



SYLLABUS – SPRING 2024

COURSE NUMBER	5350.560
COURSE TITLE	STRATEGIC HRM
INSTRUCTOR	Dr. Jessica A. McCann
EMAIL	JessicaMcCann@uttyler.edu
PHONE	For urgent response: [REDACTED]
OFFICE HOURS	By Appointment
CLASS MEETINGS	Ref. EMBA Cohort Schedule

I. COURSE OVERVIEW

This course is an advanced topics study of contemporary SHRM practices and issues. Emphasis is on HR strategies and implementation tactics that reinforce healthcare organizations' culture, operations, business strategy, and innovation. The interrelationships between HR practices, organizational structures, and strategic management are explored. The course considers the role and influence of healthcare leadership generally, not only those in HR executive roles.

II. REQUIRED TEXT

- Sampson, J. C., & Fried, B. J. (Eds.) (2021). *Human Resources in Healthcare: Managing for Success*. 5th edition. Chicago, IL: Heath Administration Press.
- Articles/videos and other supplemental resources will be posted online during the semester.

III. STUDENT LEARNING OUTCOMES

- Articulate the strategic value and competitive advantage of SHRM in the business environment;
- Develop an understanding and ownership of the impact all managers and leaders effect on the organization in terms of its SHRM activities and leading employees ethically and effectively;
- Learn and apply SHRM theories and practices relevant to all phases of the employee lifecycle;
- Practice creating and/or revising SHRM initiatives in healthcare organization through applied practice

IV. SOULES COLLEGE OF BUSINESS CORE VALUES

Professional Proficiency	Social Responsibility
Technological Competence	Ethical Courage
Global Awareness	



V. **GRADING POLICY**

Point Distribution	
Experiential Exercises	120
Case Studies	120
Improving SHRM Functions	200
Engaged and insightful class participation	60

Final Grades		
A	=	450% +
B	=	400-449
C	=	350-399
D	=	300-349
F	=	<299

I. **ATTENDANCE/WEEKEND MAKE-UP POLICY**

The Executive MBA Healthcare Management program is a face-to-face weekend cohort model. It is expected that executive students are present face-to-face in COB 321 on the outlined weekends. In some cases, extenuating circumstances may warrant special accommodations to be made between the student and faculty member. Students are expected to contact and receive prior approval from the faculty member. Please refer to the specific course policy on attendance as outlined below.

With prior approval, accommodation may be arranged for a student to attend class via Zoom in the circumstance that they are not able to attend face-to-face. In this event, the student is expected to be prepared to contribute and engage in the class as usual, and the instructor will not disrupt or detract from the face-to-face dynamic of the classroom to make such an accommodation.

If attending via Zoom is not an acceptable alternative, the student and faculty member may agree upon a substitute assignment to deeply explore the topics covered in the class session.

II. **CONTENT**

The use of Grammarly or another proofreading software is *highly* recommended. The articulation and presentation of oral and written interactions constitute the expectation of a master’s level student.

Experiential Exercises: There are three HR-related experiential exercises during the course, each one requiring students to read a prompt and research and select current, real-world resources to answer the related questions. These are individual written assignments and should take 3-5 pages, 12pt Times New Roman, and contain an appendix with supportive tables, graphs, and references (when applicable). Estimated time investment to complete these exercises is 2-4 hours. After submission, there will be a class discussion. The grade will be based on the quality of the submitted work, as well as participation in the class discussion (50/50).



Experiential Exercises Rubric

Criteria	8 Mastered Concept	6 Meets Expectations	4 Needs Improvement	2 Doesn't Meet Standards
Analysis & Reflection Demonstration of organization of ideas, critical thinking and executive decision-making abilities. Evidence of weighing competing priorities or information and re-examining initial, reactive thinking.				
Support and Content Proficient use of the in-class materials and other additional resources to provide support for the arguments made/positions taken.				
Conclusion A clear and definitive position is taken on the case with supporting evidence. Logical connection between argument and the final conclusion.				
Grammar & Style Appropriate grammar is utilized. Logical flow to argument is present. Appropriate citation (APA).				
Overall Delivery Well-formed discussion and content with relevant information presented.				

Case Studies: There are three HBR HR-related cases during the course, each one requiring students to read the case and answer the questions following it. Students may work in pairs or groups of three for these assignments. Some additional research may be necessary to support the group's answers and decision. Written assignments should include the names of all contributing authors and take 3-5 pages, 12pt Times New Roman, and contain an appendix with supportive tables, graphs, and references (when applicable). Estimated time investment to complete these cases is 2-5 hours. After submission, there will be a class discussion. The grade will be based on the quality of the submitted work, as well as participation in the class discussion (50/50).



Case Study Rubric

Criteria	8 Mastered Concept	6 Meets Expectations	4 Needs Improvement	2 Doesn't Meet Standards
Analysis & Reflection Demonstration of organization of ideas, critical thinking and executive decision-making abilities. Evidence of weighing competing priorities or information and re-examining initial, reactive thinking.				
Support and Content Proficient use of the in-class materials and other additional resources to provide support for the arguments made/positions taken.				
Conclusion A clear and definitive position is taken on the case with supporting evidence. Logical connection between argument and the final conclusion.				
Grammar & Style Appropriate grammar is utilized. Logical flow to argument is present. Appropriate citation (APA).				
Overall Delivery Well-formed discussion and content with relevant information presented.				

Final Presentation - Improving SHRM Functions: This is an individual project/presentation for which students will need to identify a problematic or less effective HR practice in a real-world context (e.g., recruitment, selection, training, compensation, etc.) and make relevant recommendations based on the knowledge learned in class and additional research. A 10-minute presentation (no written submission) is required in the final class meeting.



Final Presentation – Improving SHRM Functions Rubric:

Criteria	40 Mastered	30 Meets Expectations	20 Needs Improvement	10 Doesn't Meet Standards
Content Selection of topic and relevant examples selected. Overall application of SHRM concepts presented. A clear and actionable recommendation is presented				
Presentation Flow Suitable introduction and flow throughout the presentation with consistency of ideas between topics				
Time & Tempo Appropriate speed of presentation. Smooth articulation of material				
Source Usage (textbook, articles, etc.) Extracting examples using sources and referencing to real life examples that supports mastery of recommendation selected				
Delivery Engaged audience, personal appearance, eye contact, body language, enthusiasm/energy, posture, effective use of visual aids. Overall confidence at the level of a subject matter expert				

Engaged and Insightful Class Participation: The majority of the class time will spent on lectures, class discussions, case studies, and simulation/practical application exercises. Active participation is important to ensure that the concepts in the course are properly explored, understood, and integrated. Comments and questions are always welcome during a class meeting, and some portions of class time will be designated during each topic where discussion is the primary means of instruction. Participant can take many forms, including asking questions that clarify the class material, providing insightful comments on the topic based on the textbook and article readings, and sharing from real-world experiences and situations.



III. CALENDAR

Week	Content	Readings	Due
1	SHRM and Practices in Healthcare	Ch. 1 – Strategic Human Resource Management Appendix A – Human Resource Metrics Ch. 15 – Human Resources Management Practices for Quality and Patient Safety	<ul style="list-style-type: none"> Read the syllabus (due by beginning of class on Sat. 1/27) Experiential Exercise 1 (due 1/28 11:59 pm)
2	Finding and Attracting Talent	Ch. 13 – Workforce Planning in a Rapidly Changing Healthcare System Ch. 7 – Recruitment and Selection	<ul style="list-style-type: none"> Case 1 (due 2/9 11:50 pm)
3	The Legal Environment for SHRM Policies and Practices	Ch. 2 – Employment Law, Employee Relations, and Healthcare Ch. 3 – Healthcare Professionals Ch. 12 – Managing with Organized Labor	<ul style="list-style-type: none"> Experiential Exercise 2 (due by 2/25 11:59 pm)
4	Retaining Talent and Enhancing Results	Ch. 8 – Retention Ch. 9 – Performance Management	<ul style="list-style-type: none"> Case 2 (due 3/1 11:59 pm)
5	Taking Care of Talent	Ch. 5 – Diversity, Inclusion, and Belonging Ch. 16 – Burnout, Wellbeing, and Workplace Vitality	<ul style="list-style-type: none"> Experiential Exercise 3 (due 3/10 11:59 pm)
6	Rewarding Talent	Ch. 10 – Compensation Practices, Planning, and Challenges	<ul style="list-style-type: none"> Case 3 (due 3/29 11:59 pm)



		Ch. 11 – Employee Benefits	
7	Ever-Evolving SHRM Practices	Supplemental resources in Canvas	<ul style="list-style-type: none"> Improving SHRM Functions individual presentations (slides due Thurs Apr 11 11:59 pm; presentations in class on 4/13)

IV. COHORT WEEKENDS SPRING 2024

- EMBA 5362 Healthcare Information Technology and Informatics
- MANA 5350 Strategic Human Resources Management

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

W4 and W6, verify on-campus commitment within Canvas

Week 1, 3, 5, 7		
Friday [EMBA 5362]	Saturday [EMBA 5362]	Saturday [MANA 5350]
5:00pm – 9:00pm	8:00am-10:00am	10:00am-4:00pm
Week 2, 4*, 6*		
Friday [MANA 5350]	Saturday [MANA 5350]	Saturday [EMBA 5362]
5:00pm – 9:00pm	8:00am-10:00am	10:00am-4:00pm

This class meets on the following dates:

- January 27th 10am-4pm
- February 9th 5pm-9pm and February 10th 8am-10am
- February 24th 10am-4pm
- March 1st 5pm-9pm and March 2nd 8am-10am (Zoom meeting for this session for all students)
- March 9th 10am-4pm
- March 29th 5pm-9pm and March 30th 8am-10am (Asynchronous session for this class; optional office hours during the week for questions and final presentation prep)
- April 13th 10 am-4pm

V. ONLINE CLASS RESOURCES

- [Grammarly](#) is highly recommended to spot common writing mistakes.
- [Purdue Owl](#) offers free APA citation support to ensure that original content is cited correctly.
- [Google Scholar](#) a free search engine for peer-reviewed articles to substantiate academic content
- [UT Tyler Library](#) a free search engine for articles, books, etc.
- [Perrla](#) is a formatting software that helps with APA format and citations.

VI. UNIVERSITY POLICIES

[HTTPS://WWW.UTTYLER.EDU/ACADEMIC-AFFAIRS/FILES/SYLLABUS_INFORMATION_2021.PDF](https://www.uttyler.edu/academic-affairs/files/syllabus_information_2021.pdf)