



CLASSROOM: L3-Harris Greenville; Room TBA
MEETING TIME: Tuesday-Thursday 5:30-7:30 PM
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST)

Instructor: Dr. Stephanie S. Pane
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Office Hours: By Appointment
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TEXTBOOK:

Portolese, L. (2020, 2022, 2023). Human Resource Management (Version 2.0, 3.0, 4.0). FlatWorld. ISBN (Digital): 978-1-4533-4067-7. ETAMU Bookstore ISBN: 9781453340660 (2023 Edition) **New: \$57.55 or Used: \$46.05***.

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

- **Basic Online Access: \$37.95 ***This \$37.95 option is acceptable for my class☺!!!**
- **Color Printed Textbook with Online Access: \$64.95**

****Go to <https://students.flatworldknowledge.com/engage/courses/2618250> 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 Analysis • Group Project • Final Exam

COURSE FORMAT:

This course will be held F2F at the Greenville, TX L3-Harris facility. You will be provided all of the information and materials that you will need to complete the course in class and on the D2L course management website. 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. I would prefer that you print out your assignments, but if you won’t be in class the day an assignment is due, either email it to me or submit it 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 exam will be administered in class on the final day of the semester.

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
East Texas A&M University: Waters Library, Room 162
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148
StudentDisabilityServices@etamu.edu

NONDISCRIMINATION NOTICE:

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 (or call 9-1-1).

UNIVERSITY'S PANDEMIC RESPONSE

East Texas A&M University 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:

East Texas A&M University 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". East Texas A&M University 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 attend class 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 **class time** 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 **East Texas A&M University 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 (2 @ 50 Points Each)	Individual	100 points (20%)
Case Analysis	Individual	100 points (20%)
Group Project (Paper & Presentation)	Group	150 points (30%)
Final Exam	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.

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 150 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 75 multiple-choice questions covering material from the 12 chapters in the Portolese textbook that we covered in class. The exam is scheduled for the last class session of the semester.

WEEK & DATE (TUESDAY & THURSDAY)	ASSIGNED CHAPTER READINGS	ALL ASSIGNMENTS DUE BY 5:30 PM ON THIS DAY
1. June 2 (T)	Chapter 1: The Role of Human Resources	
1. June 4 (R)	Chapter 2: Strategic HRM Plans Chapter 3: Diversity & Multiculturalism	
2. June 9 (T)	Chapter 4: Recruitment	
2. June 11 (R)	Chapter 5: Selection Chapter 6: Compensation & Benefits	Assignment 1 Due (6-11-26)
3. June 16 (T)	Chapter 7: Retention & Motivation	
3. June 18 (R)	Chapter 8: Training & Development Chapter 9: Successful Employee Communication	Assignment 2 Due (6-18-26)
4. June 23 (T)	Chapter 10: Employee Performance Management	
4. June 25 (R)	Chapter 11: Employee Assessment & Talent Management Chapter 12: Working with Labor Unions	Case Analysis Due (6-25-26)
5. June 30 (T)	GROUP PRESENTATION DAY!	GROUP PROJECT DUE
5. July 2 (R)	FINAL EXAM	FINAL EXAM (IN CLASS)

- ❖ **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 addressed all parts/questions.</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>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>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>Several parts of the discussion lacked strong support from the empirical research. Most articles came from low-level journals.</p> <p>(17-19)</p>	<p>Fails to provide sufficient empirical support for the discussion. 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>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 regarding what Sambian can do to find the cause of and fix the turnover problem.</p> <p>Score:</p>	<p>Thoroughly discusses and evaluates the reasons why good employees are leaving the company and how they can fix the problem, providing convincing and supported arguments.</p> <p>(45-50)</p>	<p>Discusses and evaluates the reasons why good employees are leaving the company and how they can fix the problem, providing supported arguments, but could have gone into a bit more depth.</p> <p>(40-44)</p>	<p>Discusses and evaluates the reasons why good employees are leaving the company and how they can fix the problem, providing supported arguments, but could have gone into much more depth.</p> <p>(35-39)</p>	<p>Fails to discuss and evaluate the reasons why good employees are leaving the company and how they can fix the problem, does not provide convincing or supported arguments, lacks any significant degree of depth.</p> <p>(0-34)</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>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>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>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>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>
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
<p>Depth of Discussion I will consider your rationale for identifying the “greatest” HR challenge at L3, how detailed your discussion is, and how the function could be improved.</p>	<p>Rational and well-supported identification of the challenge, with a very thorough discussion of how the function is currently carried out and valid recommendations for improvement.</p>	<p>Rational and supported identification of the challenge, with a rather thorough discussion of how the function is currently carried out and valid recommendations for improvement.</p>	<p>Rational and supported identification of the challenge, with adequate discussion of how the function is currently carried out and a recommendation for improvement.</p>	<p>Fails to provide a rational and supported identification of the challenge, with a limited discussion of how the function is currently carried out and no valid recommendations for improvement.</p>
Score:	(45-50)	(40-44)	(35-39)	(0-34)
<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>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>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>Several parts of the discussion lacked support from the empirical research presented in journal articles. Most articles came from low-level journals.</p>	<p>Most of the discussion lacked support from the empirical research presented in journal articles. The few articles that were used came from low-level journals or websites.</p>
Score:	(45-50)	(40-44)	(35-39)	(0-34)

Presentation The presentation should be professional and well-prepared. Every member of the group should present a portion of the project.	The presentation was extremely professional. The PPT slides were polished; Every group member spoke and appeared well-prepared.	The presentation was professional. The PPT slides were polished; Every group member spoke and appeared relatively prepared.	The presentation was fairly professional. The PPT slides were adequate; Every group member spoke and appeared somewhat prepared.	The presentation was not professional. The PPT slides were sloppy; Not all group members spoke nor appeared prepared.
Score:	(45-50)	(40-44)	(35-39)	(0-34)
Total Score:	___ out of 150			

Final Exam Grading Rubric

- The Final Exam will consist of 75 multiple-choice questions covering the material in the book. For each question, there is one **BEST** answer. Students will receive 2 points for each question they answer correctly, so the exam is worth 150 points. It will be administered in class.