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| **Strategic Human Resource Management • HRM 499** |
| **Course Syllabus** |
| **Spring 2013** |
|  |  |
| **Prerequisites:** | HRM 301, 302, 350, 351 |
| **Credit Hours:** | 3 |
| **Class Meeting Times:** |  |
| **Location:** |  |
|  |  |
| **Instructor:** |  |
| **Office Hours:** |  |
| **Mobile:** |  |
| **Email:** |  |

**Course Description**

This is a capstone course. Students will be equipped with the skills needed to learn, analyze, and communicate critical HRM strategic activities to senior management. Students will explore concepts, approaches, tools, models, and techniques used to develop effective strategic plans. Topics include; strategic planning, the strategic role of HRM, design and redesign of work systems, and other strategic HRM activities. Students will produce a Strategic HRM research project.

**Required Textbook**

Mello, Jeffery A. *Strategic Human Resource Management*, 3rd ed. South-Western College Publishers; 2010.

**Other Resources**

Martocchio, Joseph J. *Strategic Compensation: A Human Resource Management Approach*, 6th ed. Western College Publishers; 2010

**Supplemental Readings**

The instructor will distribute and advice students of any additional materials required for the class. This includes readings, case studies, etc.

Note: Reading assignments provide a foundation for both lectures and discussions. Students MUST complete assigned reading prior to each class session and come to class prepared to summarize main points and apply the readings to in-class discussions and exercises.

**Teaching and Learning Methods**

Lecture, discussion, in-class exercises, case studies, individual assignments, and term or research papers.

**Course Learning Outcomes (CLOs)**

After successfully completing this course, students will be able to:

1. Identify human resource management from a systemic perspective.
2. Discuss specific challenges and solutions affecting the HRM.
3. Outline and explain the main components of the strategic management process.
4. Illustrate the difference between strategic and traditional HRM.
5. Analyze HRM strategies, planning, design, and redesign of work systems.
6. Compare and contrast strategic staffing, training and development, and performance management.

**Grades**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACTOR** | **VALUE** | **CLOs** |  | **GRADING SCALE** |
| Class Participation |  5 |  |  | Marks | Grade |
| Test 1 (MCQs, case analysis, essay) | 20 | 1,2,3 |  | 90-100 | A |
| Test 2 (MCQs, case analysis, essay) | 20 | 4,5 |  | 85-89 | B+ |
| Individual Assignment  | 25 | 6 |  | 80-84 | B |
| Final Examination | 30 | 1,2,3,4,5,6 |  | 75-79 | C+ |
| Total | 100 |  |  | 70-74 | C |
|  |  | 65-69 | D+ |
|  | 60-64 | D |
|  | Below 60 | F |

**General Class Guidelines**

1. Students should be familiar with the College policy on academic dishonesty. “Just say no” to cheating and plagiarizing (that is, presenting someone else’s ideas as your own).

2. The instructor will not accept late assignments. Please do not ask for or expect extensions on deadlines unless there are extenuating circumstances and have made arrangements in advance. Extracurricular activities: If a scheduled competition, performance, or scholastic event conflicts with a class deadline, please make arrangements to turn in the work before, NOT after, the due date.

3. Please do not miss a scheduled exam or other course-related activity. It will take an *official* medical excuse or other objective verification to be excused.

4. If you must miss a class, complete a Student Leave Request promptly. It is the responsibility of students to contact other class members to know what was missed.

5. This course requires a lot of work and, more specifically, a lot of reading. Please decide early whether the course will meet your needs for this semester. If it won’t, please withdraw early. Check with the Administration Department for final drop deadlines. If a student has too many unexcused absences at any time during the semester, the instructor may recommend forced withdrawal from the course.

6. Students may do extra work in this class for credit if the instructor suggests it. However, this would not be considered makeup work for missed assignments.

7. The instructor cannot issue an **I** grade (incomplete) unless a student makes arrangements before the last day of class. In addition, don’t expect the College to award a **W** grade (withdrawal) for students who disappear from school. They won’t do it. Instead, a student will receive a grade of **F** for the course. No exceptions. Students who must leave for any reason, should drop the course officially through the Administration Department.

8. Finally, students should never have questions or doubts about what they should be doing and learning in this class. It is the responsibility of students to see the instructor if they have any comments or questions.

9. Everything is negotiable except for these instructions. This ensures that all students in this class receive fair and equal treatment.

**Written Assignments**

The instructor will assign a written assignment during the semester. Your task is to write the required assignment and submit it by the deadline date for review and grading. You may work together on assignments but **MUST** create your own finished work. The student will receive a failing grade if there is any evidence of plagiarism, and may also be subject to disciplinary action. The instructor will discuss specific details of the assignment in class.

**Examinations**

The exams for this course contain different types of questions including multiple choice, short answer, essay, and others. The instructor creates questions to assess student knowledge from material in the textbook and from material presented in class. Students **MUST** write exam answers in a concise and legible manner.

**Evaluation of Instructor Performance**

Students have an opportunity to provide input for the class near mid-semester with a Course-Instructor Survey. Here, students have the chance to provide anonymous feedback regarding all aspects of the course. Using this feedback, the instructor may change certain aspects of the course. Please note that there is no guarantee that all changes suggested will be implemented.

**Zero-Tolerance Policies**

**Policy on Scholastic Dishonesty.** By teaching this course, the instructor agrees to observe all of the faculty responsibilities described in the catalog. By enrolling in this class, each student agrees to observe all of the responsibilities described in the Catalog. Students who violate any College rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failing the course or dismissal from the College. Since dishonesty harms the individual, all students, and the integrity of the College, it strictly enforces these policies on scholastic dishonesty. Refer to the Catalog for official policies and procedures for scholastic dishonesty as well as further explanation on what constitutes scholastic dishonesty. **Plagiarism of any kind is strictly forbidden.**

**Classroom Protocol.** Each class session includes a lecture and discussion about the assigned chapter topic. There may be other activities such as viewing videos and other multimedia presentations during some class sessions. Students **MUST** bring the course textbook, a notebook, and pen or pencil to each class.

**Late Arrival.**  Students **MUST** be on time for all class sessions. Students who are late for class may be denied entry.

**Mobile Phones and Disruptions.** Students **MUST** **switch-off** mobile phones **before** entering the class. The instructor will determine if any other electronic devices such as laptops or tablets may be used during class sessions.

**NOTE**

The instructor has the authority to change the policies, schedules, assignments, etc., for this course at any time.

**Course Schedule**

**Strategic Human Resource Management • HRM 499**

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| --- | --- | --- | --- | --- |
| **WEEK** | **SUBJECT** | **CHAPTER** | **LEARNING OUTCOMES** | **ASSIGNMENT, TEST, ETC.** |
| **1,2** | **Orientation and Class Policy*** The context of Strategic Human resource Management:
* An Investment Perspective of HRM
* Managing employees at UPS
* Valuation of assets
* Managing human capital
* Measuring human assets/capital at Dow Chemical
* Factors influencing How “investment oriented” an organization is
 | **1** | **1** |  |
| **3,4** | **Trends Affecting HRM*** Impact of technology
* HR issues and challenges related to technology
* Case: Telecommunicating at Merrill Lynch
* Employee surveillance and monitoring
* Ethical behavior
* Case: Entrepreneurship at Intel
* Workforce demographic changes and Diversity
* Case: Diversity at Hasbro
* Case: Diversity at Texas Instruments
 | **2** | **2** | **In-class exercise** |
| **5,6** | **Strategic Management*** Models of strategy
* Case: Sarasota Hospital
* The process of strategic Management
* (Mission statement, analysis of environment, organization self assessment, establishing goals and objectives, setting strategy)
* Case: First Tennessee National Corp.
* Corporate strategies
* Business unit strategies
 | **3** | **3** | **Test 1; Feedback** |
| **7,8** | **Strategic HR vs. Traditional HR*** Strategic HR vs. Traditional HR
* Case: HR roles at Mercantile Bank
* Case: Strategic HR at Southwest airline
* Barriers to Strategic HR
* Case: Strategic reorganization of the HR functions at GM.
 | **4** | **4** |  |
| **9,10** | **Human Resource Planning*** Case: HR planning at Drexel Heritage Furnishing
* Human Capital Management at U.S Postal Service
* Objectives of HR planning
* Types of Planning
* Aggregate planning
* Succession Planning
* Case: Succession Planning at Dole Foods
* CEO succession planning at GE
 | **5** | **5** | **In-class exercise** |
| **11,12** | **Design and Redesign of Work Systems*** Design of work systems
* (What workers do, what workers need, how jobs interface with other jobs).
* Case: Job rotation at GE
* Redesign of Work systems
* Outsourcing and off shoring
* Outsourcing by Federal State Government
* Mergers and Acquisition
* Case: The human side of creating AOL Time Warner
* Case: Teams at Dow Chemical
* Understanding Change
* Managing Change
 | **6** | **5** | **Test 2;****Feedback** |
| **13** | **Staffing*** Staffing
* Recruiting
* Case: Outsourced recruiting at Kellogg's
* Selection
* (Interviewing, testing, and references)
* Case: Call Center Staffing at Capital One
* Diversity
 | **8** | **6** | **In-class exercise** |
| **14** | **Training and Development*** Benefits of Training and development
* Planning and strategizing training
* Case: Using Training to Facilitate a Merger at HP
 | **9** | **6** | **Assignment** |
| **15** | **Performance Management & Feedback*** Performance Management system
* Who evaluates?
* Case: Strategic Performance Management at Continental Airlines
* How to evaluate
* Measures of evaluation

Review for Final Examination | **10** | **6** |  |
| **16** | **Final Examination** |  | **1,2,3,4,5,6** | **Feedback** |

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| **Assessment Summary Matrix** |
| **Assessment Name**  | **Value** | **Scope and Focus**  | **CLOs** | **Due Date** |
| Class Participation | 5 |  |  |  |
| Test 1 (MCQs, case analysis, essay) | 20 | Chapters 1-3 | 1,2,3 | Week 6 |
| Test 2 (MCQs, case analysis, essay) | 20 | Chapters 4-6 | 4,5 | Week 12 |
| Individual Assignment | 25 | “Strategic HRM Assessment Project”Write a research paper based upon the topics studied in the course and:1. Analyze an organization’s strategy in the UAE.
2. Identify capabilities required to execute the strategy
3. Document current HRM policies and practices
4. Determine the degree of alignment between items 2 and 3
5. Recommend changes to HRM policies and practices to improve alignment

(Use APA or MLA format) | 6 | Week 14 |
| Final Examination | 30 | Comprehensive | 1,2,3,4,5,6 | Week 16 |

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|  | Name | Date |
| **Prepared by:** | Dr. Zahi Yaseen | 7 May 2012  |
|  |
|  | Name | Date |
| **Approved by:** |  |  |