**FGCU Course Syllabus**

**Course Number**  
MAN 3301 – Spring 2014 / crn 10285

**Course Title**  
Human Resource Management

**Description**  
Provides a broad exposure to the policies, functions (such as recruitment, selection, compensation, evaluation, and development), and current issues involved in managing a firm's employees. The strategic role of HRM will be emphasized.

**College of Business Curriculum Placement**  
This is a core course for Management majors. Content in this course will be utilized in your capstone GEB 4890 Business Strategy course, among other courses. Students who choose to pursue the HRM concentration will use this course content in their various concentration elective courses.

**Required Text**  
**Human Resource Management, 13 Ed.**  
Author: Gary Dessler  
(2013) Publisher: Pearson

**Alternative Textbook Options (2):**  
**Human Resource Management, CourseSmart eTextbook, 13/E**  
Dessler ©2013 | Prentice Hall | Electronic Book; 774 pp | Available  
**Online purchase price:** $85.99

**Human Resource Management, Student Value Edition, 13/E**  
Dessler ©2013 | Prentice Hall | Unbound (Saleable); 736 pp | Instock  
**Suggested retail price:** $140.53   
This is an unbound (three hole punch pages) version

Students can get the traditional textbook at the FGCU bookstore or Amazon, etc. To purchase either of the alternative textbook options please go to the following link and then click on the **Pearson Choices** tab:  

**Subject Area**  
Management – College of Business

**Credit Hours**  
3 (Prerequisite MAN 3025 Principles of Management - formerly Contemporary Management Concepts)

**Syllabus**  
Complete syllabus and class forms available on CANVAS

**Meeting Information**  
<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6/2014</td>
<td>4/28/2014</td>
<td>Mondays &amp; Wednesdays</td>
<td>2:00 to 3:15PM</td>
<td>Lutgert Hall 1204</td>
</tr>
</tbody>
</table>

**Instructor Information**  
Instructor: **Andert**  
Office Location in Lutgert Hall - Room 3349 (third floor)  
Open Office Hours: 1:00 to 2:00 PM Mondays and Wednesdays – Tuesdays 3:00 to 6:00PM. Other hours by appointment (590-7322)  
[dandert@fgcu.edu](mailto:dandert@fgcu.edu) For best contact, use Canvas email.

Dr. Andert's doctoral research explores corporate governance for Fortune 1000 Boards of Directors, and provided the first understanding of Human Resource Development (HRD) as a Board oversight mandate. Dr. Andert's has extensive experience on various Boards and audit committees. She is an Arbitrator for the Financial Industry Regulatory Authority (FINRA), a Certified Financial Manager (CFM), a Certified Management Consultant...
(CMC); and former Florida Supreme Certified Court Mediator. Dr. Andert’s education includes a BA from Alverno College with a dual major in Business Management and Professional Communications, a master’s degree from Central Michigan University in Administration, and a doctoral degree from The George Washington University Executive Leadership Program in Human Resource Development, Graduate School of Organizational and Human Development. Dr. Andert has authored books and numerous articles; designed and delivered certification programs; and provided over a decade of service to organizational development projects for national and local client organizations. She currently serves as the Director for the Institute for Responsible Corporate Governance at FGCU. Her research focus is corporate governance and generational leadership.

University Statements

Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

Disability Accommodations Services
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

Student Observance of Religious Holidays
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Distance-Learning
Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

Online Tutorials
Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

CANVAS Learning Management System and Demonstration Site
Information on CANVAS is available online at http://elearning.fgcu.edu/frames.aspx and http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent

Library Resources: Main page: http://library.fgcu.edu/

Lutgert College of Business Mission Statement
The Lutgert College of Business provides a high quality, student-centered learning environment to prepare students with the knowledge and skills needed to contribute to and take leading positions in business and society. Our faculties are devoted to teaching excellence, scholarship, and service that enhances our academic and business communities and we are dedicated to building partnerships that foster the economic growth of the southwest Florida region and beyond.

Management Department Mission Statement
We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex organizational issues in today’s dynamic global environment.
Course Policies

**TEACHING METHODS:** This is a participatory course. Planned and spontaneous learning is designed to occur. Exploration, social and applied learning, and self-study are also expected. This means changes to the course plan are expected as the classroom experience unfolds, so you are expected to attend all classes and stay on top of those changes as each occurs.

The professor will not lecture all topics in the text. YOU MUST READ THE TEXT INDEPENDENTLY to learn all the details of the course content. Expect class and online discussions and activities to expand or add to course content offered in the text book. If you don’t read, you will not be fully aware of the potential learning from the in-class and applied exercises. If you don’t read, the lectures are likely to seem disjointed and that will also lessen your learning.

Use of technology is a big part of the course. Students will log onto Canvas to obtain additional class information. Students are learning to managing course work that will change based on the pace of the classroom experience. Students are responsible for all assigned class work, whether in the syllabus or not; and all information disseminated in class.

**Cell Phone/Electronic Devices:** Laptops, iPods, cell phones, and all other electronic equipment must be OFF and stowed when class is in session. No exceptions, unless the professor asks for the use of the device for class purposes. **If you use electronic devices during class you will be asked to leave the classroom so you do not interrupt other students.**

**Attendance/Participation Policy:** Class participation is a vital component in your learning in this class. You cannot participate if you are not in class. A student gains participation/attendance points for classes in which the student is present and participates effectively and loses points when

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### MAN3301 STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Learning Goal &amp; Learning Objective</th>
<th>Learning Objective</th>
<th>Course Learning Objectives (Measurable)</th>
<th>Assessments Used to Measure Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BBA Graduates will:</strong></td>
<td><strong>MAN graduates will:</strong></td>
<td><strong>Apply knowledge of the diverse demographics of business in a global environment to HRM decisions.</strong></td>
<td><strong>Exams</strong></td>
</tr>
<tr>
<td><strong>Understand the business environment</strong></td>
<td><strong>Analyze ethical issues as they apply to management.</strong></td>
<td><strong>Identify and analyze the implications of social, ethical &amp; legal issues related to HR</strong></td>
<td><strong>Quizzes</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>Demonstrate knowledge of ethical issues.</strong></td>
<td></td>
<td><strong>Current Events</strong></td>
</tr>
<tr>
<td><strong>Demonstrate knowledge of global factors influencing business.</strong></td>
<td><strong>Demonstrate knowledge of business problems in a global environment.</strong></td>
<td></td>
<td><strong>Case Assignment</strong></td>
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<tr>
<td><strong>Explain the importance of environmental responsibility.</strong></td>
<td><strong>Explain the importance of environmental responsibilities.</strong></td>
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<tr>
<td><strong>Be effective problem solvers</strong></td>
<td><strong>Propose solutions to organizational issues</strong></td>
<td><strong>Apply the concepts, framework &amp; techniques of HRM to evaluate and recommend solutions for HRM problems.</strong></td>
<td><strong>Exams</strong></td>
</tr>
<tr>
<td><strong>P</strong></td>
<td><strong>Solve business problems using analytical tools.</strong></td>
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<td><strong>Current Events</strong></td>
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<tr>
<td><strong>Be effective communicators</strong></td>
<td><strong>Demonstrate effective oral communication skills.</strong></td>
<td><strong>Show proficiency in writing clear and concise using college level standard English writing, spelling, and grammar.</strong></td>
<td><strong>Case Assignment</strong></td>
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<tr>
<td><strong>C</strong></td>
<td><strong>Prepare effective written materials.</strong></td>
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<tr>
<td><strong>Deliver effective oral presentations.</strong></td>
<td><strong>Work effectively in diverse Teams</strong></td>
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<tr>
<td><strong>Prepare effective written reports.</strong></td>
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<tr>
<td><strong>Have interdisciplinary business knowledge</strong></td>
<td><strong>Explain key Management theories and practices.</strong></td>
<td><strong>Demonstrate knowledge of key strategic HRM concepts.</strong></td>
<td><strong>Exams</strong></td>
</tr>
<tr>
<td><strong>K</strong></td>
<td></td>
<td></td>
<td><strong>Quizzes</strong></td>
</tr>
<tr>
<td><strong>Understand main concepts &amp; definitions in accounting, economics, finance, information systems, management, marketing, and operations management.</strong></td>
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<td></td>
<td><strong>Current Events</strong></td>
</tr>
<tr>
<td><strong>Integrate knowledge across disciplines.</strong></td>
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<td><strong>Case Assignment</strong></td>
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</tbody>
</table>

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### Assessments Used to Measure Outcomes:
- Exams
- Quizzes
- Current Events
- Case Assignment
- Current Events
- Case Assignment
absence and/or when there is little or no participation. If you miss more than 1 class you will lose 5 participation/attendance points. If you miss 3 classes you could potentially lose all participation/attendance points. There are no excused versus unexcused absences. Attendance is taken by a sign-in sheet and will be the official attendance record. It is your responsibility to sign-in for every class. Signing-in and leaving class early or arriving to class late may reduce your attendance/participation points. Signing in for anyone other than you will be considered cheating, which will result in an automatic F for the class.

As per University policy, an instructor who informs students about the necessity of attendance may request the Registrar to drop the student from the class for lack of attendance. This is the required written notice about attendance. Due to the course’s need for students to quickly form and begin working in teams, any student who fails to attend the first two class sessions will be administratively dropped from this course by the instructor.

Students who are dropped from this course by the University for Non-payment of tuition and/or fees are still responsible for timely completion of all course activities and assignments while working on reinstatement to this course. Deadlines are stated in the course syllabus and may be altered.

Plagiarism: Plagiarism includes using the work or words of others without proper citations. Copying an assignment from a friend, roomate, etc. is plagiarism. Any plagiarized work will be given a grade of zero (0).

Cheating: Anyone caught cheating may receive an automatic grade of “F” for the assignment, the class, or even expulsion from the University. This is at the full discretion of the Professor.

This is a NO FREE RIDING COURSE and ALL students are expected to equivalently participate in the aspects of any multi-student action-learning assignment(s). If any student free-rides on the group efforts, the group is encouraged to first communicate with the non-performing member. If work ethic remains unacceptable, students may select to omit working with a nonperforming class member. Terminated students may attempt to locate other multi-student groups who will accept working with them or complete all remaining course work independently.

The instructor reserves the right to terminate a group member for free-riding. Class attendance is one criterion the Professor may use to use a student’s readiness to participate in multi-student applied learning exercises.

NO EXTRA CREDIT is offered or make-up assignments for missed work.

Course grades will be translated into a letter grade as listed below with NO ROUND UP.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.00+</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 92.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87.00 - 89.99</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83.00 - 86.99</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 82.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77.00 - 79.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73.00 - 76.99</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 72.99</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67.00 - 69.99</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63.00 - 66.99</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60.00 - 62.99</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00</td>
<td>0.00</td>
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</tbody>
</table>

Course grades are posted on Canvas throughout the semester and GRADE CORRECTIONS ARE DUE WITHIN TWO WEEKS of the date the grade was posted. Please bring your original homework paper as proof of the grade correction.

At the end of the semester, final course grades posted to Gulfline at: http://gulfline.fgcu.edu. The grade of “Incomplete” will be given by exception only in accordance with University policy. An Incomplete Grade Contract Form must be completed prior to receiving the Incomplete.

GRADING PERCENTAGES

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam ONE</td>
<td>15% - Closed book/open hand written class and study notes (5 two-sided pages maximum).</td>
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<tr>
<td>Exam TWO</td>
<td>15% - Closed book/open hand written class and study notes (5 two-sided pages maximum).</td>
</tr>
<tr>
<td>Final Exam THREE</td>
<td>20% - Closed books/open hand written class and study notes (5 two-sided pages maximum).</td>
</tr>
</tbody>
</table>
Case Analysis 15% - 7-10 page detailed analysis of an assigned HR management case.

Career Portfolio 15% - 7-10 page detailed analysis of your selected post-graduation, desired career.

Current Event Reports 10% - Three current event reports using the format found in the syllabus addendum

Quizzes/Assignments 10% - The top five scores of seven short quizzes given unannounced in class on assigned chapter reading

**Homework Requirements**

**Homework is due in hard copy at the beginning of the class session.** Please do not attempt to complete homework during class as it is already late. Instead, consider taking the week to do the homework completely and successfully. Late homework must be received by the beginning of the next class session (allowing a ONE WEEK GRACE PERIOD) and will loss one grade from the earned grade. **Homework received past the one-week grace period receives a zero.**

**Submitting Homework When Missing the Beginning of Class or NOT attending Class:** Any student absent from class must submit homework BEFORE the beginning of the missed class period. Please follow these steps: (1) EMAIL a copy of the assignment BEFORE the start of the missed class using Canvas, (2) BRING A HARD COPY of the assignment to the next class, (3) ATTACH a copy of the email to verify the timely submission of the paper. **Failure to follow these three steps will result in a late paper. This instructor does NOT download emailed homework.**

**Communication with the Instructor.** I prefer face-to-face communication. Please see me before or after class, as needed. I am also available during office hours. For email contact me via CANVAS. Expect emails responses to occur within three business days and during the hours of 8-5 (not on week-ends).

For immediate needs please stop by my office during normal office hours (other times are available by appointment).

**Homework Overview**

**SYLLABUS MAY BE REVISED WITHOUT NOTICE** Students are responsible for ALL information disseminated in class and in the syllabus.

The following outline indicates the topics to be covered and assigned readings for the semester. While an effort has been made to balance the workload throughout the course, as in the real world, there will be periods of time during the semester when the workload is greater. Therefore, it is recommended that you review this syllabus carefully and plan your time accordingly. Please note that the schedule may vary and I may make modifications as the term progresses.

**MAN 3301 HRM SYLLABUS**

<table>
<thead>
<tr>
<th>Monday/Wednesdays 2:00 to 3:15PM</th>
<th>Lutgert Hall 1204</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 6 &amp; 8</strong></td>
<td>Topic: Introduction to HRM</td>
</tr>
<tr>
<td><strong>January 10</strong></td>
<td>Review: Chapter 1</td>
</tr>
<tr>
<td><strong>January 13 &amp; 15</strong></td>
<td>Introduction: SHRM &amp; ASTD</td>
</tr>
<tr>
<td><strong>January 17</strong></td>
<td>Read: Chapter 2. Topic: Equal Employment and the Law</td>
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<tr>
<td><strong>January 20 - NO CLASSES/MLK Day OBSERVED</strong></td>
<td>Syllabus Quiz.</td>
</tr>
<tr>
<td><strong>January 22</strong></td>
<td>Read: Chapter 3 and Chapter 5 (pages 138 – 145 only). Topics:</td>
</tr>
<tr>
<td><strong>January 17 - Last day to apply for graduation</strong></td>
<td>Strategic HRM and Personal job selection and resume writing,</td>
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<tr>
<td></td>
<td>Introduction: Online Research Sources – BLS &amp; O*NET.</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activities</td>
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<tr>
<td>February 3 &amp; 5</td>
<td>Read: Chapter 4&lt;br&gt;Introduction: Resume writing.</td>
</tr>
<tr>
<td>February 10 &amp; 12</td>
<td>Read: the rest of Chapter 5&lt;br&gt;<strong>HOMEWORK DUE:</strong> Current Event 1 due (See Addendum 1)&lt;br&gt;Article content relates to topics within chapters 1-5.</td>
</tr>
<tr>
<td>February 17 &amp; 19</td>
<td>September 23 EXAM 1 – Chapters 1, 2, 3, 4, and 5.&lt;br&gt;<strong>HOMEWORK DUE:</strong> Bring copy of: (1) job description for selected post-graduation career and (2) BLS/O*Net for desired career position.</td>
</tr>
<tr>
<td>February 24 &amp; 26</td>
<td>Read: Chapters 6 &amp; 7&lt;br&gt;Topic: Selection/Interviewing and writing interview questions.&lt;br&gt;Introduction: Behavioral and Situational Questions. The HIRING OUTLINE.&lt;br&gt;<strong>HOMEWORK DUE:</strong> Bring hard copy of first DRAFT of resume.</td>
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<tr>
<td><strong>March 3 through 8 – NO CLASSES/SPRING BREAK</strong></td>
<td><strong>NO CLASSES/SPRING BREAK</strong></td>
</tr>
<tr>
<td>March 10 &amp; 12</td>
<td><strong>In-class Assignment:</strong> Mock performance appraisal interviews.&lt;br&gt;<strong>HOMEWORK DUE:</strong> Current Event 2 due (See Addendum 1)&lt;br&gt;Article content relates to topics within chapters 6-9.&lt;br&gt;<strong>HOMEWORK ASSIGNMENT:</strong> Bring completed hiring outline for mock interviewing.&lt;br&gt;<strong>HOMEWORK DUE:</strong> Bring copy of job description for selected post-graduation career.</td>
</tr>
<tr>
<td>March 17 &amp; 19</td>
<td>October 21 - Read: Chapter 9&lt;br&gt;Topic: Performance Appraisal&lt;br&gt;<strong>HOMEWORK DUE:</strong> Bring a sample copy of a performance appraisal form.&lt;br&gt;In-class Assignment: Performance appraisal interviews.</td>
</tr>
<tr>
<td>March 24 &amp; 26</td>
<td>Read: Chapter 8&lt;br&gt;Topic: Training and Development&lt;br&gt;Read: Chapter 10&lt;br&gt;Topics: Employee/Retention/Engagement/Careers</td>
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<tr>
<td>Date Range</td>
<td>Event</td>
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<tr>
<td>March 31 &amp; April 2</td>
<td>March 29 – Last day to withdraw without academic penalty</td>
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<td>October 30 EXAM 2 - Chapters 6, 7, 8, and 9.</td>
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<tr>
<td></td>
<td><strong>HOMEWORK DUE:</strong> Career Portfolio Due (See Addendum 2)</td>
</tr>
<tr>
<td>April 7 &amp; 9</td>
<td>Read: Chapters 11 &amp; 12</td>
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<tr>
<td></td>
<td>Topic: Compensation Management</td>
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<tr>
<td></td>
<td>Review: The LCEC key performance objectives.</td>
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<tr>
<td></td>
<td>In-class exercise: Designing the perfect compensation system exercise</td>
</tr>
<tr>
<td>April 14 &amp; 16</td>
<td>Read: Chapters 13 &amp; 15</td>
</tr>
<tr>
<td></td>
<td>Topic: Employee Benefits &amp; Labor Relations</td>
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<td></td>
<td>In-class Quiz: Chapters 13 &amp; 15</td>
</tr>
<tr>
<td>April 21 &amp; 23</td>
<td>Read: Chapter 14 &amp; 16</td>
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<tr>
<td></td>
<td>Topic: Fair Treatment/ Safety</td>
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<tr>
<td></td>
<td>Review: In-class case study review.</td>
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<tr>
<td></td>
<td><strong>HOMEWORK DUE:</strong> Case Study Due (See Canvas for Case Materials plus Addendum 3 for College Writing Materials)</td>
</tr>
<tr>
<td>April 28</td>
<td>Reading Day: April 29th</td>
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<td><strong>Finals begin:</strong> April 30th</td>
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<tr>
<td></td>
<td>Read: Chapter 17</td>
</tr>
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<td></td>
<td>Topic: Global HRM</td>
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<tr>
<td></td>
<td><strong>HOMEWORK DUE:</strong> Current Event 3 (See Addendum 1)</td>
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<tr>
<td></td>
<td>Article content relates to topics within chapter 17.</td>
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<tr>
<td></td>
<td><strong>HOMEWORK DUE:</strong> Hand-in TYPED Post-Course Learning Assessments (See Addendum 4)</td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>FINAL EXAM Chapters:</strong></td>
</tr>
<tr>
<td></td>
<td>Chapters 11, 12, 13, 14, 15, 16, and 17.</td>
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</tbody>
</table>
CURRENT EVENT REPORTS

Article Date Requirement: The selected article should be published within two months of the due date.

Article Source: Potential sources include The Wall Street Journal, Fortune, BusinessWeek, Money, HR Magazine and Training & Development Journal, Society for Human Resource Management (SHRM) website (remember to cite ALL your sources). Relevancy is important. It is strongly recommended that you read a business periodical on a regular basis.

The content of this report should include the following information:

**Article Summary:** Approximately 1 ½ pages in length. These should be well written and provide a concise and complete synopsis of the *important elements* of the article. Short articles will not work because they will not be able to be summarized into 1 ½ pages in length! Properly APA cite quotes and specific article materials or data.

**Relevance to Course:** This should be a separate section of your report and should specifically describe the text chapter(s), chapter topic(s), class discussion(s) and key concept(s) this current event article specifically pertains to and how the article expands the understanding of the course content. Approximately two to four paragraphs in length and fully cited.

**Additional Citations:** Provide a full “References” page at end of paper and be sure citations coordinate appropriately.

**Discussion Questions:** After reading your current event article, list two course relevant questions that this article raised in your mind, which you believe serve as a discussion vehicle when this article is presented in class.

**Cover Sheet including:**

Your Name:

Class Section:

Current Event Report #: i.e., 1, 2, 3

Title of the Article
Addendum 2: Career Portfolio Instructions

CAREER PORTFOLIO

Prepare a sales plan for your most important product—you yourself.

- **Cover Page** – with your name, MAN 3301 Human Resource Management, Spring 2014, and the job title of the desired job you want to pursue after graduation.

- **Table of Contents** with page numbers.

- A one-two page **Position Summary** that describes:
  - Your desired (ideal) job after graduation.
  - Why this job interests and suits your interest and KSAOs?
  - What industries, company or companies have this job?
  - What are the job prospects for this occupation? This information must be gathered from on or more quality sources. One source must include the occupational outlook handbook which is put out by the federal government’s Bureau of Labor Statistics. It can be found at: [http://www.bls.gov/oco/](http://www.bls.gov/oco/). Just type in the job you are focusing on and it should take you to a search engine of similarly named jobs. Simply hit on a link and you will get a job profile. Scroll done and you will find job prospects for your job between now and 2018.
  - What is the potential average job salary information? Note: this is average salary and not starting salary. Please also resource the average starting salary info. To do this, do a Google search and you should find some useful information.
  - Fully describe what you learned about yourself in doing this assignment and how you think this assignment will help you in the future. Are there any areas of concern in your ability plan and implement your desired career?

- Locate or create a **current Job Description** the job title of the desired job you want to pursue after graduation.
  - You may contact the HR department of the targeted job/company and ask for a copy as part of a course assignment – many HR departments will do this to help you out!
  - Conduct a Google search and structure a job description based on the various information you find (cite your sources).
  - Also include the O*Net description as a comparative as it is the governmental sponsored database of all job titles and includes the essential and non-essential job duties and the KSAOs needed to perform the job duties.

- **Resume**:
  - Offer the ORIGINAL and CORRECTED copy of your “before” version (your raw, initial resume turned in without edits).
  - Offer the refined “after” version (your perfected resume with action words from the O*NET homework, accomplishments, and everything else we reviewed in class and offered by class speakers. Feel free to do a Google search and use these findings to enhance your resume further.
  - In a couple of paragraphs describe the SPECIFIC improvements that were necessary to enhance the relevancy of your resume and how the up-dates will add effectiveness to your resume. Place specific focus on the key words discovery necessary to get the new resume noticed during an electronic screening.

- **Cover Letter**: Offer a solid, well-formatted cover letter that highlights accomplishments and reasons for a potential employer to call you for an interview. Please remember to use the examples covered in class as a guide or seek additional guidance from a search of the FGCU Career Placement office support materials. Focus on the key elements needed to get your resume and application noticed.

- **Preparation for the interview**
  - Refine and finalize the **six general interview questions** most likely to be asked and include the questions and responses that will allow your interview preparation and research to shine.
  - Refine and finalize **ten behavioral interview questions** most likely to be used for the specific position you seek. These should include the questions and responses refined as a result of the in-class mock interviews.
  - Refine and finalize **six additional situational (not behavioral) questions** most likely to be used for the specific position you seek and provide your responses to those questions.
  - List the specific research you can and will you do to prepare for an interview?
  - What will you do to ensure you make a good first impression and stand out during the interview process?
  - What will be keys to having a successful interview?

- **Post Interview**: Report on what can be done to ensure a successful post-interview strategy that will enhance your candidacy. Use multiple bullet points and address steps that can be taken for each of the following areas.
  - What follow-up can and will you do once the interview has concluded?

- **Forms and Guidelines**: Review the "LCOB Writing Guidelines” and then proof read and ensure excellent composition, spelling, grammar (See College of Business Writing/Grading Criteria below).
  - Attach a copy of the “College of Business Writing Criteria” grading rubric to the last page of your packet (next page). Uses APA.
## Addendum 2 Continued: Grading Rubric for Writing Assignments

### College of Business Writing Criteria

**Attach to writing assignments**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of &amp; Purpose for Writing</strong> Includes considerations of audience, purpose...</td>
<td>Little attention to context, audience, purpose, or assigned tasks(s) (e.g., expects instructor or self as</td>
<td>Shows awareness of context, audience, purpose, &amp; to the assigned tasks(s).</td>
<td>Shows adequate consideration of context, audience, &amp; purpose &amp; a clear focus on the assigned task(s).</td>
<td>Shows a thorough understanding of context, audience, &amp; purpose that is responsive to the assigned task(s).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate &amp; relevant content to develop simple ideas in some parts of the work</td>
<td>Uses appropriate &amp; relevant content to develop ideas through most of the work.</td>
<td>Uses appropriate, relevant, &amp; compelling content to explore ideas within the context of the discipline.</td>
<td>Uses appropriate, relevant, &amp; compelling content showing mastery of the subject.</td>
</tr>
<tr>
<td><strong>Genre &amp; Disciplinary Conventions</strong> Formal &amp; informal rules expected for writing in particular forms or fields.</td>
<td>Attempts to use a consistent system for basic organization &amp; presentation</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, &amp; presentation</td>
<td>Shows consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, &amp; style</td>
<td>Detailed attention to, &amp; successful execution of, most conventions particular to a specific discipline &amp;/or task(s) including: organization, content, presentation, formatting, &amp; style</td>
</tr>
<tr>
<td><strong>Sources &amp; Evidence</strong></td>
<td>Attempts to use and sources to support ideas in the writing.</td>
<td>Attempts to use credible &amp;/or relevant sources to support ideas that are appropriate for the discipline &amp; genre. Cite use.</td>
<td>Consistent use and citation of credible, relevant sources to support ideas that are situated within the discipline &amp; genre.</td>
<td>Skilful use and proper citing of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline &amp; genre. Offers Reference page.</td>
</tr>
<tr>
<td><strong>Control of Syntax &amp; Mechanics</strong></td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses straightforward language that generally conveys meaning to readers &amp; has few errors.</td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity &amp; fluency, &amp; is virtually error-free.</td>
</tr>
</tbody>
</table>

**Total earned points**

**Final Grade**

**Comments:**
LCOB Writing Guidelines

In the workplace you are expected to write clearly and understandably. The Lutgert College of Business faculty expects college level writing on all assignments. In addition to content, your written work in the LCOB will often be graded on writing. Please read this completely to understand our writing expectations and use this as a guide for your assignments. Individual faculty may have different or more extensive requirements.

It is assumed that you now have a sound grasp of English grammar, syntax, spelling and writing conventions. If you need a refresher, please refer to: W. Strunk & E.B. White, The Elements of Style (4th ed.), ISBN 978-0205313426.

Generally, in a well-written paper you should:

- Provide a clear introduction & background
- Demonstrate your knowledge & understanding of the concepts & issues
- Use internally consistent arguments
- Organize arguments in a logical manner
- Draw conclusions that are consistent with the arguments & analysis
- Use an acceptable writing style & grammar
- Demonstrate effective literature search skills
- Document sources effectively & correctly (using APA style)
- Follow the assignment format

FATAL ERRORS POLICY

Many LCOB faculty adhere to the Fatal Error Policy and will stop grading a paper if it exhibits 3 or more of the 10 fatal errors below on a single page or 9 errors in total (whichever comes first). At that time, the paper will be returned to you ungraded and you will have until the next class to fix it (go to the writing center, have someone knowledgeable proofread your paper, etc.). The paper will then be graded and you will receive whatever grade you earn, minus one letter grade. If you don't make the corrections, you receive a “0” on the assignment.

NOTE: Some instructors have stricter or more lenient policies. Be sure you know what your teacher expects. Each instance of the following is a fatal error:

Fatal Error List
1. Misspelled word
2. Sentence fragment
3. Run-on sentence or comma splice
4. Mistake in capitalization
5. Serious mistake in punctuation
6. Error in verb tense or subject/verb agreement
7. Sentence ending with a preposition
8. Improper citation, or lack of a citation, where one is needed
9. Serious grammar error that obscures meaning
10. Misuse of terminology

Suggestions for Writing

1. Know Your Subject. Whether you are writing a letter, a memorandum, a research paper, or an essay, you must know your subject. Often, students write poorly because they have not gathered enough information about the subject. Additionally, believe in what you write. Be honest. Do not apologize. Students sometimes write poorly because they are not sufficiently interested in their topics and lack a sense of commitment to develop their thesis statement.

2. Avoid faulty generalizations. Faulty generalizations are statements made without examining enough examples. For example: All professors are absent minded. Be careful using absolute or all inclusive terms such as: all, every, everyone, always, never, no, none, no one, and nobody.

3. Instructor Expectations. There are many kinds of writing assignments: know the expectations of the Instructor in terms of the kind of writing that is required before you begin.

4. References Expected. If references are required, be sure that you understand what the Instructor expects in both the quantity and the quality of articles required (specific authors, specific books or commentaries, specific subjects, specific time frames, academic vs. non-academic sources).

5. Thesis Sentence. Each paper or essay must have a central or controlling subject and a central or controlling idea, that is, a thesis statement. Ideally, a thesis statement contains at least one subject, a predicate-verb, and one object. A thesis statement makes an assertion about a subject. For example: The boy bit the dog. One reason why students sometimes write poor essays is that they are unable to write a clear thesis statement.

6. Organization: Is there some type of logical progression of thought? Organize your material so that it is coherent. Does your introductory paragraph, for the paper and for each section of the paper, tell the reader what is coming? Are ending paragraphs concise and clear – do they summarize the major points of the previous section? Do individual paragraphs flow smoothly from one thought into another?

CHECK YOUR WORK

Before you submit written work, be sure to check it for the following.

TITLE – Does your title accurately describe the paper? Is it interesting?

HEADINGS – If the paper is longer than a page or two are major divisions of the paper clearly identified with headings and subheadings? Do they accurately describe that section of the paper?
ORGANIZATION – Is there some type of logical progression of thought and material? Are there significant gaps or missing parts? Do paragraphs flow coherently?

TRANSITIONS – Does your introductory paragraph, for the paper and for each section of the paper, tell the reader what is coming? Are ending paragraphs concise and clear – do they summarize the major points of the previous section? Do individual paragraphs flow smoothly from one thought into another?

SPELLING – No excuses. Use a dictionary, thesaurus and spell checker.

WORD CHOICE – Words are important! Are technical terms used or abused? Is your vocabulary varied or boring? Are you using correct terminology?

GRAMMAR – Subject-Verb-Object agreement; fragments; run-ons; punctuation; it’s/it’s; complete sentences; capitalization. Are you following the rules of good grammar? Can the reader understand you? See the Fatal Error List.

COVERAGE – Have you accomplished your objective? Is there evidence that you have read both widely and deeply? Do you discuss all sides of controversial issues? Is the relevant theory used as a framework for your analysis?

CONTENT – Are the ideas you present, develop, or discuss in the paper rooted in the subject material of the course or are they vacuous? Is the content correct and is that content incorporated well?

FOOTNOTES/CITATIONS – Do you clearly tie statements to its attributed source? NO PLAGIARISM ALLOWED (no copying); when in doubt, reference something [see FGCU Student Handbook http://studentservices.fgcu.edu/StudentConduct/behavior.html]

WORKS CITED – Did you include appropriate references? Put everything in the bibliography unless you are sure you did not use it. Recent references are much better than dated ones (except classics).

APA STYLE – Are you following the style as required? (See http://www.apastyle.org.)

WRITING STYLE – Is your paper a pleasure to read or a pain to endure? Do your thoughts flow well? Is the writing choppy or smooth? Does the paper hold the interest of the reader?
Post-Course Assessment of Personal Learning

Name: ____________________________

Directions: Please ASSESS YOUR LEVEL OF LEARNING during this semester by completing the following sections.

**Major Learnings**

Directions: Please thoroughly review the content of this course and reflect upon the entire course content. Then, please list your personal top five to six major course learnings.

1. 

2. 

3. 

4. 

5. 

6. 

**Behavioral Changes**

Directions: Please thoughtfully reflect on the “Major Learnings” list you created above and consider the behavioral changes required to implement these major learnings. Please then; list the top five to six behavioral changes you will make to act upon your major course learnings. How will you act differently as a result of what you have learned from this course?

1. 

2. 

3. 

4. 

5. 

6. 

Please Complete Page TWO
### What aspects of this course did you assure contributed most to your learning? (Please type on next page, if needed)

### What aspects of this course should be highlighted or transformed? Why? (Please type on next page, if needed)

**Hi Dr. Andert! Here are some additional things I wanted to share with you about my learning experience!**  
(Please type on back of page, if needed)