HRMT 310

Strategic Human Resource Management

MISSION STATEMENT:

Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual, and professional lives.

Instructor information

Name:

Cell:

Office:

Email:

Course Description

In this course, students study the history and evolution of human resources and how they shaped the many-faceted role of today's typical business HR operation. Students will study how forward-thinking companies have learned to leverage their human resources to gain a competitive advantage over their competitors. While exploring the concept of strategic human resource management, students also will review the design of organizational structures that facilitate the application of these essential HR concepts.

Credit Hours: 3 credit hours; 8-week module

Overview and Course Goals

At the conclusion of this course, students will be able to:
- Analyze the concept of managing HR issues from a strategic standpoint
- Demonstrate the importance of utilizing resources to elevate awareness of current HR issues
- Integrate strategic thinking with an in-depth analysis of a current issue into a formal outcome
- Identify the internal and external organizational environment and predict the organization's impact on human resources.
- Develop effective human resource strategies and plan for innovation in a global environment.

- Demonstrate application of the common body of knowledge in Human Resource Management.
- Create a competitive advantage by attracting, retaining, and motivating talented employees.
- Evaluate ethical, social, civic, cultural, and political issues as they relate to the environment of Human Resource Management.

Course Policies

INSTRUCTOR EXPECTATIONS FOR ATTENDANCE AND ASSIGNMENTS

Students are expected to actively participate in all discussions and assignments each week. ***THIS CLASS RELIES HEAVILY ON IN CLASS ACTIVITY. ATTENDANCE IS NOT PARTICIPATION. SEE THE PARTICIPATION RUBRIC BELOW.***

Communication is the key *in dealing through absences. I am readily available via telephone or email and you should find me much more understanding and cooperative with timely communication.*

Students should be familiar with University policy that more than two absences can result in failure of a course. While attendance is critical to learning, particularly, in such as broad subject course as this, I understand that emergencies, business conflicts, and family issues do arise, and usually at the most inopportune time! I hold an expectation that **most** business and family issues which create a conflict with class are known about in advance. Therefore, students are expected to notify the instructor as soon as possible upon realization of a conflict requiring an absence to make arrangements for review of class topics and to make arrangements for assignments.

In cases of unforeseen emergency that does not allow for advance notice, students are expected to contact the instructor within 24 hours of class time to alert the instructor to an emergency and schedule an appropriate time to discuss the missed class and make arrangements for assignments.

Late work submitted by students will be penalized 10% for each day it is late (unless excused in advance by Instructor). *Instructor Note: The University requires that final grades be posted within one day of the final class.* ***As a rule, I do not accept late assignments.*** *Having said that, I do understand that sometimes things happen that are out of our control. Again, communication is the key.*

ONLINE CLASSROOM ETIQUETTE

Friends University supports a positive and enjoyable learning experience for both instructors and students. The BBA program respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the exercise of facilitated learning. Similar to a workplace environment, respect for one another is paramount. Behavior that seriously interferes with an instructor's ability to conduct a class or the ability of other individuals to profit from an instructional event will not be tolerated in either a classroom or online setting. When an individual engages in disruptive behavior in either a classroom or online setting, the instructor has the authority to set expectations of reasonable and appropriate behavior and involve the Program Director when deemed necessary.

ONLINE PARTICIPATION

Participation online is expected throughout the course. A class week is defined as the period between the first day of class and midnight on the seventh day. For online classes, the first day of the week is Monday at 12:00 a.m. and the last day of the weekends at 11:59 p.m. on Sunday for weeks 1 through 7. During week 8, the course closes on Saturday at 11:59pm. All assignments must be completed and posted by this time. All message board posts, papers, and other weekly assignments will be due no later than midnight on either Day4 or Day 7 as specified in the assignment for weeks 1-7 and Day 6 for week 8.

Course Text/Materials

REQUIRED SOURCES:

ADDITIONAL RESOURCES:

Course Structure and Grades

DISCUSSION QUESTIONS (DQ)

Discussion Question responses must meet the following criteria:

Your initial discussion post and peer responses should be supported by course concepts, course readings, external readings, and professional experiences. As a result, each post should include more than simple agreement. Initial discussion posts are due no earlier than the **Thursday** after the start of the discussion and your responses are due no later than the last day of the unit (**Sunday**). Be sure to always

use grammar that is appropriate for the classroom and take care to respect your peers and their points of view. Please also ensure that you APA citation standards in all posts.

SUBSTANTIVE POSTS

Substantive Posts (SP) are responses to other students' initial Discussion Questions (DQ) responses. The concept of the SP is to create proactive and encouraging involvement in discussion with classmates. The expectation is that students will draw upon professional experience, interpretation of the assigned readings, and other reference material to enrich the broader body of knowledge for the class.

Substantive Posts must meet the following criteria:
- Respond to a minimum of two classmates posts per week.
- 100-200-word count, excluding citations and references
- Responses should draw from the assigned readings, outside research, and/or professional experience
- Utilize in-text citations and references, as appropriate (optional)

It is appropriate to offer contrasting opinions on a topic, in fact encouraged, but be sensitive to the "tone" used, when disagreeing with another student's perspective. Avoid using phrases such as "I believe you are wrong", or "I don't believe your answer is correct", etc. Instead, open with phrases such as "I would like to offer another perspective on this topic", or "According to (outside research citation) there is another perspective on this issue". Remember the goal here is to enrich our dialogue while maintaining a collegial environment. You will find that there will be many different perspectives and scholarly opinions on some of your DQ's.

WEEKLY DISCUSSION QUESTIONS

Each week (Week 1-8) the instructor will provide discussion question(s) to be answered and discussed. Learning in this course depends upon thorough and lively participation in the discussion boards and your blog; the primary emphasis will be on the quality of participation *rather than on the quantity of participation.* Attendance is the easy part, just login a minimum of twice a week...illustrating your learning and knowledge of the course material comes only from appropriate preparation, participation and interaction with instructor and peers. Therefore, attendance does NOT equal participation. **Discussion Forum questions are worth 25 points each week for a total of 200 points over the 8 weeks of the course.**

ARTICLE CRITIQUE

The assignment due in week one is for student to find a recent article on an HR Law/Regulation that you feel may be the most challenging to manage. Once the student has identified a significant HR Law/Regulation to write about, there are 5 distinct

questions that must be answered.   See assignment specifics in Moodle.   **This assignment is worth 50 points.**

HR POLICY DRAFT

Students are asked to draft a policy on a particular topic/subject in week three. The topic is disclosed in Moodle and asks the student to formulate a policy they believe would be fair, diverse, and inclusive enough to be in an employee handbook. **The assignment is worth 50 points.**

CASE REVIEW

Students will be assigned an employment law case to analyze in week five. Students will be given a HR case scenario by the instructor and it will be posted in Moodle. Students will then be asked to answer a few questions about the case and then write up a minimum three to maximum five page summary of the case using **the FIRAC (Facts, Issues, Rule, Application and Conclusion - see sample in Moodle Course shell)** method for briefing cases. Short vague answers are not consistent with collegiate level work. Be sure to put some meaningful thought and content when answering the questions and evaluating the case. **The case is worth 100 points total.**

QUIZZES

Students will complete a quiz in the Moodle classroom during week 2, 4, 6, and 8 during this course. Quizzes will consist of multiple choice and short answer questions that provide the student an opportunity to review the concepts in the reading and assignments. **There are 4 quizzes worth 40 points each for a total of 160 points.**

INDIVIDUAL RESEARCH PAPER

Your research paper should be typed and formatted in compliance with APA standards. It is vital that paper is written using English and grammar that is appropriate for the college classroom. **There is a grading rubric at the end of this syllabus that will help guide you in developing and writing your research paper on an important _HR topic that will be chosen by the instructor_ and announced in Week 1 on Moodle.** This assignment should be turned into their appropriate Assignment link (within the Moodle classroom – See Course Schedule Week 7) no later than 11:59. If your paper is late it will not be accepted. Again, evaluation criteria may be found in the rubric with respective point totals. Research papers should not be emailed to the instructor or peers unless otherwise noted. Need help with APA guidelines and formatting? Check out the Academic Resource Center (ARC). **The paper is worth a total of 200 points.**

COURSE INTEGRATION REFLECTION PAPER

Please reflect on the concepts of this course and reflect how your work/personal life serves as an integral link to what you have learned. This should be a concise and

thoughtful reflection of how you can apply course concepts to your professional and/or personal life. **This paper is worth 40 points.**

Measurement of Outcomes

- Attendance on-line and being an active participant.
- Discussion Participation and contributing meaningful comments (substantive posts) regarding the weekly discussion questions that are posted.
- Quizzes given on a bi-weekly basis to make sure you are grasping the concepts of the course.
- Homework in the form of an Article Critique, Policy Draft, and a Case Analysis to understand real HR issues and pull out the relevant data to make sound decisions from a strategic perspective.
- Individual Research paper on a HR-related topic/subject provided by the instructor.
- Course Integration Reflection Paper

Successful learning from online courses requires the active and frequent participation and interaction of students through discussion questions. Participation early in the week allows other students to learn and gain insight from your thoughts. Please make efforts to engage throughout the week.

Grading Scale

A = 720-800 points
B = 640-719 points
C = 560-639 points
D = 480-559 points
F = 0-479 points

Assignment Group	Pts Per Assignment	Total Points Possible	Percent of Grade
Weekly Discussion Questions	8 @ 25 Pts	200	25%
Article Critique	1 @ 50 Pts	50	7%
HR Policy Draft	1 @ 50 Pts	50	7%
Case Review	1 @ 50 Pts	100	12%

Quizzes	4 @ 40 Pts	160	20%
Individual Research Paper	1 @ 200 Pts	200	24%
Course Integration Reflection Paper	1 @ 40 Pts	40	5%
	Total Points	800	100%

Friends University Catalog Links

ADA Student Services

http://catalog.friends.edu/content.php?catoid=4&navoid=172#disa_serv

Student Conduct

http://catalog.friends.edu/content.php?catoid=4&navoid=172#stud_cond_code

Academic Honesty & Honor Code

http://catalog.friends.edu/content.php?catoid=4&navoid=172#acad_hono_code

Course Schedule and Assignments

Week One:
Read Chapters 1 and 2
Discussion Forum Questions
HR Article Critique

Week Two
Read Chapters 3
Discussion Forum Questions

Quiz #1 (Chapters 1-3)

Week Three
Read Chapter 4 & 5
Discussion Forum Questions
HR Policy Draft

Week Four
Read Chapter 6 & 7
Discussion Forum Questions
Quiz #2 (Chapters 4-7)

Week Five
Read Chapters 8, 9 & 10
Discussion Forum Questions
Case Analysis

Week Six
Read Chapters 11, 12 & 13
Discussion Forum Questions
Quiz #3 (Chapters 8-13)

Week Seven
Read Chapters 14
Discussion Forum Questions
Individual Research Paper

Week Eight
Read Chapter 15 & 16
Discussion Forum Questions
Quiz #4 (Chapters 14-16)
Course Integration Reflection
Paper

Student Resources

FRIENDS UNIVERSITY TECHNOLOGY

Technology at Friends University is provided by the Office of Online Learning and Information Technology departments. The Office of Online Learning provides support for Moodle, online learning resources, and technology. The Information Technology department provides technical support, manages hardware and network services,

classroom technology and computer labs. Please reference the following links for Friends University technology resources:

- **Self-service Banner (SSB)**: When you are on a Friends University campus computer or away from campus, access with Banner ID and PIN.
- **Moodle**: Web-enhanced courses can be accessed with network username and password.
- **Email**: Access your Friends University email account and view instructions for connecting your email to your smartphone.
- **Getting Started with Office 365:** Instructions for accessing and initially using Office 365 accounts for students.
- **Library**: Online library resources. Access with network username and password.
- **Password Reset**: Reset your password for email, Moodle, and on-campus computer access. You will need to know your current password to register with this self-service tool. Once registered with the tool you will be able to reset your password as often as you need.
- **Free Anti-Virus**: McAfee Anti-Virus is available free to all students, faculty and staff with a username and password. "Free Anti-Virus"
- **Lync:** Communicate with staff and faculty members through our campus instant messaging software.
  Windows 32-bit Operating System
  Windows 64-bit Operating System
- **Windows VPN client:** For remote access please choose the appropriate download:
  Windows Operating System.
  Please click open to run the automatic install and select all the defaults. You may download installation instructions here.

- **Macintosh VPN client:** For remote access, it can be downloaded here. Please click open to run the automatic install and select all the defaults. You may download installation instructions here.

FRIENDS UNIVERSITY LIBRARY

Edmund Stanley Library, named after the University's first president, is committed to collecting the resources you need for your coursework and to helping you use those resources. The library has books, journals, magazines, newspapers, and media (CDs, DVDs, etc.) and provides access to the full text of articles through online databases.

Go to the Library's Tutorial Web page http://library.friends.edu/Tutorials.html where you will find a variety of instructional materials designed to acquaint you with the Library's resources and services. Listed under the first header – Library Orientation for DCP (Degree Completion Program) and GRAD (Graduate) Programs – on the Tutorials page is a link to recommendations about the short videos, tutorials, and handouts that are

pertinent to your program. Please contact the Library at 316-295-5880 (toll free 800-794-6945 x5880) or askalibrarian@friends.edu if you have questions or comments.

To navigate from the Friends University homepage http://www.friends.edu to the Library's Tutorial Web page follow these steps: 1) Click on "Library" on the lower right of the University's homepage. 2) Click on "Catalog and Databases" on the left. This takes you to FriendLiCat, the Library's online catalog. 3) In the "Library Info" area on the right side where several links are listed, click on "Tutorials."

ACADEMIC RESOURCE CENTER

The Academic Resource Center (ARC) strives to promote the success of every Friends University student by providing individualized assistance and supplemental resources. The ARC provides a variety of help for students in the areas of writing, accounting, finance, and technology. Free assistance is available on a drop-in basis in Room 109A Davis Administration Building. For more information please visit https://www.friends.edu/academics/resources-support/academic-resource-center/

CAREER SERVICES

The Career Services Office provides current students and Friends University alumni with information and resources related to career planning and the job search process. Within career development, there are three service areas in which staff members assist students and alumni: Exploration, Preparation and Connection.

The office offers various career assessments, which can be administered both online and on campus. Assistance with resume writing, interview skills and networking are available. The center also maintains an online job posting system, which allows individuals to access job opportunities that have been posted with our institution by a multitude of employers. For more information please visit: https://www.friends.edu/students/career-services/

FALCON ALERT SYSTEM & CAMPUS SECURITY

All students, faculty and staff are automatically enrolled in the Falcon Alert emergency notification system. The offices of the University Registrar and Human Resources ask that you provide any updates to your mobile phone number information as soon as possible to ensure that you receive Falcon Alert. Automated emergency messaging options include email and SMS/text messages.

Friends University will make every effort to implement emergency notifications as soon as reasonably possible from the time appropriate personnel are aware of a campus emergency situation or incident. No guarantee is made as to the timeframe or avenue through which communications will be attempted. For questions about the Falcon Alert System or campus security issues please contact campus security at 316-295-5911.

CAMPUS MINISTRIES

Campus Ministries invites you to re-imagine your faith in the context of your college experience. This means identifying your core narratives, learning how to tell your story, and considering who you are becoming. You are invited to recharge, repurpose, reconnect, and re-engage. Our full-time Campus Chaplain and Campus Ministries staff members provide a safe and supportive environment to help you navigate life's challenges. Regardless of where you are on your faith journey, our doors are open to meet with you to explore and expand your understanding of who God is, how are you, and what you and God are doing together in the world. Campus Ministries is committed to praying for the needs of the campus, and invite you to share your request with us by emailing prayerrequest@friends.edu, stopping by room 214 in the Davis Administration Building or calling 316-295-5746.

FOR CAPS and GRAD course:

OASIS STUDENT LOUNGE

Friends University is committed to its adult students and offers individual assistance when needed. Adult students may stop by the OASIS, Adult Student Lounge located in the Business and Technology Building, room 109, to relax before class and for access to the many resources available to help students transition back into college life. Free coffee, tea, and refreshments too. OASIS is open Monday through Thursday, 5pm to 8pm. For more information please email oasis@friends.edu or call 316-295-5800.

Academic Success Coach

Unlike traditional academic advisors, your Academic Success Coach is here to assist you in your academic journey and help you achieve your academic and professional goals. If you are uncertain who your Academic Success Coach is, please ask your instructor or contact the Division Chair.

RUBRIC - Individual Research Paper

HRM 310

The purpose of this assignment is to demonstrate a practical understanding of key legal or societal concepts and to facilitate further analytical exploration of contemporary trends and challenges in human resources. The paper should critically examine a position on an emerging trend or challenge affecting HRM, and the impact on current practices and/or activities.

THE TOPIC OF THE PAPER WILL BE CHOSEN AND COMMUNICTED TO STUDENTS BY THE INSTRUCTOR

The paper will likely be about 5 to 8 pages in length (excluding the references list and any other appendices) and should include a significant amount of analysis and original thought, supported by research from four or more outside sources. The following components should be evident in your paper:

I. ***Introduction and thesis (25 pts):***
Identify the trend(s) or challenge(s) to be analyzed; explain rationale for choice of topic. Present a clear, well-thought-out thesis statement(s). Preview key points and arguments to be addressed.

II. ***Analysis of position on HR/Legal trend/challenges (75 pts):***
Provide arguments that justify your choice of topic as a current and relevant HR trend and that support your position on the trend or challenges. In developing your arguments, you should:
- *Explain how/why the trend has a significant impact on HRM policies, procedures, or practices.*
- *Consider potential causes, as well as effects on individuals, groups, & the organization as a whole*
- *Address the HR perspective! What are an HR department's roles and responsibilities in dealing with the trends/challenges and their affects?*
- *Consider how the trend or challenges affect an organization's ability to maintain competitive advantage.*

III. ***Recommendations, Applicability, and Alternative Positions (25 pts):***
Based on your arguments (and the honest evaluation of alternative positions), offer several recommendations for HR departments, managers, employers, individual employees, etc. in dealing with the trend/challenges. Consider recommendations described in the literature, as well as your own suggestions. Evaluate the potential advantages & disadvantages of the various recommendations, and—if appropriate—determine the best overall solution.

IV. ***Conclusion (25 pts):***
Briefly recap how your arguments and evidence from the research support your original thesis. Generalize the findings of your research/analysis and your recommendations to universal applicability. Identify objections to your position; provide arguments for several alternative positions; give rebuttal arguments that maintain your position and reasoning. Balance your own analysis, interpretations, opinions, etc. with support from academic research. Include specific examples from your workplace and/or personal experiences.

V. ***Integration of course concepts and outside sources (20 pts):***
Reference concepts from the course and text to support analysis. Utilize current books, journal or magazine articles, HR organizations, web sites, etc. to support your analysis and opinions expressed. If possible and applicable, include real-world perspectives of employees and HR professionals.

VI. ***References (10 pts):***
Identify any/all ideas or information borrowed from an outside source (use parenthetical documentation). Include list of references cited in the paper.

VII. ***Style/format (10 pts):***
Demonstrate articulate, academic writing. Organize information in a clear, concise, and logical format. Adheres to APA style.

VIII. ***Attention to proper mechanics (10 pts):***
Spelling, grammar, punctuation

SCORE _____/200