TEXAS A&M UNIVERSITY COMMERCE

SUMMER SEMESTER 2023
MGT 592—01W: CURRENT ISSUES IN HRM

CLASSROOM: Web-Based Course
MEETING TIME: See Course Schedule for Assignment Due Dates
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

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REQUIRED TEXT:

Portolese, L. (2020). Human Resource Management (Version 3.1). Flat World. ISBN: 978-1-4533-3581-9.

*If you order the text via the TAMUC bookstore, the cost is $46.45 and the information is:

BRONZE ACCESS CODE
Author: FLAT WORLD
Edition: 20
Published Date: 2020
ISBN: 9781453399309
Publisher: FLAT WORLD

*The 3.1 version of this book (ISBN: 978-1-4533-3581-9) can be purchased directly from Flat World Knowledge (https://catalog.flatworldknowledge.com/) with the following available options:

- **Online Access [Required]: $32.95 ***This $32.95 option is acceptable for my class☺!!!**
- **Color Printed Textbook with Online Access: $57.95**

**Go to https://students.flatworldknowledge.com/course/2604413 to purchase your textbook in the affordable format of your choice or redeem your Digital All Access Pass code.

COURSE OVERVIEW AND OBJECTIVES:
This course is designed to provide an analysis of current human resource management issues, emphasizing their impact on an organization's success. Upon completion of this course, you should be able to:
- Identify current issues facing human resource management.
- Develop strategies for dealing with these issues.
- Examine emerging issues in human resource management and assess their potential impact on organizations.
- Develop skills in solving human resource problems.
- Develop an understanding of the complex nature of human resource management problems.

COURSE FORMAT:
This course is entirely Web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the D2L course management website. Be sure to log onto D2L and

check your university e-mail regularly to see what work you are required to do. PowerPoint slides will be available for each of the book chapters, under the "Course Materials" section under the "Content" tab. We will also utilize the "Discussions" option from the "Activities" dropdown menu on D2L. I will post topics and/or questions to generate discussion among you and your classmates. You are encouraged to respond to your classmates' questions and comments. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. These discussion posts are **NOT** required. They are just there for those who want to be more engaged and involved. **ALL** written assignments will be posted on D2L, under the "Course Materials" tab. You should submit all of your work in a format that is compatible with **Microsoft Office** and post it in the appropriate "Assignment Submission Folder" (under "Activities" and then "Assignments") when it is due. The article quizzes can be found under the "Activities" tab on the top of the D2L screen.

COURSE SCHEDULE:
A course schedule is included at the end of this syllabus.

SYLLABUS SUBJECT TO CHANGE STATEMENT:
I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:
Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the "Course Materials" tab. You should read this document, initial it, and submit it to me via its corresponding "Assignment Submission Folder".

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce: Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

NONDISCRIMINATION NOTICE:
Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

OPEN CARRY LEGISLATION:
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to: (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 (or call 9-1-1).

UNIVERSITY'S PANDEMIC RESPONSE

Texas A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see current Student Handbook).

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

o **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during "electronic communication". Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is "electronic" nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.

o **Regular and Timely Attendance and Participation:** You are expected to log onto D2L regularly.

o **Assignments:**
1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 592 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. All work and assignments for the entire course will be available on the first day of class. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the "assigned" date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have the all assignments submitted by the specified due dates. I have outlined a "suggested" schedule that I think would help you maintain a good pace, but you don't have to follow it. However, you **MUST** turn in all written assignments **ON TIME.** You will have until **11:59 PM CST** to submit the work that is listed in the far right, "Work Due" column of the course schedule provided on the fifth page of this syllabus. I will **NOT** accept late assignments, unless you have a university-approved excuse.
3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished".
4. **Please submit assignments in a format that is compatible with Microsoft Word.**

o **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.

o **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.

o **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

o **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via D2L and e-mail. It is your responsibility to become aware of any such changes.

GRADE COMPONENTS:

Component	Type	Value
Article Quizzes (10 @ 20 Points Each)	Individual	200 points (40%)
Topic Assignments (3 @ 50 Points Each)	Individual	150 points (30%)
Research Project	Individual	150 points (30%)
Course Total		**500 points**

GRADING SCALE:

A	90 – 100%	450-500 points		D	60-69%	300-349 points
B	80 – 89%	400-449 points		F	Below 60%	Less than 300 points
C	70-79%	350-399 points				

Incomplete - Must be previously agreed upon by student and instructor.
Withdrawal - Must be initiated by the student administratively.

ARTICLE QUIZZES:

These quizzes will evaluate your ability to comprehend quality journal articles. The instructions for locating these articles or the articles themselves will be posted under the "Course Materials" tab in D2L. There will be 10 multiple choice/true-false quizzes uploaded under "Activities" and "Quizzes" in D2L. Each quiz consists of 10 questions (2 points per question) about the article you are required to read and is worth 20 points.

TOPIC ASSIGNMENTS:

These assignments will evaluate your ability analyze and discuss different HRM topics and assess how well you are able to find and interpret/apply reference support from scholarly sources (i.e., peer-reviewed journal articles and books other than the assigned text for this course). Each topic assignment is worth 50 points. Grading rubrics for these assignments can be found at the end of this syllabus.

RESEARCH PROJECT:

The research project will require you to demonstrate a broad understanding of multiple HRM topics that you learned about over the course of the entire semester. You will have to analyze a real-world organization and its HR practices, make recommendations for how the organization can make improvements, and find and interpret/apply reference support from scholarly sources (i.e., peer-reviewed journal articles and books other than the assigned text for this course). A grading rubric for this assignment can be found at the end of this syllabus.

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the D2L site for this course **SEVERAL TIMES** a week. This is your way of "attending" the class. Posting and responding to discussion board questions is your main way of actively participating in the class. You are **NOT REQUIRED** to post questions and/or responses on every discussion thread, but it will help you be more involved in the class and gain more benefit from it. You should attend (log into) any **ZOOM** sessions that are facilitated by your professor.

WEEK & DATE (MWF)	ASSIGNED CHAPTER READINGS	ALL ASSIGNMENTS DUE BY 11:59 PM ON THIS DAY
1. June 5 (M)	**Chapter 1:** The Role of Human Resources	Read and Initial Academic Honesty Policy
1. June 7 (W)	**Chapter 2:** Developing & Implementing Strategic HRM Plans	**Work at Your Own Pace on the Article Quizzes—They are ALL due 7-6-23 by 11:59 PM**
1. June 9 (F)	**Chapter 3:** Diversity & Multiculturalism	**Article Quiz #1**
2. June 12 (M)	**Chapter 4:** Recruitment	**Assignment 1 Due (6-12-23)**
2. June 14 (W)	**Chapter 5:** Selection	**Article Quiz #2**
2. June 16 (F)	**Chapter 6:** Compensation & Benefits	**Article Quiz #3**
3. June 19 (M)	**Chapter 7:** Retention & Motivation	**Article Quiz #4** **Assignment 2 Due (6-19-23)**
3. June 21 (W)	**Chapter 8:** Training & Development	**Article Quiz #5**
3. June 23 (F)	**Chapter 9:** Successful Employee Communication	**Article Quiz #6**
4. June 26 (M)	**Chapter 10:** Employee Performance Management	**Article Quiz #7** **Assignment 3 Due (6-26-23)**
4. June 28 (W)	**Chapter 11:** Employee Assessment & Talent Management	**Article Quiz #8**
4. June 30 (F)	**Chapter 12:** Working with Labor Unions	**Article Quiz #9**
5. July 3 (M)	**Chapter 13:** Safety & Health at Work	**Article Quiz #10**
5. July 5 (W)	**Chapter 14:** International HRM	**PROJECT DUE (7-5-23)**
5. July 6 (THUR)		**ALL 10 Article Quizzes—Due by 7-6-23 @ 11:59 PM!!!**

❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
❖ **I MAY ASSIGN ADDITIONAL READINGS & EXERCISES THROUGHOUT THE SEMESTER.**
❖ **ANY ADDITIONAL ASSIGNED READINGS CAN BE FOUND IN "COURSE MATERIALS".**

Research Project Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Thoroughness in Researching and Discussing How HR Functions Are Carried Out in the Selected Organization I will consider how detailed your discussion is and how far into depth you go. **Score:**	Thoroughly discussed, evaluated, and analyzed several of the critical issues regarding how HR functions are carried out in the selected organization, with great depth. **(45-50)**	Discussed, evaluated, and analyzed many of the critical issues regarding how HR functions are carried out in the selected organization, but could have gone into a bit more depth. **(40-44)**	Discussed, evaluated, and analyzed many of the critical issues regarding how HR functions are carried out in the selected organization, but could have gone into much more depth. **(35-39)**	Identified few, if any, of the critical issues regarding how HR functions are carried out in the selected organization; lacked any significant degree of depth. **(0-34)**
Supported Recommendations Regarding How to Better Carry Out HR Functions in the Organization I will evaluate the number and quality of recommendations. **Score:**	Provided a thorough and well-supported discussion of several valid approaches for improving HR functions in the selected organization. **(45-50)**	Provided a sufficient and supported discussion of several valid approaches, but could have gone into more depth or provided a few more recommendations. **(40-44)**	Discussed some valid approaches, but could have gone into much more depth, provided more support, and/or provided several more recommendations. **(35-39)**	Discussed few, if any, approaches or recommendations and provided little or no support. **(0-34)**
Literature Review of the HR Function and Proposed Recommendations—Reference Support The more reference support you use, the better. The quality of the journals is also important. **Score:**	Provided a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provides support for why the approaches/recommendations were selected. Several of the journal articles used came from top-tier journals. **(45-50)**	Provided a substantial and clear review of the scholarly journal literature. Some, but not all, approaches/recommendations were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals. **(40-44)**	Provided an adequate and clear review of the journal literature, but several approaches/recommendations lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals. **(35-39)**	Provided an incomplete review of the journal literature and failed to support the knowledge associated with each identified approach and/or recommendation. The few articles that were used came from low-level journals or websites. **(0-34)**
Total Score:	___ out of 150			

Topic Assignments 1 and 2 Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of the Response I will consider how detailed your discussion is, how far into depth you go, and whether you make a rational argument.	Thoroughly discusses and evaluates the HR issue(s) at hand, providing convincing and supported arguments.	Discusses and evaluates the HR issue(s) at hand, providing supported arguments, but could have gone into a bit more depth.	Discusses and evaluates the HR issue(s) at hand, providing supported arguments, but could have gone into much more depth.	Fails to discuss and evaluate the HR issue(s) at hand, does not provide convincing or supported arguments, and lacks any significant degree of depth.
Score:	**(23-25)**	**(20-22)**	**(17-19)**	**(0-16)**
Literature Review of the HR Issue—Reference Support The more reference support you use, the better. The quality of the journals is also important.	Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Provides a substantial and clear review of the scholarly journal literature. Empirical research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Provides an adequate and clear review of the journal literature, but several parts of the discussion lacked strong support from the empirical research presented in journal articles. Most articles came from low-level journals.	Provides an incomplete review of the journal literature and fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.
Score:	**(23-25)**	**(20-22)**	**(17-19)**	**(0-16)**
Total Score:	**___ out of 50**			

Topic Assignment 3 (Training) Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Material I will consider how detailed your information regarding the training is and will assess the quality of that information.	Provides an impressive amount of high-quality information regarding the chosen training topic. Describes multiple benefits of the training.	Provides a good amount of quality information regarding the chosen training topic. Describes a few (at least 3) benefits of the training.	Provides a sufficient amount of legitimate information regarding the chosen training topic. Describes a 1-2 benefits of the training.	Fails to provide a sufficient amount of quality information regarding the chosen training topic. Does not describe any benefits of the training.

Score:	(18-20)	(16-17)	(14-15)	(0-13)
Literature Review of the HR Issue— Reference Support The more reference support you use, the better. The quality of the journals is also important.	Scholarly research from multiple journal articles provides strong support for the information. Several of the journal articles used come from top-tier journals.	Scholarly research from journal articles provides solid support for the information. Several of the journal articles used come from good-quality journals.	Scholarly research from a few journal articles provides some support for the information. The journal articles used come from decent-quality journals**.**	Very little, if any, scholarly research support was provided. The few references that were used came from low-level journals or websites.
Score:	**(18-20)**	**(16-17)**	**(14-15)**	**(0-13)**
Handout Design The design in which the information is presented should be professional and eye-catching.	The design of the handout was extremely professional, aesthetically pleasing, and free from major errors or typos.	The design of the handout was professional, somewhat eye-catching, and had only a few minor errors or typos.	The design of the handout was professional, but could have been much more eye-catching and contained many errors and typos.	There was little to no design applied, it was not visually appealing or eye-catching, and contained several errors and typos.
Score:	**(9-10)**	**(8)**	**(7)**	**(0-6)**
Total Score:	**___ out of 50**			

Article Quiz Grading Rubric

▪ Article Quizzes will require students to go into the "Quiz" function in D2L and answer 10 multiple-choice and/or true-false items/questions for each of the 10 assigned articles. For each question, there is one **BEST** answer. Students will receive 2 points for each question they answer correctly, so each quiz is worth 20 points.