



STRATEGIC HUMAN RESOURCE MANAGEMENT

MANA 5350-702

Soules College of Business, The University of Texas at Tyler

Instructor: Dr. Kyongji “KJ” Han, Assistant Professor of Human Resource Management

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Office Hours: Tuesdays 11:00am-4:00pm, Wednesdays 9:00am-2:00pm

** Dates and times can be changed with advance notice, which will be provided in the weekly Monday announcement.*

** Zoom meeting will be available upon request.*

Prerequisite: None

Course schedule: Monday, October 13, 2025 – Saturday, December 6, 2025 (7 weeks)

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 TEXTS

“Human Resource Management” by Valentine, Meglich, Mathis, & Jackson. Seventeenth Edition. Cengage. ISBN-13 978-0357899281 or ISBN-10 0357899288. You may order this text from the UT Tyler Bookstore (contact number is 903-566-7070) or directly from the publisher. Cengage MindTap won’t be needed.

“Managing Human Resources: Productivity, Quality of Work Life, Profits” by Cascio, Twelfth Edition. McGraw Hill. ISBN 9781260681352. We will use the ‘**Chapter 3. People Analytics**’ only, and you can access the chapter for **free** through the **UT Tyler Library**:
<https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=6451317>

Other materials will be posted on Canvas under modules.

METHODS OF INSTRUCTION AND REQUIREMENTS

This online course requires students to engage in self-directed learning, meaning you will take the initiative to navigate and complete course materials. Reliable internet access is essential, as you'll need to use electronic devices like a PC, laptop, or tablet with necessary accessories (keyboard, microphone, mouse, speakers, and webcam) to access and interact with course content. It's important to be familiar with Canvas and its tools via your preferred internet browser (e.g., Google Chrome, MS Edge, Safari, or Firefox) is crucial, along with proficiency in using MS Office programs, PDFs, video software, Google Docs, and email for communication and submission of assignments.

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, discussions, and SHRM scenario quizzes.

2. Videos

Your instructor will provide some lecture videos that are a few minutes long each, highlighting the objectives, key concepts, and relevant cases. Additionally, supplementary videos from various sources may be provided to support the lectures and discussions.

3. Chapter Review Quizzes (Graded)

Students are required to complete Chapter Review Quizzes during the 5 learning weeks. Each quiz is due by 11:59 PM, Sunday. Each quiz will consist of 10 multiple-choice questions and will be worth 10 points (for a total of 50 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 Help Center 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. Chapter Review Quizzes will not be proctored.

4. Discussions (Graded)

In Discussions, discussion questions will be posted for each learning week. A learning week may have one or two discussions. Each discussion assignment will be worth 15 points (8 discussions for a total of 120 points). Most discussions assignments consist of two parts:

- a. **Student's Original Post**: Students must post their original discussion by **Thursday 12:00pm (Noon)**. 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, (3) bringing out concerns or opposing ideas against the original post, and/or (3) introducing a further discussion question.

Grading rubric for Discussions

Original post:

- High quality (10 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. The post reaches the required word-count.
- Moderate quality (7 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. The post is shorter than the required word-count.
 - Timeliness: The post is submitted only slightly late.

- Low Quality (5 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. The post is significantly shorter than the required word-count.
 - 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. The word-count requirement is met.
 - 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. The word-count requirement isn't met.
 - 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. The word-count requirement isn't met.
 - Timeliness: The responses are significantly late, affecting the opportunity for meaningful engagement with peers.

5. SHRM Scenario Quizzes (Graded)

In Weeks 2 and 6, students will complete a SHRM Scenario Quiz. Each quiz will consist of 5-7 multiple-choice questions, where students select the most appropriate answer for the given situation. Additionally, students are required to provide a rationale explaining their chosen option. Students are allowed two attempts for this quiz to help maximize their grade.

6. Exams (Graded)

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

1. The exams format: Non-cumulative. 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. Only one attempt will be allowed, thus once you begin, you must take the test in its entirety.
3. Exam environment: Exams will be administered through Canvas Quizzes. They are closed-book, and students are not permitted to use slides, notes, or texts, nor receive assistance from others. **The exam will be virtually proctored by a proctoring program, Respondus, which requires the use of LockDown Browser and a webcam. Please read the instructions below carefully and thoroughly.**

LockDown Browser + Webcam Requirement

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

- Select a quiz from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the quiz page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- **Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach**

- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- **To produce a good webcam video, do the following:**
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
 - Make sure **your face and upper body are clearly shown**
 - **Remove any picture frame that shows a human face** to avoid detection of multiple faces
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

In order to ensure the smooth use of the virtual proctoring program, students will take a pre-semester quiz that requires the use of LockDown Browser and a webcam during the first week of this semester. Students are responsible for installing the required programs and having a functioning webcam.

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.

The weekly module will open on the first day of the week. Early access to the weekly module and assignments won't be offered, and students are expected to log in to our Canvas course at least twice per week.

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

GRADES

Graded Assignments	Points
Chapter review quizzes	50 points
Discussions	120 points
SHRM scenario quizzes	30 points
Exam 1	100 points
Exam 2	100 points
Total	400 points

Grading Scale	A: 90% and above B: 80% - 89.99% C: 70% - 79.99% D: 60% - 69.99% F: Below 60%
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Grades will be posted to the Canvas Gradebook. Students are encouraged to check their gradebook regularly and contact the instructor to address any grading issues.

I reserve the discretion to round up a student's grade only if it falls short by **2 points or fewer** of the next higher grade bracket. However, this adjustment will not negatively affect any student's grade by altering the established grading scale.

COURSE POLICIES

1. Late work

I hold a strict policy for late work. Please familiarize yourself with the following:

- Grace period: Students will not be penalized for their **first two** late assignments when they are submitted **within 24 hours of the due date**. However, if a student submits late assignments more than twice, they will lose this grace period for all future assignments.
- Late work with penalty: If the assignment is a quiz or a discussion, students will have only **3 days** to get their assignment accepted for a grade.

- **Late submissions for exams will not be accepted under any circumstances except the University's approved excused circumstances.**

2. 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 due to the University's approved reason, 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.

3. 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.

4. AI Policy

To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

COURSE SCHEDULE & TOPICS

Weeks, Dates	Topics	Assignments
Week 1, Oct 13-19	• Course Introduction • Strategic Human Resource Management • HR Planning	• Discussion 1: Self-introduction • Discussion 2: Hilton's People Management • Chapter review quiz 1
Week 2, Oct 20-26	• Work & Job Analysis • Recruitment & Selection	• Discussion 3: Hilton's recruiting message & Generation differences • SHRM Scenario Quiz 1 • Chapter review quiz 2
Week 3, Oct 27-Nov 2	• Performance Management • Training & Development	• Discussion 4: Elon Musk's AI monitoring system on employees • Discussion 5: Tesla's START training program • Chapter review quiz 3
Week 4, Nov 3-9	• EXAM 1 (Week 1-Week3) • Compensation Management	• Exam 1
Week 5, Nov 10-16	• Equal Employment Opportunities & Employment Laws	• Discussion 6: Pay Transparency Laws • Discussion 7: Google's Age Discrimination Lawsuit • Chapter review quiz 4

Week 6, Nov 17-23	• Motivating Employees through an HR System • People Analytics	• Discussion 8: Well-being and employees' productivity • SHRM Scenario Quiz 2 • Chapter review quiz 5
Nov 24 - 30	• <i>Thanksgiving Week – No class</i>	
Week 7, Dec 1-6	• Exam 2 (non-cumulative, Week 4-Week 6)	• Exam 2

Notes.

1. Please understand that a module for a learning week will be made accessible to students on the first day of the week.
2. Please be aware that the course schedule is subject to change as needed, and any adjustments will be communicated in advance.

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.