



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 3302-120

PERSONNEL AND HUMAN RESOURCE MANAGEMENT (Online)

Fall 2023, revised date:8.20.2023
Texas A&M University - Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

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

Office Location: Founders Hall, #217

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

Email Address: yoon@tamuct.edu

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

1-2. Instructor's TAMUCT Office Hours and Student - Instructor Interaction

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

1-3. Syllabus Accessibility

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

1-4. SafeZone

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

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

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

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

2. COURSE INFORMATION

2-1. 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 log on to this system. Additional information is located under [Technology Requirements and Support](#).

2-2. Course Overview, Description, and Duration

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

2-3. Course Objectives

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

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

5. **Employee Relations:** Identify and describe the impact of risk management, employee protection, employee rights, and collective bargaining on the employment relationship.
6. **Legal Compliance:** Identify employment laws and their key components which impact the major functions of human resource management, including strategy and planning, equal employment opportunity, staffing, talent management, total rewards, risk management and worker protections, and employee and labor relations.
7. **Professional Etiquette:** Understand, apply, and demonstrate professionalism as described under professional etiquette ([Course Requirement 7](#)).

2-4. Module Learning Outcomes

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

2-5. 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 AND GRADING

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.

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. Some discussions are intended to make students think about issues that will be taught in the following week's module. Detailed instructions for each discussion will be provided through Canvas. Discussions are interactive and time-sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

Professional Conduct Expectations: Online netiquette and in-person professional conduct are required at all times. I reserve the right to delete student posts that violate netiquette expectations, including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and/or violates netiquette expectations will be viewed as a

violation of professional etiquette ([Course Requirement 7](#)). **A reduction in one final grade level (e.g., from A grade to B grade) will occur per case of behavior that is unprofessional and/or violates netiquette expectations.** However, I reserve the right to reduce the penalty if I believe the behavior was unintentional or very minor in impact.

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

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

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 period 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 are anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted on the [bi-weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

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

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

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

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

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

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

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

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

3-7. Requirement 7: Professional Etiquette

Students are expected to embody professionalism by including the following:

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

A student who violates professional etiquette in a manner that is egregious (determined by the instructor) may result in a failing grade for the course. A less severe penalty may be assigned by the instructor, depending on the circumstances of the situation.

3-8. Bonus Assignments

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

3-9. 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	1%	10 points total
Syllabus/Plagiarism Quiz	2%	20 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be deduction (or failing) factors
Plagiarism		
Teamwork		
Improper Use of AI-Generated Content		
Copyright Violation		
Bonus Assignments	-	Can be bonus factors
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.

4. INSTRUCTOR POLICIES (VERY IMPORTANT)

4-1. Late Works

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

4-2. Plagiarism

A student who turns in a plagiarized assignment will receive a failing grade of “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 ideas, facts, statements, etc., 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 American Psychological Association (APA) format.**
- 2) Paraphrase the original writing so that no more than seven consecutive words are identical.**

*** Here, a “source” also includes the use of AI-generated content and your past assignments from this as well as other courses.**

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

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

4-3. Teamwork

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

The definition of teamwork is not limited to working with another human being in real time. It also includes utilizing sources from past students (e.g., their past submissions), materials uploaded to study aid webpages like Course Hero, and AI-generated content like ChatGPT and Bard.

4-4. "Just" Paraphrasing Others' Works

A large portion of a student's work done by paraphrasing someone else's work (including AI-generated content like ChatGPT, Bard, etc.) will not be viewed as a result of independent work. A student can paraphrase, cite, and reference someone else's work to make certain points within the student's writing. However, if a too large portion (determined by the instructor) of the student's submission is just a paraphrasing of someone else's work, it will be viewed as **"teamwork,"** as outlined above.

4-5. Use of AI-Generated Content

According to the official announcement made by Student Affairs, "Artificial intelligence engines generating content do not represent a true and honest evaluation of the student's academic performance. **As such, students are prohibited from using artificial intelligence engines for academic purposes.**" See the [original announcement made by Student Affairs](#) on the Student Conduct Canvas community webpage for further details.

Although students may use AI services (ChatGPT, Bard, etc.) as a tool to work more efficiently, the final answer and the writing should be their own based on how they have understood the relevant content. **If a student's answer is to be too similar to AI-generated content in a way that is difficult to be viewed as independent work (determined by the instructor), it will be viewed as a result of "teamwork," which is prohibited in this course.**

4-6. Copyright of Course Materials

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

4-7. 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.

5. TECHNOLOGY REQUIREMENTS AND SUPPORT

5-1. Technology Requirements

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.

5-2. Technology Support

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

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

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

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

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

Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

6. BI-WEEKLY CHECKLIST

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

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

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

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

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

Weeks 1 and 2: August 28th, Monday – September 10th, Sunday

1. Things to do

Orientation Module

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

Module 1 – Part 1: Strategic HRM

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

Weeks 1 and 2: August 28th, Monday – September 10th, Sunday (Continued)**1. Things to do (Continued)*****Module 1 – Part 2: The Role of HRM in Business***

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

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #1 (What is HRM?)	30	Sep 10 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 1: Making an HRM Case Based on Evidence	50	Sep 10 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

2. Topics covered

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

Weeks 3 and 4: September 11th, Monday – September 24th, Sunday

1. Things to do

Module 1 – Part 3: The Legal Context of HRM

Things to do	Points	Due date	Where to find	Done?
Read Ch. 3 The Legal Context of HRM	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 3	<input type="checkbox"/>
*Complete Module 1 – Part 3 Review Quiz	10	Sep 24 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 2 – Part 1: Analyzing Work and HR Planning

Things to do	Points	Due date	Where to find	Done?
Watch Module 2 Introduction Video and read Module 2 Learning Objectives	-	-	Modules > Module 2	<input type="checkbox"/>
Read Ch. 4 Analyzing Work and HR Planning	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
*Complete Module 2 – Part 1 Review Quiz	10	Sep 24 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #2 (Competitive Advantage and HRM)	40	Sep 24 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 2: Strategic HRM in the movie <i>Moneyball</i>	60	Sep 24 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the ‘Assignments’ menu on the left side of our Canvas website, try clicking the ‘Syllabus’ menu instead. You can find links to these pages under the ‘Course Summary’ section.*

2. Topics covered

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

Weeks 5 and 6: September 25th, Monday – October 8th, Sunday

1. Things to do

Module 2 – Part 2: Sourcing and Recruiting

Things to do	Points	Due date	Where to find	Done?
Read Ch. 5 Sourcing and Recruiting	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 2	<input type="checkbox"/>
*Complete Module 2 – Part 2 Review Quiz	10	Oct 8 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 2 – Part 3: Selection and Hiring

Things to do	Points	Due date	Where to find	Done?
Read Ch. 6 Selection and Hiring	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 3	<input type="checkbox"/>
*Complete Module 2 – Part 3 Review Quiz	10	Oct 8 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #3 (O*Net and Selection)	40	Oct 8 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 3: Designing Behavioral Interview Questions	50	Oct 8 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the ‘Assignments’ menu on the left side of our Canvas website, try clicking the ‘Syllabus’ menu instead. You can find links to these pages under the ‘Course Summary’ section.*

2. Topics covered

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

Weeks 7 and 8: October 9th, Monday – October 22nd, Sunday

1. Things to do

Module 3 – Part 1: Training and Development

Things to do	Points	Due date	Where to find	Done?
Watch Module 3 Introduction Video and read Module 3 Learning Objectives	-	-	Modules > Module 3	<input type="checkbox"/>
Read Ch. 7 Training and Development	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 1	<input type="checkbox"/>
*Complete Module 3 – Part 1 Review Quiz	10	Oct 22 nd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 3 – Part 2: Performance Management

Things to do	Points	Due date	Where to find	Done?
Read Ch. 8 Performance Management	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 2	<input type="checkbox"/>
*Complete Module 3 – Part 2 Review Quiz	10	Oct 22 nd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #4 (Performance Appraisal)	40	Oct 22 nd , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 4: Training Design and Assessment	50	Oct 22 nd , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the ‘Assignments’ menu on the left side of our Canvas website, try clicking the ‘Syllabus’ menu instead. You can find links to these pages under the ‘Course Summary’ section.*

2. Topics covered

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

Weeks 9 and 10: October 23rd, Monday – November 5th, Sunday

1. Things to do**Module 4 – Part 1: Base Compensation**

Things to do	Points	Due date	Where to find	Done?
Watch Module 4 Introduction Video and read Module 4 Learning Objectives	-	-	Modules > Module 4	<input type="checkbox"/>
Read Ch. 9 Base Compensation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 1	<input type="checkbox"/>
*Complete Module 4 – Part 1 Review Quiz	10	Nov 5 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 4 – Part 2: Incentives

Things to do	Points	Due date	Where to find	Done?
Read Ch. 10 Incentives	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 2	<input type="checkbox"/>
*Complete Module 4 – Part 2 Review Quiz	10	Nov 5 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

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

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

2. 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: November 6th, Monday – November 19th, Sunday

1. Things to do

Module 4 – Part 3: Benefits

Things to do	Points	Due date	Where to find	Done?
Read Ch. 11 Benefits	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 3	<input type="checkbox"/>
*Complete Module 4 – Part 3 Review Quiz	10	Nov 19 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 5 – Part 1: Creating a Healthy Work Environment

Things to do	Points	Due date	Where to find	Done?
Watch Module 5 Introduction Video and read Module 5 Learning Objectives	-	-	Modules > Module 5	<input type="checkbox"/>
Read Ch. 12 Creating a Healthy Work Environment	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 1	<input type="checkbox"/>
*Complete Module 5 – Part 1 Review Quiz	10	Nov 19 th , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #6 (Benefits)	30	Nov 19 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 6: Expectancy Theory	60	Nov 19 th , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

2. Topics covered

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

Weeks 13 and 14: November 20th, Monday – December 3rd, Sunday

1. Things to do

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

Things to do	Points	Due date	Where to find	Done?
Read Ch. 13 Creating Positive Employee-Management Relations	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 2	<input type="checkbox"/>
*Complete Module 5 – Part 2 Review Quiz	10	Dec 3 rd , Sunday	Assignments > Module Review Quizzes	<input type="checkbox"/>

Module 5 – Part 3: Managing Engagement and Turnover

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

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Discussion #7 (Labor Union)	40	Dec 3 rd , Sunday	Assignments > Discussions	<input type="checkbox"/>
*Complete Assignment 7: Employee-Management Relations in the movie <i>Gung Ho</i>	60	Dec 3 rd , Sunday	Assignments > Assignments	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

2. Topics covered

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

Weeks 15 and 16: December 4th, Monday - December 15th, Friday

1. Things to do

Discussions / Assignments / Exams

Things to do	Points	Due date	Where to find	Done?
*Complete Assignment 8: Final Assignment	100	Dec 15 th , Friday	Assignments > Assignments	<input type="checkbox"/>
*Complete the Final Exam	100	Dec 15 th , Friday	Assignments > Final Exam	<input type="checkbox"/>

** If you cannot find these pages under the 'Assignments' menu on the left side of our Canvas website, try clicking the 'Syllabus' menu instead. You can find links to these pages under the 'Course Summary' section.*

2. Topics covered

Review of the topics learned throughout the semester

7. COLLEGE AND UNIVERSITY PROCEDURES AND POLICIES

7-1. College of Business Administration (COBA) Learner Access and Success

This website has been specially designed to provide “one-stop shopping” for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, and career and professional development, among other services and many helpful videos. Check it out and bookmark it. It will be very useful: COBA Learner Access and Success (<https://www.tamuct.edu/coba/coba-learners.html>).

7-2. Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

7-3. ADA Access and Accommodations

Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](#) for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

7-4. Success Coaching and Peer Mentoring

Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](#). Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

7-5. Testing Services

We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](#).

7-6. Tutoring and Supplemental Instruction Services

Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor

availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more, please visit [Tutoring Services](#) or call (254) 501-5836, or visit the Tutoring Hub in Warrior Hall, 111.

7-7. 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. 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 Student Conduct Office. When in doubt about 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 referral](#), [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

7-8. Drop Policy

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

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

7-9. Pregnant and/or Parenting Students' Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#). For more information, please visit [Student Affairs](#). If you would like to read more about these [requirements and guidelines](#) online, please visit the website.

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions.

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

7-10. Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#).

Please be aware that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office, you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

7-11. University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology, including cameras, laptops, microphones, webcams, and digital sound recorders.

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

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group 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](#).

7-12. University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday through Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m., and on Saturdays from 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 [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

7-13. A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955), located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources, visit the [Title IX webpage](#).

7-14. Behavioral Intervention

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) 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 254-501-5805.

8. 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 [‘Bi-Weekly Checklist’](#) section. I develop course content and make adjustments to course materials during semesters for a better student learning experience.

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

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

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

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

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

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

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

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

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

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. “Another source” also encompasses your past assignments from this as well as another course that you have taken in the past. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source. You also need to cite and reference your past work accordingly. But in this case, even if you have paraphrased, cited, and referenced the original writing accordingly, there is a chance that your submission will be viewed as unauthorized teamwork, as outlined in the [‘Instructor Policies’](#) section. Therefore, I highly recommend that you avoid utilizing your past work in other courses.

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

Answer: No, they will be considered plagiarism for the same reason in my answer to FAQ 6 above. And for the same reason outlined in FAQ 6, there is a chance that your submission will be viewed as unauthorized teamwork. 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 understand the learning contents or assignments that he or she is having trouble with (or vice versa for getting help from a classmate)?

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

However, students have to answer the questions on their own based on how they have understood the learning contents. If a student's answer is too similar to another student's answer in a way that is difficult to be viewed as independent work (determined by the instructor), 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 of your writing are identical to those in writing from John's assignment, it will also be viewed as plagiarism.

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

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

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

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

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

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

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

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

FAQ 13. Can I submit course materials (e.g., discussions and assignments) using AI-generated content like ChatGPT, Bard, etc.?

Answer: No. According to the official announcement made by Student Affairs, "Artificial intelligence engines generating content do not represent a true and honest evaluation of the student's academic performance. As such, students are prohibited from using artificial intelligence engines for academic purposes." See the [original announcement made by Student Affairs](#) on the Student Conduct Canvas community webpage for further details. Students who utilize AI-generated content in submitting their course materials will be viewed as violating the "teamwork" policy outlined in this syllabus. Although students may use these AI services as a tool to work more efficiently, the final answer and the writing should be their own based on how they have understood the relevant content. If a student's answer is too similar to AI-generated content in a way that is difficult to be viewed as independent work (determined by the instructor), this is now viewed as "teamwork," which is prohibited in this course.

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 Course Objective 1, listed in our syllabus.

Instruction

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

2. Watch the movie *Moneyball*.

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

3. Answer the following six questions.

Q1) Do you confirm that your writing in this submission is original and has not violated any policies under section '4. Instructor Policies' (i.e., plagiarism, teamwork, "just" paraphrasing, and the use of AI-generated content) in our syllabus? **(The assignment will not be graded if you do not answer "yes" to this question.)**

Q2) In the movie, Peter Brand claims that baseball teams in the past have wrongly defined their goals as "buying players." According to Peter Brand in the movie, what should be the true goal of a baseball team? Why? (Hint: Watch the scene where Billy Beane and Peter Brand discuss this point at the parking lot.) **(10 points)**

Q3) Now, identify the HR needs (KSAs, behaviors, culture, etc.) of a baseball team that is (are) required to achieve the goal that you have answered in Q1. More specifically, identify the behavior(s) that are required from baseball players for a baseball team to achieve the goal that you have answered in Q1. How can this help baseball teams to achieve the goal that you have answered in Q1? **(10 points)**

Q4) 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)

Q5) In the movie, how did the Oakland A's achieve the horizontal fit of HRM? In other words, what are some specific examples of an HRM practice that you have answered in Q3 being compatible with another HRM practice? For example, due to the budget constraint that the team was facing, the pay level for the players of the Oakland A's had to be low. So, the team could not just recruit any players that can fulfill the HR needs that you have identified in Q2. The team had to recruit in a way that was "compatible" with the low-pay policy. What were some specific examples of this? **(15 points)**

Q6) What would be a similar situation that organizations face in a more generalized business setting? And how can organizations better respond to this situation by applying what you have learned from the movie (with a focus on the strategic fit of HRM)? **(10 points)**

Important Notes

1. In writing your answers, **NEVER copy and paste any part of the textbook or any other sources.** Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past works, and any other sources), it will be considered plagiarism, and you will receive a failing grade of "F" in this course. You will also be referred to Students Affairs.
2. In submitting your answers, please **use the answer sheet (word file) that is provided with this instruction file.** If the provided format is not utilized, the assignment will be sent back.
3. See the Appendix for the grading rubric.

Appendix – Assignment Example (Continued)

Appendix. Grading Rubric

Criteria	Grading Standard	Points
Q1	The student answered “yes” to the question.	Proceed with grading
	The student did NOT answer “yes” to the question.	Do not proceed with grading
Q2 (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
Q3 (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
Q4 (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

Appendix – Assignment Example (Continued)

Grading Rubric (Continued)

Criteria	Grading Standard	Points
<p>Q5 (15 points)</p>	<p>1) The student has discussed how the Oakland A’s has achieved the horizontal fit of HRM in the movie.</p> <p>2) The student has provided specific examples in the movie to back up his or her arguments.</p> <p>BOTH of the above conditions are met.</p>	<p>15</p>
	<p>Only one condition is met.</p>	<p>8</p>
	<p>None of the conditions are met.</p>	<p>0</p>
	<p>Q6 (10 points)</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>