MGT443 Strategic Human Resource Management
(3 credit hours)
Course Syllabus

Course Description

The course focuses on opportunities, planning, and emerging issues related to strategic human resource management. Learners will explore the alignment of business strategies and human resource management. Strategic human resource management will be defined and understood, emerging challenges will be discussed, how to strategically manage organizational change, and understanding the rationale for the creation of new roles and expectations of organizations required to be successful strategic business partners will be examined.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Analyze strategic human resource management tasks as a strategic partner
2. Identify the challenges, opportunities, and issues in human resource management
3. Identify how to align human resource practices with business strategies
4. Critically analyze ethical implications of human resource management related to situations and decision-making
5. Discuss specific skills, competencies, and points of view needed by professionals in the field which influence the strategic organizational structure domestically and globally

Prerequisites/Corequisites

MGT318, MGT320 and LAW321

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Mello, J. A. (2019). *Strategic Human Resource Management*. Boston, MA: Cengage. ISBN no:978-1-337-61999-8

Publication Manual of the American Psychological Association, Seventh Edition. ISBN No.: ISBN: 978-1-4338-3216-1

Note: this course may contain additional resources for specific activities. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is available in the Start Here section (Quick Links). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. If you register but cannot attend a live session, the library will email you a link to the session recording after the event. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

Students will engage in weekly discussion posts and responses that encourage collaboration and learning within the online classroom. Assignments throughout the course are outlined in each. Research papers (2-3 pages) based on in-class readings will support each assignment. The capstone project (4-6 page paper), due in week three, allows students to engage in synthesizing the key learnings in weeks 1,2 and 3.

Grading

The following chart identifies the individual contributions from each type of activity, per week.

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Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	50	50	50	50	50	50	50	**350**
Assignment	75	75	150	75	75	75	75	**600**
Reflection	15	n/a	n/a	15	n/a	n/a	20	**50**
Total	**140**	**125**	**200**	**140**	**125**	**125**	**145**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the Academic Bulletin for grade appeal information.

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Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	☐ MON: Activity 1.1 Intro Forum
Week 1: Metrics, Investing in employees, competitive advantage	☐ WED: Activity 1.2 Initial Post ☐ SAT: Activity 1.2 Secondary Posts ☐ SUN: Activity 1.3 Human Assets ☐ SUN: Activity 1.4 Reflection
Week 2: Strategy models Traditional HR vs Strategic HR Human Resource and overall business strategy	☐ WED: Activity 2.1 Initial Post ☐ SAT: Activity 2.1 Secondary Posts ☐ SUN: Activity 2.2 Strategy Models
Week 3: Workforce planning Succession planning	☐ WED: Activity 3.1 Initial Post ☐ SAT: Activity 3.2 Secondary Posts ☐ SUN: Activity 3.2 Case Study Project
Week 4: Process of performance management Strategic choices in performance management design Pro's and con's of performance management systems	☐ WED: Activity 4.1 Initial Post ☐ SAT: Activity 4.1 Secondary Posts ☐ SUN: Activity 4.2 Assessing Performance Systems ☐ SUN: Activity 4.3 Reflection

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Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 5: Challenges in managing diversity Critical role HR has within diversity and inclusion Future and past – where we are and where we are heading	☐ WED: Activity 5.1 Initial Post ☐ SAT: Activity 5.1 Secondary Posts ☐ SUN: Activity 5.2 Stereotype Biases
Week 6: Ethics in the workplace Ethics programs HR impact to ethics Training in ethics and social responsibility	☐ WED: Activity 6.1 Initial Post ☐ SAT: Activity 6.1 Secondary Posts ☐ SUN: Activity 6.2 Elevator Speech
Week 7: Differences in global and domestic HR Standardization of global HR Challenges and appreciation in international selecting and assignments	☐ WED: Activity 7.1 Initial Post ☐ SAT: Activity 7.1 Secondary Posts ☐ SUN: Activity 7.2 Project GLOBE ☐ SUN: Activity 7.3 Reflection

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To

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complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations).

  o Utilize and incorporate instructor provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: Digital Literacy: Netiquette and Internet Safety.

  o Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

In general, your instructors should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work, your instructors should:

  o clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

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- thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
- provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's Meet the Team page.

For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures page. Veterans and active military can seek assistance from TU's Veteran and Military Services Web Page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.