

DRAFT SYLLABUS

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Troy State University
Sorrell College of Business
Human Resource Management 6698
Strategic Human Resources Management (capstone course)
Class Duration: 15 March – 23 May 2004 (Ten Weeks)
Term 4, 2004 (04T4)

Instructor: Jim Phillips, Ph.D., SPHR
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Office Hours: Available for online counseling

TSU-DL Site: <http://spectrum.troyst.edu/~distance/>

Meeting Site: <http://troyst.blackboard.com> (Blackboard “BB” access)

Meeting Times: The course will be broken down into weekly segments with assignments given each week. So, check on **Tuesday afternoon** of each week for new assignments and announcements.

PREREQUISITES

HRM students must have completed no fewer than six HRM courses, to include HRM 6601, 6603, 6622, 6623, & 6632.

COURSE DESCRIPTION

The study of human resources management from a strategic perspective. Theories and concepts related to formulation and implementation of human resources strategies to support business strategies in both domestic and international environments will be examined. This is the capstone course. HRM students must have completed no fewer than six HRM courses, to include HRM 6601, 6603, 6622, 6623, & 6632. (A REQUIRED COURSE)

COURSE OBJECTIVES (on completion of the course, the student should be able to)

1. Describe the external and internal environments constraining HRM strategy, policies, and practices and relate critical elements of the business environment to HR issues.
2. Demonstrate an understanding of the concepts, functions and scope of HR activities and relate those concepts to supporting the strategy of a company.
3. Demonstrate diagnostic and analytical skills critical to evaluating business cases and issues from a strategic HR perspective based on theories and practices learned in previous HRM courses (e.g. - staffing, compensation, employee relations, training and development, organization development) in an integrated

manner.

4. Develop a comprehensive HR strategy encompassing planning, staffing, training and development, performance management, compensation, health and safety and employee and labor-relations policies and procedures in support of business strategic plans and objectives.
5. Develop an HRM proposal that could potentially aid an organization in achieving its' strategic goals with a more competitive advantage.

COURSE PURPOSE

The course provides students an understanding of how the main HRM functions of planning, staffing, training and development, performance management, compensation and benefits, health and safety, and employee and labor relations are applied in public and (predominately) private sector organizational environments. Particular attention is paid to research and underlying theory and current practices in each functional area, and how human resource managers use those theories and practices to achieve strategic HR objectives and support business strategies.

COURSE CONTENT

1. Strategic HR planning, to include process and tools (e.g. job design, job analysis and job specifications) and key HR functional area content
2. Staffing, to include recruitment, selection, retention and organizational exit; methods of estimating reliability and establishing selection validity for predicting job success of selection instruments are also covered
3. Training and development, to include orientation/socialization, skills training and employee development
4. Performance management, to include the development and implementation of legally defensible performance appraisal systems
5. Compensation, to include internal equity, external competitiveness, recognition and reward of individual effort, and benefits
6. Health and safety, to include the Occupational Health and Safety Act (OSHA) and how to develop effective health and safety programs, to include employee assistance, wellness and fitness programs
7. Employee relations, to include communication between management and employees and discipline and grievance procedures
8. Labor relations, to include legal unionization attempts and organizational responses, collective bargaining techniques and implementation of collectively bargained agreements
9. HR strategy in a global context

INSTRUCTIONAL MATERIALS

Text:

Anthony, William P., Perrewe, Pamela L. and Kacmar, K. Michele, *Human Resource Management: A Strategic Approach*, (4th Edition) Harcourt Brace (Thompson) 2002. ISBN: 0-03-033509-4

Reader:

Annual Editions: Human Resources 2004/2005, Fourteenth Edition
Fred H. Maidment, Western Connecticut State University;

Additional readings will be provided as needed.

INSTRUCTIONAL PROCEDURES

Instructor-guided and group analysis, discussions and response to course objective based application task assignments will require students to develop, evaluate and choose from alternative solutions to HRM problems. Development of a case study addressing the main HR functional will require students to synthesize and apply research and theoretical concepts from the HRM field, and effectively communicate the results of their analysis. Overall, the application tasks, paper, and diagnostic examination will require research, analysis and synthesis of issues and concepts that impact on effective HRM in an operational domestic or international organization environment.

Through the use of hands-on approaches, such as cases, proposals, empirical research, discussions-forums, and readings, this course attempts to give the student both breadth and depth in the HRM field. A seminar format (using "Forums" within "Discussion Board") will be used in discussing the material for the course. Several "Forums" within "Discussion Board" will be used to facilitate discussion between class members. This class moves very quickly, so it is best to keep up on all weekly assignments.

To integrate the conceptual and applied material, we will use a series of cases illustrating both successes and failures. The cases will provide the "application" aspects of this course. Each case will provide an opportunity to use the conceptual material in an analytic way. Discussions about the cases will help integrate the readings and serve as useful frameworks for a richer understanding. The results of proposals and research conducted will also be reported.

LIBRARY SUPPORT

TSU Library Remote Services are accessed at: <https://tsulib.troyst.edu/>
For assistance in using TSU library resources please contact Lucy Farrow [lfarro@trojan.troyst.edu].

STUDENT PERFORMANCE ACTIVITIES: (*Preparation/Honor Code/Grading Standards for Written Work*)

INCOMPLETE WORK POLICY:

Students who are unable to complete a minor portion of the course before the term end date must send a request in writing, with justification, to the instructor. Determining whether an Incomplete grade is possible or not is left to the instructor's discretion with due consideration given to the amount of work accomplished, quality of work accomplished, and feasibility of completing the missing work before the end of the next term in which the student is enrolled.

PREPARATION:

Inasmuch as this course is approached using andragogical approaches, much learning will be derived from in-class discussions and presentations. Thus, be adequately prepared to respond professionally.

HONOR CODE:

It will be considered a violation of the honor code of this class to misrepresent the written work of others as your own written work for all assignments (including plagiarism). Students will be disciplined if they engage in academically dishonest activities. An honor code violation may result in a variety of disciplinary actions from a failing grade on an assignment to a failing grade in the course. The instructor will determine the severity of an honor code violation. In addition, the student will be reported to the appropriate University officials as needed. See the TSU *Oracle* online for guidance on the academic code of honor.

To pass off the ideas or words of another as one's own without crediting the source is plagiarism and will not be tolerated. When you use another's ideas then provide the appropriate citation(s). See the following Web site by Sharon Williams for help on avoiding plagiarism:

<http://www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.html>

GRADING STANDARDS FOR WRITTEN WORK

(<70%) Fail:

A failing paper has the following attributes: fails to answer the question(s) or deal with the topic; little or no factual material and/or gross factual error; disorganized, incoherent, poorly expressed, poor grammar and sentence structure; and demonstrates a basic lack of understanding.

(70-80) Bare Pass:

A passing paper has the following attributes: basically descriptive; demonstrates only a weak understanding of the topic and issues pertaining to it; not well organized and has difficulty conveying to the reader the information and writer's assessment/evaluation/reaction.

(80-90) Good:

A good paper has the following attributes: an interpretive paper demonstrating an adequate command/understanding of the topic and issues pertaining to it; conveys accurate information and attempts to incorporate sources, references, etc.; generally has no serious deficiencies; well organized and articulate; a good attempt to assess/evaluate/react to the issues.

(>90) Excellent:

An excellent paper has the following attributes: An analytic paper demonstrating a comprehensive, in depth understanding of theory, concepts, and issues pertaining to the topic; effective use of required references/readings and an attempt to incorporate outside readings; demonstrates an awareness of differing view-points and attempts a rigorous assessment/evaluation/reaction. Very well written, tightly argued and logically structured; demonstrates critical thinking, originality and ability to extrapolate and draw implications.

ASSIGNMENT DUE DATES

Late assignments will be assessed a penalty of 20%. So, the total grade for a late assignment is based on 80% of the total possible points. No assignment will be accepted more than one week after the due date.

STUDENT EVALUATION

Student evaluation will be based upon standard definitive grade values as indicated below:

A	=	90%	To	100%
B	=	80%	To	89%
C	=	70%	To	79%
D	=	60%	To	69%
F	=	59%	And	below

10% Article Reviews

Each student will prepare a written analysis of two articles from the reader. Each paper should not exceed four pages in length and must be typed (double-spaced). Each review will be presented and discussed on the "Discussion Board". (For ideas on how to get started see the Article Review Form at "Course Material".) Articles will be assigned during the first class session.

30% Case Analysis

Each student group will prepare a written analysis of **seven cases** (End-of-Book Cases) that will be evaluated by the instructor. Your group will present the case on the "Discussion Board"

This group paper should not exceed 6 pages in length and must be typed (double-spaced).

It should follow the case format that will be provided in "Course Material", "Preparing for HRM Comp Exam", "Comp_Prep_and_Case_Template.doc". The case will also be presented to the class.

End-of-Book Cases

(Cases will not be completed in the order listed below.)

- Case FedEx Corporation
- 1 Delta Air Lines, Inc
- Case McDonald's Corporation
- 2 The Walt Disney Company
- Case Wal-Mart Stores Inc.
- 3 Microsoft
- Case Intel
- 4
- Case
- 5
- Case
- 6
- Case
- 7

20% Examination

Final Exam will cover materials drawn from the course text materials (Chapters 1-14) and will be proctored, closed book, and closed notes. This exam will be conducted during week eight on Wednesday through Saturday.

The second exam will require a comprehensive case analysis in which students will be provided 48 hours to read the case and respond (week 10). Outside research and text materials may be used for the final, but assistance by another person will NOT be allowed.

For the first exam you will need a proctor approved by TSU-DL. Please secure a proctor during the first or second week of the course. The exam will be held during week eight on Wednesday-Saturday. You should schedule the exam with your proctor to take the test at a time that best fits your schedule.

To secure a proctor, go to the following locations and follow the directions.

<http://www.tsulearn.net/student-services/forms/CourseExamForm.html>

20% Participation and Discussion

Class participation grades will reflect my assessment of your total contribution to the learning environment. This reflects not only the frequency of your contributions in class, but also: (1) the quality of your comments (ability to draw on course materials and your own experience productively, ability to advance or sharpen prior discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision, and evidence in making arguments); and (2) the professionalism of your conduct (attendance online, punctuality with assignments, preparedness, respecting all classmates and their contributions, and refraining from conduct that is distracting).

I encourage you to ask open-ended or opinion generating type questions. They initiate some great discussion. A good mix of open-ended questions and those requiring a more definitive answer works well.

20% HRM Proposal

The HRM Proposal will have three components:

- (1) Assessment Phase (includes literature review);
- (2) Intervention Phase; and the
- (3) Evaluation Phase

A detailed handout will be provided to help write the HRM proposal.

(See "Strategic HRM Proposal Outline" [strategic_hrm_proposal.doc] within "Course Material" on BB). Also see the examples provided.

On-going drafts will be presented and discussed on the Discussion Board on BB.

In this way, each of you will be able to learn from the other students taking the course. In addition, I will be able to give you feedback each week as you develop your proposal. Those who want to keep their material confidential will want to disguise portions of the proposal without losing pertinent information. In addition, you may post your message as an anonymous post by checking "Post message as Anonymous".

Dates for the HRM Proposal are as follows:

Week	Proposal Activity
1	Discuss your ideas and Complete a one page prospectus of proposal
2-3	Complete draft of needs assessment phase (includes literature review (about 5 pages))
4	Complete draft of intervention phase
5	Complete draft of evaluation phase
6	Complete 1 st draft
7	Complete 2 nd draft
10	Complete final paper

The paper is to be double-spaced using American Psychological Association (APA) guidelines. Examples using (APA) guidelines are provided at the following sites:

General Guides to APA Style

<http://www.baker.edu/library/dlls/APA.htm> (Great examples)

<http://www.wooster.edu/psychology/apa-crib.html> (Look toward bottom of web page for examples.)

<http://www.psychwww.com/resource/apacrib.htm> (Here is a general resource to APA)

For electronic sources:

<http://www.apastyle.org/electext.html>

ADA STATEMENT

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Troy State University to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations during the first week of the course.

COURSE SCHEDULE & READING ASSIGNMENTS (Tentative)

<u>Week</u>	<u>Topic</u>	<u>Case</u>	<u>Activity</u>
1	Course Introduction	No Case	Introductions Organize into groups Complete one page HRM prospectus Select Articles for Review
2	Formulating HR Strategy	McDonald's Corporation	Discuss chapters 1-3 of the text Discuss Case Prepare for HRM Proposals – Discuss prospectus
3	HR Planning & Employment Law	Intel Corporation	Report on proposals Discuss chapters 4-5 of the text Discuss Case
4	Organizational Entry	The Walt Disney Company	Discuss chapters 6-7 of the text Report on proposals Discuss Case

5	Job Design and Training & Development	FedEx Corporation	Discuss chapters 8-9 of the text Present assigned articles #1 from reader Report on proposals Discuss Case
6	Performance Management	Microsoft Corporation	Discuss chapters 10-12 of the text Report on proposals Discuss Case
7	Benefits and Health & Safety	Delta Air Lines, Inc	Discuss chapters 13-14 of the text Present assigned articles #2 from reader Report on proposals Discuss Case
8	Exam Week	No Case	Take Exam 1 (Proctored)
9	Ethics and Labor Relations	No Case	Discuss chapters 15-17 of the text Present and discuss final proposals
10	Exam Week	No Case	Take Exam 2 (Case)

TEXT CHAPTERS BY TOPIC

Part One The Strategic Approach

Chapter 1 The Strategic Approach to Human Resource Management

Chapter 2 Formulating a Corporate and Human Resource Strategy

Chapter 3 The External and Global Environment for Human Resources: Change and Diversity

Part Two Strategies for Human Resource Acquisition and Placement

Chapter 4 Human Resource Planning and Information Systems

Chapter 5 Equal Employment Opportunity and Managing Diversity

Chapter 6 Job Analysis

Part Three Recruitment, Selection, and Retention

Strategies for Maximizing Human Resource Productivity

Chapter 8 Job Design

Chapter 9 Socialization, Training, and Development

Chapter 10 Strategies for Effective Performance Appraisal Systems

Chapter 11 Strategic Compensation Systems

Part Four Improving Productivity

Strategies for Maintaining Human Resources

Chapter 13 Benefit Plans

Chapter 14 Managing Health, Safety, and Stress

Chapter 15 Ethics, Employee Rights, and Employer Responsibilities

Part Five Unions and Strategic Collective Bargaining

Strategic Separation

Chapter 17 Separation Restructuring and the Virtual Organization