BUS 453-001
Strategic Human Resource Management
Winter 2020
January 9 – April 9, 2020
Thursday 1900-2145
ED 619
Instructor: Loretta Gerlach
loretta.gerlach@uregina.ca NOTE: I only accept email via the UR Courses email function.
Office hours – I will not be keeping office hours but I am always willing to arrange appointments.

Calendar Description
This course concerns the development and integration of human resource management practices to further the strategic direction of the organization. The course addresses: HR forecasting and planning, succession management, strategic approaches to other human resource management functions, and current HRM issues such as emerging organizational forms, downsizing and restructuring, and mergers and acquisitions. ***Prerequisite: Three of: BUS 301, BUS 350-369 and a minimum of 90 credit hours*** *Note: Students may only receive credit for one of BUS 453, ADMN 453, and ADMN 353*

Course Objectives
The objectives of this course are:
1. To teach relevant, practical and applicable human resource management skills to equip the student with the foundational competencies to work as HR practitioners. Ideally students' confidence in their own HR skills will increase as the semester proceeds.
2. Apply critical thinking and problem solving skills to the analysis and resolution of human resource problems as presented in discussions and case studies.
3. To introduce contemporary theory and best practices in human resource management.

Learning Objectives
• To introduce the fundamental concepts and theories of strategic human resource management which are crucial to organizational productivity and competitiveness.
• To provide an introduction to the content knowledge of strategic human resource management as a basis for further learning.
• To enable students to identify the ways in which various theories and practices can be used to assist organizations, teams, and individuals enhance their effectiveness.
• To increase your self-understanding through discussions and self-assessment tools.
• To enhance your teamwork skills through group exercises and involvement.

Required Reading:
- Strategic Human Resource Management – Gaining a Competitive Advantage, Second Canadian Edition
  Noe, Hollenbeck, Gerhart, Wright, Eligh
  McGraw Hill, 2016

Yes, you are definitely required to have this textbook for the class.

During most of the classes, we will spend some time in group discussion, often using the text book and other readings as guiding point. These discussions are designed to ensure we are able to place the information we are learning in practical context. Please make every effort to keep up on your readings. We will spend considerable time each class applying the class concepts to practical workplace examples, some of which will be found in the text book. Please bring your text to class each week.

UR Courses

Access to UR Courses is mandatory for this class for the required readings. In addition, I will use URCourses to post some basic outlines of lectures in power point form. I will post the slides for each class at least late the night before. I will also post other required reading and course materials. I will also post additional reading materials, any relevant news stories, and, other information using discussion forums. I recommend that you log on to the class page regularly to see reading assignments and discussions.

Films and Guests

We may watch a few films over the course of the semester. I use the films as a teaching method to practice some of the concepts and theories we learn in class and in the readings. I apologize if you have seen some of the films before but they are still an important part of our class. If you miss the showing of a film, I will not be re-showing any films. If you know you are going to be away, at the very least you will want to arrange to get someone to take comprehensive notes.

We may also have guests in our class over the semester. Please understand that these people are here of their own kindness and thus I request that you show them the utmost consideration and respect.

Tentative Classroom Schedule: I will do my best to keep to the following schedule but please note sometimes this is not possible (you are strongly encouraged to complete the readings listed **before the time** when they are listed, as they will be discussed in that class and possible the next few as well). **Please note, that I will not just review the textbook in class, but rather use the majority of class time for discussions of important points and case application.** As a result, you will be required to read the text and bring questions to class or me if you are unclear. I encourage you to bring your textbook to class with you.

Week	Date	Topic
1	January 9	Introductory Class
2	January 16	Introduction to SHRM Read: Chapters 1 and 2
3	January 23	Collective Bargaining and Labour Relations Read: Chapter 11
4	January 30	Equality, Human Rights, and Inclusion Read: Chapter 3
5	February 6	Potential Guest Speaker – Inclusion Continued
6	February 13	Analysis and Design of Work and HRP Read: Chapter 4 First Case Assessment Due
	February 20	University Break
7	February 27	Recruitment and Selection Read: Chapter 5
8	March 5	Training and Strategic Development of People Read: Chapter 6
9	March 12	Managing Employee Engagement and Performance Read: Chapter 7 Second Case Assessment Due
10	March 19	Total Compensation Read: Chapters 8, 9, and 10 – NOTE this is a lot so don't get behind!!
11	March 26	Safe, Secure, and Productive Workplaces Read: Chapter 12

Week	Date	Topic
12	April 2	Managing Human Resources Globally Read: Chapter 13
13	April 9	Catch up / Wrap Up – Final Class Distribution of Take Home Final

	Evaluation	Weight	Due Date
1.	Participation	14%	Throughout Semester
1.	Individual Case Assessments	24%	February 13 and March 12
3.	Group Case Study / Role Play	20%	Throughout class
4.	Take Home Final Examination	42%	Due April 16, 2020
	TOTAL:	100%	

Assessment Breakdown:

1. Participation 14%

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment (but in this one, perhaps even more so), we want to ensure that everyone feels comfortable and engaged in order to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

High levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and personal experiences / observations.

This course is designed on the expectation that most class time will be spent in discussion and engagement with each other. At a graduate level, students will have many great insights, personal experiences, and hypotheses that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:

1. Sharing personal experiences
2. Offer observations that help clarify or integrate class concepts
3. Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
4. Asking questions of classmates to drive further discussion and analysis
5. Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
6. Bringing in additional research or current affairs into the course for discussion.

The following guide will be used in assessing participation grades:
Exceeds expectations – 12.25 to 14.
Students in this category provide leadership in and out of the classroom and work towards enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets expectations - 10.25 to 12.
For showing in active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course materials; for being a positive group member, etc.

Does not meet expectations - 0 to 10.
7.5 to 10 for attending class and a regular basis but only occasionally contributing to the classroom experience.
Less than 7.5 for failing on all of the previously identified ways of contributing.

2. Individual Case Assessments **2 x 12 = 24%**

Two weeks before the due dates, students will be provided information regarding case and they will be required to assessment the case in terms of SHRM and offer recommendations for next steps. These cases will be posted to UR Courses two weeks prior to their due dates.

Students are expected to apply class concepts to their assessments and recommendations.

Responses will be no longer that three typed pages using 1.5 spacing.

NOTE: Students are expected to work on these assignments independently and no collaboration is permitted.

Assignments are due in paper form at the beginning of the class in which the assignment is due.

This assignment will be explained more in the first class.

3. Team Project – In-class Case Study Questions **20%**

You will self-select into teams of four. This will be your group for the semester. You must provide me your group members' names via email in UR Courses no later than January 16, 2020.
Five times during the semester, your group will be asked in class to complete assigned questions regarding a case study based on the last chapter (or two or three). These questions must be completed in class.
All members of the group will get the same grade.
If you are not present for the day of the assignment, you will get 0/4 for that assignment unless you have a doctor's note indicating you were medically unable to attend. If you have a medical note, you will have your grade averaged over the remaining assignments.
More information on this assignment will be given in class on the first day.

4. Take Home Final Exam **42%**

Based on the required readings, the class lectures, videos, any guest speakers, discussion forums and class discussions, you will be given a take home final exam on April 9, 2019 that is due through submission in UR Courses on April 16, 2020 at 10 p.m. The exam will include two essay questions and one case study requirement. You must write the final to pass the class otherwise you will be given a grade of NP.

Academic Integrity

Remember – it is your responsibility to know all the rules of academic integrity. There will be no tolerance for any forms of cheating or plagiarism. If after consulting the Academic Calendar, you still need assistance in determining the expectations, it is your responsibility to ask for assistance.

Any incidents of breach of academic integrity will automatically be submitted to the Associate Dean's office for review.

Please know that I am happy to answer any questions about grading and your assignments, but please note that grades are not negotiable. If you feel that an assignment has received an unfair grade, you are expected to make a case for why it should be reassessed. Using the available outline of the grade, you will need to document in a paragraph or two your case and provide this to me. You should consider that grades could go down upon review.

You are responsible to review the UR Courses page for additional information in the first section on Syllabus and Course Information.

Students Requiring Accommodations

If you have a need for special accommodation for a disability, please come and discuss this with me, as well as contacting the Centre for Student Accessibility at 585-4631 at the University of Regina.

Group discussions will be a fundamental element of this class. Your participation in the course is expected and strongly encouraged. I encourage you to challenge yourselves and others intellectually and welcome you to ask questions in the lectures. I only ask that all questioning / challenging be directed to theories and ideas, not specific people and that it is done in a respectful manner.

I am really looking forward to this semester with you and I hope that you enjoy the course.

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