

University of the Incarnate Word Course Syllabus/Outline
School of Professional Studies
Course: PMBA 6341 Strategic Human Resources Management

Text: See textbook section of Blackboard for information

Course Materials: Recommend you obtain and keep a desk copy of American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C: Author. (NOTE: This book is referred to as the APA manual and can be purchased in many bookstores. It contains essential guidelines for academic writing. You will find it useful for this course and others as you progress in your graduate studies.)

Catalog Description: This course seeks to introduce students in the field of HR to the demands and responsibilities that include organizational leadership and strategic thinking. Students will examine the relationship between how organizational structure relates to implementing strategy, and how an organization's strategic direction requires developing and assessing an organization's human capital and creating the capabilities required to support the strategic direction. This course will prepare students to become strategic contributors using both business knowledge and HR skills.

Assessments:

See table below.

Syllabus Statement: This syllabus does not serve as a contract and is subject to change. The Instructor may adjust the syllabus as necessary.

Outcomes of the Course:

Students should expect the following outcomes from this course:

1. Acquire an overview of the current theory, principles and practices associated with human resource management strategy.
2. Develop an appreciation of how the human resource function can contribute to organizational effectiveness and the achievement of strategic business objectives.
3. Achieve a view of strategic human resource management to include specific HR practices and policies.
4. Explore current "thought leaders" via outside reading.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services

4301 Broadway CPO 295

Administration Building – Suite 51

San Antonio, TX 78209

(210) 829-3997

(210) 283-6329

www.uiw.edu/sds

Academic Honesty:

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Title IX Information:

University of the Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation. The University of the Incarnate Word is committed to addressing and working towards preventing crimes of sexual violence. The university encourages the prompt reporting of any incidents. For more information, or to report an incident, please visit www.uiw.edu/titleix.

Important "Drop Course" Information:

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5pm of the first week of the term to be within the 100% refund period. Please submit your drop to <http://online.uiw.edu/course-drop-form> A \$50 administrative fee is applied for all drops from courses offered through the Virtual University.

Study Objectives/Expectations:

The approach in this course is based on textbook study, homework assignments, individual research and meeting cooperative learning accomplished through participation in discussion threads. Learning objectives are spelled-out at the beginning of each text chapter, but the learning should not stop there...if you participate fully in this course you should also learn from each other.

On line courses are not self-paced, nor are they open-ended. There is a beginning and ending date for each week of the course, and assigned deadlines for homework submissions, reading, and on-line discussion. Our on-line class will be taught in a somewhat informal lecture and discussion format. Open-ended discussion is highly encouraged and students are invited to ask questions or raise points for discussion at any time. All of our discussion and person-to-person contact will be done through the BB website to maintain the integrity of the learning process. Questions or comments regarding grades or other personal matters should be sent directly to me.

This course is eight weeks long. You will do most of your work off-line, but you will be expected to access Blackboard at least three out of the seven days per week per graded DQ thread to submit work, retrieve assignments, read lectures, and participate in

posted group discussion. This participation is critical to your successful completion of this class and will have a major bearing on your final grade.

Homework: All homework assignments will be turned in using the student grade book in Blackboard. Submissions include two academic article reviews in addition to written responses to questions posed in relation to assigned readings.

Academic writing is not necessarily easy. It requires thought and time. Unfortunately, it is perhaps the weakest skill among university students as well as people in business – so we will practice! I will be evaluating your submissions in terms of content, required APA format and overall writing style/grammar. Most important is that you cite where necessary and avoid the tendency to use the work of others as your own.

The due date for all homework each week is each **Sunday by 12 pm CST (Noon)**. This gives the instructor time to grade and return early in the week. All homework must be turned in by the designated due date/time. If you foresee a problem, or have trouble with the software, need help, etc., notify me as soon as possible before the deadline. If you encounter any other problems with meeting a given deadline, contact me and I will evaluate your situation on an individual basis. I am mindful of our hectic lives and late homework assignments may happen. However, you also need to remember, this is an eight-week course, so we do move through the material rapidly. You can quickly get behind in the work.

Professionalism: Your assignments reflect your ability to articulate your thoughts in writing. Be mindful of your spelling, presentation and organizational skills when writing.

Lessons: At the beginning of each week, there will be a lesson posted in the Weekly Lessons section. It will be on the subjects we will be studying for the week.

Assignments: You can find your assignments several different ways. If you click on the Assignments link or if you check the Assignments Table in this Course Outline you will find your weekly assignment. Assignments include article reviews and specific questions related to reading assignments for each Week.

Notes for Article Reviews (Weeks 3 & 6)

On weeks 3 and 6 (2 total), students will locate and read an article from a professional journal (peer reviewed) and write a short paper (**maximum 5 pages of content**) **reviewing the article**. Reviews should concentrate on the research that supports the article (if the article details a research project/effort), the author's purpose (was it accomplished?), the conclusions reached, and how this article's content relates to the week's subject matter....in other words why is it important or anyone to read it? **Note:** A **summary of the article's content** does not constitute a critical review!...please elevate your thinking one notch above that!

Note also that the two article submissions for this course must be **reviews of related scholarly research work** to be found in **professional, peer reviewed journals**. (Do not use articles over 7 years old...they are generally of limited academic value) This means you will have to use Internet and library resources to find those articles. Publications such as *Workforce Management Magazine* and *HR Magazine* do not fit this category. A peer reviewed journal contains articles that cover academic research in the selected area. As graduate students, these are the sources you should be looking to for information. Further notes on article reviews can be found in the next few paragraphs.

Submitted article reviews which are not based on peer reviewed journal articles will be subject to a one letter grade reduction.

For a good read on how to write an academic review, refer to the following website:
<https://academicskills.anu.edu.au/node/492>

For a definition of what a peer reviewed article is, refer to the following website:
<http://guides.lib.jjay.cuny.edu/c.php?g=288333&p=1922599>

(All written Submissions for each week should be submitted by Sunday noon CST each week.)

Article Reviews (Weeks 3 & 6):

Week 3: Review #1. Job Design

Week 6: Review #2. Performance Management or Compensation

The article review should be written in the following format using these SUBHEADINGS:

1. **Citation / Source** (name of article, author's name, etc. in APA format) Place this as the first item in the review.
2. **Major Thesis** (a summary of the article, main points, **its relationship to course content, and your critical evaluation of the article's supporting research/data**)
3. **Utility** (How useful is the article to the HR discipline? How might it be applied to the HR environment? Provide specific examples.)
4. **Conclusion**

Note: as per the directions given above, popular circulation magazines are NOT approved sources for the article review paper. You will find professional journals at the university library, and some online as well. **Remember, ask the UIW Library about their online services for online students.**

Note: All papers should include references to the course readings (tie in concepts/theory from the textbook to the application/article) and follow APA writing guidelines (double-spaced, 1-inch margins, 12-point Times Roman or Courier font). In other words, your analysis, statements and opinions must be supported with references to the textbook/theory.

Notes for Additional Submissions (Weeks 2,4,5,7,8)

Weekly written submissions for these weeks include submissions based on specific questions or subjects for critical analysis posed in your textbook. These submissions should be formatted in APA format with a title page and citations made in APA format. References to the Mello textbook should be cited using APA format. If additional resources are used, they should also be cited and listed in a "Works Cited" section at the end of the paper. Papers should be from 3-5 pages of content long. Be advised the questions you will write to are related to the material you have read in the textbook. It is expected that the textbook content will be used and cited if necessary. These submissions are stand alone documents....avoid references to "our class" or "our textbook" ...use citations instead. Assume the reader is unfamiliar with the course/class.

Discussion Exercises: A discussion exercise will be posted at the beginning of each week. Each student will be expected to research, read, and share facts or their opinions – depending on the nature of the questions. You must submit your first discussion contribution before Wednesday of the given week. You should then reply to others later in the week. Discussion does not mean answering the question. It means taking part in a give and take to learn different points of view. If you do all of your discussion contribution at the end of the week you may only get half of the possible points.

Discussion is 35% of your final grade, failure to respond to discussion **WILL** have a serious impact on your grade and success of passing the course. Discussion closes for any given week at **12 pm Central on Sunday (noon)**. **The minimum posting requirement in the discussion threads is three separate postings per discussion thread each week on different days of the week, (normally there are two graded threads each week).**

Your discussion remarks reflect your abilities to articulate your thoughts in writing. Be mindful of your spelling, presentation and organizational skills when writing. This is taught as a business class and your work will be graded using that standard. Your discussion and assignments should be done as if they were given to your boss for review.

Remember, "talking" on-line is not the same as talking on the telephone or talking in person. We normally use verbal expression, intonation, vision, and body language to get the message across when face-to-face. Make sure to respect the feelings of others at all times. That is not to say you cannot disagree and express your opinions/feelings.

I ask for only 3 meaningful comments for each discussion question, each week, posted on separate days. Each comment should be approximately two paragraphs in length

(100 – 150 words). The first comment should be in response to the question(s) I pose for the week. The second and third will be to a fellow classmate's comments in the discussion. With this method we can get a very good dialogue for the week. I will keep track of your discussion participation, your follow-up to other comments and the insightfulness you use in the discussion. Remember, the first posting is due by Wednesday of a given week.

I strongly encourage the use of outside materials and examples in our discussions. Prompt posting, by Wednesday, of your initial response will provide everyone the opportunity to respond and it gives us time to fully explore the topic.

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| Homework Assignments (Including Article Reviews) | Instructions correctly followed and all work completed and successfully submitted by the designated due date. | 65% |
| Discussion Exercises | Participation in the discussion evidenced by posting thoughtful responses to all questions. | 35% |
| Total Grade | | 100% |

Grading standards:

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|----|----------|----|--------------|
| A | 93 - 100 | B- | 80 - 82 |
| A- | 90 - 92 | C | 70 - 79 |
| B+ | 87 - 89 | F | 69 and Below |
| B | 83 - 86 | | |

A indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C indicates an acceptable grasp of the essentials of the course.

F indicates failure to master the minimum essentials of the course.

Course Outline

The term “week” used in the syllabus/outline refers to the span of seven days from Monday to Sunday. All homework assignments are due before 12:00 pm central time, Sunday of the week indicated on the course outline. The only exception is the final assignment which is due on Wednesday, the last week of class, on or before 6pm Central.