**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: MGMT 5351 VC01 – Strategic Human Resource Management (Capstone)

**Campus**

: WBUonline

**Term/Session**

**:** Fall 1 2022

**Instructor**

**:** Dr. Dave Rambow, Emeritus Professor of Business, School of Business

**Office Phone Number/Cell #**

**:** (907) 242-4261, please no calls after 9:00 pm (Eastern Time Zone)

**WBU Email Address**

**:** david.rambow@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** Online

**Class Meeting Time and Location**

**:** WBUOnline

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**

| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** |
| --- | --- | --- | --- | --- | --- |
| Armstrong’s Handbook of Strategic Human Resource Management | Armstrong | 7th | 2020 | Kogan Page Ltd | 9781-78966-1729 |

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:**

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: American Psychological Association
2. Learning Resource Center: The Wayland Library (Learning Resource Center) is available to all Wayland students at: [http://library.wbu.edu](https://webmail.wbu.edu/owa/redir.aspx?C=47gYOUv0XkCt_AMdzEWj6fdPe8FxTNAIOH59kNHmy9xsb1bBKilrMNvOUYx_O3uZE9hNOV4SEOs.&URL=http%3a%2f%2flibrary.wbu.edu) . Tutorials for accessing library resources are linked from the homepage.
3. c. Grammarly at

<https://www.grammarly.com>

**Course Information**

**Catalog Description**

**:**

This capstone course develops systematic and strategic thinking about the strategic role Human Resource Management (HRM) plays in a business strategic planning process; this course emphasizes the pivotal role of HR Planning in workforce analysis and describes processes for creating specific HR strategies in support of a particular business strategy. The Major Field Examination is administered. Course Fee: $42.00 (Fee is subject to change in relation to cost increases of the Major Field Exam)

**Prerequisite:**Completion of all MAM or MOAL core courses and MGMT 5309.

**Course Outcome Competencies**

**:**

* Evaluate the significance of HRM partnering with senior management in the development, implementation, and sustainability of a business strategy.
* Evaluate various business strategies using an HRM analysis process model.
* Evaluate the three overall HRM strategies and select the overall HRM strategy that complements a particular business strategy.
* Create specific HR strategies that complement an overall HRM strategy.
* Evaluate the significance of the HRM function of HR Planning as the linchpin to business strategy.
* Synthesize course information towards the Society for Human Resource Management (SHRM) Professional Human Resource Certification Examination

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

WBU Catalog

**Course Requirements and Grading Criteria**

1. All college-level work well be typed. Course work submitted late may be subject to a reduced by 1.5% for each day an assignment is late. See paragraph 18, Tentative Schedule, to assist with time management. I list below a breakout of course requirements with grading criteria.
2. **Course Assignments:** All course assignments are due by mid-night in the time zone a class member resides on the dates indicated for various assignments within the course syllabus, paragraph 18: Tentative Schedule. All course work must be a class member’s “original work.” This means that the student authored all assignments. Original work further means that when a class member applies the ideas, concepts, theories, and/or principles from another author, then the class member properly credits the source.
3. **WBU Email Accounts:** By August 8, all class member enrolled in this course will have an active WBU email account. Additionally, throughout this course, class members will check their respective WBU email accounts as a minimum once a week beginning the first day of Fall 1 term, Monday, August 8, 2022.
4. **Preparation, Participation, and Engagement**: The learning process mandates that a student **prepare** for each online session by (1) reading assigned chapter(s) (2) viewing and listening to video lectures in session tabs #1 through session #7, and (3) after listening each session’s video lectures, by sending an email response to the instructor with that session’s designated word; **participate** and **engage** by (1) reading individual and group assignment feedback documents and (2) after reading the group assignment feedback documents, class members will send an email response to the instructor with that group assignment feedback document’s designated word. The rubric below will be used to evaluate preparation, participation, and engagement. **Preparation, Participation, and Engagement represent 10% of the course total grade.**

|  |  |
| --- | --- |
|  | **Online Class Sessions Missed** |
| Criteria used to determine level of Preparation, Participation, and Engagement | **0** | **1** | **2** | **3** | **4** |
| **Class member demonstrated preparation** by viewing all PPT video presentaitons. **Class member demonstrated participation and engagement** by responding in email to the instructor on session video lectures and group feedback documents. Class member further demonstrated engagement by appling corrections to assignments from prior feedback documents. | **100%** | **90%** | **80%** | **70%** | **00%** |
| **Class member demonstrated preparation** by viewing 80% of all PPT video presentaitons. **Class member demonstrated occassional participation and engagement** by occassionally responding in email to the instructor on session video lectures and group feedback documents. Class member further demonstrated some preparedness by occassionally appling some corrections to assignments from prior feedback documents. | **90%** | **80%** | **70%** | **60%** | **00%** |
| **Class member demonstrated preparation** by viewing 70% of all PPT video presentaitons. **Class member demonstrated infrequently participation and engagement** by seldom responding in email to the instructor on session video lectures and group feedback documents. Class member seldom demonstrated preparedness by seldom appling corrections to assignments from prior feedback documents. | **70%** | **60%** | **50%** | **40%** | **00%** |
| **Class member demonstrated preparation** by viewing less than 70% of all PPT video presentaitons.  **Class member demonstrated little to no participation and engagement** by not responding in email to the instructor on session video lectures and group feedback documents. Class member did not demonstratde preparedness in appling corrections to assignments from prior feedback documents. | **50%** | **40%** | **30%** | **20%** | **00%** |

1. **Weekly Topic Assignment (WTA):** Students will craft a *scholarly response* for all WTA prompts. Students are required to complete a total of seven WTA assignments. WTA assignment prompts are found in the course BlackBoard tab titled: *Weekly Topic Assignments*. WTA #1 will be assessed for a maximum score of 8.0 points; WTAs #2 through #6 will be assessed for a maximum of 10.0 points. WTA #7 is provided for extra credit and will be assessed for a maximum of 3.0 points. Additionally, peer-to-peer feedback response to one other class member’s will be assessed for a maximum score of 1.0 points. **The WTA assignments represent 71% of the total grade.**
2. **Strategic HR Case Study Analysis Paper:** Class members conducts a Strategic HR Case Study analysis and writes a Strategic HR Case Study analysis paper. The due dates for The Strategic HR Case Study analysis paper is found in paragraph 18, *Tentative Schedule*. **The Strategic HR Case Study analysis paper is worth 19% of the total course grade.**
3. **Means for assessing outcome competencies and computing final course grade:**
	1. Preparation, Participation, and Engagement **10%**
	2. First Assignment and WTA #1 **08%**
	3. Five (5) BlackBoard Weekly Topic Assignments (WTA) (5 x 11 points each) **55%**
	4. Weekly Topic Assignment #8 **08%**
	5. HR Case Study **19%**

 **100%**

1. **Technology Requirements:**

Class members are expected to perform basic computer hardware and software proficiency with commonly used software programs and maintain current software updates. Additionally, class members are responsible to maintain their respective ISP service. To view and listen to video PowerPoint lectures and to enter schedule Collaborate Ultra session, class members will use the Google Chrome browser. If a class member’s PC does not have the Google Chrome browser, then the browser software can be downloaded for free at the Google Chrome web site

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

The tentative schedule provided below indicates specific course activities, assignments, and due dates. This schedule is provided to assist students in time management. Make time to review the schedule and note activities and due dates of assignments.

| **Homework &****Date & Session #** | **Activities and Assignments** |
| --- | --- |
| **FIRST ASSIGNMENT** | **On or before Wednesday, August 10,** post a response in the Weekly Topic Assignment tab that states “I reviewed the course syllabus.” |
| **🕮HOMEWORK for** **Session 1**  | **Prior to first class session** **🕮** Print and read course syllabus☞ Establish a WBU email account and send an email message to the instructor at david.rambow@wayland.wbu.edu from WBU email account by August 8. (Instructions for establishing a WBU email account is located within the course BlackBoard site.  |
| **Session #1****August 8 to August 14** | **🕮**  Read Chapters 1, 2, 3 & 4 - Armstrong **🖳 Using only Google Chrome, listen to video PowerPoint lectures** found within BlackBoard, Session 1 Tab**🕮** **Session 1 Assignment:** Complete Session 1 - Weekly Topic Assignment (WTA) #1 prompt by Sunday, August 14. |
| **🕮HOMEWORK for Session 2:**  | **Session 2:** Read Chapters 5, 6, 7, & 8 - Armstrong **🕮** **Session 2 Homework:** * Complete Session 2 - Weekly Topic Assignment (WTA) #2 prompt.
* In Session 2 Tab - Print and read Strategic HR Case Study narrative
 |
| **Session #2****August 15 to August 21** | **🖳** Using only Google Chrome, listen to video PowerPoint lectures found within BlackBoard, Session 2 Tab**🕮** **Session 2 Assignment:** Complete Session 2 - Weekly Topic Assignment (WTA) #2 prompt and provided feedback to one peer by Sunday, August 21.  |
| **🕮HOMEWORK for Session 3:**  | **Session 3:** Read Chapters 9, 10, 11, & 12 - Armstrong **Session 3 Homework:** Complete Session 3 - Weekly Discussion Topic (WTA) #3 prompt. |
| **Session #3****August 22 to August 28** | **🖳** Live Collaborative Ultra session, Monday, August 22. For students NOT familiar with BlackBoard Collaborative Ultra, I produced a brief voice PPT video discussion which is available within the tab titled: Collaborate Sessions. Use only Google Chrome to access this live Collaborate Session.**🖳**For those students unable to attend the live Collaborate session, I will record this Collaborate session for viewing. **Use only Google Chrome** to access this recorded Collaborate session. To access this recorded session, view the brief voice PPT video discussion found in the session tab #3**🖳** Using only Google Chrome, listen to video PowerPoint lectures found within BlackBoard, Session 3 Tab**🕮 Session 3 Assignments:** Complete Session 3 - Weekly Topic Assignment (WTA) #3 prompt and provided feedback to one peer by Sunday, August 28  |
| **🕮HOMEWORK for Session 4:**  | **Session 4**: Read Chapters 13, 14, 15, & 16 – Armstrong **Session 4 Homework:** Complete Session 4 - Weekly Topic Assignment (WTA) #4 prompt.  |
| **Session #4****August 29 to September 4** | **🖳** Using only Google Chrome, listen to video PowerPoint lectures found within BlackBoard, Session 4 Tab**🕮 Session 4 Assignment:** Complete Session 4 - Weekly Topic Assignment (WTA) #4 prompt by Sunday, September 4.  |
| **🕮HOMEWORK for Session 5:**  | **Session 5:** Read Chapters 17, 18, & 19 - Armstrong **Session 5 Homework:** Complete Session 5 - Weekly Topic Assignment (WTA) #5 prompt  |
| **Session #5****September 5 to September 11** | **🖳** Using only Google Chrome, listen to video PowerPoint lectures found within BlackBoard, Session 5 Tab**🕮** **Session 5 Assignments:** Complete Session 5 - Weekly Discussion Topic #5 prompt and provided feedback to one peer by Sunday, September 11. |
| **🕮HOMEWORK for Session 6:**  | **Session 6:** Read Chapters 20, 21, & 22 Armstrong **Session 6 Homework:** * Complete Session 6 - Weekly Topic Assignment (WTA) #6 prompt
* In Session 6 Tab - download and read Strategic HR Case Study Requirements.
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| **Session #6****September 12 to****September 18** | **🖳**  Using only Google Chrome, listen to video PowerPoint lectures found within BlackBoard, Session 6 Tab**🕮 Session 6 Assignments:** * Complete Session 6 - Weekly Discussion Topic #6 prompt and provided feedback to one peer by Sunday, September 18.
* **Print and read Strategic HR Case Study Requirements**
 |
| **🕮HOMEWORK for Session 7:**  | **Session 7:** Read Chapters 23, 24, & 25 - Armstrong **Session 7 Homework:** * Complete Session 7 **– EXTRA CREDIT** -Weekly Topic Assignment (WTA) #7 prompt
* WORK Strategic HR Case Study analysis paper – due Friday, September 30. Use Strategic HR Case Study #2 paper template located within Session 6 Tab.
 |
| **Session #7****September 19 to****September 25** | **🖳**  Listen to Recorded Collaborate, beginning Monday, September 19. This Collaborate session discusses the Strategic HR Case Study paper. This video recorded Collaborate is in Session tab #7 and will be available at 6:00 a.m. (CST), Monday, September 19**🖳** Using only Google Chrome, listen to video PowerPoint lectures found within BlackBoard, Session 7 Tab**🕮 Session 7 Assignments:** FOR THOSE CLASS MEMBERS WHO SEEK **EXTRA CREDIT** - Complete Session 7 - Weekly Discussion Topic #7 prompt and provided feedback to one peer by Sunday, September 25.  |
| **🕮HOMEWORK for Session 8:**  | **Session 8:** **Homework:** * Complete Session 8 - Weekly Topic Assignment prompt.
 |
| **Session #8****September 26 to October 1** | **🕮** Complete **WTA #8** prompt by Friday, September 30.**🗐** **UPLOAD** Strategic HR Case Study analysis paper through the “Assignment” link within Session 8 Tab by mid-night, Friday, September 30.Final course grades will be posted **within Student Services** NLT noon (Central Time Zone) **Tuesday, October 4.** |
|  |
| **NOTE:** The professor reserves the right to alter this schedule as needed. Any revisions to this study plan will be announced through email to class members’ WBU email account.  |

**Additional Information**

* 1. **Class members’ WBU Email Accounts:** By week 1 of theterm, graduate students will establish a WBU email account, and send an email to the instructor using the student’s WBU email account. This is a mandatory requirement. If a graduate student experiences difficulty establishing a WBU email account, then contact the instructor via the telephone number provided in this syllabus**. NOTE:** My email address is david.rambow@wayland.wbu.edu
	2. **Class members will check their respective WBU email accounts every week.**
	3. **Course/Assignment Information:**
		1. Class members will need Internet to access BlackBoard. Additionally, students will need a computer with speakers or headsets to listen to voice embedded video PowerPoint lectures.
		2. All assignments are due is NLT 11:59 p.m. for the time zone the student resides. Late assignments are subject to score reduction.
		3. All written assignments will be assessed based on 1) content, 2) grammar and punctuation, and 3) proper application of APA writing style (7th ed.).
		4. Questions concerning grades (scores) received on assignments will be resolved within one week after the assignment has been assessed.
		5. All work will be the original work of the individual student. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty will result in a zero (0) for an assignment, and additional actions as outlined within online WBU Academic Catalog 2022-2023, may be taken by the instructor.
		6. Students with questions as to what constitutes Plagiarism should read the *University Statement on Plagiarism and Academic Honesty* which is in the Course Info/Syllabus tab. Additionally, in the “Course Info/Syllabus” tab is a video PowerPoint presentation on what constitutes Plagiarism, how to avoid Plagiarism, and the consequences for submitting course work that has been found to have been Plagiarized.
		7. A class member’s first point-of-contact for this course is the professor. If the professor cannot provide a satisfactory response, then the graduate students will next contact the student’s respective campus dean.
	4. **Expectations and Responsibilities:**
		1. Instructor: As the instructor, I am responsible to communicate and instruct the course standards by presenting clear, meaningful video lectures, providing students timely and useful feedback on assignments, and responding back to students in a timely manner.
		2. As a member of this course my expectations are that you:
	5. read this syllabus completely and understand your responsibilities.
	6. enter each on-line class session having read the assigned chapter(s) and having listened to the corresponding chapter lectures posted within BlackBoard.
	7. complete and turn assignment at the due date.
	8. present questions when text and /or lectured material are unclear.
	9. commit yourself to the learning process.
	10. **communicate with the professor.**