



CLASSROOM: L-3 Greenville TBD
MEETING TIME: Tuesday-Thursday 5:00-7:30 PM
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

Instructor: Dr. Stephanie S. Pane
E-mail: Stephanie.Pane@tamuc.edu
Office: CBT 337C
Office Hours: TBD
Phone: 903-886-5686

TEXTBOOK:

Portolese, L. (2020 or 2022). Human Resource Management (Version 2.0 or 4.0). FlatWorld. ISBN (Digital): 978-1-4533-4067-7. TAMUC Bookstore ISBN: 9781453399309 (2020 Edition) **Access Code: \$46.45***.

***NOTE:** This is the campus bookstore price for this particular edition of the book. You can also purchase a physical copy of the book or the digital access code from the publisher (FlatWorld) directly.

***The 4.0 version of this book (ISBN: 978-1-4533-4067-7) can be purchased directly from Flat World Knowledge (<https://catalog.flatworldknowledge.com/>) with the following available options:**

Student Formats and Costs:

- **Online Access [Required]: \$32.95 ***This \$32.95 option is acceptable for my class😊!!!**
- **Downloadable Textbook with Online Access: \$52.95**
- **Color Printed Textbook with Online Access: \$57.95**

****Go to <https://students.flatworldknowledge.com/course/2604490> 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.

COB STUDENT LEARNING OBJECTIVES:

SLO 1A-Spoken Communication - Our graduates will be competent business communicators.

SLO 1B-Written Communication - Our graduates will be competent business communicators.

SLO 2A-Ethics – Our graduates will have the interpersonal competencies necessary to be effective business professionals.

SLO 2B-Global – Our graduates will have the interpersonal competencies necessary to be effective business professionals.

SLO 3-Decision Making - Our graduates will be effective business decision makers.

SLO 4-Planning, Organizing, Leading, Controlling - Our graduates will be proficient with following management skills: 4(a) Ability to analyze organizational plans and planning capabilities; 4(b) Ability to evaluate organizing capabilities and organizational structures; 4(c) Ability to comprehend different leadership styles in organizational context; 4(d) Ability to assess the progress and to take corrective action as a part of organizational control.

COB Student Learning Objectives (SLOs)	Course Outcomes - After successfully completing this course, students will be able to:	Measurement Methods (Outcome Assessments)
1B, 3, 4A, & 4B	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Topic Assignments • Case Research Project • Article Quizzes • Chapter Quizzes

COURSE FORMAT:

This course will be held F2F at the Greenville, TX L-3 facility. 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 Portolese book chapters, under the “Course Materials” section under the “Content” tab. **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 chapter 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.

UNIVERSITY’S RESPONSE TO ARTIFICIAL INTELLIGENCE:

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors’ guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

- 13.99.99.R0.03 Undergraduate Academic Dishonesty
- 13.99.99.R0.10 Graduate Student Academic Dishonesty

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.

- **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.
- **Regular and Timely Attendance and Participation:** You are expected to log onto D2L regularly.
- **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.
 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. 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 sixth page of this syllabus. For each day that your assignment is late, I will deduct **5 POINTS** (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.
 4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **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.
- **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.
- **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.
- **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.

GRADE COMPONENTS:

Component	Type	Value
Topic Assignments (5 @ 50 Points Each)	Individual	250 points (50%)
Case Analysis	Individual	100 points (20%)
Group Project	Group	100 points (20%)
Final Exam	Individual	50 points (10%)
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.

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. A general grading rubric for these assignments can be found at the end of this syllabus.

CASE ANALYSIS:

The case analysis 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 an assigned case discuss a variety of HR topics/functions, offer recommendations for improvement, and find and interpret/apply reference support from scholarly sources (i.e., peer-reviewed journal articles and books). A grading rubric for this assignment can be found at the end of this syllabus.

GROUP PROJECT:

The group project entails small groups (3-5 students) to determine the company's greatest current HR challenge (i.e., recruitment, selection, training, performance management, pay, etc.) and then explain how you determined it is the greatest challenge, how this HR function is currently being carried out, and how it could be improved. The group will be required to submit a paper and deliver a presentation in class. The project is worth 100 points and a grading rubric for this assignment can be found at the end of this syllabus.

FINAL EXAM:

The final exam will consist of 50 multiple-choice questions covering material from the 14 chapters in the Portolese textbook. You will log into D2L and go to "Quizzes" to find and complete the exam. The exam will be opened later in the semester, but you will have ample time to find a good time for you to complete it when you are ready.

WEEK & DATE (TUESDAY & THURSDAY)	ASSIGNED CHAPTER READINGS	ALL ASSIGNMENTS DUE BY 11:59 PM ON THIS DAY
1. January 16	Chapter 1: The Role of Human Resources	
1. January 18	Chapter 2: Strategic HRM Plans	
2. January 23	Chapter 3: Diversity & Multiculturalism	
2. January 25	Chapter 4: Recruitment	Assignment 1 Due (1-25-24)
3. January 30	Chapter 5: Selection	
3. February 1	Chapter 6: Compensation & Benefits	Assignment 2 Due (2-1-24)
4. February 6	Chapter 7: Retention & Motivation	
4. February 8	Chapter 8: Training & Development	Assignment 3 Due (2-8-24)
5. February 13	Chapter 9: Successful Employee Communication	
5. February 15	Chapter 10: Employee Performance Management	Assignment 4 Due (2-15-24)
6. February 20	Chapter 11: Employee Assessment & Talent Management	
6. February 22	Chapter 12: Working with Labor Unions	Assignment 5 Due (2-22-24)
7. February 27	Chapter 13: Safety & Health at Work	
7. February 29	Chapter 14: International HRM	Case Analysis Due (2-29-24)
8. March 5	COURSE WRAP UP—REVIEW DAY	
8. March 7	GROUP PRESENTATION DAY	GROUP PROJECT DUE (3-7-24)
	TAKE THE EXAM BY FRIDAY @ 11:59 PM	Final Exam Due (3-8-24)

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **ANY ADDITIONAL ASSIGNED READINGS CAN BE FOUND IN “COURSE MATERIALS”.**

Topic Assignments Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>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.</p> <p>Score:</p>	<p>Thoroughly discusses and evaluates the HR issue(s) at hand, providing convincing and supported arguments.</p> <p>(23-25)</p>	<p>Discusses and evaluates the HR issue(s) at hand, providing supported arguments, but could have gone into a bit more depth.</p> <p>(20-22)</p>	<p>Discusses and evaluates the HR issue(s) at hand, providing supported arguments, but could have gone into much more depth.</p> <p>(17-19)</p>	<p>Fails to discuss and evaluate the HR issue(s) at hand, does not provide convincing or supported arguments, lacks any significant degree of depth.</p> <p>(0-16)</p>
<p>Literature Review of the HR Issue—Reference Support The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>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.</p> <p>(23-25)</p>	<p>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.</p> <p>(20-22)</p>	<p>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.</p> <p>(17-19)</p>	<p>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.</p> <p>(0-16)</p>
<p>Total Score:</p>	<p>___ out of 50</p>			

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Thoroughness in Researching and Discussing How HR Functions Are Carried Out in the Case Example I will consider how detailed your discussion is.</p> <p>Score:</p>	<p>Thoroughly discussed, evaluated, and analyzed several of the critical issues regarding how HR functions are carried out in the case with great depth.</p> <p>(45-50)</p>	<p>Discussed, evaluated, and analyzed many of the critical issues regarding how HR functions are carried out in the case, but could have gone into a bit more depth.</p> <p>(40-44)</p>	<p>Discussed, evaluated, and analyzed many of the critical issues regarding how HR functions are carried out in the case, but could have gone into much more depth.</p> <p>(35-39)</p>	<p>Identified few, if any, of the critical issues regarding how HR functions are carried out in the case; lacked any significant degree of depth.</p> <p>(0-34)</p>

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.	Provided a complete and clear review of the scholarly journal literature. Several of the journal articles used came from top-tier journals.	Provided a substantial and clear review of the scholarly journal literature. More references could have been used and more could have come from top-tier journals.	Provided an adequate and clear review of the journal literature. More references could have been used and most of the articles came from lower-level journals.	Provided an incomplete review of the journal literature. The few articles (if any) that were used came from low-level journals or websites.
Score:	(45-50)	(40-44)	(35-39)	(0-34)
Total Score:	___ out of 100			

Group Project Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Thoroughness in Discussing the Greatest HR Challenge I will consider how detailed your discussion is.	Thoroughly discussed, evaluated, and analyzed the HR function identified and offered valid recommendations in great depth.	Discussed, evaluated, and analyzed the HR function identified and offered valid recommendations, but could have gone into a bit more depth.	Discussed, evaluated, and analyzed the HR function identified and offered valid recommendations, but could have gone into much more depth.	Briefly discussed the HR function identified and did not make any valid recommendations; lacked any significant degree of depth.
Score:	(45-50)	(40-44)	(35-39)	(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.	Provided a complete and clear review of the scholarly journal literature. Several of the journal articles used came from top-tier journals.	Provided a substantial and clear review of the scholarly journal literature. More references could have been used and more could have come from top-tier journals.	Provided an adequate and clear review of the journal literature. More references could have been used and most of the articles came from lower-level journals.	Provided an incomplete review of the journal literature. The few articles (if any) that were used came from low-level journals or websites.
Score:	(23-25)	(20-22)	(18-19)	(0-17)
Presentation I will consider the professionalism and preparedness of the presentation.	Provided a well-prepared and very professional presentation. All group members spoke clearly and the slides were informative and	Provided a professional presentation. All group members spoke clearly and the slides were informative, but plain and basic.	Provided an adequate presentation, but members could have been more prepared and the slides could have been more	Provided an inadequate presentation. Group members were not prepared and the slides contained several errors.

Score:	well-designed. (23-25)	(20-22)	professional. (18-19)	(0-17)
Total Score:	___ out of 100			

Final Exam Grading Rubric

- The Final Exam will require students to go into the “Quiz” function in D2L and answer 50 multiple-choice questions covering the material in the book. For each question, there is one **BEST** answer. Students will receive 1 point for each question they answer correctly, so the exam is worth 50 points.