



Texas A&M University-Central Texas

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## ***MGMT 4304-110, CRN 11630, RECRUIT, SELECT & PLACEMENT***

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Spring 2022

Texas A&M University-Central Texas

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### **COURSE DATES, MODALITY, AND LOCATION**

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January 18 – May 13, 2022

This is a 100% online asynchronous course

#### ***Course Access***

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

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### **INSTRUCTOR AND CONTACT INFORMATION**

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#### **Instructor Contact Information**

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**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](mailto:becca.mcpherson@tamuct.edu)

If you have any questions or concerns before class starts, please send an e-mail to [becca.mcpherson@tamuct.edu](mailto:becca.mcpherson@tamuct.edu). When sending an e-mail, please identify MGMT 4304 in the subject line! **Email is my preferred method of communication.**

**Office hours:** If you have any questions about this course or during the course, I am available virtually Tuesday and Thursday from 12:15 p.m. to 3:15 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.

**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.

***BBA HRM faculty advisor:*** If you are a BBA HRM (major) 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 student organization HR Warriors Leadership Team. The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. SHRM Chapter #5395 Texas A&M University-Central Texas.  
<https://www.facebook.com/groups/731484783725618/>

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

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

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](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:
  - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - [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

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### *COVID-19 Safety Measures*

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For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Spring 2022 Return to Campus Plan](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

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## COURSE INFORMATION

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### Course Overview and Description

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In this course, students will study recruitment and selection of human resources for organizations. Examine optimal utilization of human resources within organizations, and the use of tests and other techniques in human resource management. Prerequisite(s): MGMT 3302 and BUSI 3301.

## Course Objectives

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**Marketable Skills Focus:** Items in the course identified as marketable skills are applied learning outcomes (LO) that can be directly translated into marketable skills. Pay attention to items identified as marketable skills in order to increase your value in the job market. Upon successful completion of MGMT 4304 Recruit, Select & Placement students should be able to:

- LO 1. demonstrate strong, formal language, written communication skills, and the use of MS Word and Excel.
- LO 2. understand and apply EEO, Affirmative Action, and ADA legal requirements to evaluate staffing processes.
- LO 3. identify types of turnover and measure turnover related to inform staffing decision making and predict hiring needs.
- LO 4. understand, complete, and use a Markov analysis to predict hiring needs.
- LO 5. demonstrate strong MS power point software and presentation skill.
- LO 6. understand and apply EEO, Affirmative Action, and ADA legal requirements to develop an appropriate sourcing strategy based on relevant data.
- LO 7. understand and identify the uses of an HRIS system in relation to internal sourcing, applicant tracking, and assessing staffing outcomes.
- LO 8. strong oral communication skills, including ability to create a realistic job preview, recruit at job fairs, and demonstrate professional tone and image.
- LO 9. demonstrate ability to interview applicants and score assessments while ensuring compliance with EEO, Affirmative Action, and ADA.
- LO 10. understand and identify legal concerns related to job offers and to evaluate job offers for EEO legal compliance.
- LO 11. demonstrate an understanding of the staffing process and recent trends impacting an organization's ability to staff a qualified workforce.
- LO 12. understand, apply and demonstrate professionalism as described under professional etiquette.

**Module and week-level student learning outcomes** are listed in the Canvas classroom at the beginning of each module.

## Required Textbook

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Phillips, J. M. (2020). *Strategic staffing* (4th ed.). New York, NY: Pearson.  
Textbook ISBN- 9781948426862

**No Access Code Required**

Chapters 1 and 2 are available in the Canvas classroom

Library – only available through print reserves: <https://sierra-app.tamuct.edu/record=b2646819~S10>

## COURSE REQUIREMENTS

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### Course Requirements

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A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to facilitate the academic environment better. In such an event, changes will be announced within one week of the change decision in the Canvas classroom. **Students are responsible for reading course announcements.** 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

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Students are expected to embody professionalism to include the following: **Demeanor** – polite and well-spoken, demonstrating tact, respect, compassion, appreciation, inclusive, mature - not rude, belligerent, arrogant, or aggressive; **Reliable** – follow through on tasks in a timely manner, communicate unanticipated events; **Competent** – commit to learning and applying content from the course, act in a responsible manner and practice sound judgement, seek assistance when appropriate; **Ethical** – honest and trustworthy; **Equality** – refrain from giving or seeking preferential treatment unless supported by the office of Student Success, adhere to published policies of the university, seek assistance or clarification when appropriate. A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. A less severe penalty may be assigned by the instructor depending on the circumstances of the situation.

### Understanding of Course Design

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This course is different from MGMT 3302 – a traditional approach to learning content. MGMT 3302 sought to ensure students' understanding of foundational information related to the human resource management discipline. As a result, MGMT 3302 assessed students' learning through quizzes, exams, and short essays. Unlike MGMT 3302, MGMT 4304 seeks to challenge students in learning and applying concepts learned in this course. This means, you are expected to learn and apply skills unique – not taught in previous courses – to recruitment, selection, and placement of human resources for an organization.

### Weekly Quizzes: 60 points (12 @ 5 points each)

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Weekly readings in the textbook provide an introduction to the content for each week. Weekly chapter review quizzes allow students to assess understanding of content. Quizzes reinforce key concepts from the required readings related to **module-level objectives**. Quizzes will be completed and submitted in Canvas, then scored automatically through A&M-CT's Web-supported Canvas application.

**Completing quizzes.** Twelve quizzes include 10 questions and are anticipated to take approximately 10 minutes to complete. However, you may take **up to 15 minutes** to complete these quizzes. *Quizzes are low stress and can **be retaken as many times as you like**, keeping the highest grade.* However, keep in mind that quizzes must be completed by the due date posted in the course schedule.

### **Worksheets: 125 points (17 @ various points)**

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Weekly videos and written lessons provide additional instruction and focus on key concepts from the textbook or expand on concepts needed to understand concepts related to *module and weekly learning objectives* and other course requirements. You can open videos on a different webpage and complete the worksheet while watching related videos. Worksheets include both multiple choice and essay questions. There is **no time limit** for completing the worksheet. All questions on the worksheet are available at one time; however, worksheets **can only be attempted one time**. Multiple choice questions are graded automatically, and essay questions are graded by the instructor.

### **Discussions: 85 points (3 @ 25 points, 2 @ 5 points)**

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Discussions require a higher level of student engagement in key concepts each week. Discussions are open for the duration of the module with a new question or task required each week, *related to module or weekly objectives*, for three weeks with student contributions wrapped up the fourth week. Module discussion content is related to student's skill development and application of the content in assignments. Smaller discussions include the introduction of students the first week and the course wrap up the last week.

**Initial response expectations.** Students are required to post one initial response by Sunday the week an initial post is due. There are typically three initial posts due on Sunday over a three-week period, with the fourth week requiring follow up responses. **Be sure to complete weekly requirements through the Modules link on the left menu of the canvas classroom to avoid missing posting deadlines.** Discussions open when the module opens and close the week the module ends. Keep in mind, discussions are student-to-student discussions that require other students to "discuss with." Therefore, postings will be accepted for course credit after the discussion closes. Initial responses can be posted late but not after the closing date. Please note the discussion closing date in the course schedule. All closing dates are on Sunday.

**Submitting your responses.** To submit an initial post, click on the link provided in the module. This link will take you to the discussion board. Keep in mind that **there are multiple due dates for module-long discussions. Provide a separate response for each topic - do not group them into one response.** Please note: Professional etiquette is required at all times.

**Follow-up response expectations.** Module-long discussions require you to provide at least 2 follow-up responses. When responding to students in discussions, be sure that your responses contribute to the discussion in a meaningful way. While responses to classmates can take a conversational but professional tone, the comment should go beyond the summary of "I agree." Students whose posts are insufficient in quality or quantity, or late will receive point deductions. Students whose post includes poor writing quality will receive point deductions. Remember, attention to strong written communication skills is related to LO 1.

### **Grading Criteria: Discussions**

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- Initial Responses: 15 points (5 points) for each initial response to required topics. Overall, initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and demonstrated an understanding of the assigned material or key components.
- Responses to Classmates: 10 points Discussions 2, 3, and 4. Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses

should add to the conversation beyond "good point" or "I agree." Responses are intended to be conversational, but well written and add value.

- Timeliness and Professional Writing Style not met: -2.5 points per initial post that is late or does not meet expectations for writing quality including good sentence structure, spelling, and effective word choice.

### **Exams: 350 points (3 @ 100, 100, 150 points respectively)**

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There will be three objective exams administered during the semester, which assess knowledge and understanding of module-level objectives. Exam 1 supports *course learning outcomes 1-4*, exam 2 supports *course learning outcomes 5-8*, and exam 3 supports *course learning outcomes 1-10*. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

**Completing exams.** Exams 1 and 2 include 40 multiple choice questions, which assesses content from the required textbook. **Exam 3 is a comprehensive final exam** and includes 60 multiple choice questions, which assesses content from the required textbook.

Exams are open book exams; however, if you do not study and choose to look up all of the answers during the exam, you will not have sufficient time to complete the exam. You may only take the exam one time. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. **Exams 1 and 2** are anticipated to take approximately 40 minutes each, and they must be completed in **one 55-minute sitting** by the due date posted in the course schedule. **Exam 3** is anticipated to take approximately 60 minutes and must be completed in **one 80-minute sitting** by the due date posted in the course schedule. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

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

### **Assignments: 380 points (4 @ 100, 100, 45, 135 respectively)**

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Assignments in this course are qualitative assessments of course learning objectives and focus on marketable skill development. Assignments are designed to help you practice applying course concepts to demonstrate mastery of course objectives.

**Assignments 1, 2, 3, and 4 may be turned in up to three days late with a 10% late penalty.**

Assignments are not accepted after three days late without written documentation of an unavoidable or unforeseeable event, and the decision to accept an assignment late is at the sole discretion of the instructor. For more information about the policy regarding late work, please review Late Assignments under the Instructor's Policies. Please note that assignments represent the independent work of students; and any assignment not made up as approved and arranged by the professor will receive a zero.

Students whose assignment includes academic integrity violations, such as but not limited to plagiarism, will receive a 0 on the assignment and possible referral to Student Affairs. However, "I reserve the right to reduce the penalty if I believe the academic integrity issue was unintentional or very minor in impact. Please review the policies regarding [Academic Integrity](#) and [Plagiarism](#)" (Dr. Rebecca). If you are unfamiliar with APA, I encourage you to purchase your own copy of the Publication Manual of the American Psychological Association (APA, 7th ed.). Keep in mind; you are required to use the

American Psychological Association (APA) formatting for written assignment formatting, layout, citations, and references as part of your MGMT4304 assignments.

Assignments include the following:

1. Research Paper (Recent Trends, Hiring a Qualified Workforce, Formal Writing Skills)
2. Realistic Job Preview Presentation (PPT Skills, Job Fit, Recruiting the Right Talent, Recruiting strategy)
3. Resume Review (Job Sites, KSAOs, Minimum Requirements for Job fit, Employability)
4. Interview Assessment Evaluation Report (Score key, Rubric, Mock Interview, ADA & EEO Compliance)

### ***Assignment 1: Research Paper Description and Grading Criteria***

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Trends in Workforce Planning and Talent Management: According to the SHRM, one of the top trends in human resources management is designing the employee experiences to meet organizational goals. Therefore, the purpose of this research paper is to investigate, **how do organizations create and use employee experiences to attract and retain talent?** This research paper is worth 100 points and supports **learning outcomes 1 and 11**, and it **reinforces learning outcome 12**.

Completing the assignment. The research paper is an **article review** that includes a title page, NO abstract, the paper's body of 2.5-3 pages, and a reference page. This article review requires 2 peer-reviewed journal articles from the TAMUCT library not more than 3 years old and 2 brief articles from reputable sources such as a government publication or website, the Society for Human Resource Management, the Association for Talent Development, or an academic conference paper, again less than 2 years old. A reputable source is NOT a blog post, a sales or consulting website, or other sources that do not print retractions and are not vetted by the readership. This paper requires **a minimum of 4 sources**. Within the body of the paper, provide a citation, a brief summary of the important points in the paper that are related to the topic. The summary should be written in paragraph form with NO bullet points. The conclusion to the paper should be one to two paragraphs discussing what you learned about the topic. **Be sure to paraphrase only, no direct quotes**. Properly cite and reference in APA all sources of information. Utilize APA writing style and layout. Sources not correctly referenced AND cited in the paper will not be counted. References lacking complete content to demonstrate the source is a peer-reviewed journal or a reputable source will not be counted. I will check for citations. I will also spot check the dates. Changing dates is an ethics violation under professional conduct.

- Do use APA 7th edition
- Do include a title page
- Do include the running head and page numbers
- Do include 1-inch margins
- Do NOT include an abstract
- Do not exceed the page limit of 2.5-3 pages for the body of the paper
- Do include a reference page
- Do use Times New Roman, 12-point, black font
- Do double space all content, do not add extra double spaces, use 0 points before and after
- Do use properly formatted subheadings
- Do use the page break function so the content does not break in the wrong place
- Do correctly cite the reference using APA 7th ed
- Do correctly and completely reference the source using APA 7th ed

- Do not use direct quotes, therefore citations do not have page numbers
- Do use formal language
- Do edit your writing, do not use contractions, do not use first person, do not include your personal opinion or experiences
- Do use outside assistance to edit, if needed, such as the writing center or a program such as Grammarly
- Do make sure each summary is clearly related to the REQUIRED topic
- Do use 2 peer-reviewed journal articles less than 3 years old
- Do use 2 other timely reputable sources less than 2 years old

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

Be sure to check your SimCheck similarity report and ensure it is less than a 15% match.

#### Grading Criteria

Expectations	Meets (100%)	Meets Most (66%)	Meets Some (33%)	Does Not Meet (0%)	Points
APA/Reference Requirement	Met references requirement described in description. Followed APA paper layout and formatting rules with very few errors.	References (3 of 4). APA formatting rules were followed for the most part - minimal errors.	References (2 of 4). APA formatting rules were or were not followed. Many errors.	References (1-0). APA formatting rules were not adequately followed. Any citations show errors, or some citations were missing all together.	10
Content/Writing	*Range* Meets (75 to >62 pts) and Meets-Most (62 to >49.5 pts) (see Canvas rubric) The paper demonstrated depth of understanding through appropriate content that was well-developed, well-written in formal language,	*Range* (49.5 to >24.75 pts) <b>*Highest level rating for papers with 3 of 4 required sources, did not meet page requirement, or selected an inappropriate topic.*</b> the paper demonstrated understanding	*Range* (24.75 to >0 pts) <b>*Highest level rating for papers with 2 of 4 required sources, did not meet page requirement, or selected an inappropriate</b>	*Highest level rating for papers with 0 of 4 required sources* Poor writing quality. Student needs to make an appointment with the writing center to work on improving writing issues.	75



	<p>organized, and provided a conclusion demonstrating appropriate reflection of the content and topic.</p>	<p>through course-related content that was developed and organized- may be sufficiently reflective. Mostly well-written- some use of informal language. The paper had a strong / decent writing style and sense of direction and some grammatical errors, but not excessive.</p>	<p><b>topic.*</b> The paper had a decent / limit writing style and sense of direction and/or writing quality made it difficult to read.</p>		
Trend/Purpose	<p>The topic/focus reflects the required trend for this paper. The topic and purpose were clearly stated and guided the selection of content and development of the paper.</p>	<p>The topic/focus reflects the required trend for this paper. The topic and purpose were clearly stated; however, not all of the contents supported the main topic and purpose.</p>	<p>The topic and purpose were clearly stated; however, contents – supporting topic of the paper did not appear to support the main topic and purpose.</p>	<p>No clear or appropriate topic was present in the paper.</p>	10
Directions	<p>Student followed directions, uploaded the paper to submission link, submitted on time. The overall paper</p>	<p>Student followed most directions, submitted on time.</p>	-	<p>Submission was late or did not sufficiently follow directions. (-10 points)</p>	5

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followed directions for page length, number and type of sources, and student's paper *and* conduct demonstrated professionalism.

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Total Points

100

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### *Assignment 2: CPD Resume Review: Description and Grading Criteria*

Complete a resume review with Career and Professional Development. A resume template is provided in the course resources and is required for this assignment. Students should plan ahead and make an appointment with CPD. Failure to plan ahead in order to obtain an appointment in a timely manner will result in a 0 for the assignment. Upload your resume and evidence of completing the resume review appointment with CPD. This assignment assesses *learning outcomes 1, 8 and 9* and it *reinforces learning outcome 12*.

Upload your resume and evidence of completing the resume review appointment with CPD.

- Using the course resume template, complete your resume **using content learned in the course** about KSAOs and related job requirements from your selected job from previous discussions. (MS Word Upload to assignment link)
- Make an appointment with Career and Professional Development to be completed before Friday of week 8. (Evidence of completion uploaded to assignment link)
- Make brief notes about what you learned and how you will improve your resume or need to seek additional skill development. (Summary as a text entry upon submission)

**Submitting your assignment.** Your resume should be uploaded as an MS Word document by midnight of the due date. Include evidence of completing the resume review with CPD, i.e., screenshot of completed appointment. As a text entry, provide a brief summary (1 paragraph) of your outcomes i.e., what did you learn. You will need MS Word to complete this assignment. You will need to make and attend an in-person or online appointment. To submit the assignment, go to the left menu under Assignments, then select Assignment 2.

#### Grading Criteria

Expectations	Meets (100%)	Meets Most (66%)	Meets Some (33%)	Does Not Meet (0%)	Points
Resume	Used the resume	The resume used the template but	The resume was incomplete,	The resume template was not used. The	20

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	template. Resume reflected thoughtful completion and use of content in the course.	needed some improvement in content or attention to detail.	lacked attention to detail, needed substantial improvement.	resume is of poor quality. The resume was not uploaded.	
CPD Resume Review	The resume template was used. The appointment was made and attended in a timely manner. Student provides a brief summary of outcomes.	The resume template was used. The appointment was made and attended. The student did not provide a brief summary of outcomes.	The resume template was not used but the student made and attended an appointment with CPD for a resume review in an alternate format.	The student did not make an appointment or attend an appointment within the stated time range. Insufficient evidence was provided by the student.	25
Total Points					45

### ***Assignment 3: Realistic Job Preview Presentation: Description and Grading Criteria***

For this assignment, the student will demonstrate advanced MS Power Point skills with video in developing a realistic job preview related to job fit, recruiting the right talent, and supporting a recruiting strategy. This assignment assesses *learning outcomes 5 and 8*, and it *reinforces learning outcomes 2, 3, and 12*. The selected organization and information needed to complete this assignment is located in the assignment link in the Canvas classroom. Go to the canvas classroom, on the left menu select Assignments, then click on Assignment 2.

You are the HR Coordinator for XYZ company, and you have been asked by the HR manager to create a realistic job preview for a difficult to fill position utilizing an open-continuous recruiting strategy. This organization is committed to Equal Employment Opportunity and hiring veterans. The realistic job preview will be used on social media, on the organization's website, and linked to prominent job boards. Your goals include (1) increasing organization fit, (2) increasing applicant self-selection for job fit; (3) reducing turnover due to undesirable job qualities, while also (4) creating enthusiasm about the purpose of the organization.

**All items needed to support this assignment are located in the assignment 2 link in the canvas classroom.**

- The organization's website includes a video about the organization as well as the mission, vision, values, and purpose of the organization. This information will be used to assess organization fit.

- A summary is provided of employee and former employee comments about the job and the organization. This information will be used to identify the undesirable aspects of the job as well as the most values aspects of employment.
- A job announcement is provided to identify minimum person specifications (KSAOs) for job fit.

The HR Manager would like for you to create a storyboard for a realistic job preview using MS Power Point. In the Power Point, identify which elements will be included in the realistic job preview (on the slide) and why (in the notes). You need to address how the presentation will meet each of the four stated goals. In this presentation, you will need to embed a video introduction to the organization. **The Power Point Presentation should include the title slide, one slide per goal, the embedded video, and concluding slide (6-7 slides total).**

**Submitting your assignment.** Your assignment should be uploaded as an MS PPT document by midnight of the due date. You will need MS PPT to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 2.

Grading Criteria

Expectations	Meets (100%)	Meets Most (66%)	Meets Some (33%)	Does Not Meet (0%)	Points
Goal 1 Increase Organization Fit	The identified elements and explanation of why were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25
Goal 2 Increase self-selection for job fit	The identified elements and explanation of why were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25
Goal 3 Reduce Turnover Due to Undesirable Job Qualities	The identified elements and explanation of why were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some	The identified elements and explanation of why were incorrect or	25

			substantial improvement	mostly incorrect	
Goal 4 Create Enthusiasm about the Purpose of the Organization	The identified elements and explanation of why were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25
MS Power Point	A professional, appropriate power point design was provided with notes and used best practices. A video was embedded in the presentation	Power Point design adherence needed some improvement (-10 points)	MS Power Point or video was not adequate (-20 points)	MS Power Point was not used, or no video was provided (-40 points)	0
Total Points					100

#### ***Assignment 4: Interview Assessment Evaluation Report: Description and Grading Criteria***

For this assignment, students will develop an interview protocol and score key-rubric, conduct a mock interview, and access the process for improvement as well as ADA & EEO compliance. This assignment assesses [learning outcomes 2 and 9](#), and it reinforces [learning outcomes 1, 7, and 12](#).

You are the HR Coordinator for XYZ company, and you have been asked by the HR manager to create an interview protocol and score key to be used by multiple interviewers in assessing job candidates. The three items the HR manager would like assessed in the interview protocol for all job applicants includes the following:

- Accountability-organizational fit as being accountable to others for our actions and the impact these actions have on others,
- Collaborative-work group fit as being collaborative and actively seeking opportunities to collaborate with and assist teammates, and
- Life-long learner-job fit as being knowledgeable of changes in the profession.

Step 1. The HR Manager would like for you to create an interview protocol and score key for each of the three items using the format located in the Canvas Course Resources. Ensure that the interview

questions conform to the following requirements (1) is an open-ended question, (2) is not a leading question, and (3) is not a negative question. Develop a score key for each question with three to four levels and describe the response at each level.

Step 2. Test the interview protocol and score key in a mock interview with a test subject. The test subject can be with a family member, another student, or colleague. Record the interview.

Step 3. After completing the mock interview, consider the answers provided by the test subject and how the interview protocol and score key could be improved.

Step 3A. Interview protocol - Did the test subject understand the question and the information you were seeking? Did the test subject need clarification to answer the question? Was the answer provided by the test subject the information you were seeking? How can the questions be improved to obtain the desired answer?

Step 3B. Score key – was the level of response clearly apparent in the description of the response criteria? Does the description of the criteria need to be more specific or less specific? Does the score key need another level to accurately assess the range of potential responses? Could another interviewer use the score key and obtain similar scored outcomes?

In an MS Word document, provide a copy of the interview protocol from step 1, the name and your relationship to the test subject as well as a recording of the interview from step 2, a reflection of how to improve the interview protocol and score key by responding to the questions posed in step 3 A and B. Be sure to label the steps in the document as step 1, 2, 3, 3A, and 3B.

**Submitting your assignment.** Your assignment should be uploaded as an MS Word document by midnight of the due date. You will need MS Word to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 4.

#### Grading Criteria

Expectations	Meets (100-67%)	Meets Most (66-34%)	Meets Some (33-1%)	Does Not Meet (0%)	Points
Step 1 The interview protocol and score key	One appropriate question and score key was created for each item (3 total)	The interview protocol or score key needed some improvement	The interview protocol or score key needed some substantial improvement	The interview protocol or score key was incorrect, mostly incorrect, or inadequate/insufficient	40
Step 2 Mock Interview	The mock interview was conducted (recorded) and the required information for the test subject was provided	-	-	Insufficient information was provided to establish that the mock interview was completed	40

Step 3 Process Improvement A. Interview Protocol B. Score Key	An appropriate and complete critical reflection was provided about areas for improvement of the interview protocol and score key	Some improvement was needed in the critical reflection	Substantial improvement was needed in the critical reflection	The critical reflection was incomplete, insufficient, or mostly incorrect	45
MS Word doc	The content is well written, uses unbiased, neutral formal language, conveys the required information in the requested format and labeled step 1, step 2 step 3A, Step 3B	The written content needed some improvement	-	The written content was not adequate	10
Total Points					135

### Other Instructor Policies

The instructor's policies can be found at the end of the syllabus under [Instructor's Policies](#).

### Course Grading Criteria

Graded requirements support course objectives and include a combination of quizzes, worksheets, exercises, activities, discussions, exams, and assignments. There are 1000 total points in the course as delineated in the following Grade Composition:

Quizzes	6%	60 points
Worksheets	12.5%	125 points
Discussions	<b>8.5%</b>	85 points
Exams	35%	350 points
Assignments	38%	380 points
	<b>100%</b>	<b>1000 total points</b>

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

### *Posting of Grades*

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All student grades are anticipated to be posted in the Canvas Grade book within seven days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. If grades are not able to be returned within this timeline, an announcement will be posted 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.

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 others course requirements were completed.

### *Late Policy*

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Please keep in mind that any exception to the late policy requires documentation supporting an unavoidable or unforeseeable event, and the decision to accept a submission as an exception to the policy is at the sole discretion of the instructor. Students with exceptional, documented circumstances may be able to have the select course requirement deadlines adjusted if this situation is discussed with the instructor prior to the due date with the exception of course requirements due in week 16. No submissions are accepted after the last day of class unless the student has an approved incomplete contract in place.

**Discussions.** 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 may not be posted after the discussion closes. Remember, contributions to discussions are dependent on the interaction of other students.

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

**Assignments 1-4.** A ten percent penalty will be assessed for late assignments (assignments 1-4). Assignments that are late will not be accepted more than three days after the assignment due date without written documentation of an unanticipated or unavoidable event preventing the student from completing and turning in the course requirement during the week it was available for submission. The decision to accept an assignment after the late deadline is at the sole discretion of the instructor and will require documentation of an unavoidable or unforeseeable event. All assignments should be uploaded to the Canvas classroom.

**Participation and Learning Reinforcement.** Quizzes, worksheets, exercises, and activities can be submitted late with documentation of an unavoidable or unforeseeable event. However, they cannot be completed after the due date of the related exam. If you were provided an alternate due date for the exam, these items must be completed prior to the alternate due date. Remember, quizzes, worksheets, exercises, and activities are intended to ensure students are keeping up with weekly reading assignments, watching videos, and preparing for the related exam or assignment.

### *Submitting Course Requirements*

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Please submit all course requirements through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send me an e-mail explaining the difficulty. Be sure to place MGMT 4304 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

## COURSE OUTLINE AND CALENDAR

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### Complete Course Outline

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"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 between 30 and 90 minutes each week. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

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

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#### Getting Started

To get started - Go to the Canvas classroom. On the left menu select Modules. Begin at the top with Home, then go to Course Information and Orientation:

[Complete Discussion 1 Student Introductions: \(Due Sunday, 1 post, 5 points\)](#)

Read Course Information, download and read syllabus.

[Complete Worksheet: Syllabus Review \(Due Sunday, 5 points\)](#)

#### Module 1 – Part 1 **Module 1 Opens (01/18)**

**Supports LO 11 Marketable Skills. Topics Covered:** Expectations, Staffing Links, Staffing Goals, Competitive Advantage, Business Acumen, and Core Jobs

Read Ch. 1 Strategic Staffing (*Student without a textbook can access chapter 1 in the course reserves.*)

[Complete Quiz: Chapter 1 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 1

Watch Ch. 1 Multimedia and [Complete Worksheet: Strategic Staffing \(Due Sunday, 5 points\)](#) SUPPORTS

MODULE-LEVEL OUTCOMES

#### *January 18 Class Begins*

*January 18-20 Add/Drop/Late Registration*

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

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#### Module 1 – Part 2

**Supports LO 1 and LO 11 Marketable Skills. Topics Covered:** Hiring the Right Person, Talent Oriented Staffing, Job Oriented Staffing, Organization Oriented Staffing, and Strategic Staffing Decisions

Read Ch. 2 Business and Staffing Strategies (*Student without a textbook can access chapter 2 in the course reserves.*)

[Complete Quiz: Chapter 2 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 1

Watch Ch. 2 Multimedia and [Complete Worksheet: Business and Staffing Strategies \(Due Sunday, 10 points\)](#)

Read Forbes article by Kelly (2021)

Read SHRM article by Jackson (2017)

Download Writing Center APA Jumpstart Sheet

Watch Video Tutorial from Library How to Locate Peer-Reviewed Articles

[Participate in Discussion 2: \(Due Sunday, 1 post, 5 points\)](#) The War for Talent; Identify three key issues underpinning the war for talent as discussed in the chapter 2 multimedia The War for Talent (3 bullet points). Read and summarize The War for Talent is Now a Way of Life for HR (Jackson, 2017) or A War for Talent is Starting-Spoiler Alert: Workers Will Win (Kelly, 2021) (1 paragraph). Explain how information from the video or article may influence your approach to the job market or your career (1 paragraph). Be sure to provide the APA reference and properly cite your summary.

**Begin Activity: Contact Career and Professional Development (CPD) and make an appointment for a Resume Review (Due in week 8)**

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

#### Module 1 – Part 3

**Supports LO 2 Marketable Skills. Topics Covered:** Ethical Practice, Employer Brand Management, Affirmative Action, Diversity Programs, Equal Employment Opportunity, Target Labor Demographics - Aging and Employment, and Legally Defensible Staffing

Read Ch. 3 The Legal Context

[Complete Quiz: Chapter 3 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 1

Watch Ch. 3 Multimedia and [Complete Worksheet: The Legal Context \(Due Sunday, 10 points\)](#)

Watch Multimedia, Read Lessons [Complete Worksheet: Stock, Flow, and Concentration Statistics \(Due Sunday, 10 points total\)](#)

Complete an updated Resume using the Template (you will need this as the course progresses)

- Resume Template Located in Course Resources
- Download Resume Template.
- Identify your KSAOs and add them to your resume.

[Participate in Discussion 2: \(Due Sunday, 1 post, 5 points\)](#) The Legal Context; Equal employment opportunity, protected classes, and employer's affirmative actions are all important concepts underpinning the staffing process. Go to the TAMUCT online university library and locate one article related to these topics in Chapter 3, the Legal Context. Summarize the journal article (1 paragraph) and explain how it relates to chapter 3, The Legal Context (1 paragraph). Be sure to provide the APA reference and properly cite your summary.

***February 3rd Last day to drop with no record***

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

Module 1 – Part 4

**Supports LO 1, LO 3, and LO 11 Marketable Skills. Topics Covered:** Labor Gaps, Types of Turnover, Employer Branding, Retention Strategies, Socialization, and Relationship Management

Read Ch. 12 Managing Workflow

[Complete Quiz: Chapter 12 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 1

Watch Ch. 12 Multimedia and [Complete Worksheet: Managing Workflow \(Due Sunday, 10 points\)](#)

[Participate in Discussion 2: \(Due Sunday, 1 post, 5 points\)](#) Managing Workflow and

Exit Surveys, Understanding the quantitative and qualitative aspects of turnover is often supported by exit surveys when employees leave an organization. Based on content in Chapter 12 and the Chapter 12 Multimedia, develop 2 open-ended and 2 closed-ended questions to provide exit survey – formal language (4 bullet points). Explain why you choose these questions to include in the exit survey (1 paragraph).

[Complete Assignment 1 – Research Paper \(Due Sunday, 100 points\)](#)

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

Module 1 – Part 5

**Supports LO 4 Marketable Skills. Topics Covered:** Staffing Planning Processes, Forecast Worker Demand, Predict Business Activity, and Labor Gaps and Surpluses

Read Ch. 5 Forecasting and Planning

[Complete Quiz: Chapter 5 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 1

Watch Ch. 5 Multimedia and [Complete Worksheet: Forecasting and Planning \(Due Sunday, 5 points total\)](#)

Read Lesson Markov Analysis and [Complete Worksheet: Forecast Workforce Needs \(Due Sunday, 5 points total\)](#) [Complete Worksheet: Calculate Needed Applicant Pool \(Due Sunday, 5 points total\)](#)

[Complete Discussion 2 Activity: \(Due Sunday, 2 posts, 10 points\)](#) Respond to at least two other classmates.

**Complete Activity: Resume Review with CPD and Upload Resume (Due in week 8; no late submissions accepted. Do not fail to plan.)**

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

Module 1 – Wrap-up

**Supports LO 1-4 and LO 11 Marketable Skills.**

[Complete Exam #1 \(Assessment Ch. 1, 2, 3, 12, & 5\) \(Due Sunday, 100 points\)](#)

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

Module 2 – Part 1 **Module 2 Opens (02/21)**

**Supports LO 5 Marketable Skills. Topics Covered:** Labor Market Trends, Performance Management Feedback, Types of Job Analysis, Job Analysis Methods, and Conducting a Job Analysis

Read Ch. 4 Strategic Job Analysis and Competency Modeling

[Complete Quiz: Chapter 4 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 2

Watch Ch. 4 Multimedia and [Complete Worksheet: Job Analysis and Competency Modeling \(Due Sunday, 10 points\)](#)

[Participate in Discussion 3: \(Due Sunday, 1 post, 5 points\)](#) Job Fit; Go to Glassdoor, Indeed, or Zip Recruiter and locate a job announcement for the next (potential) job you would like to pursue. How well do you match the job-fit requirements (1 paragraph)? Consider your KSAOs; what KSAOs do you need for the next step in your career, i.e., what is your skill gap (provided a bulleted list)? Provide a link to the job announcement.

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

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#### Module 2 – Part 2

**Supports LO 6 Marketable Skills. Topics Covered:** Global and Cultural Effectiveness, Role of Sourcing - Ethical Practice, Sourcing Process, Sourcing Strategies, Sourcing Plan, Legally Compliant Job Descriptions, and Effective Communication

Read Ch. 6 Sourcing: Identifying Recruits

[Complete Quiz: Chapter 6 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 2

Watch Ch. 6 Multimedia and [Complete Worksheet: Identifying Recruits \(Due Sunday, 7.5 points\)](#)

[Participate in Discussion 3: \(Due Sunday, 1 post, 5 points\)](#) Understanding Realistic Job Previews; Consider your chosen career; what information would you consider valuable in a realistic job preview (1 paragraph). Consider an undesirable job, what is the job, what information do you think would be important in a realistic job preview, and why (1 paragraph)?

[Complete Assignment 2: CPD Resume Review \(Due Sunday, 45 points\)](#)

### *March 14th, Monday – March 18th, Friday*

# Spring Break!

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

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#### Module 2 – Part 3

**Supports LO 7 Marketable Skills. Topics Covered:** Staffing Metrics, Staffing Technology HRIS, Talent Inventories, and Applicant Tracking HRIS

Read Ch. 13 Staffing System Evaluation and Technology

[Complete Quiz: Chapter 13 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 2

Watch Ch. 13 Multimedia and [Complete Worksheet: Staffing Technology \(Due Sunday, 5 points\)](#)

[Complete Discussion 3: \(Due Sunday, 1 post, 5 points\)](#) Assessing Realistic Job Previews; Conduct internet research and identify a realistic job preview; provide the link. What did they do well and what do they need to do to improve the RJP (provided a bulleted list for each)?

*March 21st Class schedule for summer semester published*

**March 25th Deadline to submit a graduation application for spring participation in the commencement ceremony**

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

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**Module 2 – Part 4**

**Supports LO 8 and 11 Marketable Skills. Topics Covered:** Recruiter Effectiveness, Spillover Effects, Recruiting Guides, EEOC's Best Practices, Employer Branding, Recruiting Messages, and Realistic Job Previews

Read Ch. 7 Recruiting

[Complete Quiz: Chapter 7 \(Due Sunday, 5 points\)](#) SUPPORTS EXAM 2

Watch Ch. 7 Multimedia and [Complete Worksheet: Recruiting \(Due Sunday, 5 points\)](#)

[Complete Discussion 3: \(Due Sunday, 2 posts, 10 points\)](#) Respond to at least two other classmates.

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

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**Module 2 – Wrap up**

**Supports LO 5-8 and LO 11 Marketable Skills.**

[Complete Exam #2 \(Assessment Ch. 4, 13, 6, & 7\) \(Due Sunday, 100 points\)](#)

**April 4th Registration for summer semester opens**

**April 8 Last day to drop a course with a "Q" or withdraw with a "W"**

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

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**Module 3 – Part 1 [Module 3 Opens \(04/04\)](#)**

**Supports LO 9 Marketable Skills. Topics Covered:** Selecting Appropriate Metrics – Critical Evaluation, External Assessment Goals, Assessment Plan, Assessment Methods, Interview Protocol, Hiring the Right Person, and Job and Organizational Match

Read Ch. 9 Assessing External Candidates

[Complete Quiz: Chapter 9 \(Due Sunday, 5 points\)](#) SUPPORTS FINAL EXAM

Watch Ch. 9 Multimedia and [Complete Worksheet: Assessing External Candidates \(Due Sunday, 10 points\)](#)

Download and read the ppt for Interview Question Development

Download the resource Interview Development Guide read pages 6-7

[Participate in Discussion 4: \(Due Sunday, 1 post, 5 points\)](#) Hiring the Right Talent and EEO Implications; Read and summarize [Actively Addressing Unconscious Bias in Recruiting \(Carnahan & Moore, 2020\)](#). (1 paragraph). Explain how information from the article may influence your approach to being interviewed for a job or setting up an interview for applicants (1 paragraph). Be sure to provide the APA reference and properly cite your summary.

[Complete Assignment 3 - Realistic Job Preview \(PPT Skills, Job Fit, Recruiting the Right Talent, Recruiting strategy\) \(Due Sunday, 100 points\)](#)

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

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**Module 3 – Part 2**

**Cont. LO 9 Marketable Skills. Topics Covered:** Adverse Impact, Internal Assessment, Internal Goals Assessment – Critical Evaluation, Replacement Planning, Succession Management Senior/Executives, Career Development – Early-Career & Mid-Career, and Leadership and Navigation

Read Ch. 10 Assessing Internal Candidates

[Complete Quiz: Chapter 10 \(Due Sunday, 5 points\)](#) SUPPORTS FINAL EXAM

Watch Ch. 10 Multimedia and [Complete Worksheet: Assessing Internal Candidates \(Due Sunday, 10 points\)](#)

Download and read the ppt for Score Key Development

[Participate in Discussion 4: \(Due Sunday, 1 post, 5 points\)](#) Developing a Score Key; Based on the content in Chapter 10 and Chapter 10 Multimedia, explain how to develop an effective score key (1 paragraph) and why one is needed (1 paragraph).

Assignment 4 Begin Activity: Identify and Gain Agreement of an Individual to Interview

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

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**Module 3 – Part 3**

**Supports LO 10 Marketable Skills. Topics Covered:** Multiple Hurdles, Combining Candidate Scores, Final Choice and Talent Acquisition, Job Offer Strategies, Total Rewards Package, Legally Compliant Job Offer, and Negotiating Job Offers

Read Ch. 11 Choosing and Hiring Candidates

[Complete Quiz: Chapter 11 \(Due Sunday, 5 points\)](#) SUPPORTS FINAL EXAM

Watch Ch. 11 Multimedia and [Complete Worksheet: Choosing and Hiring Candidates \(Due Sunday, 5 points\)](#)

Assignment 4 Complete Activity: Conduct an Interview

[Participate in Discussion 4: \(Due Sunday, 1 post, 5 points\)](#) Job Offers Read the article [Tips for Making Confident Job Offers \(Maurer, 2016\)](#). Identify three key points from the article, which you found to be important (3 bullets). Explain how the information from the article may influence your job offer strategies or inform negotiating your next job offer (1 paragraph). Be sure to provide the APA reference and properly cite your summary.

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

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**Module 3 – Part 4**

**Supports LO 2 and LO 9 Marketable Skills. Topics Covered:** Interview Protocol, Score Key, ADA, and EEO

Watch Career Multimedia and [Complete Worksheet: Career Development \(Due Sunday, 7.5 points\)](#)

[Complete Discussion 4: \(Due Sunday, 2 posts, 10 points\)](#) Respond to at least two other classmates.

[Complete Assignment 4 – Interview Assessment \(Interview protocol, Score key, Rubric, Mock Interview, ADA & EEO Compliance\) \(Due Sunday, 135 points\)](#)

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

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**Course – Wrap Up*****Supports LO 1-12 Marketable Skills.***

Complete Final Exam (Major Assessment Ch 3, 5- 7, 9-12) (Due Friday, 150 points)

Complete Discussion 5 Class Wrap-up (Due Friday, 5 points)

***May 13th Last day to file for Degree Conferral******May 13th Class ends******May 14th Spring Commencement Ceremony Bell County Expo Center 7:00 p.m.*****Important University Dates:**

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A list of important university dates can be found at <https://www.tamuct.edu/registrar/academic-calendar.html>***January 18th Class Begins******January 18-20 Add/Drop/Late Registration******February 2nd Last day to drop with no record******March 14th–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 14<sup>th</sup> Spring 2022 Commencement Ceremony Bell County Expo 7PM***

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## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

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**Technology Requirements**

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

**To complete assignments, you will need MS Word and PowerPoint software.** You will also need a headset or speakers, a microphone, and a webcam or other video recording device to be able to listen to online resources and record voice narration and video presentation for the Project. If you do not have MS PowerPoint, you can get [Microsoft Office Suite free through your myCT](#).

This course will use the A&M-Central Texas Instructure Canvas learning management system. This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

- Logon to <https://tamuct.instructure.com> to access the course.
  - or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.
- Username: Your MyCT username
- (xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password

### *Canvas Support*

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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*

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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 plug in.

### *Other Technology Support*

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For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

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

*Please let the support technician know you are an A&M-Central Texas student.*

For issues related to course content and requirements, contact [Dr. Rebecca](#). Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

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### **Drop Policy**

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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.

## Academic Integrity

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Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

## Academic Accommodations

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

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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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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

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

If you have a question, are interested in becoming a tutor, or 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](mailto: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

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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 Fall 2021 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/) at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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/) at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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

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The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

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

[<http://tamuct.libguides.com/index>].

## **Behavioral Intervention**

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. 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**

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### ***Plagiarism***

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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***

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Students' learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a Web-based course, you have

made a commitment to participate in your course discussions as well as other online activities. Plan to participate regularly.

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

### *Dr. Rebecca's Personal Statement*

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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 winter break!*