program: This course is a required course in the MBA HRM emphasis program. For students in the HRM emphasis without HR experience, this course consulting project can be used toward your 500 hours eligibility requirement for the SHRM-CP.

Emergency Warning System for Texas A&M University-Central Texas SafeZone

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](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
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

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

Course Objectives

Upon successful completion of HRM 5314 Workforce Planning and Employment, you will be able to demonstrate the following competencies:

1. Understand the framework of decision-making for workforce planning and the interdependence of employer brand management.

Module 1

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

2. Understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains.

Module 2

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

3. Understand the process of employer brand management as a function of talent attraction and retention and the impact of applicant and employees’ experiences in the employer brand.

Module 3

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

4. Understand, apply, and demonstrate professionalism as described under professional etiquette.
Module-level objectives are located in the Canvas classroom at the beginning of each module.

Required Textbooks

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

ISBN- 978-1-948426-86-2

No Access Code Required

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

ISBN-13: 978-1118898529

Available in text-enabled audio reader

COURSE REQUIREMENTS

Course Requirements

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

Professional Etiquette

Students are expected to embody professionalism to include the following: **Demeanor** – polite and well-spoken, demonstrating tact, respect, compassion, appreciation, inclusive, mature - not rude, belligerent, arrogant, or aggressive; **Reliable** – follow through on tasks in a timely manner, communicate unanticipated events; **Competent** – commit to learning and applying content from the course, act in a responsible manner and practice sound 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.

Weekly Quizzes: 240 total points (12 @ 20 points each)

There are 12 chapter-review quizzes of Strategic Staffing supporting course objectives 1-3. Quizzes include 10 multiple choice questions worth 2 points each. Each quiz is anticipated to take 10 minutes to complete. However, it can take up to 15 minutes to complete the quiz. Quizzes are automatically graded by the Canvas Instructure system. Quizzes **can be taken twice** and must be completed in one sitting. Quizzes must be complete by the due date posted in the course schedule. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event. Any quiz not made up as approved and arranged by the professor will receive a zero.

Application Exercises: 215 total points (5 @ varying points)

Application exercises are smaller individual assignments, which contribute to skill development and support module-level objectives. Application exercises are due by the date posted in the course schedule and can be submitted up to three days late with a 10% late penalty. No application exercises will be accepted after three days late without documentation of an unavoidable or unforeseeable event. Grading criteria differ for each exercise. Rubrics are in the Canvas classroom, in the submission link located under Assignments.

Exercise 1: Stock, Flow, and Concentration Statistics (auto-graded 20 points)

Exercise 2: Forecasting Labor Needs (auto-graded 20 points)

Exercise 3: Acquire and Review Secondary Data (grade criteria below, 30 points)

Exercise 4: Identifying and Coding Narratives (grade criteria below, 45 points)

Exercise 5: Evaluating the Digital Footprint (grade criteria below, 100 points)

Grading Criteria Application Exercises (3&4)

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

- Initial Response: (75%) Provided a response to required investigation and application of lesson content. The response was thorough and clearly demonstrated an understanding of the lesson material.
- Response to Classmate: (25%) Actively participated in the discussion providing at least two quality responses to a classmate.
- Academic Requirements: (0%) Followed directions. The writing quality was appropriate with good sentence structure, spelling, effective word choice—poor quality writing -10%.

Grading Criteria Application Exercises (5)

Exercise 5 is graded by the instructor and based on the grading criteria below.

- Understanding: (35%) Answers to questions 1 & 2 are thorough and clearly demonstrate an understanding of assigned material. The answers draw from data in the student's attached excel file.
- Critical Thinking: (30%) Answers to questions 3 & 4 demonstrated critical thinking and critical reflection of the topic supported by student work in the attached excel spreadsheet. Appropriate questions were developed from the data.
- Data File: (35%) The excel file was complete and correctly coded. It included sufficient narratives, source of narratives, organization/department if more than one, employment category, pro or con. The coding included appropriate columns with descriptive categories (i.e., employee, work environment, benefits...), and each row of narratives was coded with descriptive labels within relevant columns.
- Academic Requirements: (0%) Followed directions. Writing quality was appropriate with good sentence structure, spelling, effective word choice. Poor quality writing -10%. No late submissions.

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

Discussions contribute to understanding the literature, which underpins the concept of workforce planning and employer brand management supporting course outcomes 1-4. Discussions draw on text

readings, literature, videos, and internet research to help frame critical reflections of concepts being learned. One initial post and two follow-up posts are required.

Discussion 1: Foundation – Employer Branding versus Employer Brand Management (EBM)

Discussion 2: Pre-flection – Non-profit Role in the Workforce

Discussion 3: Pre-flection – Impacts on Employee Actions and Beliefs

Discussion 4: In-flection – EBM and EEO, Organizational Fit

Discussion 5: In-flection – Share application exercise 5 Non-profit Digital Footprint

Discussion 6: In-flection – Values and Beliefs Reciprocal Impacts

Discussion 7: Reflection – Lessons Learned EBM Process, Labor Shortages, and Surpluses

Grading Criteria Discussions

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

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

Final Exam: 100 points

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

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

The individual assignment is a case study. “The case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon” (Merriam, 1998: 41), such as employees’ experiences within the employer brand management (EBM) system. This case study will require internet research to locate secondary data on the organization’s website, YouTube, Indeed.com, Glassdoor.com, and general internet database searches. Primary data will be collected by Dr. Rebecca. As a service-learning course, the subject of our case study is the non-profit organization selected by Dr. Rebecca. Students will be required to sign a confidentiality agreement as a course requirement. ***Information provided by the non-profit organization and collected by Dr. Rebecca will be located in the Course Resources module under EBM Artifacts. A signed confidentiality agreement is required to access these artifacts from the non-profit organization. Students will be required to conduct additional internet research on the non-profit.***

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

Please note: This is a real consulting project, not a fabricated scenario/case. Students will submit a written case study as a final work product to be shared with the non-profit organization. This assignment will be submitted using MS word and follow APA 7th ed guidelines for citations and references. Vericite will be enabled to identify potential plagiarism. Students whose assignment contains plagiarism will receive a 0 for the assignment.

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

Description and Grading Criteria Individual Assignment

The rubric is located in the Canvas classroom with the assignment description. This case study – critical analysis is the major assignment for the course and is 8-12 pages of written content and analysis in addition to the title page and references. Please note: This assignment will be returned within approx. 2 weeks of submission. The length and depth of this final project will require 3-4 hours of grading time per student submission. Please see the Course Resources module for more information.

Title page

Brief introduction – Setting the stage (10 points)

- Introduction to the case in the context of EBM – The description of the case being studied sufficiently described the context of the organization as a system where the EBM practices may occur and evolve with time.
- The literature review explained the relationship between EBM and strategic workforce planning.
- The introduction motivated the reader to read further and set the focus of the paper.
- The introduction to the paper should be **½-1 page** in length using line 2.0 line spacing.

Literature review – Describing foundational concepts (70 points)

- The purpose of this section was clear and appropriate to the critical analysis.
- The literature review drew on a well-developed and articulated EBM framework (theory and/or models).
- The literature review focused on how EBM impacts applicant attraction as well as employee engagement and retention.
- The literature review described foundational concepts needed in the critical analysis, such as the core EBM components of the right employee, culture and core values, and the employee value proposition.
- Students should paraphrase and only use direct quotes when essential to making a point (approximately less than 5% of the document). Literature should be integrated, telling a story

about the topic. Literature should NOT be presented in an article review format, i.e., summarizing one article at a time. The literature review should be **3-4 pages** in length using line 2.0 line spacing and 1" margins.

- There is a list of relevant peer-reviewed journal articles available in the Canvas classroom. However, students are encouraged to identify additional literature as needed to support their critical analysis.

Critical analysis – Providing a critical reflection and suggestions (90 points)

- Provide a SWOT analysis of attraction, engagement, and retention of the following concepts:
 - The right employee
 - Culture and core values
 - The employee value proposition
 - Purpose
 - Organizational identity
 - Distinctive experience
 - Signature experience
- Responses to the above items may be limited by information conveyed by the non-profit organization. In the absence of appropriate information to draw conclusions, please note this as a limitation of the analysis and no deduction will be attributed to the related item. (Clarification of missing content as no deduction - should be addressed with Dr. Rebecca before submitting the assignment.)
- The critical analysis should be supported by information gained during the course provided in canvas, including videos, written descriptions, discussion, activities, as well as your own research.
- The critical analysis should **provide positive and negative examples acquired from the non-profit's artifacts** and the student's internet research, including descriptions or resources when suggestions for improvement are made. Resources could be from journal articles or other reputable sources.
- The critical analysis should be **4-7 pages** in length using line 2.0 line spacing and 1" margins.

Conclusion – Setting priorities (30 points)

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

Reference page(s)

- The literature included was appropriate with a *minimum* of **ten peer-reviewed journal articles** where the majority (6+) were less than 5 years old.

Directions (0 points)

- The student followed directions, uploaded the paper to the submission link, submitted it on time. The overall paper followed assignment submission guidelines for page length and layout, APA 7th ed. citation and reference guidelines (**+line spacing at 2.0, 12-point black times new roman font, 1" margins**), and student's paper *and conduct* demonstrated professionalism.
 - 5% writing guidelines penalty – attention to detail needed
 - 10% penalty per page – failing to meet page requirements for the paper within +/-1-page (total written content literature and analysis 7-11 pages)
 - 10% late penalty – late submissions not accepted after three days

Journal Entries: 20 total points (2 @ 10 points each)

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

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

Grading Criteria Journal Entry

- Reflection: 50% (5 points) The student provided a thoughtful reflection of questions posed.
- Complete: 50% (5 points) The student provided a timely and complete response to questions posed for reflection.

Late Submissions

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

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

Other Instructor Policies:

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

Grading Criteria

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

Grade Composition:

03.5% Check Points -Confidentiality Agreement (5 point), Introduction (5 points), Class Wrap-up (5 points) Journal Entries (2 @ 10 points each) 35 total points

24% Quizzes (12 @ 20 points each) 240 total points

21.5% Application Exercises (5 @ various points each) 215 points total

21% Discussions (7 @ 30 points each) 210 total points

20% Case Study – Critical Analysis (200 total points)

10% Final Exam 100 points

100%= 1000 total points

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.

Posting of Grades

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

Submitting Course Requirements

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

COURSE OUTLINE AND CALENDAR

Complete Course Outline

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

Information provided by the non-profit organization and collected by Dr. Rebecca will be located in the Course Resources module under EBM Artifacts. A signed confidentiality agreement is required to access these artifacts from the non-profit organization. Items in the course calendar related to these artifacts is highlighted in blue.

MODULE 1

FRAMEWORKS

At the end of module 1, students will understand the framework of decision-making for workforce planning and the interdependence of employer brand management. To do this, students will:

1. Discuss what is employer brand management and its core components
2. Describe how employer brand management impacts workforce planning
3. Understand the link from staffing and employer brand management to business drivers
4. Identify a system of inputs and output for workforce planning
5. Calculate and evaluate metrics for workforce planning
6. Discuss the concept of a “Perfect Employee” from a business, legal, and social justice perspective
7. Identify and apply legal constraints in the use of data analysis for identifying target labor demographics
8. Understand ethical standards and expectations for handling sensitive information in the employment and research contexts

Week 1: January 18th, Tuesday – January 23rd, Sunday

Module 1 Opens

Module 1 – Part 1

Student Introductions (due Sunday, 5 points)

A CONFIDENTIALITY AGREEMENT MUST BE SIGNED TO ACCESS COURSE CONTENT (5 points)

Read Phillips Ch. 1 – Strategic Staffing (31 pages)

Watch Required Videos (~30 min)

Complete Chapter 1 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Read Mosley Ch. 1 – Introduction (10 pages)

Video about Employer Brand Management (~45 min) SUPPORTS CASE STUDY – CRITICAL ANALYSIS

Complete Discussion 1 Foundation – Employer Branding versus Employer Brand Management (EBM) (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- | | |
|-----------------------------|---------------------------------|
| • Course Expectations | • Employer Branding |
| • Talent Management | • Core Jobs |
| • Staffing Process | • Changing Nature of Jobs |
| • Systems Theory | • Changing Nature of Work Roles |
| • Competitive Advantage | • Psychological Contracts |
| • Employer Brand Management | • Business Acumen |

Week 2: January 24th, Monday – January 30th, Sunday

Module 1 – Part 2

Read Phillips Ch. 2 – Business and Staffing Strategies (39 pages)

Read Mosley Ch. 2 – Business Case (12 pages)

Watch Required Videos (~36 min)

Complete Chapter 2 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Content/Video – About the Role of Non-Profit Organizations (~10-min) SUPPORTS CASE STUDY – CRITICAL ANALYSIS

Complete Discussion 2 Pre-flection – Non-profit Organizations’ Role in the Workforce (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- Business Context
- Business Product Brand
- Globalization
- European Union
- Employer Context
- Talent Shortages
- Employer Talent Brand
- Strategic Staffing Decisions
- Hiring the Right Person
- Talent Oriented Staffing
- Job Oriented Staffing
- Organization Oriented Staffing

Week 3: January 31st, Monday – February 6th, Sunday

Module 1 – Part 3

Read Phillips Ch. 4 - Strategic Job Analysis and Competency Modeling (53 pages)

Read Mosley Ch. 3 – Brand Ideology (14 pages)

Read Mosley Ch. 5 – Strategy and Capability (14 pages)

Watch Required Videos (~24 min)

Complete Chapter 4 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Non-profit Organization’s Content/Video – About Our Non-Profit Organization (~3 min), Annual Report, and Organizational Chart SUPPORTS CASE STUDY – CRITICAL ANALYSIS

Complete Discussion 3 Pre-flection – Impacts on Employee Actions and Beliefs (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 1

Topics Covered

- Labor Market Trends
- Job Analysis Types/Methods
- Star Performers
- Performance Management Feedback
- The Job Description
- Legal Implications
- Brand Ideology
- Business Strategy

Week 4: February 7th, Monday – February 13th, Sunday

Module 1 – Part 4

Read Phillips Ch. 5 – Forecasting and Planning (42 pages)

Complete Chapter 5 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Lesson: Stock, Flow, and Concentration Statistics (30 min) and Exercise 1 Practice

Complete Application Exercise 1: Stock, Flow, and Concentration Statistics (due Sunday, 20 points) SUPPORTS MODULE-LEVEL OUTCOMES - SUPPORTS COURSE OUTCOME 1

Lesson: Forecasting Labor Needs (30 min) and Exercise 2 Practice

Complete Application Exercise 2: Forecasting Labor Needs (due Sunday, 20 points) SUPPORTS COURSE

OUTCOME 1

Topics Covered

- Predict Business Activity
- Forecast Worker Demand
- Labor Supply and Demand
- Staffing Workforce Planning
- Buy vs. Make Decisions
- Disparate Impact
- Equal Employment Opportunity
- Affirmative Actions

Week 5: February 14th, Monday – February 20th, Sunday

Modules 2 and 3 Opens

Module 1 – Part 5

Read Phillips Ch. 3 – The Legal Context (39 pages)

Read Mosley Ch. 6 – The Perfect Employee (10 pages)

Watch Required Videos (~55 min)

Complete Chapter 3 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Non-profit Organization's Content/Video – Interview with HR Professional (60 minutes), Review

Additional Information Provided from the Interview SUPPORTS CASE STUDY – CRITICAL ANALYSIS

Complete Discussion 4 In-flection – EBM and EEO, Organizational Fit (due Sunday, 30 points)

Topics Covered

- Ethical Practice
- Confidentiality
- Legally Defensible Staffing
- Immigration Law & Issues
- Equal Employment Opportunity
- Discrimination
- Affirmative Action Plans
- Diversity Programs
- Protected Classes
- Disparate Impact
- Disparate Treatment
- Target Labor Demographics - Aging and Employment
- Identifying Success Factors
- Star Performers
- Employee Privacy

MODULE 2

TARGET LABOR DEMOGRAPHICS FOUNDATIONS

At the end of module 2, students will understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains. To do this, students will:

1. Describe an employee value proposition
2. Describe and delineate the relationship between target labor demographics and the perfect employee in the context of sourcing and recruiting
3. Describe and develop domains of performance as preferences for organizational fit or job fit in the context of current employees
4. Identify and apply metrics and measurement for assessing internal and external job candidates
5. Explain the purpose of quantitative versus qualitative data analysis methods
6. Understand the difference between primary and secondary data

7. Acquire and evaluate secondary data related to employer brand, branding, and preferred domains of performance

Week 6: February 21st, Monday – February 27th, Sunday

Module 2 – Part 1

Read Phillips Ch. 6 Sourcing: Identifying Recruits

Read Mosley Ch. 11 – EVP Development (20 pages)

Watch Required Videos (~53 min)

Complete Chapter 6 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Lesson: Qualitative Data Collection (~42 min)

Complete Application Exercise 3: Acquire and Review Secondary Data (1 initial post and 2 follow-up posts) (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 2

Topics Covered

- The Employee Value Proposition
- Dissecting the EVP
- Sourcing Strategies
- Sourcing Process
- Global and Cultural Effectiveness
- Effective Communication
- Five Qualitative Traditions
- Research Ethics
- Primary Data
- Secondary Data
- Data Collection Methods

Week 7: February 28th, Monday – March 6th, Sunday

Module 2 – Part 2

Read Phillips Ch. 7 External Recruiting (42 pages)

Read Mosley Ch. 7 – Diversity and Segmentation (8 pages)

Watch Required Videos (~16 min)

Complete Chapter 7 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Read About Qualitative Methodologies

- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American journal of evaluation*, 27(2), 237-246. **Located in e-reserves.**

Lesson: Qualitative Data Analysis (27 min)

Complete Application Exercise 4: Coding Narratives (1 initial post and 2 follow-up posts) (due Sunday, 45 points) SUPPORTS COURSE OUTCOME 2

Topics Covered

- Talent Supply Chain
- Internal Labor Markets
- External Labor Markets
- Global Labor Markets
- NAFTA
- Talent Segmentation
- Diversity
- Employer Branding/Messages
- Realistic Job Previews
- Spillover Effects
- Recruiting Process
- EEOC's Best Practices
- Recruiting Guides
- Recruiter Effectiveness

- Qualitative Analysis
- Transferability
- Generalizability
- Limitations/Delimitations
- Samples/Pilot Studies

Week 8: March 7th, Monday – March 13th, Sunday

Module 2 – Part 3

Read Phillips Ch. 9 Assessing External Candidates (44 pages)

Read Mosley Ch. 8 – Reputation and Attraction (16 pages)

Watch Required Videos (~30 min)

Complete Chapter 9 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Non-profit Organization's Content/Video – Social Media and Recruiting Materials

Begin working on application exercise 5: Evaluating Themes, Purpose, and Fit (only one post required) (due Sunday week 9, 100 points)

Topics Covered

- External Reputation
- Applicant Attraction
- Global Security and Terrorism
- Assessment Plan
- Assessment Methods
- Hiring the Right Person
- Job and Organizational Match
- Reference Checks
- Drug Screening
- Criminal Backgrounds
- Social Media/Cybervetting
- Distortions
- Disparate Impact

March 14th, Monday – March 18th, Friday

Spring Break!

Week 9: March 21st, Monday – March 27th, Sunday

Module 2 – Part 4

Read Mosley Ch. 20 – Employer Brand Metrics (20 pages)

Watch Required Videos (~52 min)

Complete Application Exercise 5: Evaluating the Digital Footprint (due Sunday, 100 points) SUPPORTS COURSE OUTCOME 2 & CASE STUDY – CRITICAL ANALYSIS

Topics Covered

- Talent Volume, Diversity, Quality
- Employer Brand Awareness
- Employer Brand Image
- Talent Pool Reach
- Total Rewards Package
- Economic Value Added
- Selecting Appropriate Metrics
- Predicting Performance
- Disparate Impact
- Correlation
- Reliability
- Validity

Week 10: March 28th, Monday – April 3rd, Sunday

Module 2 – Part 5

Read Phillips Ch. 10 Assessing Internal Candidates (25 pages)

Watch Required Videos (~55 min)

Complete Chapter 10 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Non-profit Organization's Content/Video – Onboarding SUPPORTS CASE STUDY – CRITICAL ANALYSIS**Complete Discussion 5 In-flection** –Digital Footprint and Onboarding (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 2

Complete Journal Entry 1 (due Sunday, 10 points)

Topics Covered

- Internal Assessment
- Succession Management Senior/Executives
- Leadership and Navigation
- Career Development- Early & Mid-Career
- Replacement Planning

MODULE 3

EMPLOYER BRAND MANAGEMENT PROCESS

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

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

Week 11: April 4th, Monday – April 10th, Sunday

Module 3 – Part 1

Read Phillips Ch. 11 Choosing and Hiring Candidates (32 pages)

Watch Required Videos (~45 min)

Complete Chapter 11 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Non-profit Organization's Content/Video – Review feedback from Non-Profit (if provided by non-profit) SUPPORTS CASE STUDY – CRITICAL ANALYSIS**Topics Covered**

- Final Choice and Talent Acquisition
- Combining Candidate Scores
- Multiple Hurdle
- Multiple Cut-off
- Selection Ratios
- Utility
- Legally Compliant Job Offer
- Job Offer Strategies
- Employment at Will
- Contracts

Week 12: April 11th, Monday – April 17th, Sunday

Module 3 – Part 2

Read Mosley Ch. 9 – Engagement and Retention (12 pages)

Read Mosley Ch. 18 – Managing the Brand Experience (14 pages)

Watch Required Videos (~42 min)

Non-profit Organization’s Content/Video – Review Engagement Survey, Enculturation and Organizational Policies SUPPORTS CASE STUDY – CRITICAL ANALYSIS

Complete Discussion 6 In-flection – Values and Beliefs Reciprocal Impacts (due Sunday, 30 points)

SUPPORTS COURSE OUTCOME 3

Topics Covered

- Employer Brand
- External Brand Experience
- Internal Brand Experience
- Engagement Drivers
- Retention Drivers

April 13th Registration for summer and fall semester opens

Week 13: April 18th, Monday – April 24th, Sunday

Module 3 – Part 3

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

OUTCOME 3

Topics Covered

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

Week 14: April 25th, Monday – May 1st, Sunday

Module 3 – Part 4

Read Phillips Ch. 12 Managing Workflow (24 pages)

Watch Required Videos (~34 min)

Complete Chapter 12 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Complete Journal Entry 2 (due Sunday, 10 points)

Topics Covered

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

Week 15: May 2nd, Monday – May 8th, Sunday

Module 3 – Part 5

Read Phillips Ch. 13 Staffing System Evaluation and Technology (41 pages)

Watch Required Videos (~45 min)

Complete Chapter 13 Review Quiz (due Sunday, 20 points) SUPPORTS FINAL EXAM

Complete Discussion 7 Reflection – Lessons Learned and Applied (1 initial post and 2 follow-up posts) (due Sunday, 30 points) SUPPORTS COURSE OUTCOME 3

Topics Covered

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

Week 16: May 9th, Monday – May 13th, Friday

Class Wrap-up

Read feedback from Non-profit (if provided by non-profit)

Complete Final Exam (due Friday, 100 points) SUPPORTS COURSE OUTCOMES 1-4

Participate in Class Wrap-up (due Friday, 5 points)

Assignment Case Study – Critical Analysis grades returned

Topics Covered

- Course Outcomes 1-4

Important University Dates:

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

January 18th Class Begins

January 18th–20th Add/Drop/Late Registration

February 2nd Last day to drop with no record

March 14–18th Spring Break

March 21st Class schedule for summer semester published

March 25th Deadline to submit a graduation application for participation

April 8th Last day to drop a course with a “Q” or withdraw with a “W”

April 4th Registration for the summer semester opens

May 13th Deadline to submit a graduation application for conferral

May 13th Class ends

May 14th Spring Commencement Ceremony Bell County Expo Center 7:00 p.m.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

For this course, you will need reliable and frequent access to a computer and the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the A&M-CT computer lab (Founder's Hall, 113) or contact [Dr. Rebecca](#) to discuss your situation.

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 their 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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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>].

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, 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 in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

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

University Writing Center

University Writing Center: 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. For the Spring 2022 semester, 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 WOnline [<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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline [<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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 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](#) [<https://tamuct.libcal.com/appointments/?g=6956>]. 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>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

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

Instructor Policies

Plagiarism

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

Being an Online Student

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

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

- The Canvas class begins on Monday and concludes on Sunday. This course includes weekly quizzes, as well as discussions and exercises supporting exams and the major assignment.
- There are a lot of readings, which will form the basis of discussions, exercises, and the assignment. So, be sure to read the required readings. Make a plan! Remember there are audio option for the texts.
- Be sure to watch the videos. I am likely to make suggestions about what content can be skimmed and what content needs to be understood at a higher level.
- Look ahead at the big assignment. This assignment will require individual research into the non-profit organization. Although enthusiasm is great, do not get too far ahead of the class and become lost. This content is dense and will likely require support through exercises and discussions to make the appropriate links.
- Quizzes are similar to the final exam. Please note they can be taken two times. So please read the content before attempting quizzes.

- Although the quizzes are timed, the exercises are not. Be sure to take advantage of this opportunity to have notes out while figuring out correct answers to the exercises. Do participate in the practice exercises as they were suggested by students as a course improvement.
- The final exam is comprehensive. It will include content from the textbook (Philips, 2020) as well as the secondary text (Mosley, 2014) and written lessons. However, the final is an open book and open notes exam with no time limit.
- The major assignment is worth 20% of your grade and requires synthesizing the readings, artifacts from the non-profit, drawing from content applied in discussions and exercises to make appropriate informed recommendations to the non-profit organization. Please note, comments referring to "the non-profit" is the sole client for this course as agreed to between the non-profit and Dr. Rebecca. A confidentiality agreement is required to participate in this course.

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

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Have a wonderful summer break!