# "WBUlogo"

WBUonline

School of Business

# 2. UNIVERSITY 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.

# 3. COURSE NUMBER & NAME:

MGMT 5351-VC01, *Strategic Human Resource Management*

# **4. TERM**:

Fall 1, 2021 (August 9 to October 2, 2021)

# **5. INSTRUCTOR**:

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

# **6. CONTACT INFORMATION**:

Contact phone: (907) 242-4261

WBU Email: [david.rambow@wayland.wbu.edu](http://david.rambow@wayland.wbu.edu)

# **7. OFFICE HOURS, BUILDING & LOCATION**:

No Office hours: Contact professor by email or cell phone

# **8. COURSE MEETING TIME & LOCATION**:

Meeting day & time: Course meets online beginning Monday, August 9, through October 2, 2021, through WBUonline, BlackBoard.

# **9. 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)

# 10. PREREQUISITE: Completion of all core courses in MAM or MAOL and MGMT 5309.

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

Armstrong, Michael. (2020). *Armstrong's handbook of strategic human resource management*(7th ed.). Kogan Page, Ltd.  ISBN: 978 1 78966 172 9.

# 12. 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>

13. COURSE OUTCOMES AND COMPETENCIES:

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

# 14. ONLINE ATTENDANCE REQUIREMENTS:

As stated in the 2021-2022 Wayland Baptist University Academic Catalog, graduate 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. The instructor in online courses is responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, the instructor is responsible for incorporating specific instructional activities within the 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 % or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week term, may receive an F for that course. The 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 term 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 online attendance policy.

# **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

1. 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 (2021-2022 WBU Academic Catalog).
2. Students with questions as to what constitutes Plagiarism should read the *University Statement on Plagiarism and Academic Honesty* which is located 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.

# **16. 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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **17. 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 11, 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 Spring term, Monday, August 9, 2021.
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 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. **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.

1. Means for Assessing Outcome Competencies:
2. Procedures used to compute 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. One HR Case Study: **19%**
3. Grading Criteria:Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

| **Grade** | **Points** | **Percentage** |
| --- | --- | --- |
| **A** | 100.0 to 89.5 points | 100% to 90% |
| **B** | 89.4 to 79.5 points | 89% to 80% |
| **C** | 79.4 to 69.5 points | 79% to 70% |
| **D** | 69.4 to 59.5points | 69% to 60% |
| **F** | 59.4 points and below | 59% and below |

**17.1 Include Grade Appeal Statement:** “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/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.”

# 18. TENTATIVE SCHEDULE:

The tentative schedule provided below indicates specific course activities, assignments, and due dates. This schedule is provided to assist student’s 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 11,** 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](mailto:david.rambow@wayland.wbu.edu) from WBU email account by August 11. (Instructions for establishing a WBU email account is located within the course BlackBoard site. |
| **Session #1**  **August 9 – August 15** | 🕮 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 15. |
| 🕮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 16 – August 22** | **🖳 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 22. |
| 🕮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 23 – August 29**  **Session #3 August 23 – August 29 (cont.)** | 🖳  **Live Collaborative Ultra session, Monday, August, August 23. 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 tab titled: Collaborate Sessions  **🖳 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 29 |
| 🕮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 30 – September 5** | **🖳 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 5. |
| 🕮HOME WORK 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 6 – September 12** | **🖳 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 12. |
| 🕮HOME WORK 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. |
| **Session #6**  **September 13 – September 19** | 🖳 **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 19. * Print and read Strategic HR Case Study Requires |
| 🕮HOME WORK for Session 7: | **Session 7:** Read Chapters 23, 24, & 25 - Armstrong  **Session 7 Homework:**   * Complete Session 7 - Weekly Topic Assignment (WTA) #7 prompt * WORK Strategic HR Case Study analysis paper – due Friday, October 1. Use Strategic HR Case Study #2 paper template located within Session 6 Tab. |
| **Session #7**  **September 20 – September 26** | 🖳  **Listen to Recorded Collaborate, beginning September 20. This recorded Collaborate session discusses the Strategic HR Case Study paper. For class members NOT familiar with accessing a recorded Collaborative session, I produced a brief voice PPT video lecture which is available within the Collaborate Tab. Use only Google Chrome to access this live Collaborate session.**  **🖳 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 26. |
| 🕮HOME WORK for Session 8: | **Session 8:** **Homework:**   * Complete Session 8 - Weekly Topic Assignment prompt. |
| **Session #8**  **September 27 – October 2** | 🕮 Complete WTA #8 prompt by Friday, October 1.  🗐 **UPLOAD** Strategic HR Case Study analysis paper through the “Assignment” link within Session 8 Tab by mid-night, Friday, October 1.  Final course grades will be posted **within Student Services** NLT noon (Central Time Zone) **Tuesday, October 5** |
|  | |
| **NOTE:** The professor reserves the right to alter this schedule as needed. Any revisions to this study plan will be announced through email to student’s WBU email account. | |

# 19. 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](mailto: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 in order 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 on the basis of 1) content, 2) grammar and punctuation, and 3) proper application of APA writing style (7th edition).
     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 2021-2022, may be taken by the instructor.
     6. 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.

1. **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 member of this course, my expectations are that you:
   1. will read this syllabus completely and understand your responsibilities.
   2. will enter each on-line class session having read the assigned chapter(s) and having listened to the corresponding chapter lectures posted within BlackBoard.
   3. will complete and turn assignment at the due date.
   4. will present questions when text and /or lectured material are unclear.
   5. will commit yourself to the learning process.
   6. **will communicate with the professor.**