Course Syllabus
FCBE MGMT 7250-003 – Strategic Human Capital Management
Fall Semester, 2019
3.0 Credit Hours

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Office Hours: By appointment

Course Overview:
Theories, research, and practice in managing human resources strategically in business organizations. Topics include strategic HRM, legal environment and managing diversity, job analysis, job design, recruitment, selection, training and development, performance management, turnover, and retention.

Pre-Requisites:
Students must be enrolled in the University of Memphis Executive MBA Program.

Course Textbook:
- Additional readings posted in eCourseware

Course Objectives:
This course provides Executive MBA students with an overview of theories, research, and practice in managing human capital in business organizations. The theme of this course is gaining a competitive advantage in business organizations using strategic human capital management practices. Course topics are covered by interactive mini-lectures, assigned readings, in-class discussions, live HR cases, and student presentations. I cover strategic human capital management topics in the following areas: (a) strategic approach and developing a
human capital management strategy; (b) job design and job analysis; (c) employee recruitment; (d) employee selection; (e) employee retention; (f) employee training and development; (g) performance management; (h) ethical issues in HRM; (i) managing diversity; and (j) EEO and legal environment.

By successfully completing this course, students will be able to:

1. Partner with HR professionals to implement strategic human capital management practices in a business organization
2. Develop skills necessary for strategically recruiting, selecting, training, developing, evaluating, and retaining employees in business organizations
3. Identify human capital management problems and strategic solutions to those problems in business organizations using critical thinking skills
4. Understand legal and ethical issues in managing human capital

A secondary objective is to provide students with opportunities to improve their managerial and professional skills: written communication, oral communication, critical thinking, and teamwork.

Fogelman College: Learning Outcomes for Your Degree

This course is designed to help you to meet the learning objectives for the EMBA degree offered by the Fogelman College. Please review the learning objectives as a student in the EMBA program:

- [EMBA Degree Learning Outcomes (opens in new window)]

Professor’s Expectations of Students:

You and I are responsible for making this course a positive learning experience. I will try to create a balance between presenting course material and fostering your involvement in class discussions. My teaching goals are to facilitate in-class discussions of course material, integrate course material in a manner that allows you to gain a sense of mastery of the topics covered, and promote critical thinking with respect to major topics in strategic HRM. I expect that you will have completed all assigned readings prior to class and that you are prepared to discuss the readings in class.

Grading and Evaluation Criteria:

During the semester, you will have a variety of opportunities to earn points towards your final letter grade in this course. The subsequent sections of the syllabus describe the assessed work you will be doing and how final letter grades are computed.

Course grades are assigned based on your performance on the following items:

- Team Project – Written Paper (100 points)
• Team Project – Oral Presentation (50 points)
• In-Class Participation (30 points)
• eCourseware Discussions (20 points)

The total number of possible points is 200. Final letter grades are assigned based on the total number of points earned as follows:

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Percent Range</th>
<th>Assigned Grade</th>
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<tbody>
<tr>
<td>180-200</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>140-159</td>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>120-139</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-119</td>
<td>0-59%</td>
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</tbody>
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Course Activities:

1. Team Project

Your team will develop a strategic human resource plan for a local fictitious or real small- or medium-size for-profit business. The basis for your team’s project will be job descriptions for four key positions in the organization. You do not need to create the job descriptions. You should use O*NET online (www.onetonline.org) as a starting point for job descriptions and customize as needed. Although this project is not intended to be a comprehensive strategic plan covering all areas of human resource management, the “strategic” aspect means that all components must fit together and support each other, with the job descriptions as the basis for all decisions your team makes.

Your team will develop the following for each of the four key positions:

1. recruitment plan
2. selection plan
3. training and development plan
4. performance management plan
5. retention plan

For each component of the plan, your team must identify the “what” and “why.” In other words, don’t just present what you are doing – discuss why you are doing it. This can be accomplished through using scholarly and practitioner references available via UM's library, the course textbook, course materials, and other relevant sources.

Please also include a summary section for each of the five components above (recruitment, selection, training & development, performance management, retention) describing a “bird’s-eye view” of key similarities and differences in your strategy across the four key positions. For example, how do your recruiting strategies compare for each of the four positions? Are they similar, different? Why or why not?
I do not intend to impose rigid, non-negotiable instructions for the content of the project. I’m open to your team proposing something that is different from what is described above. I encourage creativity and “thinking outside the box.” Regardless of the content of the projects, all teams must submit a written paper and make an oral presentation as described below.

I will grade your team’s project using the following criteria: relevance of content; clarity, organization, and completeness; clear justification for the decisions your team made in each component of the plan; quality and variety of sources cited; length to contribution ratio; spelling, grammar, and punctuation; and professionalism. The maximum page length (single-spaced) for the written paper is 40 pages. The plan’s overall grade is the grade that each team member receives for his or her paper assignment. However, I reserve the right to assign you a lower grade than your teammates on the team project if it is obvious that you have not contributed your fair share of the work. In addition to submitting the project in writing, each team will present an overview of their project orally to the class. All team members must participate in the oral presentation. The oral presentation must be delivered in 60 minutes or less. The written paper and your PowerPoint slides for the oral presentation are due on the day that your group presents (either Sat Oct 19th or Thurs Oct 24th). Each group will select their presentation day/time during Residency Week. Please submit the paper and presentation slides via the Dropbox folders on eCourseware (only one copy of each per team).

2. eCourseware Discussions

Following the last Lambuth/Jackson class and through the remainder of the course, you must participate in online discussions via eCourseware. You are expected to actively engage in writing brief (1-2 short paragraphs) responses to each discussion topic, as well as posting brief responses to your classmates’ postings (I don’t expect you to respond to every classmate, only when you have something meaningful to add). The goals of answering these critical-thinking questions are for students to learn from others in class and integrate material covered in class and the textbook. Your responses will be graded using the following criteria: relevance and insightfulness of content; clarity and completeness; organization; spelling, grammar, and punctuation; and professionalism. The discussions will stay open from Fri August 23rd through Tuesday Dec 10th. You can participate in the discussions anytime while they are open.

Course Policies:

E-mail

Students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance

Class attendance is mandatory. I understand that students occasionally must miss class due to legitimate work-related or personal reasons. If you miss a class, I trust you that it’s for a good
reason (i.e., I do not need a written excuse or proof of why you missed). I consider missing more than two classes to be a significant problem that will result in a lowered in-class participation grade. Due dates and deadlines have been established for each graded assignment. If an emergency arises, it's the student's responsibility to contact the professor prior to the deadline to discuss the matter. A deadline extension will be considered only if both of the following conditions are met: (1) extreme emergency, and (2) professor contacted prior to the due date.

**Academic Integrity**

The University of Memphis has codes regarding cheating and classroom misconduct. Please refer to the Student Handbook section on academic misconduct for a discussion of these codes: [Office of Student Accountability website](opens in new window). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the [Fogelman College's Website on Academic Integrity](opens in new window). I do not tolerate cheating or plagiarism, and will accept no excuses for dishonest behavior. By taking this course, students agree that their written assignments may be submitted to Turnitin.com or a similar electronic detection method for the purposes of detecting plagiarism. Blatant plagiarism will result in a failing grade on the assignment and may be reported to the University for further action.

**Extra Credit**

There is no extra credit offered in this course. Your final grade will be computed based on your performance on the course activities previously described in this syllabus.

**Syllabus Changes**

The professor reserves the right to make changes to this syllabus with reasonable prior notice to students. If changes are necessitated during the term of the course, the professor will immediately notify students of such changes by individual email communication and posting notification and nature of change(s) on the eCourseware news feed.

**Student Services**

Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. All accommodations for students with disabilities are coordinated through the Disability Resources for Students (DRS). Students requesting disability accommodations should contact DRS at 110 Wilder Tower or 901-678-2880. More information is available at the [Disability Resources for Students (DRS) website](opens in new window).

Please access the [FCBE Student Services](opens in new window) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance
Course Schedule: Topics & Course Readings (Lambuth/Jackson)
Note: *Required Reading Prior to Class

Class #1 Mon Aug 19

Morning Topics: Course Overview; Introduction to Strategic HRM


Afternoon Topics: Job Analysis & Job Design

1. Noe et al. Chpt. 4 - The Analysis and Design of Work
3. *HBR Case: Job Crafting at Burt’s Bees

Class #2 Tues Aug 20

Morning Topics: Employee Recruitment; Employee Hiring/Selection

1. Noe et al. Chpt. 5 - Human Resource Planning and Recruitment
2. Noe et al. Chpt. 6 – Selection and Placement
5. *HBR Case: Trust the Algorithm or Your Gut?
6. *HBR Case: Facebook (A)

Afternoon Topics: EEO/Legal Environment

1. Noe et al. Chpt. 3 - The Legal Environment: Equal Employment Opportunity and Safety
2. *HBR Case: MacEwan Residence Services: A Risky Accommodation?
3. * http://www.huffingtonpost.com/entry/appeals-court-rules-dreadlocks-work_us_57e0252ae4b0071a6e08a7c3

Class #3 Wed Aug 21

Morning Topic: Managing Diversity

1. * Take one of the IATs listed here and read through your results. You may choose whichever test you prefer: https://implicit.harvard.edu/implicit/takeatest.html
2. *HBR Article: Differences at Work: The Individual Experience
3. *HBR Article: Differences at Work: The Leadership Challenge
4. *HBR Cases: Differences at Work – 1) Jenny (A), 2) Erica (A), and 3) Will (A)
5. *HBR Article: Why Subtle Bias Is So Often Worse Than Blatant Discrimination

Afternoon Topics: Ethical Issues in HRM

1. Noe et al.: Chpt 1 pages 40-42
4. *HBR Case: Two Tough Calls (A)*

**Class #4 Thurs Aug 22**

8-9am: Instructor/Student Q&A on Team Projects and Presentation Date Selections
9am-12pm: Open Block for Team Project Development

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**Course Schedule: Topics & Course Readings (Memphis)**

*Note: *Required Reading

**Class #5 Thurs Sept 12 (5:30-7:30pm)**
Topics: Employee Training & Development, Performance Management

1. Noe et al. Chpt. 7 – Training
2. Noe et al. Chpt. 9 – Employee Development
4. *HBR Case: Training and Development at RVA: A Nonprofit Organization*
5. Noe et al. Chpt. 8 - Performance Management

**Class #6 Thurs Oct 10 (5:30-7:30pm)**
Topics: Employee Health & Well-Being; Employee Retention

1. Noe et al. Chpt 10 – Employee Separation and Retention
4. *HBR Case: Money Cash Flow Inc.: HR Analytics Applied to Employee Retention and Well-Being Issues (A)*

**Class #7 Sat Oct 19 (7:45-11:45am)**
Oral Presentations of Team Projects

**Class #8 Thurs Oct 24 (5:30-7:30pm)**
Oral Presentations of Team Projects

**IMPORTANT:**
Written Team Projects and Oral Presentation Slides Due on your presentation day (Oct 19th OR Oct 24th)
Submit both deliverables to via eCourseware Dropbox (one copy of each deliverable per group)