zManagement 461

**Fall 2016**

# Strategic Human Resource Management

Thursday 5:00 – 7:50 PM Room 117 CBA

**PROFESSOR: Dr. Gwendolyn M. Combs OFFICE: 277 CBA**

**PHONE: 472-6061 E-MAIL:** [**gcombs2@unl.edu**](mailto:gcombs2@unl.edu)

**OFFICE HOURS: Thursdays 1:00-2:00 PM or by appointment**

**REQUIRED TEXTS:**

Mello, Jeffrey A. (2015**). *Strategic human resource management*** *(4*th Edition*)*. Mason, OH: South-Western Cengage Learning.

**Harvard Business School Publishing Course Packet** (Cases & Readings) Use the following link to obtain Materials:

<http://cb.hbsp.harvard.edu/cbmp/access/52429972>

**American Psychological Association Style Guide** : <http://owl.english.purdue.edu/owl/resource/560/01/>

ON BLACKBOARD

**OPITIONAL TEXT:**

**Access to an HR text is optional but very useful in the course. This is not a review course for basic concepts in human resource management, therefore students will be required to conduct their own review of HR concepts where needed.**

Mathis, R. L. & Jackson, J. H. ***Human Resource Management*** (12th Edition). Cincinnati: South-Western College Publishing.

There are several other introductory human resource management texts that may be obtained through the UNL Library.

## SUPPLEMENTAL WEBSITES:

Blackboard – <http://blackboard.unl.edu> – the course website, where you’ll find case

studies, announcements, assignment, class readings, etc.

Society for Human Resource Management Website– [www.shrm.org](http://www.shrm.org) – an online resource for up to the minute information on human resource management issues. Department of Labor Website –www.dol.gov.

**THE INTERNET:**

You are encouraged to make use of the *Internet* in preparing for both class discussion and written papers. Some suggested *Internet* addresses are attached to this syllabus. In conducting and using Internet searches**, please be sure that the information used is credible.**

**COURSE DESCRIPTION:**

This course is designed to provide a review and analysis of current policies and issues in human resource management from a **Strategic** perspective. Subjects include alignment of HR goals and polices with organizational strategy; roles of the HR Department, HR planning, job analysis, recruitment, selection, EEO, reduction-in-force, training, management development, performance appraisal, compensation & benefits, , labor relations, employee relations, discipline, and development and implementation of HR policies and programs. Additionally, applicable academic research will be introduced in class assignments and discussions. We will focus on **“evidenced based”** HR management

**PREREQUISITES:** MNGT 361; MNGT 360. This course is intended as an undergraduate capstone course in human resource management. The cases, exercises, and incidents used are intended to demonstrate the student's ability to analyze organizational problems and to provide effective solutions based on sound HR principles and concepts. Research articles are included to acquaint students to HRM research and its relationship to HRM practices and organizational strategy.

**COURSE PURPOSE AND OBJECTIVES:**

The purpose of this course is to engage students with the theory and practice of strategic human resource management in contemporary organizational settings.

**Course Objectives**

* Examine the meaning of strategic human resource management and its association with employee engagement and human capital valuation in organizational settings.
* Understand and identify the linkages between strategic human resource management and the strategic decisions of the organization.
* Identify and develop organizational strategic HRM opportunities and explore ways to assess the effectiveness of these opportunities in contributing to organizational success and competitive advantage.
* To gain basic familiarity with applicable strategic HRM research.
* Assess the impact of strategic HRM practices on employee and organizational outcomes.
* Explore the effective use of data, feedback processes associated with HRM analytics.

**COURSE FORMAT:**

This course will be taught primarily through the case method and general discussion of selected topics related to current problems in human resource management. Web based materials will be integrated with case and discussion question assignments. Assigned cases, incidents, exercises and contemporary HRM issues will be discussed in class unless otherwise indicated by the Instructor. This course will use a combination of instructional methods to enhance learning. Class meetings will include discussions, lecture (limited), group activities, video, case studies and exercises and review of relevant HRM research. **The instructor reserves the right to make changes (e.g., rearrange, delete, and/or add) to reading, assignments, grading scale, or any requirements for this course**.

The class will utilize a small and large group discussion. Each student is responsible for preparing readings and other assignments for the specific class and should be sufficiently familiar with the assigned materials to answer questions raised at the end of each case, incident, or exercise, as well as questions posed by the instructor. It is important that you prepare class assignments and materials for that class period. You are expected to reflect on course materials as they may relate to your experience and offer observations and insights during class. This will improve your personal learning experience and add to the learning of others in the class. Observable, legitimate, and active class **engagement** is encouraged and expected. You are encouraged to pay attention to current events related to the course content and to raise these issues for class discussion. Please talk to me if you have concerns about the course. I hope that the class environment will challenge each of us to think critically and to have **fun** in our learning.

**COURSE REQUIREMENTS**

**WRITTEN ASSIGNMENTS:** Students will be asked to submit a written analysis of selected cases and exercises. The following written assignments are listed below together with their relative weights in the determination of overall course grade:

R*eference Materials for Human Resource Management* [Researching] (5%) **See separate information provided by instructor at the end of this document**.

*Case 1*  (15%)

*Case 2*  (20%)

Case 3 (20%)

Final Team Project (25%)

Class Participation (15%)

**Case Analyses**should be approximately 6 to 8 pages in length, which includes the “Reference” section. Papers must be typed (Times New Roman, 12 point font, 1-inch margins, double-spaced, pages numbered at the bottom, and stapled). Plagiarizing is a form of cheating. All sources used in developing written case analyses should be properly cited in the paper and in a reference section (APA Style). ***At a minimum*** you are expected to draw from **one HR textbook (preferably the Mello text), two peer reviewed academic research articles, and two practitioner articles** that discuss the topic and administrative/procedural aspects of the case. **Please see blackboard information about case assignments.**

Specific instructions for the written assignments will be placed on the course Blackboard web site. Usually, you will be asked to evaluate a specific a combination of organizational problems, strengths and weaknesses of specific organization programs and make recommendations for their improvement. Writing skills, grammar, etc. will be evaluated.

**CLASS TEAM DESIGNATIONS AND RESPONSIBILITY.** Members of the class will be divided into working teams. Teams will be used as class communities to prepare in class assignments and other activities. **Additionally, each team will in rotation prepare and deliver a 10-15 minute introductory presentation of the topic for the class period selected.** Creativity and applicability in this presentation is important. The format (skit, role play, movie clip, short vignettes, etc.) of this presentation will be determined by team members. These presentations will be presented at the beginning of class. Also, teams will develop and present a final team project **(More information to come about this project).**

**CLASS PARTICIPATION:**

It is **expected** that **every** student will participate in class discussions since this is basically a discussion based course. It is also expected that each student will assume some leadership responsibilities in this area. Students will be evaluated on their total contribution to class participation. Being prepared to discuss the text book materials, selected cases, activities, and topics is an important aspect of participation. Participation can include current event stories from the media that are brought to class for discussion. To ensure proper participation credits please provide the instructor a copy or summary of the article with your name, date and class topic across the top. Group rotation introductory presentations are a part of this grade. **This "participation" grade will represent 15% of the total course grade.** Good attendance and punctuality is essential for effective participation and may be considered in determining the "participation" grade. Because class teams will participate in a rotated introduction for specific class periods, each person in the class will start out with a B-(78) for participation. Increase to this grade will depend on the Instructors assessment of your additional participation (as described above) in class.

**GRADES:**

Grades will be determined by your performance on assignments and exams. The anticipated grading scale is provided below. However, the instructor reserves the right to adjust this scale as deemed necessary.

A+ = 98 –100 C+ = 74 – 76 F = 52 and Below

A = 92 – 97 C = 68 – 73

A- = 89 - 91 C- = 65 – 67

B+ = 86 – 88 D+ = 62 – 64

B = 80 – 85 D = 56 – 61

B- = 77 – 79 D- = 53 – 55

**GENERAL POLICIES:**

**Attendance**: You are expected to attend all classes and be punctual. Poor attendance is likely to impair your ability to perform well in this class. Roll will generally be taken at the beginning of each class period. I value your participation, so please be in class and on time. If there is a problem with regular attendance please contact me to discuss your situation. **(The instructor reserves the right to reduce the final grade of any student who has poor attendance or who has a high frequency of being late for class.)**

**Use of Electronic Equipment in Class**: Due to my past and current experiences with student use of smartphones, laptops and iPad in class, use of such devices are not permitted during class time. During class time students are to turn off and put away all such devices. Previous allowance of the use of these devices in class has generated distraction complaints from other students. The objective of this policy is to ensure an equitable and productive class environment. **Violations of this policy will negatively impact your final course grade.**

**Late Assignments**: Assignments are due on the date indicated on the course syllabus. Late assignments may be accepted at instructor discretion. However, assignments submitted and accepted after the due date will receive at least a one-letter grade reduction.

**Academic Dishonesty**: Honesty and integrity is expected of all students. If you cheat on any assignment you will receive an automatic “F” for that assignment and possibly a failing grade for the course. **Plagiarizing is a form of cheating**. In written assignments please provide proper citations and credits. Appropriate software will be used to investigate suspicions of plagiarizing.

Please review the APA guidelines on citations and giving credit to others for their ideas and opinions. Plagiarism constitutes academic dishonesty. **The Student Code of Conduct of the University of Nebraska will be observed. Please see the UNL website for specific information. Also, the College of Business Administration has adopted a policy on academic integrity. The CBA policy is listed below.**

**CBA Policy On Academic Integrity:** Per the UNL Student Code of Conduct: "The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

A. Academic dishonesty includes, but is not limited to, the following: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; communicating information in an unauthorized manner to another person for an academic test, examination or exercise; plagiarism; tampering with academic records and examinations; falsifying identity; aiding other students in academic dishonesty, and other behaviors in the student judicial code of conduct, Article III section B ([stuafs.unl.edu/dos/code](http://stuafs.unl.edu/dos/code))

B. The penalties for academic dishonesty will be severe, and may range from receiving a failing grade on the test or assignment, failing the course in which academic dishonesty took place, or the possibility of expulsion from the university. Faculty will report all cases of academic dishonesty to the Dean of Students at UNL, who will place a report in the student’s permanent file. A file of academic integrity violations will also be maintained by the College of Business.

C. If you copy, or substantially copy, work from anyone else on a paper, the work must be put in quotes and the source(s) cited. Otherwise, it is plagiarism. If plagiarism or other forms of academic dishonesty are found on a group work assignment, it is possible that every member of the group will be punished. It is to your advantage to check out anything that does not seem like the work of your group members or colleagues. Written assignments are subject to verification using Safe Assignment for plagiarism.

**Classroom Conduct**: I expect that all of us in this class conduct ourselves as responsible adults and exhibit at all times respect for others. Students are advised that the University of Nebraska-Lincoln’s policy of non-discrimination and non-harassment on the basis of race, gender, color, national origin, religion, ethnicity, sexual orientation, or disability will be observed. Actions of this nature will not be tolerated during class activities. Students are encouraged to have open and honest discussion of course topics. However, respect for the opinions and conclusions of others must be demonstrated.

If you have concerns in this area, **please contact the Instructor immediately** (either during or after class (or anonymously with a note under the instructor's office door). If problems are not addressed by the Instructor, you may visit with the Management Department Chair (Dennis Duchon) or Dean of the College of Business Administration (Dean Donde Plowman). Discrimination problems can also be reported to the Student Ombudsperson 124 Canfield Administration Building; Counseling and Psychological Services, 15th and U Streets; Student Judicial Affairs, 124 Canfield Administration Building. Students with disabilities should contact the Office of Services for Students with Disabilities (SSD), 132 Canfield Administration Building.

#### ANTICIPATED COURSE SCHEDULE

Code: **T** = Mello Text; **R** = Readings on Blackboard ; \***BOLD FACE \* =** Written Assignments; **R(HBP)** = readings to be purchased from Harvard Business Publishing at: <http://cb.hbsp.harvard.edu/cbmp/access/52429972>

**DATE TOPIC ASSIGNMENTS**

Aug. 25 Course Introduction **SID** HRM Overview

*Internet* (SHRM home page): <http://www.shrm.org>

**T-Chapter One**

Sept. 1 Theories/Status of SHRM **T-Chapter One**

**R**- Yukl & Lepsinger, Enhancing the Power of Human Assets; What HR Needs to Know in 2016;

Selected Issues for Discussion- HRM Overview

8 Strategic Management/ **T-**Chapters 3 and 4

Strategic Role of HRM **R- (HBP)**Porter, Competitive Forces that

Shape Strategy

**\*\*\*Assignment 1 –ABSTRACTS DUE**

15 Human Resource Planning **T**- Chapter 5

**R-(HBP)** Developing Your Leadership

Pipeline; Measuring HR Alignment

22 Work Analysis & Design **T**-Chapter 6

**R**-*Job Descriptions White Paper*; Special Issues

for Discussion- Job Analysis; Staffing

Telecommuting Positions Exercise

29 Staffing/ Selection **T-** Chapter 8

**R**- Attracting and Selecting; Hiring Compliance Guidelines; Cost Per Hire; Uniform Guidelines for Employment Selection; Are Social Networking Sites Good Recruiting Sources?**;** The Use of Social Media for Employee Recruiting.

\***\*\* Case 1 - ANALYSIS DUE \*\*\***

Oct. 6 Social Responsibility/ **T**- Chapter 2

Ethical Behavior and HRM **R**- Ethical Breakdowns (**HBP**)

Ethical HRM Dilemmas; Selected Issues for

Discussion-Ethics

13 Employment Law/ **T**-Chapter 7

Diversity **R**- Case 8 - Johnson Chemical;

Diversity making space for everyone at

NASA; Colorful window dressing; A

historical perspective on diversity ideologies

in the United States

20 Compensation/Benefits T- Chapter 11

**R-** Exercise 69 & Incident 84

**R**- The Case against Emp. Benefits;

Employee Benefits Survey; How Do We

Determine Merit Increases??

27 Training/Development  **T**-Chapter 9

**SID**- Management Development

**R**-10 Points for Better Emp Development;

Case and Exercise (TBA)

\*\***\* Case 2 - ANALYSIS DUE \*\*\***

**Nov. 3** International HRM **T**-Chapter 14

**R**- Comparative HRM European Views**;**

Behind the Veil…**;** Human Resource

Management with Asian Characteristics:

Clash of Cultures; Fred Bailey

10 Performance Management **T**-Chapter 10

**R**- *The Case of the Second Evaluation*

17 Work/Family Balance **SID** Careers/Work-Family

**R**- Work life Balance a Global Perspective;

Why Firms Don’t Adopt Telecommuting

**\*\*\* Case 3 – ANALYSIS DUE \*\***

**Nov. 24 THANKSGIVING HOLIDAY!!**

Dec. 1 Final Project Presentations

8 Final Project Presentations

***The instructor reserves the right to supersede anything in this syllabus with subsequent announcements (which may be verbal or on paper or on the course blackboard site).***

**Selected Helpful Internet Addresses**

Society for Human Resource Management http://www.shrm.org

HR Magazine http://www.shrm.org/hrmagazine

The Human Resource Planning Society http://www.hrps.org

American Society for Training and Development http://astd.org

AARP http://www.aarp.org

Wall Street Journal http://info.wsj.com

Business Week http://www.businessweek.com

USA Today http://www.usatoday.com

US Department of Labor http://www.dol.gov

US Department of Labor, Bureau of Labor Statistics http://stats.blsgov/dolbls.htm

Equal Employment Opportunity Commission http://www.eeoc.gov

Social Security Administration http://www.ssa.gov

Occupational Outlook Handbook http://www.bls.gov/ocohome.htm

Cornell University http://www.ilr.cornell.edu/library.html  
(Industrial & Labor Relations Library)

US Employment Service (America's Job Bank) http://www.ajb.dni.us

Nebraska Job Service (Jobs in Nebraska) http://www.dol.state.ne.us/jobserv.htm

**ASSIGNMENT 1**

**Sourcing HRM Research/Information**

**ADDITIONAL INFORMATION ON BLACKBOARD**

**Individual Written Assignment**

**(Due: September 8, 2016)**

* Select a human resource management topic for research.
* Prepare six abstracts (100 - 175 words of text, **no exceptions**) in the format provided below. Prepare two abstracts from each type of source - (a) practitioner journal articles, (b) academic journal articles, and (c) the Internet Information
* Prepare a one to one and-a-half page written report providing a comparative analysis of the three types of research sources listed above (e.g., advantages and limitations). Include a discussion of the fundamental differences between articles found in practitioner journals and those found in academic journals.
* Attach a copy of the first page of all articles and internet source materials with your abstracts.

**\*SAMPLE ABSTRACTS\***

Tyler, K. (2010). Mentoring programs link employees and experienced execs. *­Journal of Applied*

*Psychology*, *43*(5), 99-103. [Volume number (45) and Issue number (5) is used if the periodical or

journal is not sequentially number through all volume of the journal].

Tyler, K. (2010). Mentoring programs link employees and experienced execs. *­Journal of Applied*

*Psychology*, *43,* 99-103.

It is generally acknowledged that mentoring develops management skills and helps make mentees visible to more senior people. Yet, few mentoring relationships develop spontaneously. As a result, some companies have created formal mentoring programs to match mentors and protégés. Corporate programs help improve retention and productivity by enabling employees to get guidance from executives they normally wouldn’t have access to. Study findings suggest seven steps to an effective mentoring program

1. Establish clear program goals.
2. Make participation voluntary.
3. Limit the duration.
4. Secure strong upper-management support.
5. Set specific objectives for each partnership.
6. Schedule regular meetings between mentors and protégés.
7. Establish an evaluation system to rescue matches in trouble.

**NOTE: Do not simply copy the abstract from the article. Develop you own abstract (What the article is researching, research approach, results, findings, conclusions, etc.)**

12/22/2016

Dr. Combs,

First off and most importantly, I hope you are having a nice Christmas break thus far!

Next, I have a couple questions after just becoming aware of the class grade.

I noticed we received an 80% on our case study 3, which our group thought was far better than our case study 1. As a group we felt that we worked better together as the semester went on, but  grade wise, it didn't show much improvement.

- Is there a time that I can come in and look at Case study 3 and the Final Project, and perhaps receive clarification on what we did well, as well as areas for improvement?

Also as policy in the syllabus, everyone starts equally with a 78/100 participation, and then needs to earn their participation. I noticed I received a 78/100. That leads me to conclude that I was evaluated as not participating in class. On the surface, no I didn't talk as much as others in class. I spent the time be attentive and absorbing the material presented in class and typing my own personal notes each class period. Hence, that was the reason I asked about the PowerPoint slides earlier in the semester, and when I talked with you I thought everything was in order regarding participation.

- What more should I have done?

My true participation was with my group keeping everyone motivated and getting deadlines finished. When work wasn't getting started on our final project, I campaigned that we switched industries from what one group member recommended in the entertainment industry, and switch to the hotel industry in China. Everyone agreed and we made the switch the Sunday before the paper was due. To strengthen my case, I did a heavy amount of research and provided each member of our group individually a reason and research on why we should switch, and suddenly everyone started working. Initially it was tough going with the group, but I am so proud of how we finished strong and put out one of our best papers of the semester in less than a week.

To most people receiving a B is great, but for me it is the lowest grade I have received at the University. I have spent each semester under the SSD, primarily for extended test time, but decided at the beginning of the semester I was going to forgo using that accommodation to help more prepare for the working world. I was in for quite a semester as I finished with 26 projects and presentations as well as 14 tests and quizzes in 4 classes. I persevered and worked very hard all semester for each class and each group I was in. Just as a manager pays close attention to the bottom line of revenues and expenses of a business like I am doing with my grade now, I also see the importance of taking great care of my group members. That is exactly what I did this semester; I worked as hard as I possibly could for our groups and tried to set as good of example as I could.

I am not trying to justify actions or lack of actions if I did not fulfill my duty as a student to fully participate in class. I would just like some more clarification as to what I can do better to further improve. I am grateful for these opportunities, and excited that the learning does not simply stop at the end of a semester, but continues to be fruitful throughout my career.