



STRATEGIC HUMAN RESOURCE MANAGEMENT

MANA 5350

Soules College of Business, The University of Texas at Tyler

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Office: COB 350.48

Office Hours: Monday/Wednesday 10:30-3:30pm

Modality: Online

Textbook and Materials:

Valentine, S. R., Meglich, P. A., Mathis, R. L., & Jackson, J. H. (2024). *Human resource management* (17th ed.). Cengage Learning.

Required textbook material will be provided in slide decks with annotation.

This course will also incorporate seminal practitioner-oriented research articles that deepen our exploration of strategic human resource management, moving beyond the traditional lens of HRM. Students will be expected to review several of these articles each week throughout the 7-week course.

While these readings may be more challenging to interpret than a traditional textbook, they are highly relevant and will be integral to your preparation for **discussion posts, quizzes, and exams**. There will also be weekly quizzes on these readings. Careful reading and reflection on these articles will help you connect textbook concepts to real-world strategic HR practices and strengthen your ability to engage in evidence-based decision-making.

Course Description and 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, our course will 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.

Methods of Instructions 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.

Tasks

1. Readings

This is a 7-week accelerated course. Because the semester is condensed, deadlines and course materials will move quickly—students should expect the workload of a traditional 15-week course to be delivered in about half the time.

All course materials will be provided every Sunday by midnight for the upcoming week. This includes, instructor slide decks with notes, and any additional readings from journals, news sources, or other professional materials.

Each week, students will be responsible for a substantial amount of textbook review along with article review and professional readings. Staying current with the assigned materials is critical to success in this accelerated format—falling behind even one week can create significant challenges.

Although the course is largely self-paced, it is strongly recommended that students complete the assigned readings early in the week so they are prepared to engage fully in discussion posts and exams.

2. Videos/Audios

Your instructor may provide a lecture video or audio that is 5-8 minutes long for some topics, highlighting the objectives, key concepts, and relevant cases. Additionally, supplementary videos/audios may be provided to support the lectures and discussions.

3. Discussion Posts

Throughout the semester, you will complete three structured discussions designed to foster critical engagement with course concepts and their application to organizational practice. For each discussion, you will submit one original post of approximately 600–750 words (roughly two double-spaced pages). Your post should demonstrate thoughtful analysis of the discussion topic, integrate insights from the textbook, incorporate at least one scholarly source, and draw upon one professional or industry source such as SHRM, Harvard Business Review, the Bureau of Labor Statistics, or consulting reports. Strong posts will move beyond summary to clearly apply theory to practice or current HR events, weigh alternative viewpoints, and thoughtfully consider implications. All posts must be written in a professional, graduate-level tone and include proper APA citations.

In addition to your main post, you are required to respond to two of your classmates with comments of 150–250 words each. These responses should be substantive and extend the discussion by introducing additional evidence, offering alternative perspectives, or providing constructive critique. Professionalism, collegiality, and clarity are expected in all interactions. The grading rubric can be found on page 12.

Please note the following policies. Posts that do not meet the minimum word requirement will be proportionally penalized (for example, submitting 300 words when 600 is required would cap your score at 50%). Posts missing one or more of the required sources will automatically lose 10 points. Late submissions will be penalized 30 points for every 24-hour period past the deadline. No late work will be accepted more than three days after the due date.

Graduate-Level Focus

These discussions are intended to simulate professional-level HR dialogues where leaders must draw on **research, evidence, and practical insights** to make decisions. Superficial or purely opinion-based responses will not meet expectations.

4. Quizzes

Each week, you will complete a quiz consisting of three to five multiple-choice questions per assigned article and chapter slide decks. Quizzes are due every Sunday night at 11:59pm and will be delivered through Canvas. The questions will be drawn specifically from the practitioner-oriented research articles assigned throughout the semester and are intended to serve as a form of participation, ensuring that students are engaging with the readings.

In addition, quizzes are designed to help you prepare for the exams, which will also include content from the assigned practitioner-oriented articles. Quizzes are **open-note**, and you may refer to the assigned articles while completing them. However, quizzes must be completed individually; collaboration with peers is not permitted. These assessments will not require Respondus.

There will be a total of **seven quizzes**, with your lowest score automatically dropped. You will have **two hours** to complete each quiz, which is more than sufficient time given the expected length.

5. Exams

There will be two required timed exams, and one optional final cumulative exam (that can be taken during exam week to replace your lowest scoring exam). Each exam will cover all lectures, slide deck content, and supplementary materials. Please review the following important information:

- Exam 1 and Exam 2: Non-cumulative. **Closed book**. 80 multiple-choice questions. Each will be worth 125 points.
- Exam length: 75-minute limits. The exam will be automatically shut down at the end of 75 minutes.
- 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 for *Respondus proctoring*

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)

- 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

To ensure the smooth use of the virtual proctoring system, students will complete a **presemester quiz during the first week of the semester** that requires the use of LockDown Browser and a webcam. Students are responsible for installing the necessary software and ensuring they have a functioning webcam by the start of the first week.

5. 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 monitor your course participation via performance dashboards in Canvas.

Grades

Graded Assignments	Points
Discussions	100 points
Quizzes	150 points
Exam 1	125 points
Exam 2	125 points
Total	500 points

Grading Scale	A: 90% and above B: 80% - 89.99%
	C: 70% - 79.99% D: 60% - 69.99% F: Below 60%

Extra Credit

Extra credit may be offered in the course, but this will be revisited later during the semester following the review of class averages.

Course Policies

1. Absences

Students may excuse their absence (not participating in 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

In order to receive full credit, assignments must be submitted by the due date and time specified. **Late Work** incurs -30 points per 24 hours. No assignments will be accepted after 3 days past the deadline.

3. Make Up Procedures

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.

UNIT 1: FOUNDATIONS OF SHRM (Ch. 1–9)

Week 1 (Jan 12 –Jan 18)

- **Ch. 1: Intro to HRM**
 - Jackson, S. E., & Schuler, R. S. (1995). Understanding human resource management in the context of organizations and their environments. *Annual Review of Psychology*, 46, 237–264.
- **Ch. 2–3: Strategic HRM & Legal Environment**
 - Snell, S. A., Youndt, M. A., & Wright, P. M. (1996). Establishing a framework for research in strategic human resource management: Merging resource theory and organizational learning. *Research in Personnel and Human Resources Management*, 14, 61–90.
- **Quiz 1 Due (Jan 18, 11:59pm)**

Week 2 (Jan 19 –Jan 25)

- **Ch. 4: Analysis & Design of Work**
 - Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120..
- **Ch. 5–6: HR Planning, Recruitment & Selection**
 - Breaugh, J. A. (2008). Employee recruitment: Current knowledge and important areas for future research. *Human Resource Management Review*, 18(3), 103–118.
 - Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), 635–672.
- **Discussion Post 1 Due (Jan 25, 11:59pm)**
- **Quiz 2 Due (Jan 25, 11:59pm)**

Week 3 (Jan 26–Feb 1)

- **Ch. 7–8: Training & Performance Management**
 - Arthur, J. B., Bennett, W., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88(2), 234–245.
 - Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105.
 - Aguinis, H. (2009). An expanded view of performance management. *Performance Improvement Quarterly*, 22(3), 1–44.
- **Ch. 9: Employee Development**
 - London, M., & Smither, J. W. (1999). Empowered self-development and continuous learning. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 38(1), 3-15.
- **Exam 1 (Ch. 1–9) – Feb 1 (11:59 p.m.)**

- **Quiz 3 Due Feb 1 (11:59 p.m.)**

UNIT 2: COMPENSATION, BENEFITS, & EMPLOYEE RELATIONS (Ch. 10–14)

Week 4 (Feb 2–Feb 8)

- **Ch. 10–11: Separation/Retention & Pay Structures**
 - Trevor, C. O., Gerhart, B., & Boudreau, J. W. (1997). Voluntary turnover and job performance: Curvilinearity and the moderating influences of salary growth and promotions. *Journal of Applied Psychology*, 82(1), 44–61.
 - Shaw, J. D., Delery, J. E., Jenkins, G. D., & Gupta, N. (1998). An organization-level analysis of voluntary and involuntary turnover. *Academy of Management Journal*, 41(5), 511–525.
- **Discussion Post 2 Due Feb 8 (11:59 p.m.)**
- **Quiz 4 Due Feb 8 (11:59 p.m.)**

Week 5 (Feb 9–Feb 15)

- **Ch. 12–13: Employee Contributions & Benefits**
 - Gerhart, B., & Fang, M. (2014). Pay for (individual) performance: Issues, claims, evidence and the role of sorting effects. *Human Resource Management Review*, 24(1), 41–52.
- **Ch. 14: Collective Bargaining & Labor Relations**
 - Kaufman, B. E. (2001). The theory and practice of strategic HRM and participative management: Antecedents in early industrial relations. *Human Resource Management Review*, 11(4), 505–533.
 - Delery, J. E., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. *Academy of Management Journal*, 39(4), 802–835.
- **Quiz 5 Due Feb 15 (11:59 p.m.)**

Week 6 (Feb 16–Feb 22)

- **Ch. 15–16: Global HRM & Strategic HRM**
 - Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM. *Journal of World Business*, 46(4), 506–516.
 - Becker, B. E., & Huselid, M. A. (1998). High performance work systems and firm performance: A synthesis of research and managerial implications. *Research in Personnel and Human Resources Management*, 16, 53–101.
- **Discussion Post 3 Due Feb 22 (11:59 p.m.)**
- **Quiz 6 Due Feb 22 (11:59 p.m.)**

UNIT 3: SYNTHESIS & APPLICATION

Week 7 (Feb 23–Feb 28)

- **HR Analytics & Evidence-Based HR**
 - Rasmussen, T., & Ulrich, D. (2015). Learning from practice: How HR analytics avoids being a management fad. *Organizational Dynamics*, 44(3), 236–242.
 - Boudreau, J. W., & Ramstad, P. M. (2005). Talentship and HR measurement and analysis: From ROI to strategic organizational change. *Human Resource Planning*, 28(2), 17–26.
- **Communicating HR & Future of SHRM**
 - Angrave, D., Charlwood, A., Kirkpatrick, I., Lawrence, M., & Stuart, M. (2016). HR and analytics: Why HR is set to fail the big data challenge. *Human Resource Management Journal*, 26(1), 1–11.
- **Quiz 7 Due Feb 26 (11:59 p.m.)**
- **Final Exam (Ch. 10–16 and synthesis) – Feb 28 (11:59 p.m.)**

Graduate Discussion Post Rubric (100 points total)

Main Post (70 points total)

- **Content & Critical Thinking (30 pts)**
 - Exceptional: Deep analysis, evaluates multiple perspectives, draws meaningful implications (27–30).
 - Proficient: Clear analysis, some critical insight, implications present but underdeveloped (24–26).
 - Developing: Mostly descriptive with limited analysis or shallow insight (21–23).
 - Minimal: Off-topic, opinion-only, or lacks meaningful engagement (0–20).
- **Integration of Evidence (20 pts)**
 - Exceptional: At least **1 scholarly + 1 professional/industry source**, properly cited APA, seamlessly integrated (18–20).
 - Proficient: Sources included but limited, citations not fully consistent (15–17).
 - Developing: Minimal reliance on sources, textbook only (12–14).
 - Minimal: No outside sources (0–11).
- **Application to Practice (20 pts)**
 - Exceptional: Clear, specific, and relevant application to **real-world HR/organizational practice** (18–20).
 - Proficient: Some application but general or incomplete (15–17).
 - Developing: Weak or surface-level application (12–14).
 - Minimal: No application to practice (0–11).

Peer Responses (20 points total)

- **Two Responses Required (10 pts each)**
 - Exceptional: 150–250 words; adds new evidence, thoughtful critique, or extends conversation (9–10).
 - Proficient: Engages meaningfully but lacks depth or originality (7–8).
 - Developing: Primarily affirmational or surface-level (5–6).
 - Minimal: Inadequate, off-topic, or missing (0–4).

Writing & Professionalism (10 points total)

- Exceptional: Clear, professional, well-structured, graduate-level writing; minimal grammar errors (9–10).
- Proficient: Generally clear; occasional grammar/structure issues (7–8).
- Developing: Noticeable grammar/clarity problems, tone not consistently professional (5–6).
- Minimal: Writing difficult to follow, unprofessional tone (0–4).