



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 3302-130, CRN 11624 PERSONNEL AND HUMAN RESOURCE MANAGEMENT (Online)

Spring 2022, revised date: 1.11.2022
Texas A&M University - Central Texas
January 18 – May 13, 2022
This is a 100% online asynchronous course

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. 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 e-mail to becca.mcpherson@tamuct.edu. When sending an e-mail, please identify MGMT 3302-130 in the subject line! Email is my *preferred method* of communication after the course starts.

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

If you have any questions about this course or during the course, I am available virtually Tuesday and Thursday from 1:15 p.m. to 4:15 p.m. Please contact me by e-mail 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 e-mails anytime; I usually respond to questions quickly, but not longer than 24 hours. If you need assistance outside the stated office hours, please send me an email request, and we will find a time that works around our schedules.

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

BBA HRM faculty advisor: If you are a BBA HRM student, please make sure you have the BBA HRM Community listed in your Canvas courses. The BBA HRM Community includes an HR Career Map, which is to be used as a guide for your academic experiences and transition from higher education to a

professional HR position. All students interested in a career in HRM are welcome to join our Facebook Group and the HR Warriors Student Organization.

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/>

1-3. Mode of Instruction and Course Access

This is a **100% online asynchronous course** and uses TAMU-CT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to logon to this system. Additional information is located under [Technology Requirements and Support](#).

1-4. Syllabus Accessibility

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](#), and [course and university procedures and policies](#), [frequently asked questions](#), and [Appendix](#).

1-5. SafeZone

SafeZone is an emergency warning system for Texas A&M University-Central Texas that 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

1-6. 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 of 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.
- **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.

2. COURSE INFORMATION

2-1. Course Overview, Description, and Duration

In this course, students will study the fundamental functions of human resources management, the relationship between personnel management and organizations' emerging role of personnel administration in the development of strategic policy for organizations.

2-2. Course Objectives

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

1. **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 ADDIE process, 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 explain the relationship between 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 on page 6](#)).

2-3. Module Learning Outcomes

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

2-4. Required Textbook and Videos

- 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

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 a referral to Student Affairs.

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

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 on page 6](#)). **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)

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

If citations and references are needed in writing your answers, 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)

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 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)

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 the final exam late will only be provided with written documentation of an unavoidable or unforeseeable event.

3-5. Requirement 5: Introduction and Course Wrap Up (10 points)

You need to post your introduction at the beginning of the course (5 points).

You need to post your concluding thoughts at the end of the course (5 points). An additional 5 bonus points for completing the course survey.

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

This quiz is provided to ensure students are understanding 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 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 [course calendar](#). **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

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, 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. Grading Criteria

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 and Wrap up	1%	10 points total (5 points each)
Syllabus/Plagiarism Quiz	2%	20 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be a deduction factor
Total	100%	1,000 points total

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.

3-9. Instructor Policies

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

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

A ten percent penalty will be assessed for late assignments (assignments #1 -8). Assignments that are late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event preventing you from completing and turning in the course requirement during the week it was available for submission. All late assignments should be uploaded to the Canvas classroom. If you are having difficulties completing the assignment, please contact me to discuss submitting within the late deadline without a penalty.

Quizzes can be taken late with documentation of an unavoidable or unforeseeable event. However, they cannot be taken after the due date of the related exam.

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

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

Plagiarism: A student who turned in a plagiarized assignment, i.e., failing to cite and reference the information source properly, 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 as plagiarism.

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

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.

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Login to [A&M-Central Texas Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in [myCT](https://tamuct.onecampus.com/) [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

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

For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: 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 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. COURSE OUTLINE AND CALENDAR

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 in the list to be considered as "complete" for that two-week period.

Each two-week period 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 Saturday of the preceding week. **Course materials will not be opened in advance.** All content including required readings, videos, quizzes, discussion, and assignments are located in the Modules link on the left menu in canvas.

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.

Weeks 1 and 2: January 18, Tuesday – January 30, Sunday

Opens January 18th

Week 1

Read Course Information & Welcome Message

Download and read the syllabus

Participate in Student Introductions (5 points, due *January 23, Sunday*)

Complete the Syllabus/Plagiarism Review Quiz (20 points, due *January 23, Sunday*)

Read Ch. 1 Strategic HRM

Watch Required Videos (~55 minutes)

Complete Review Quiz (10 points, *January 23, Sunday*)

Week 2

Read Ch. 2 The Role of HRM in Business
Read the [article by Forbes](#)
Watch Required Videos (~13 minutes)
Review Quiz (10 points, *January 28, Friday*)
Discussion #1 (What is HRM?) initial response (20 points, *January 28, Friday*)
Complete Discussion #1 (At least 2 follow-up posts) (10 points, *January 30, Sunday*)
Complete Assignment 1 (50 points, *January 30, Sunday*)

Topics Covered

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

Weeks 3 and 4: January 31, Monday – February 13, Sunday

Opens January 30th

Week 3

Read Ch. 3 The Legal Context of HRM
Search TAMUCT Library and Read the article by Skerry (2002), Beyond Sushiology: Does Diversity Work?
Watch Required Videos (~11 minutes)
Review Quiz (10 points, *February 06, Sunday*)

Week 4

Read Ch. 4 Analyzing Work and HR Planning
Read [article by HuffPost](#)
Read [article by Time](#)
Watch Required Videos (~30 minutes)
Review Quiz (10 points, *February 11, Friday*)
Discussion #2 (Competitive Advantage and HRM) initial response (25 points, *February 11, Friday*)
Complete Discussion #2 (At least 2 follow-up posts) (15 points, *February 13, Sunday*)
Watch Movie Moneyball for Assignment 2 (~133 minutes)
Complete Assignment 2 (60 points, *February 13, Sunday*)

Topics Covered

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

Weeks 5 and 6: February 14, Monday – February 27, Sunday

Opens February 13th

Week 5

Read Ch. 5 Sourcing and Recruiting
Watch Required Videos (~33 minutes)
Review Quiz (10 points, *February 20, Sunday*)

Week 6

Read Ch. 6 Selection and Hiring

Read the Introduction and [Section 1 \(from page 3 to 14\)](#) of the following guide by U.S. Office of Personnel Management (2008)

Watch Required Videos (~14 minutes)

Review Quiz (10 points, *February 25, Friday*)

Discussion #3 (O*Net and Selection) initial response (25 points, *February 25, Friday*)

Complete Discussion #3 (At least 2 follow-up posts) (15 points, *February 27, Sunday*)

Complete Assignment 3 (50 points, *February 27, Sunday*)

Topics Covered

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

Weeks 7 and 8: February 28, Monday – March 13, Sunday

Opens February 27th

Week 7

Read Ch. 7 Training and Development

Watch Required Videos (~27 minutes)

Review Quiz (10 points, *March 06, Sunday*)

Week 8

Read Ch. 8 Performance Management

Read the [article by Forbes](#)

Watch Required Videos (~18 minutes)

Review Quiz (10 points, *March 11, Friday*)

Discussion #4 (Performance Appraisal) initial response (25 points, *March 11, Friday*)

Complete Discussion #4 (At least 2 follow-up posts) (15 points, *March 13, Sunday*)

Complete Assignment 4 (50 points, *March 13, Sunday*)

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

March 14th, Monday – March 18th, Friday

Spring Break!

Weeks 9 and 10: March 21st, Monday – April 3rd, Sunday

Opens March 20th

Week 9

Read Ch. 9 Base Compensation

Read the [article by Bureau of Labor Statistics](#)

Watch Required Videos (~15 minutes)

Review Quiz (10 points, ***March 27, Sunday***)

Week 10

Read Ch. 10 Incentives

Watch Required Videos (~36 minutes)

Review Quiz (10 points, ***April 1, Friday***)

Discussion #5 (Market Pay) initial response (20 points, ***April 1, Friday***)

Watch Required Videos for Discussion 5 (~8 minutes) (located in discussion link)

Complete Discussion #5 (At least 2 follow-up posts) (10 points, ***April 3, Sunday***)

Watch Required Videos for Assignment 5 (~10 minutes) (located in the assignment link)

Complete Assignment 5 (50 points, ***April 3, Sunday***)

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: April 4, Monday – April 17, Sunday

Opens April 3rd

Week 11

Read Ch. 11 Benefits

Read the [article by Forbes](#)

Watch Required Videos (~23 minutes)

Review Quiz (10 points, ***April 10, Sunday***)

Week 12

Read Ch. 12 Creating a Healthy Work Environment

Read the [article by Forbes](#)

Read the [article by Forbes](#)

Watch Required Videos (~12 minutes)

Review Quiz (10 points, ***April 15, Friday***)

Discussion #6 (Benefits) initial response (20 points, ***April 15, Friday***)

Complete Discussion #6 (At least 2 follow-up posts) (10 points, ***April 17, Sunday***)

Complete Assignment 6 (60 points, ***April 17, Sunday***)

Topics Covered

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

Weeks 13 and 14: April 18, Monday – May 1, Sunday

Opens April 17th

Week 13

Read Ch. 13 Creating Positive Employee-Management Relations

Read the [article by Fox Business](#)

Watch Required Videos (~8 minutes)

Review Quiz (10 points, ***April 24, Sunday***)

Week 14

Read Ch. 14 Managing Engagement and Turnover

Read the [article by Forbes](#)

Watch Required Videos (~36 minutes)

Review Quiz (10 points, ***April 29, Friday***)

Discussion #7 (Labor Union) initial response (25 points, ***April 29, Friday***)

Watch the movie Gung Ho (~112 minutes)

Complete Discussion #7 (At least 2 follow-up posts) (15 points, ***May 1, Sunday***)

Complete Assignment 7 (60 points, ***May 1, Sunday***)

Topics Covered

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

Weeks 15 and 16: May 2, Monday – May 13, Friday

Opens May 1st

Week 15

Complete Assignment 8 (100 points, ***May 08, Sunday***)

Week 16

Complete course wrap up discussion (5 points, ***May 13, Friday***)

Complete Final Exam (100 points, ***May 13, Friday***)

Topics Covered

Review of the topics learned throughout the semester

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 20st Add/Drop/Late Registration

February 2nd Last day to drop with no record

March 14-18 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 summer semester opens

May 13th Late deadline to submit a graduation application for participation

May 13th Class ends

May 14th Spring Commencement Ceremony Bell County Expo 7pm

6. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

6-1. 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 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

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].

6-3. 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]

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

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [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.

6-5. 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.

6-6. The University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

6-7. University Library

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

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

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

6-8. Behavioral Intervention

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

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

7. FREQUENTLY ASKED QUESTIONS (FAQs)

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 the section [‘5. Bi-Weekly Checklist’ on page 8](#). 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’s late 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 have 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 word or pdf program). If your file has been last modified after the deadline, I cannot accept your assignment after the three day late deadline with the 10% penalty. 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 have completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?

Answer: No, they will be considered as plagiarism for the same reason in my answer to FAQ 6 above. Please read the answer to the Q6 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 to study together and have a better understanding of the learning contents than to 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 an 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. 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 '[3-8. 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 "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 10. 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 "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.

Appendix – Assignment Example

* 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 > Weeks 1 and 2 > Videos (Week 1)* 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 discusses 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 its 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)

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 is "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 as 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 two 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

Criteria	Grading Standard	Points
Q1 (10 points)	1) The student has correctly identified the true goal of a baseball team described by Peter Brand in the movie. 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
Q2 (10 points)	1) The student has correctly identified the HR needs. 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
Q3 (15 points)	1) The student has discussed how the Oakland A’s has achieved the vertical fit of HRM in the movie. 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
Q4 (15 points)	1) The student has discussed how the Oakland A’s has achieved the horizontal fit of HRM in the movie. 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)

Grading Rubric (Continued)

Criteria	Grading Standard	Points
<p>Q5 (10 points)</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>