



## STRATEGIC HUMAN RESOURCE MANAGEMENT

MANA 5350-060

Soules College of Business, The University of Texas at Tyler

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<https://uttyler.zoom.us/my/khan.uttyler?pwd=umxHS1kpEFtjVZFZsv1SAgZWmM73jP.1>

**Prerequisite:** None

**Course schedule:** August 27, Tuesday – December 12, Thursday

### COURSE DESCRIPTION & OBJECTIVES

This course aims to introduce the fundamental concepts of Strategic Human Resource (HR) Management. We will explore the role of HR management in developing competitive advantage for the company through learning the alignment of HR management with business strategy and the needs of diverse stakeholders. In particular, we course will also delve into the alignment of HR management with business strategy, processes, and the needs of diverse stakeholders to improve organizational effectiveness. We will also explore a range of activities, methods, and techniques designed to enhance HR management within an organization. Additionally, we will examine the key attributes and competencies necessary for becoming a successful HR professional.

The objectives of this course include the following:

- Explain HR management and human capital.
- Recognize the strategic role and impact of HR management in organizations and society.
- Understand models and frameworks that clarify HR management.
- Identify, discuss, and analyze the needs of organizations and their employees.
- Understand how each HR practice and activity contributes to organizational success.

- Become familiar with HR practices and activities.
- Explain the ethical challenges HR management faces and how HR management addresses ethical issues in organizations.
- Understand the challenges and opportunities HR management has in the global context
- Understand how to become an HR professional.

## REQUIRED TEXT

“*Human Resource Management*” by Valentine, Meglich, Mathis, & Jackson. Seventeenth Edition. ISBN-13 978-0357899281 or ISBN-10 0357899288. You may order this text from the UT Tyler Bookstore. Call them at 903-566-7070.

Other materials will be posted on Canvas under modules.

## ASSIGNMENTS

### 1. Readings

Each week, students will be assigned textbook pages to read. In addition to the textbook pages, students will receive Microsoft PowerPoint slides for study, which contain instructor’s notes. There will also be other reading assignments from journals, news sources, or other materials.

This will be a self-paced learning experience, but it is recommended that students complete the reading assignments by Wednesday to ensure timely completion of other tasks, such as chapter review quizzes and discussions.

### 2. Videos

Your instructor will provide a lecture video that is 8-12 minutes long for each learning week, highlighting the objectives, key concepts, and relevant cases. Additionally, supplementary videos may be provided to support the lectures and discussions.

### 3. Chapter Review Quizzes

Students are required to complete Chapter Review Quizzes during the 10 learning weeks. Each quiz is due by 11:00 PM, Monday. Each quiz will consist of 10 multiple-choice questions and will be worth 10 points (for a total of 100 points). The quizzes are open-book and open-source, with no time limit nor proctoring required. However, please note that only one attempt is allowed. You may take as much time as needed, but if you log out of the quiz or the Canvas course, you will lose access. If you experience any technical difficulties, please email me and

contact Canvas immediately. While I may not be able to respond on the same day if you reach out after work hours, I will assist you as soon as possible.

#### 4. Discussions

In Discussions, discussion questions will be posted for each assigned chapter(s). Each discussion assignment will be worth 10 points (10 discussions for a total of 100 points). The Discussions assignment consists of two parts that require student's attention.

- a. Student's Original Post: Students must post their original discussion by Thursday 12:00pm. They won't be able to access others' posts until they complete their own post. The original post must include the student's (1) genuine ideas and rationale, (2) answers to the discussion questions, and (3) a question or discussion prompt related to the chapter for other students to respond to.
- b. Student's Responses to Two Others' Posts. This must not simply echo of the other student's original posts but should contribute to extended learning for the class. It can include (1) supporting the other student's comment with additional evidence or theory, (2) raising a question, and/or (3) introducing a further discussion question.

#### Grading rubric for Discussions

##### Original post:

- High quality (5 points)

**Originality of Ideas:** The post demonstrates exceptional originality and creativity. The student offers unique insights and perspectives that reflect a deep understanding of the topic.

**Topic Related:** The post is highly relevant to the discussion questions and chapter content. The student addresses all aspects of the prompt thoroughly and thoughtfully.

**Professional Delivery:** The post is well-organized, clearly written, and free of grammatical errors. The student uses a professional tone and presents their ideas in a logical and coherent manner.

- Moderate quality (3 points)

**Originality of Ideas:** The post shows some originality but may rely on more common perspectives. The ideas are generally thoughtful but may not offer significant new insights.

**Topic Related:** The post is mostly relevant to the discussion questions and chapter content but may miss some key elements or aspects of the prompt. There may be occasional deviations from the topic.

**Professional Delivery:** The post is generally well-organized and clear but may contain minor grammatical errors or awkward phrasing. The tone is professional, but there may be room for improvement in clarity or coherence.

**Timeliness:** The post is submitted only slightly late.

- Low Quality (1 point)

Originality of Ideas: The post lacks originality and primarily restates information or ideas from the discussion, textbook, or other sources without adding new insights.

Topic Related: The post is only partially relevant to the discussion questions and chapter content. It may miss key elements of the questions or address the topic superficially.

Professional Delivery: The post is poorly organized, contains multiple grammatical errors, and may use an unprofessional tone or unclear language.

Timeliness: The post is submitted late, which affects the opportunity for meaningful engagement with other students' posts.

Student's responses to two other's posts

- High Quality (5 points)

Further Ideas or Evidence: The response adds significant value by introducing new ideas, theories, or evidence that enhance the discussion. The student provides well-reasoned arguments or additional insights that build on or challenge the original post constructively.

Relevance and Engagement: The response is highly relevant to the original post and engages thoughtfully with the ideas presented. It demonstrates a deep understanding of the topic and contributes meaningfully to the ongoing discussion.

Professional Delivery: The response is well-organized and clearly written. The student uses a professional tone and presents their ideas in a coherent and respectful manner.

Timeliness: The responses are timely and allow for ongoing engagement with peers.

- Moderate Quality (3 points)

Further Ideas or Evidence: The response provides some additional ideas or evidence but may not be fully developed or may only slightly extend the discussion. It demonstrates an understanding of the topic but could benefit from deeper analysis or more specific evidence.

Relevance and Engagement: The response is generally relevant and engages with the original post but may not fully address all aspects of the comment or could be more effectively integrated into the discussion.

Professional Delivery: The response is generally clear and well-organized but may contain unclear phrasing. The tone is professional, though there may be room for improvement in clarity or detail.

Timeliness: The responses are mostly timely, but there may be slight delays that affect the flow of the discussion.

- Low Quality (1 point)

Further Ideas or Evidence: The response lacks depth and does not introduce new ideas, theories, or substantial evidence. It may simply restate or repeat points without adding value to the discussion.

Relevance and Engagement: The response is only partially relevant or does not engage effectively with the original post. It may fail to address key points or may not contribute constructively to the discussion.

Professional Delivery: The response is poorly organized or uses an unprofessional tone. The writing may be unclear or difficult to understand.

Timeliness: The responses are significantly late, affecting the opportunity for meaningful engagement with peers.

## 5. Exams

There will be two timed exams. Each exam will cover all lectures, text, and supplementary material. Here are some information you are asked to be aware of:

1. The exams format: Non-cumulative. Closed book. 50 multiple-choice questions for each. Each will be worth 100 points.
2. Exam length: 70 minutes limits. The exam will be automatically shut down at the end of 70 minutes.
3. Exam environment: They are online exams virtually proctored by a proctor program the College of Business provides. Our exams will require a web camera with a microphone. If your laptop or desktop doesn't have one, you will need to purchase an inexpensive one from your preferred online/offline retailer.

Students must register for the proctoring program, *ProctorU*, using the information provided by the instructor. This service will be at no cost to the students, provided that the exam is scheduled in a timely manner according to the course policy. Students may be billed for canceling or rescheduling an exam according to the provider's fee schedule. For further information about the proctoring program provided by UT Tyler, please refer to this link, <https://www.uttyler.edu/offices/digital-learning/proctoru-resources/>.

The exams will be closed book, and students are not permitted to use slides, notes, texts, or any other resources during the exam. Students are not allowed to leave the computer for any reason. Students must take the exam in a quiet environment. Failure to use the proctoring program, leaving the exam, copying any questions or answers, or discussing exam questions with other students is considered cheating and may result in failing the course and/or other disciplinary actions for scholastic dishonesty.

Instructions about proctoring will be provided on Canvas as the first exam approaches. If a student is detected violating any exam policies by the proctoring program, the instructor will be required to report the student to Student Conduct and Intervention (SCI) at UT Tyler. The SCI office will investigate and determine the case, and the instructor will be advised by the SCI office on the appropriate actions to take.

## 6. SHRM Case Study

In this case study assignment, you will analyze how the strategic direction of an organization influences employee behavior and, subsequently, affects the organization's financial outcomes and reputation. Your instructor provides a real-world case, and students will examine its strategic initiatives, such as new business strategies and objectives, shifts in corporate culture, and leadership. Focus on how these strategic decisions impacted HR philosophy and practices and investigate the changes in employee's ethical decision and their attitudes, motivation, and behavior. Your work must be thorough, aligned with the course topics and objectives, and supported with proper theories and extractions from credible sources such as journals and reputable media outlets.

The goal is to provide a comprehensive understanding of the interconnections between organizational strategy, employee behavior, and business outcomes, highlighting how strategic choices can drive success or present challenges for the organization through HR management.

The case and rubric will be distributed after the third week, when we finish the introduction of Strategic HR Management topic, along with detailed instructions.

Students are required to write at least 3 pages, excluding the references (no cover page, including name and student ID information, single-spaced, in Times and New Roman font, size 12). Students use the APA formatting in your final submission and must include references.

## 7. Online Attendance Policy & Participation Expectations

This course is offered in an asynchronous format to accommodate students' needs and schedules. To gain the most from this course, students are expected to put forth meaningful effort and commit a certain amount of time. Your instructor will evaluate your attendance and participation primarily based on two factors, which are calculated based on the total of 50 hours of spending on the Canvas course pages:

- Log in to our Canvas course at least twice per week.
- Spend at least three hours per week on the Canvas course pages.

Meeting these expectations is crucial for students' learning in this class. Failure to meet these requirements may result in a loss of up to 5 points for each week the student fails to log in and participate as below:

- 2 points will be deducted for each week a student does not log in at least twice.

- 3 points will be deducted for each week a student does not spend the minimum 3 hours on the Canvas course pages.

Students are expected to be polite and respectful in all communication with the professor and other students.

### 8. Extra Credits

Throughout the semester, your instructor will announce several opportunities for students to earn extra credit points, up to a total of 15 points. The available activities include:

- Taking the First Week Non-Graded Quiz: 2 points
- Participating in the First Week Non-Graded Discussion: 3 points
- Serving Other Students by Sending Encouraging Emails or Reminders: 5 points  
A volunteer will serve this role only once per semester. Multiple volunteers are needed. To participate in this role, please email me by the end of the second week to express your interest. This will allow me to schedule accordingly.
- Participating in the Early-Semester 30-Minute Networking Zoom Meeting: 5 points  
September 12, Thursday at 7:00pm on Zoom
- Participating in a Virtual SHRM-Themed Escape Room on Zoom: 5 points  
December 5 Thursday at 7:00pm on Zoom  
Registration is required. If fewer than 4 students register, this activity will be canceled.
- Completing a Learning Activity and/or Obtaining a Certificate Related to Your Career: 5 points. Proof of completion is required.
- Any other work your instructor comes up with (3-5 points)

### GRADES

<b>Graded Assignments</b>	<b>Points</b>
Chapter review quizzes	100 points
Discussions	100 points
Exam 1	100 points
Exam 2	100 points
Case study	50 points
Attendance	50 points
<b>Total</b>	<b>500 points</b>

<b>Grading Scale</b>	<b>A:</b> 90% and above <b>B:</b> 80% - 89.99% <b>C:</b> 70% - 79.99% <b>D:</b> 60% - 69.99% <b>F:</b> Below 60%
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Grades will be posted on Canvas. Students have one week after grade posting to address any grading issues.

I reserve the discretion to round up a student's grade only if it falls short by fewer than 5 points of the next higher grade bracket, with a potential additional assignment. However, this adjustment will not negatively affect any student's grade by altering the established grading scale.

## **COURSE POLICIES**

### **1. Absences**

Students may excuse their absence (not logging-on) and not participating class assignments on time if the absence was due to an excused reason. The excused situations include university approved events or activities, religious holidays/observance, active military service, jury duty, and injury, illness, death, or major illness in a student's immediate family. Students will need to inform the instructor via email as soon as the situation occurs. A copy of proof of eligible will be needed. If your absence makes you miss an exam, it must be rescheduled for the time and date that falls within a reasonable range.

### **2. Late work**

If any Monday falls on a holiday celebrated by UT Tyler, the assignments due on that Monday will automatically be moved to the following day, Tuesday. Students will not be penalized for submitting assignments on Tuesday by 11pm. However, students are strongly encouraged to submit their assignments earlier rather than waiting until the last minute. The schedule for the following week will remain the same, which may make your following week shorter if you submit assignments on Tuesday due to the Monday holiday.

I hold a zero tolerance policy for late work. If the assignment is a quiz or a discussion, students will have only 3 days to get their assignment accepted for a grade. If the assignment is the SHRM case study paper, late submission won't be accepted for the instructor to meet the deadline for final grades.

### **3. Make-up Procedure:**

If you must miss an assignment, make every effort to contact me before the due date. Failure to do so may result in a zero for that assignment. Make-ups, if permitted, must be completed within a week of the scheduled due date. If you miss an exam, the format of the make-up exam—whether multiple-choice, short answer, or essay—will be at my discretion, if a make-up is allowed.



## 4. Copyright

All course materials are reserved only for the use of students enrolled in the course and only for educational purposes. Your instructor and the UT Tyler hold copyright in the materials they create. Therefore, students are not allowed to reproduce, distribute, or publicly post their Course Materials without express instructor permission from the instructor.

## GENERAL UNIVERSITY POLICIES

### 1. Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

### 2. Statements and Policies of UT Tyler Honor Code

<https://www.uttyler.edu/research/centers/ethics/honor-code/>

“Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.”

This course abides the UT Tyler Student Standards of Academic Conduct. The details about Academic Dishonesty, please refer to the Subchapter 8-800 of Manual of Policies and Procedures for Student Affairs, Chapter 8. Student Conduct and Discipline at <https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf>.

Students can get details from the Student Conduct Intervention about students’ resources at <https://www.uttyler.edu/offices/student-conduct-and-intervention/>.

Please note that all the written work that is submitted will be subject to reviewed by a plagiarism detection platform provided by the UT Tyler on Canvas.

### 3. AI Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The

student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, the work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing and final products. Please understand that any instance of the following constitutes a violation of UT Tyler's Honor Code.

#### **4. Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office (the SAR office) in the University Center Room 3150, or call 903-566-7079.

#### **5. Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### **6. Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **7. State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **8. Grade Appeal Policy**

UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the Dean of the College offering that course who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade.

**COURSE SCHEDULE & TOPICS**

Wks.	Dates	Topics
Wk. 1	Tues. – Mon., Aug 27– Sep 2	Introduction
	Readings: Course syllabus & HR Introduction case Video: Instructor instruction Practice Quiz: Due on Sep 2, 11:00pm (non-graded quiz: extra credit) Practice Discussions: Student’s self-introduction & Discussion, due on Sep 2, 11:00pm (non-graded discussion: extra credit)	
Wk. 2	Tues. – Mon., Sep 3 – Sep 9	Strategic HRM, AMO model of an HR system
	Readings: Text Ch.1 & Ch.2. (p.2- p.22, p.36-p.45, p.61-67) & lecture slides Video: lecture video Chapter Quiz: due on Sep 9, 11:00pm. Discussions: Original post is due on Sep 5, 11:00pm Responses is due on Sep 9, 11:00pm.  <i>Student volunteer registration due on Sep 9 (email your instructor)</i>	
Wk. 3	Tues. – Mon., Sep 10 – Sep 16	Ability Policy: HR Forecasting & Planning
	Readings: Text Ch.2. (p.45- p.61) & lecture slides Video: lecture video Chapter Quiz: due on Sep 16, 11:00pm. Discussions: Original post is due on Sep 12, 11:00pm Responses is due on Sep 16, 11:00pm.  <i>Early semester networking Zoom meeting on Sep 12, Thursday, at 7pm.</i>	
Wk. 4	Tues. – Mon., Sep 17 – Sep 23	Ability Policy: Job analysis, description
	Readings: Text Ch.4. (p.114- p.151) & lecture slides Video: lecture video Chapter Quiz: due on Sep 23, 11:00pm. Discussions: Original post is due on Sep 19, 11:00pm Responses is due on Sep 23, 11:00pm.	
Wk. 5	Tues. – Mon., Sep 24 – Sep 30	Ability Policy: Recruiting, Selection
	Readings: Text Ch.6 & 7 (p.196- p.229. p.234-p.269) & lecture slides Video: lecture videos Chapter Quiz: due on Sep 30, 11:00pm. Discussions: Original post is due on Sep 26, 11:00pm Responses is due on Sep 30, 11:00pm.	

Wk. 6	Tues. – Mon., Oct 1 – Oct 7	Ability Policy: Performance Management
	<p>Readings: Text Ch.10 (p.352- p.384) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Oct 7, 11:00pm.                  Discussions: Original post is due on Oct 3, 11:00pm                  Responses is due on Oct 7, 11:00pm.</p>	
Wk. 7	Tues. – Sat., Oct 9 – Oct 12	Exam 1
	<p>Week 1 – Week 6, Text, videos, discussions, and other material                  Students will take exam between October 9, 9:00am and October 12, 11:00pm.                  The exams will be closed book with no notes or electronic devices allowed. A proctoring platform will be used. Students will be installing the platform ahead and ensuring its proper work before taking the exam.</p>	
Wk. 8	Tues. – Mon., Oct 15 – Oct 21	Ability policy: Training
	<p>Readings: Text Ch.8 (p.276- p.309) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Oct 21 11:00pm.                  Discussions: Original post is due on Oct 17, 11:00pm                  Responses is due on Oct 21, 11:00pm.</p>	
Wk. 9	Tues. – Mon., Oct 22 – Oct 28	Ability policy: Development
	<p>Readings: Text Ch.9 (p.314- p.346) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Oct 28 11:00pm.                  Discussions: Original post is due on Oct 24, 11:00pm                  Responses is due on Oct 28, 11:00pm.</p>	
Wk. 10	Tues. – Mon., Oct 29 –Nov 4	Motivation: Total Compensation
	<p>Readings: Text Ch.11 (p.390- p.428) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Nov 4 11:00pm.                  Discussions: Original post is due on Oct 31, 11:00pm                  Responses is due on Nov 4, 11:00pm.</p>	
Wk. 11	Tues. – Mon., Nov 5 – Nov 11	Motivation: Total Compensation
	<p>Readings: Text Ch.12 (p.438- p.473) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Nov 11 11:00pm.                  Discussions: Original post is due on Nov 7, 11:00pm                  Responses is due on Nov 11, 11:00pm.</p>	

Wk. 12	Tues. – Mon., Nov 12 – Nov 18	Opportunity: Equal Employment Opportunity
	<p>Readings: Text Ch.3 (p.76- p.107) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Nov 18 11:00pm.                  Discussions: Original post is due on Nov 14, 11:00pm                  Responses is due on Nov 18, 11:00pm.</p>	
Wk. 13	Tues. – Mon., Nov 19 – Nov 24	Others: Global HRM
	<p>Readings: Text Ch.16 (p.602- p.631) &amp; lecture slides                  Video: lecture video                  Chapter Quiz: due on Nov 24 11:00pm.                  Discussions: Original post is due on Nov 21, 11:00pm                  Responses is due on Nov 24, 11:00pm.                  * UT Tyler indicates the Nov 25<sup>th</sup> is a university holiday for Thanksgiving. Students are encouraged to complete assignments by Nov 24 and won't be penalized for finishing it on Nov 25.</p>	
Wk. 14	Tues. – Mon., Nov 26 – Dec 2	Thanksgiving Holidays
	No class, Happy Thanksgiving!	
Wk. 15	Tues. – Mon., Dec 3 – Dec 9	Case Study Report
	<p>The final report is due on Mon, Dec 9, 11:00pm.  <i>SHRM themed escape room via Zoom, Dec 5, 7:00pm (extra credit, will be offered only if there are more than 4 students registered)</i></p>	
Wk. 16	Tues. – Mon., Dec 10– Dec 13	Exam 2 will be closed on Dec 13 at 11:00pm
	<p>Week 8 – Week 13, Text, videos, discussions, and other material                  Students will take exam between Dec 10, 9:00am and Dec 13, 11:00pm. After Dec 12, 11:00pm, students cannot access the exam.                  The exams will be closed book with no notes or electronic devices allowed. ProctorU, a proctoring platform, will be used. Students will be installing the platform ahead and ensuring its proper work before taking the exam.</p>	

Notes.

1. Please understand that a module for a learning week will be made accessible to students two weeks before the scheduled week. This early access will allow you additional time to review the content and prepare accordingly. The assessment week will be available only when the week begins.
2. Please be aware that the course schedule is subject to change as needed, and any adjustments will be communicated in advance.