FGCU Course Syllabus

MAN 3301 – Fall 2016 / crn 80902

Human Resource Management

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.

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.

Two Required Text Books

Human Resource Management, 15 Ed.
Author: Gary Dessler
(2017) Publisher: Pearson

Complete syllabus and class forms available on CANVAS

Meeting Information

<table>
<thead>
<tr>
<th>Semester Start Date</th>
<th>Semester End Date</th>
<th>Class Days</th>
<th>Class Time</th>
<th>Assigned Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/2016</td>
<td>12/2/2016</td>
<td>M/W/F crn80902</td>
<td>1:30 to 2:20PM</td>
<td>Lutgert Hall 1204</td>
</tr>
</tbody>
</table>

Faculty Information

Dr. Darlene Andert  CMC CFM – Instructor II
Office Location: Lutgert Hall- Room 3349 (third floor) – (239) 590-7322.
Email: dandert@fgcu.edu

Open Office Hours: Mondays – 2:30 to 4:00PM  Wednesdays – 2:30 to 5:00PM  Fridays – 11:00AM to 1:00PM. Other hours by appointment.
For best contact, stop in my office for a personal conversation.

Dr. Andert’s doctoral research explored corporate governance for Fortune 1000 Boards of Directors, and provided the first understanding of Human Resource Development (HRD) as a Board oversight mandate. She has extensive experience on various corporate boards and Audit Committees. She is an Arbitrator for the Financial Industry Regulatory Authority (FINRA), formerly National Association of Securities Dealers (NASD), a Certified Financial Manager (CFM), a Certified Management Consultant (CMC); and former Florida Supreme Certified Court Mediator. She directed the former Institute for Responsible Corporate Governance at FGCU.

Dr. Andert’s education includes a BA from Alverno College with a dual major in Business Management and Professional Communications, a master of science degree from Central Michigan University in Administration, and a doctoral degree from The George Washington University Executive Leadership Program in Human Resource Development, the Graduate School of Organizational and Human Development. Dr. Andert has authored books, professional and academic journal articles; designed and delivered certification programs; and provided over a decade of service to organizational development projects for national and local client organizations.

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
University Nondiscrimination
Statement Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

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 see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

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/Approved

Canvas Learning Management System and Demonstration Site
Information on Canvas is available online at http://canvas.fgcu.edu/ and https://fgcu.instructure.com/courses/7692

Library Resources  Main page: http://library.fgcu.edu/
Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm

Research Guides: http://fgcu.libguides.com/

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
Assessments: (1) identify, understand, and implement opportunities for business; and (2) identify, understand, and implement successful solutions to complex organizational issues in today’s dynamic global environment.

**MAN3301 STUDENT LEARNING OBJECTIVES**

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

**Recommended Course Syllabus Information**

**Teaching Philosophy: This is a participatory course.** Students will learn the leadership theories and explore leadership skills and the applications of those skills through mini-lectures, conceptual classroom discussions, speakers, cases, and presentations. Your presence is imperative as the classroom experience is central to learning course content. Please arrive prepared by reading the course material listed on Canvas so you can maximize your classroom experience.

**Canvas** is the primary source of the course content. Please log in to Canvas BEFORE EVERY CLASS.

**Cell Phone/Electronic Devices:** Viewing Face Book, gaming, or unrelated web surfing is not business professional behavior, as such, laptops, iPads, cell phones, and all other electronic equipment are off when class is in session to show respect for other students and faculty. However, please bring these devices to class as we do at times, use these devices to resource information during the class discussions.

**Attendance/Participation Policy:** Class attendance AND participation is a vital component in your learning. Attendance is noted via a sign-in sheet, which is the official attendance record. 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, and any student who fails to attend six or more class sessions during the semester may 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.
**Plagiarism:** Plagiarism includes using the work or words of others without proper citations. Copying an assignment from a friend, roommate, etc. is also plagiarism. Any plagiarized work will be given a grade of zero (0) notwithstanding other additional consequences.

**Cheating:** Anyone caught cheating may, at the discretion of the Professor, receive either 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.

**Audio Taping Cass:** To protect the privacy of all students, audio taping of any class is not allowed. Please see Adaptive Services if a related accommodation is required.

This is a NO FREE RIDING COURSE: This course includes a group presentation and ALL students are capable of earning their own Grades. Resultantly, ALL students are expected to equivalently participate in the aspects of any multi-student, action-learning assignment(s). If a student free-rides on the group efforts, the group is encouraged to first communicate those concerns with the non-performing member. If the work ethic remains unacceptable, groups can terminate nonperforming class member from the group project. Students terminated from a work group may still succeed in this class, but will complete the full project on their own. The consequence of termination is a zero for the peer review grade (usually 10% of your grade).

The instructor reserves the right to terminate a nonperforming group member for lack of class attendance and/or other free-riding. Inadequate class attendance renders a student uninformed about critical course material(S) and instructions.

**NO EXTRA CREDIT is offered** in this course.

**Homework is due at the beginning of the NEXT class session.** Late work receives a grade lower from the earned grade (e.g., an “A” becomes a “B”). Late homework MUST be received by the beginning of the next scheduled class session (not during or after that class). Work received after that time automatically receives a ZERO, so please timely turn in all home work. NO CREDIT IS PROVIDED FOR LATE ASSIGNMENTS HANDED IN AFTER THE GRADE PERIOD even if the assignment is required to be submitted as part of another assignment (e.g., the Leadership Portfolio).

**Grading**

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

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<tr>
<th></th>
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<th>A</th>
<th>93.00+</th>
<th></th>
<th>B+</th>
<th>87.00 - 89.99</th>
<th></th>
<th>C-</th>
<th>70.00 - 72.99</th>
<th></th>
<th>D+</th>
<th>67.00 - 69.99</th>
<th></th>
<th>F</th>
<th>Below 60.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td></td>
<td>90.00 - 92.99</td>
<td>3.67</td>
<td>C</td>
<td>73.00 - 76.99</td>
<td>2.0</td>
<td>D</td>
<td>63.00 - 66.99</td>
<td>1.00</td>
<td>2.00</td>
<td>60.00 - 62.99</td>
<td>0.67</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B-</td>
<td></td>
<td>80.00 - 82.99</td>
<td>2.67</td>
<td>D-</td>
<td>60.00 - 62.99</td>
<td>0.67</td>
<td>E-</td>
<td>Below 60.00</td>
<td></td>
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<tr>
<td>C+</td>
<td></td>
<td>77.00 - 79.99</td>
<td>2.33</td>
<td>E+</td>
<td>70.00 - 72.99</td>
<td>1.67</td>
<td>F-</td>
<td>Below 60.00</td>
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Course grades are posted on Canvas throughout the semester and CORRECTIONS TO POSTED GRADES MUST BE REQUESTED WITHIN TWO WEEKS of the date the grade was posted.

Grade corrections should be accompanied by the copy of the original graded homework to support the needed grade correction – so, please keep all graded homework.

At the end of the semester, final course grades posted to Gufline at: [http://gufline.fgcu.edu](http://gufline.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**

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<tbody>
<tr>
<td>Exam ONE</td>
<td>15% - Closed book/open hand written class and study notes (3 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 (3 two-sided pages maximum)</td>
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<tr>
<td>Final Exam THREE</td>
<td>20% - Closed books/open hand written class and study notes (3 two-sided pages maximum).</td>
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Homework Requirements

SEE CANVAS FOR HOMEWORK OUTLINE.

**Homework is due in hard copy at the beginning of the class session.** DO NOT EMAIL YOUR HOMEWORK. Please do not attempt to complete homework during class as it is already late. Instead, consider taking the opportunity to do the homework well. Late homework must be received by the beginning of the next class session and will result in the loss of one grade from the earned grade.

Homework is due at the beginning of the NEXT class session. Late work receives a grade lower from the earned grade (e.g., an “A” becomes a “B”). Late homework MUST be received by the beginning of the next scheduled class session (not during or after that class). Work received after that time automatically receives a ZERO, so please timely turn in all homework. NO CREDIT IS PROVIDED FOR LATE ASSIGNMENTS HANDED IN AFTER THE GRACE PERIOD even if the assignment is required to be submitted as part of another assignment (e.g., the Leadership Portfolio).

**NO EXTRA CREDIT is offered or make-up assignments for in-class exercises or missed work.**

**Steps for Submitting Homework When Missing the Beginning of Class or NOT Attending Class:** Any student absent from class may timely submit homework BEFORE the beginning of the missed class period.

Please follow these steps: (1) EMAIL a copy of the assignment as a file attachment to the Professor 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 with date and time stamp that verifies the timely submission of the paper BEFORE the beginning of the missed class session. Not following these steps may result in a late paper.

This instructor does NOT download emailed homework.
This Instructor does NOT accept unstapled homework.

**Communication with the Professor:** I prefer face-to-face communication with students to get to know you and fully address your needs. Please see me before or after class, as needed. I am also available during office hours and other times when needed: or stop me in the halls. Emails are my least favorite method as this method is slow and impersonal.

For immediate needs please stop by my office during normal office hours (I am often available in my office during non-office hours and I am glad to make other times available to meet).

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

*List of Relevant Course Topic are located within the homework outline below.*

**Homework Overview**

**SYLLABUS MAY BE REVISED WITHOUT NOTICE.** Students remain responsible for ALL information disseminated in class, as well as in the syllabus.

The following outline indicates the preliminary plan for topics to be covered and assigned readings for the semester. Please note that the schedule will vary to meet the timing needs and progress of your specific class session. Changes will be announced during class sessions. Check Canvas announcements for other class up-dates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>8/17/2016</strong> – <strong>FIRST CLASS</strong>&lt;br&gt;Course Introduction/Overview: Learning objectives, design, assignments, and policies.&lt;br&gt;Video: SAS &amp; Google</td>
<td><strong>8/19/2016</strong>&lt;br&gt;Read: Chapter 1: Introduction to Human Resource Management&lt;br&gt;Homework: Type &amp; submit Pre-Course Discuss: SHRM, ASTD, FGCU Placement.</td>
<td><strong>8/19/2016</strong>&lt;br&gt;Read: Chapter 1: Introduction to Human Resource Management&lt;br&gt;Homework: Type &amp; submit Pre-Course Discuss: SHRM, ASTD, FGCU Placement.</td>
</tr>
<tr>
<td>2</td>
<td><strong>8/22/2016</strong>&lt;br&gt;Read: Chapter 2: Equal Opportunity and the Law</td>
<td><strong>8/24/2016</strong></td>
<td><strong>8/26/2016</strong>&lt;br&gt;Video: With All Deliberate Speed&lt;br&gt;Quick Quiz 1 and 2</td>
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<tr>
<td>3</td>
<td><strong>8/29/2016</strong>&lt;br&gt;Read: Chapter 3: Human Resource Management Strategy and Analysis&lt;br&gt;Discuss: The Balanced Score Card and Key Performance Standards</td>
<td><strong>8/31/2016</strong>&lt;br&gt;Discuss: Resume Writing&lt;br&gt;(See Canvas for the full range of support materials on resume writing).</td>
<td><strong>9/1/2016</strong>&lt;br&gt;Quick Quiz 3&lt;br&gt;Present / Submit Current Event 1</td>
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<tr>
<td>4</td>
<td><strong>9/5/2016</strong>&lt;br&gt;NO CLASS</td>
<td><strong>9/7/2016</strong>&lt;br&gt;Read: Chapter 4: Job Analysis and the Talent Management Process&lt;br&gt;O*Net, Indeed, and DOL/BLS</td>
<td><strong>9/9/2016</strong>&lt;br&gt;Read: Chapter 5: Personnel Planning and Recruiting&lt;br&gt;Video: Heineken &amp; Hiring</td>
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<tr>
<td>5</td>
<td><strong>9/12/2016</strong>&lt;br&gt;Exam: Chapters 1-5</td>
<td><strong>9/14/2016</strong>&lt;br&gt;Read: Chapter 6: Employee Testing &amp; Selection</td>
<td><strong>9/16/2016</strong>&lt;br&gt;Speaker&lt;br&gt;Discussion: Cover Letters&lt;br&gt;First Draft of Resume Due</td>
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<tr>
<td>6</td>
<td><strong>9/19/2016</strong>&lt;br&gt;Read: Chapter 7: Interviewing Candidates&lt;br&gt;Discuss: Structured Hiring</td>
<td><strong>9/21/2016</strong>&lt;br&gt;Discuss: Behavioral, Situational, Stress, and General Interviewing Question Design&lt;br&gt;Sample Questions Due</td>
<td><strong>9/23/2016</strong>&lt;br&gt;NO CLASS</td>
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<tr>
<td>7</td>
<td><strong>9/26/2016</strong>&lt;br&gt;Mock Interview Prep</td>
<td><strong>9/28/2016</strong>&lt;br&gt;Mock Interviews</td>
<td><strong>9/30/2016</strong>&lt;br&gt;Mock Interview Review</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>10/3/2016</td>
<td><em>Read: Chapter 8: Training &amp; Developing Employees</em> Sample Questions</td>
<td>Dues</td>
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<td></td>
<td>10/5/2016 *Discussion: Portfolio Review, LinkedIn, Professional</td>
<td>Organizations.</td>
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<td></td>
<td>10/7/2016 Present /Submit Current Event 2 on topics related to</td>
<td>hiring, or training/developing workers.</td>
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<tr>
<td></td>
<td>recruitment, hiring, or training/developing workers.</td>
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<td>10/10/2016 <em>Read: Chapter 9: Performance Management and Appraisal</em></td>
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<td></td>
<td>10/12/2016 <em>Read: Chapter 10: Managing Careers and Retention</em></td>
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<td>10/14/2016 Submit corrected copy of your Cover Letter.</td>
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<td>10/17/2016 <em>Read: Chapter 11: Establishing Strategic Pay Plans</em></td>
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<td>10/19/2016 *Read: Chapter 12: Pay for Performance and Financial</td>
<td>Incentives</td>
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<td>10/21/2016 Exam: Chapters 6-12</td>
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<td>10/24/2016 <em>Read: Chapter 13: Benefits and Services</em> Discuss: Face</td>
<td>Book</td>
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<td>10/26/2016 <em>Read: Chapter 14: Building Positive Employee Relations</em></td>
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<td></td>
<td>10/28/2016 Present /Submit Current Event 3 on topics related to</td>
<td>current employee benefits; building positive employee relations, or</td>
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<tr>
<td></td>
<td>recruitment, hiring, or training/developing workers.</td>
<td>employee appraisals.</td>
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<td>11/2/2016</td>
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<td>11/4/2016</td>
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<td>11/7/2016 *Read: Chapter 15: Labor Relations and Collective</td>
<td>Bargaining</td>
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<td>11/9/2016 <em>Chapter 17: Managing Human Global Resources</em></td>
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<td>11/11/2016 Discussion: Course Case Study</td>
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<td>11/21/2016 Case Study Due</td>
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<td>11/23/2016 <em>NO CLASS</em></td>
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<td></td>
<td>11/25/2016 <em>NO CLASS</em></td>
<td>Presentations Group 4</td>
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<tr>
<td></td>
<td>12/2/2016 <em>Course Wrap-up</em></td>
<td>LAST CLASS</td>
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<td></td>
<td>Portfolios Dues</td>
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<td></td>
<td>11/28/2016</td>
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<td></td>
<td>11/30/2016 *Read: Chapter 18: Managing Human Resources in Small and</td>
<td>Entrepreneurial Firms</td>
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<tr>
<td></td>
<td>12/2/2016 Course Wrap-up</td>
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<tr>
<td></td>
<td><em>Portfolios Dues</em></td>
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<td></td>
<td>*11/28/2016</td>
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<td>*11/30/2016</td>
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<td>*12/2/2016</td>
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<tr>
<td></td>
<td><em>Exam</em></td>
<td>Covers Chapters 12-18</td>
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<td><em>Exam</em></td>
<td>Date: TBA</td>
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<td><em>Exam</em></td>
<td>Time: TBA</td>
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<td><em>Exam</em></td>
<td>Location: TBA</td>
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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 (SHIRM) 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 CURRENT EVENT REPORT MUST INCLUDE THE FOLLOWING INFORMATION:

Review of Important /Major Article Content - DO NOT SUMMARIZE THE ARTICLE: Approximately one (1) page in length. This page should offer a well written, 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 one page in length! Properly APA cite quotes, data quoted, and specific article information.

Deep Look at the Relevance to Course: The purpose of this assignment is to expand your understanding of the course content and its application. The “deep-look” is a separate section of your report and should specify the text chapter(s) and specific key concept(s) and specifically how or why it relates to the course content. This part of the report may be approximately two to four paragraphs in length and fully cited.

Reference Page: You must provide an APA “References” page at end of paper. Please check to assure that in-text citations coordinate to the references – and that references coordinate with the in-text citations utilized in the paper.

Two In-depth Questions Not Fully Answered by the Article: Many articles leave the reader with an incomplete understanding of the actions. 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

Title of the Article (only)

Attach a copy of the

College of Business Writing Criteria & Grading Rubric
To the back of your paper
### Addendum 2: Grading Rubric for Writing Assignments

**College of Business Writing Criteria & Grading Rubric**

*Attach to paper as last page of report*

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<th>Name:</th>
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<th>Criteria</th>
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<tr>
<td><strong>Context of &amp; Purpose for Writing</strong>&lt;br&gt;Includes considerations of audience, purpose and instructions</td>
<td>Little attention to complete the assignment following directions, context, audience, purpose, or assigned tasks(s) (e.g., sections of assignment missing).</td>
<td>Shows awareness of directions, context, audience, purpose, &amp; to the assigned task(s). Sections of the assignment incomplete or poorly completed.</td>
<td>Shows adequate consideration of directions, context, audience, &amp; purpose &amp; a clear focus on the assigned task(s). All sections adequately completed.</td>
<td>Shows a thorough understanding of directions, context, audience, &amp; purpose that is responsive to the assigned task(s). All sections of the assignment thoroughly completed.</td>
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<td><strong>Content Development</strong>&lt;br&gt;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 and connect ideas within the context of the discipline.</td>
<td>Uses appropriate, relevant, &amp; compelling content showing mastery of the subject. Strong analysis and linkages.</td>
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<td><strong>Genre &amp; Disciplinary Conventions</strong>&lt;br&gt;Formal &amp; informal rules expected for writing in particular forms or fields.</td>
<td>Attempts to use a consistent writing system for basic organization &amp; presentation. Many sections unclear and hard to comprehend.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, &amp; presentation. Few sections unclear.</td>
<td>Shows consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, &amp; style. Most sections clearly offered.</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. All sections clearly offered.</td>
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<tr>
<td><strong>Sources &amp; Evidence</strong>&lt;br&gt;No attempts to use sources to support ideas in the writing OR no citations to support work. No Reference Page offered.</td>
<td>Some citations offered. Attempts to use credible &amp;/or relevant sources to support ideas that are appropriate for the discipline &amp; genre. Poorly constructed Reference page offered.</td>
<td>Consistent use and citation of credible, relevant sources to support ideas that are situated within the discipline &amp; genre. Reference page with few errors offered.</td>
<td>Skillful use and proper citing of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline &amp; genre. Offers full and correct Reference page.</td>
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<tr>
<td><strong>Control of Syntax &amp; Mechanics</strong>&lt;br&gt;Frequently uses language that impedes meaning. 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 very few errors.</td>
<td>Uses graceful language that skilfully communicates meaning to readers with clarity &amp; fluency, &amp; is virtually error-free.</td>
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<th>Total earned points</th>
<th>/20</th>
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<td><strong>Final Grade</strong></td>
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**Comments:**
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 on 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
- Use internally consistent arguments
- Draw conclusions that are consistent w/ the arguments & analysis
- Demonstrate effective literature search skills
- Follow the assignment format
- Demonstrate your knowledge & understanding of the concepts & issues
- Organize arguments in a logical manner
- Use an acceptable writing style & grammar
- Document sources effectively & correctly (using APA style)

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. Run-on sentence or comma splice
3. Serious mistake in punctuation
4. Sentence fragment
5. Serous grammar error that obscures meaning
6. Mistake in capitalization
7. Sentence ending with a preposition
8. Error in verb tense or subject/verb agreement
9. Improper citation, or lack of a citation, where needed
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, 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; 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?
FOOTNOTES/CITATIONS – Do you clearly tie statements to its attributed source? NO PLAGIARISM ALLOWED (no copying); when in doubt, reference something
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?
Addendum 3: Career Portfolio Instructions

CAREER PORTFOLIO

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


☐ 2. Table of Contents with page numbers.

☐ 3. A one-two page Position Summary that describes:
  o Your desired (ideal) job after graduation.
    ▪ How your soft and hard skills align with the O*NET KSAOs.
    ▪ A discussion concerning 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/.
    ▪ A listing for the potential average job salary information. Source both the average salary AND the starting salary. To do this, do a Google search and/or indeed search to locate useful information.
    ▪ Create a researched and CITED list of specific industries, company or companies you sourced that offer this position and that you find you may consider pursuing for employment, and your reasons for this focus.

☐ 4. Locate two current Job Descriptions for the job title of the desired job you want to pursue after graduation.
  o You may contact the HR departments of the targeted job/companies (listed above) and ask for a copy as part of a course assignment – many HR departments will do this to help you out!
  o Conduct a Google search (cite your sources).
  o Also place a copy of the originally submitted O*Net in an Appendix to your report.

☐ 5. Resume:
  o Place your ORIGINAL resume (with red line edits) in front of your CORRECTED and up-dated resume.
  o Please check that your CORRECTED resume shows use of the action verbs located on O*NET and discovered job descriptions (see points 3 and 4).
  o In a paragraph describe the SPECIFIC and RELEVANT changes that contribute to the effectiveness to your resume. Specific the key words necessary to get your resume noticed during an electronic screening. Please feel free to include how you addressed any comments offered during the mock interview exercise.

☐ 6. Cover Letter: Offer a solid, well-formatted cover letter that highlights IMPORTANT accomplishments and reasons for a potential employer to call YOU for an interview. Please remember to incorporate 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. Would you call you for an interview? Does this letter stand out? Does it sizzle?

☐ 7. Preparation for the interview:
  o Refine and finalize the six general interview questions most likely to be asked FOR YOUR DESIRED POSITION and include the questions and responses that will allow your interview preparation and research to shine.
  o 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.
  o 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.
  o List the specific pre-interview research you deem important to stand out during the interview.
  o What FIVE specific and important keys to having a successful interview (cite research sources).

☐ 8. Post Interview:
  o List five specific actions steps you will take once the interview has concluded that will enhance your chances of success?
  o Offer a one to two paragraph description about what you learned about yourself while completing this assignment and what you will do to help yourself achieve success in the future. Are there any areas of concern in your abilities you still need to address? Are there any areas of your plan you still need to address?


   Attach a copy of this page as the second to last page of your paper. Attach a copy of the Grading Rubric as the last page.
   Place a copy of your final O*NET in the Appendix.
Addendum 4: MAN3301 Pre-Course Learning Contract

Name: __________________________ Date: __________________________

Directions: These are the components and needed effort participants MUST expend to be successful in this class. Please assess your personal willingness and ability to accurately and completely meet the course expectations.

Preparation and Research:
YES NO I read the entire course syllabus and understand the class requirements.

YES NO I understand this class is fluid and I will need to attend class to stay abreast of constant changes.

YES NO I understand this is an applied class and spontaneous learning is the norm.

YES NO I understand readings must be completed prior to the class and classes are interactive.

YES NO I understand I am responsible for bringing and sharing new ideas on the class topics.

YES NO I understand I must log in to Canvas BEFORE each class and a MINIMUM of once per week, or more as needed.

YES NO I understand assignment grades are posted on Canvas and GRADE CORRECTIONS ARE DUE WITHIN TWO WEEKS from the date the grade was originally posted or my professor will go postal.

YES NO I understand I am responsible to stay in constant contact with fellow group members during the entire semester. A Group Discussion Forum is available on Canvas and the group may utilize other CMC sites (e.g. GroupMe or ooVoo).

YES NO I understand my obligation to attend ALL group meetings and to value my time in equal importance to my group members’ time. My work schedule or other class obligations are not solid reason to miss meetings.

YES NO I understand that my full participation in the group work includes attending every class session.

YES NO I understand that I will become a better researcher through the required group project and presentation and that the Business Librarian is available to help.

YES NO I understand the final course grade will be listed with NO ROUND UP and all students will be graded using the syllabus grading scale.

YES NO I understand that my efforts are best spent on assigned course work as there is NO EXTRA CREDIT provided in this course.

Please review any statements that might have received a “no” response, and re-evaluate and re-assess your ability to direct your energies to meet the needs of this comprehensive group-focused course. Are there any reason(s)/issue(s) hampering your ability to achieve excellence in this program? Please check one response:

__/\ No /__/ Yes, if “yes” how will you address the concerns/issues?
Addendum 5: MAN3301 Mid-Course Self-Assessment of Learning Results

Name: ____________________________

Directions: Please ASSESS YOUR LEVEL OF WORK to date by answering the following questions as accurately and frankly as possible. The scale is listed here:
1 = expended no effort  2 = placed limited effort  3 = average effort  4 = above average effort  5 = consistently exceeded stated expectations

My Learning Style Assessment:
1 2 3 4 5 I am reading all course materials before each class (if reading some, how can we increase your reading?).
1 2 3 4 5 I currently ask questions whenever I don’t understand the course material (if not, let it all hang out!).
1 2 3 4 5 I never leave a class session without participating to class discussions (if not, expect to be picked on soon)
1 2 3 4 5 My primary focus has been to challenge myself! (go for it!!!!)
1 2 3 4 5 My in-class behavior supports fellow class members’ learning (e.g. no cell phones, laptop surfing, or day dreaming of the beach).
1 2 3 4 5 My group can count on me being at every class.
1 2 3 4 5 My group can count on me being at every meeting (I respect others’ schedule as much as my own).
1 2 3 4 5 I submit all my course homework on time (if no, it this a time or focus issue?).
1 2 3 4 5 I submit my best quality course homework (if no, it this a time or focus issue?).
1 2 3 4 5 My study habits are improving as a result of my work in this course (i.e., I’m getting older and better as the same pace ;-)).

My anticipated final course grade is _____.

I am satisfied that this grade /_/ Yes /_/ No
It is the best I am capable of obtaining /_/ Yes /_/ No
If “No” please state how we can work together to help you achieve a higher grade.
Addendum 6: Post-Course Homework Form

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 major course learnings.

1. 

2. 

3. 

4. 

5. 

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 behavioral changes you will make to enact 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. 

Please Complete Page TWO
## Post-Course Self-Assessment of Personal Learning

### Name:

### My knowledge increased in this area?

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<tr>
<th>Topic</th>
<th>1</th>
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<td>Strategic HRM</td>
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<td>Equal Employment and the HR Laws</td>
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<td>Recruiting</td>
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<td>Performance Appraisal</td>
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<td>Compensation Management</td>
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<td>Labor Relations</td>
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<td>Fair Treatment/Safety</td>
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<td>Global HR</td>
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<td>Current HR Trends in Business (from articles)</td>
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### My skill increased in this area?

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<td>Resume Writing</td>
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<td>Researching Job Descriptions</td>
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<td>Ability to Locate HR Statistics (O*NET)</td>
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<td>Preparing for an Interview</td>
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<td>Personal Interviewing Skills</td>
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<td>Taking Greater Responsibility for My Learning</td>
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### What aspects of this course 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)