



Texas A&M University-Central Texas

HRM 5314-110, CRN 10207, WORKFORCE PLANNING AND EMPLOYMENT

Spring 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 17–May 12, 2023
This is a 100% online asynchronous course

Course Access

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor Contact Information

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

Office location: Founders Hall, #217K

Office phone: call Melanie Mason at 254-519-5437

Email address: becca.mcpherson@tamuct.edu

If you have any questions or concerns before class starts, please send an e-mail to becca.mcpherson@tamuct.edu. When sending an e-mail, please identify HRM 5314 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 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, during the work week. On weekends, I check my email once a day, typically in the morning. On occasion, I may be out of town related to academic conferences or speaking engagements. If I am out of town, a notice will be posted in the classroom. However, I check my email at least once a day unless there is not sufficient internet at the conference location. 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.

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

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

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

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

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

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COVID-19 Safety Measures

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

COURSE INFORMATION

Course Overview and Description

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

Course Objectives

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

- 1. Understand the framework of decision-making for workforce planning and the interdependence of employer brand management.**
 - a. Discuss what is employer brand management and its core components
 - b. Describe how employer brand management impacts workforce planning
 - c. Understand the link from staffing and employer brand management to business drivers
 - d. Identify a system of inputs and output for workforce planning
 - e. Calculate and evaluate metrics for workforce planning
 - f. Discuss the concept of a “Perfect Employee” from a business, legal, and social justice perspective
 - g. Identify and apply legal constraints in the use of data analysis for identifying target labor demographics
 - h. Understand ethical standards and expectations for handling sensitive information in the employment and research contexts
 - 2. Understand how to legally identify employer brand position and target labor demographics through the use of quantitative and qualitative data analysis of preferred performance domains.**
 - a. Describe an employee value proposition
 - b. Describe and delineate the relationship between target labor demographics and the perfect employee in the context of sourcing and recruiting
 - c. Describe and develop domains of performance as preferences for organizational fit or job fit in the context of current employees
 - d. Identify and apply metrics and measurements for assessing internal and external job candidates
 - e. Explain the purpose of quantitative versus qualitative data analysis methods
 - f. Understand the difference between primary and secondary data
 - g. Acquire and evaluate secondary data related to employer brand, branding, and preferred domains of performance
 - 3. Understand the process of employer brand management as a function of talent attraction and retention and the impact of applicant and employees’ experiences in the employer brand.**
 - a. Differentiate staffing process constructs and demonstrate an understanding of the strategic staffing decision-making process
 - b. Discuss the impact of employer brand management on applicant attraction and employee retention
 - c. Discuss the impact of employer brand management on labor surpluses and shortages
 - d. Provide a critical evaluation of an employer’s brand with employee and applicants’ brand experiences
 4. Understand, apply, and demonstrate professionalism as described under professional etiquette.
- Week-level objectives are located in the Canvas classroom at the beginning of each section.

Required Textbooks

Phillips, J. M. (2022). *Strategic staffing* (5th ed.). New York, NY: Pearson.

ISBN- 978-1-948426-39-8 or 978-1-948426-411R180 or 978-1-948426-411

No Access Code Required

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

ISBN-13: 978-1118898529

Available in text-enabled audio reader

COURSE REQUIREMENTS

Course Requirements

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

Professional Etiquette

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

Checkpoints: 75 points

Checkpoints include the student introduction (10 points) in week 1 and a confidentiality agreement (10 points); one journal entry (40 points), and a class wrap-up discussion (15 points) in week 16. All checkpoints are graded based on effort and participation. These checkpoints are to encourage a positive learning environment.

Quizzes: 200 points

There are ten chapter review quizzes on Strategic Staffing supporting course objectives 1-3. Quizzes include 10 multiple-choice questions worth 2 points each. Each quiz is anticipated to take 10 minutes to complete. However, it can take up to 15 minutes to complete the quiz. Quizzes are automatically graded by the Canvas Instructure system. Quizzes can be taken twice and must be completed in one sitting.

Quizzes must be completed by the due date posted in the course schedule. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event. Any quiz not made up as approved and arranged by the professor will receive a zero.

Application Exercises: 175 points

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

Exercise 1: Acquire and Review Secondary Data (grade criteria below, 30 points)

Exercise 2: Identifying and Coding Narratives (grade criteria below, 45 points)

Exercise 3: Evaluating the Digital Footprint (grade criteria below, 100 points)

Grading Criteria Application Exercises (1&2)

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

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

Grading Criteria Application Exercises (3)

Exercise 3 is graded by the instructor and based on the grading criteria below.

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

Discussions: 210 points

Discussions contribute to understanding the literature, which underpins the concept of workforce planning and employer brand management supporting course outcomes 1-4. Discussions draw on text readings, literature, videos, and internet research to help frame critical reflections on concepts being learned. **One initial post and two follow-up posts are required.**

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

Discussion 2– Non-profit Role in the Workforce

Discussion 3– Impacts on Employee Actions and Beliefs

Discussion 4– EBM and EEO, Organizational Fit

Discussion 5– Share application exercise 5 Non-profit Digital Footprint

Discussion 6– Values and Beliefs Reciprocal Impacts

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

Grading Criteria Discussions

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

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

Final Exam: 140 points

There is one final exam in this course supporting course objectives 1-3. The final is comprehensive, including content from the required textbook by Phillips. The exam includes 70 multiple-choice questions worth 2 points each. The final is an open book and note, anticipated to take 150 minutes of study time and 200 minutes to complete the exam. It must be completed in one sitting. The final exam is automatically graded by the Canvas Instructure system. The final exam must be completed within the date range and by the due date posted in the course schedule. If the exam is not completed by the due date posted in the course schedule, it will be assigned a zero grade.

Case Study: 200 points

The individual assignment is a case study. “The case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon” (Merriam, 1998: 41), such as employees’ experiences within the employer brand management (EBM) system. This case study will require internet research to locate secondary data on the organization’s website, YouTube, Indeed.com, Glassdoor.com, and general internet database searches. Primary data will be collected by Dr. Rebecca. The subject of our case study is the organization selected by Dr. Rebecca. Students will be required to sign a confidentiality agreement as a course requirement.

Information provided by the organization and collected by Dr. Rebecca will be located in the Course Resources under EBM Artifacts. A signed confidentiality agreement is required to access these artifacts from the organization. Students will be required to conduct additional internet research on the organization.

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

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

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

Description and Grading Criteria Individual Assignment

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

Title page

Brief introduction – Setting the stage (10 points)

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

Literature review – Describing foundational concepts (70 points)

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

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

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

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

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

Conclusion – Setting priorities (30 points)

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

Reference page(s)

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

Directions (0 points)

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

Late Submissions

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

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

Other Instructor Policies:

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

Grading Criteria

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

Grade Composition:

Checkpoints	7.5%	75 points
Quizzes	20%	200 points
Application Exercises	17.5%	175 points
Discussions	21%	210 points
Case Study	20%	200 points
Final Exam	14%	140 points

100%= 1000 total points

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

Posting of Grades

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

Submitting Course Requirements

Please submit all course requirements (application exercises, discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an

unexpected difficulty, please send the course requirement to me via email (please explain the difficulty in submitting the course requirement). Be sure to place HRM 5314 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can so that you may receive feedback and a grade for the course requirement.

COURSE OUTLINE AND CALENDAR

Complete Course Outline

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

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

Week 1: January 17th-22nd

Due Sunday, 01/22nd

10 points, 1 post-Participate in the student introductions

10 points- Complete the **CONFIDENTIALITY AGREEMENT** to access course content

20 points- Read Phillips Ch. 1 – Strategic Staffing (30 pages), watch the required Videos (~30 min), and complete the chapter 1 review quiz

30 points, 3 posts-Watch the video about Employer Brand Management (~45 min) and participate in Discussion 1– Employer Branding versus Employer Brand Management (EBM) (due Sunday, 30 points)

Optional reading Mosley Ch. 1 – Introduction (10 pages)

Week 2: January 23rd-29th

Due Sunday, 01/29th

20 points-Read Phillips Ch. 2 – Business and Staffing Strategies (39 pages), watch the required videos (~36 min), and complete the chapter 2 review quiz

30 points, 3 posts- Watch and read the content about the role of non-profit organizations (~10-min), and complete Discussion 2– Non-profit Organizations' Role in the Workforce

Optional reading Mosley Ch. 2 – Business Case (12 pages)

Week 3: January 30th-February 5th

Due Sunday, 02/5th

20 points- Read Phillips Ch. 4 - Strategic Job Analysis and Competency Modeling (43 pages), watch the required videos (~24 min), and complete the chapter 4 review quiz

30 points, 3 posts- Read and watch content provided about our organization and complete Discussion 3– Impacts on Employee Actions and Beliefs

Week 4: February 6th-12th

Due Sunday, 02/12th

30 points, 3 posts-Read Mosley's Ch. 3 – Brand Ideology (14 pages), Ch. 5 – Strategy and Capability (14 pages), Ch. 6 – The Perfect Employee (10 pages), and Ch. 11 – EVP Development (20 pages), then complete Discussion 4– EBM and EEO, Organizational Fit
Optional reading Phillips Ch. 5 – Forecasting and Planning (41 pages)

Week 5: February 13th-19th

Due Sunday, 02/19th

20 points- Read Phillips Ch. 3 – The Legal Context (57 pages), watch the required videos (~55 min), and complete the Chapter 3 Review Quiz
Read and watch content provided about our organization, Interview with HR Professional (60 minutes), and review the additional information provided, which will be needed for the case study

Week 6: February 20th-26th

Due Sunday, 02/26th

20 points-Read Phillips Ch. 6 Sourcing: Identifying Recruits (44 pages), watch the required videos (~25 min), and complete the chapter 6 review quiz
30 points, 3 posts-Read the lesson: Qualitative Data Collection (~53min) and complete the application exercise 1: Acquire and Review Secondary Data

Week 7: February 27th-March 5th

Due Sunday, 03/5th

Read Mosley Ch. 7 – Diversity and Segmentation (8 pages), Ch. 8 – Reputation and Attraction (16 pages), and watch the required videos (~30 min)
45 points, 3 posts-Read the lesson: Qualitative Data Analysis (16 min) and complete the application exercise 2: Coding Narratives
Optional reading Phillips Ch. 7 External Recruiting (50 pages)

Week 8: March 6th-12th

Due Sunday, 03/12th

20 points-Read Phillips Ch. 9 Assessing External Candidates (60 pages), watch the required videos (~30 min), and complete the chapter 9 review quiz
Investigate the organization's social media and recruiting materials related to the case study and begin working on the application exercise 3: Evaluating the Digital Footprint

Week 9: March 20th-26th

Due Sunday, 03/26th

Read Mosley Ch. 20 – Employer Brand Metrics (20 pages) and watch the required videos (~52 min)
100 points-Complete the application exercise 3: Evaluating the Digital Footprint

Week 10: March 27th-April 2nd

Due Sunday, 04/2nd

20 points-Read Phillips Ch. 10 Assessing Internal Candidates (32 pages), watch the required videos (~55 min), and complete the chapter 10 review quiz

30 points, 3 posts-Read and watch content provided about our organization, Onboarding, and complete Discussion 5 –Digital Footprint and Onboarding

Week 11: April 3rd-9th

Due Sunday, 04/9th

20 points-Read Phillips Ch. 11 Choosing and Hiring Candidates (37 pages), watch the required videos (~35 min), and complete the chapter 11 review quiz

Review feedback from the organization (if provided)

Week 12: April 10th-16th

Due Sunday, 04/16th

Read Mosley Ch. 9 – Engagement and Retention (12 pages), Ch. 18 – Managing the Brand Experience (14 pages), and watch the required videos (~42 min)

30 points, 3 posts-Read and watch content provided about our organization, Engagement Survey, Enculturation and the Organizational Policies (if provided), and complete Discussion 6 – Values and Beliefs Reciprocal Impacts

Week 13: April 17th-23rd

Due Sunday, 04/23rd

200 points-Complete the Case Study assignment

Week 14: April 24th-30th

Due Sunday, 04/30th

20 points-Read Phillips Ch. 12 Managing Workflow (43 pages), watch the required videos (~34 min), and complete the chapter 12 review

40 points-Complete the journal entry reflection

Week 15: May 1st-7th

Due Sunday, 05/7th

20 points-Read Phillips Ch. 13 Staffing System Evaluation and Technology (29 pages), watch the required videos (~45 min), and complete the chapter 13 review quiz

30 points, 3 posts-Complete Discussion 7 – Lessons Learned and Applied

Week 16: May 8th-12th

Due Friday, 05/12th

15 points-Read feedback from the organization (if provided) and participate in the class wrap-up

140 points-Complete the comprehensive final exam

Case Study grades returned

Important University Dates:

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

January 17 Class Begins

January 17-19 Add/Drop/Late Registration

February 1 Last day to drop with no record

March 13-17 Spring Break

March 31 Deadline to submit a graduation application for participation

April 7 Last day to drop a course with a "Q" or withdraw with a "W"

May 12 Deadline to submit a graduation application for conferral

May 12 Class ends

May 13 Commencement Ceremony Bell County Expo 3 PM

May 16 Grades due to the University 3 PM

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

For this course, you will need reliable and frequent access to a computer and the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the A&M-CT computer lab (Founder's Hall, 113) or contact [Dr. Rebecca](#) to discuss your situation. **To complete assignments, you will need MS Word and Excel software.** You will also need a headset or speakers to be able to listen to online resources. If you do not have MS Excel, 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
- Initial password: Your MyCT password

Canvas Support

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

Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plugin.

Other Technology Support

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

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

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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 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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Important information for Pregnant and/or Parenting Students

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

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

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

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

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

University 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 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments)

[https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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

[https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. 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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

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](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

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

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

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

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Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Have a wonderful summer break!