

Course Syllabus
STRATEGIC HUMAN RESOURCE MANAGEMENT
(ON-LINE)

COURSE INFORMATION

<i>Course Number/Section</i>	GRBA 816 (Section: 911; 3 credit hours)
<i>Course Title</i>	Strategic Human Resource Management
<i>Term</i>	Spring 2016 (March 7 – May 8)
<i>Pre-requisite Course</i>	None. <i>However, knowledge of business strategy will help students succeed.</i>

PROFESSOR'S CONTACT INFORMATION

<i>Professor</i>	Jenna R. Pieper, Ph.D.
<i>Office Phone</i>	402-472-9434
<i>Email Address</i>	jpieper@unl.edu (preferred method of contact)
<i>Office Location</i>	CBA 269

Online Office Hours Wednesdays: 3:00 pm – 4:00 pm Central Standard Time, or by appointment. I will be available online for web conference during this time using the Adobe Connect Platform. ***If my virtual offices are not being used by students, I likely will move to a by-appointment-only format, but will notify the class if this occurs.*** Also, if a question posed during office hours is relevant to the entire class, I will post the question and response in the FAQ Discussion Forum.

My Role My intention is to monitor the progress of online discussion activities and interact with the class on a regular basis. During the first couple of weeks, I plan to log on to the classroom nearly every day (less so on weekends) and read your postings in the discussion board. However, I will not respond to each of your postings. I will limit my comments to broader issues (e.g., trends in discussion, additional insight, and so forth) and questions.

Contacting Me The class ***FAQ Discussion Forum*** is the best place to ask most non-confidential questions, and I suggest you “subscribe” to the forum. If you need to contact me about personal reasons (e.g., illness, grades, work conflicts), I strongly prefer that you submit your messages and requests to my UNL email (jpieper@unl.edu), and I will try to reply within 24 hours. **Include your name and a complete description of your concern in your email message.** Also, you can post technical-related questions under the thread ***Tech Café***. I will try to answer these; otherwise, I will pass them along to our specialist Gregory Sunderman.

COURSE DESCRIPTION

“People are our most important asset.” This phrase can be found, in one form or another, in most annual reports and CEO speeches. Nearly all managers would agree that managing people effectively is an important ingredient of organizational effectiveness. The most important success factor to achieving a long-term, sustainable competitive advantage—acknowledged by the world’s most admired companies—is the effective acquisition and management of human assets.

In this course, you will develop an understanding of how human resource decisions contribute to organizational effectiveness and a firm’s competitive advantage. This knowledge can be applied in small, medium, and large firms, as well as non-profits. As there are a variety of ways to examine human resource management, the approach in this course is clarified as follows:

1. This course approaches the management of human assets from a **strategic perspective**. While this course covers HRM topics such as HR Strategy, Planning and Recruitment, Staffing, Training and Development,

Retention, Performance Management, Compensation and Benefits, and other aspects of HRM, this course considers the relationship between these HRM practices and organizational effectiveness. In turn, this course adopts an integrative approach. Thus, application of your (1) knowledge from previous coursework in strategy, management, accounting, finance, operations, and so forth, (2) work experience, and (3) judgment, critical thinking, and creativity will be important to your learning experience in this course.

2. This course will take a **general management perspective**. HRM policy decisions can no longer be designated as a staff function for a firm to achieve a competitive advantage. The employment of HRM policies and practices is a general management responsibility. In turn, this course focuses on the role of managers and how they can develop and implement effective, efficient, and ethical human resource practices that support firms' strategic objectives. Thus, this course supports a wide-range of careers across disciplines.

COURSE OBJECTIVES

The primary objective of this course is to help you develop an understanding and appreciation of the role strategic human resource management in a firm's success, along with knowledge of the basic functions of human resource management, current practices, and issues. After taking this class, students should be prepared to:

- 1) Recall and apply major theoretical and topics in strategic human resource management, such as alignment and core competencies.
- 2) Demonstrate an understanding of strategic human resource practices and how to design and implement them strategically in organizations to influence organizational effectiveness.
- 3) Develop a regard for ethics, as they play a role in strategic human resource decisions, and an ability to make judgments based upon ethical and environmental considerations.
- 4) Identify and analyze human resource management problems in organizations and develop strategic solutions to these problems.
- 5) Use quantitative tools and information where appropriate to make and explain decisions.
- 6) Partner with HRM professionals or Company leaders to implement strategic human resource management practices.

REQUIRED BOOK, READINGS, AND CASE MATERIAL

Short Paperback Book

Cascio, W. F., & Boudreau, J. W. (2012). *Short Introduction to Strategic Human Resource Management*. New York: Cambridge University Press. ISBN: 978-107-60883-2

Harvard Business School Press Course Pack

Purchase at <https://cb.hbsp.harvard.edu/cbmp/access/47361054> for \$31.60.

You need to register on the site to create a user name if you do not already have one.

Assigned Articles

Assigned articles are available for download in each week's folder on BlackBoard.

(OPTIONAL, NOT REQUIRED) MATERIALS

Harvard Business School Press Case Analysis Coach (Optional for \$5)—Online tutorial that provides students with a framework for preparing, analyzing, discussing, and writing about cases. It walks students through a step-by-step case analysis approach. *It is optional for purchase in the above-listed course pack.*

Human Resource Management: Gaining a Competitive Advantage, 9th Edition—If you have a limited background in Human Resource Management, I recommend this textbook. I also list recommended pages to read from it in the course schedule. However, any recent textbook in HRM will be sufficient.

Noe, Hollenbeck, Gerhart, & Wright

ISBN: 978-0078112768

INSTRUCTIONAL PHILOSOPHY

Class time will be spent on a combination of case studies, articles, and group case discussions related to the assigned readings. A final exam will be given at the end of the course. Students will play a significant role in this active-learning process. Students will, for example, will be responsible for facilitating discussion of the course content via discussion boards. My goals are to stimulate *intellectual growth* and *personal development* by facilitating discussions of course material, integrating course material effectively so you gain a sense of mastery of the topics covered, and upholding critical thinking with respect to major topics in strategic HRM.

CASE PREPARATION TIPS FOR STUDENTS

A variety of cases will be analyzed in this course. The final selected cases were based on the relevance to the week's topics, quality of the case, a balance of strategic HR issues and decisions, a variety of industries, cases of varying length and complexity, and organizations in which students are likely to have an interest. *Last, the age of the case varies from recent cases to cases written 20 years ago. If you feel these are too "old," I ask you to take out a pencil and change all the dates to today to see if anything changes—most the core issues in the case will be relevant to today (aside from technological advances).*

Case teaching is used because it lets the students apply theory and judgment to real problems, and enables students to learn from each other and not just from the teacher. Students will be stating and comparing opinions and learning from differences and similarities. In turn, you must be prepared to discuss a case and learn from it. A typical case has 10-20 pages plus tables/exhibits, so set aside at least 3 hours per case.

In general, to prepare a case follow these steps:

- I. Read the case briefly by yourself, to get an overview of the facts and understand the company, industry, and exhibits.
- II. Actively read the case carefully to construct your own meaning. And answer any questions posed in the case or that are supplied with the case.
- III. Make a sheet of notes with your suggested solution (or alternative solutions) to refer to during the case discussion. For your convenience, you can use HBSP's Case Analysis Worksheet, which is available to download in the "Course Documents" tab on the course website.
 - a. Note relevant theories/frameworks from the course content that apply to the case of offer insight in the issue in the case or potential solutions.

GRADING

Course grades will be based primarily on points earned; although, factors such as free-riding on group efforts will be considered and may reduce your grade.

MNGT 816: General Grading Scale*

Total Percentage of Available Points	Approximate Letter Grade
97% and Up	A+
93% – 96.9%	A
90% – 92.9%	A-
87% – 89.9%	B+
83% – 86.9%	B
80% – 82.9%	B-
77% – 79.9%	C+
73% – 76.9%	C
70% – 72.9%	C-
67% – 69.9%	D+
63% – 66.9%	D

*All aspects of this syllabus, excluding UNL policies, are subject to revision

60% – 62.9%	D-
Below 60%	F

**Approximate. Subject to change depending on final grades at end of course.*

Determinants of Final Course Grade

Due Date	Course Element	Point Value	% of Total
Individual Components			
Noon, every Monday	Case Discussion Board (8 discussion boards, worth 20 points each)	160 points	66%
Noon, Monday, May 2 nd	Critique	100 points	
Midnight, Sunday, May 8 th	Final Exam	200 points	
Group Components			
Noon, Monday, April 25 th	Written Summary	200 points	34%
Noon, Monday, May 2 nd	Peer Assessment	40 points	
	Total Points	700 points	

Grade Appeals. Any and all grade appeals must be submitted by email within 48 hours of grade distribution and contain a justified argument for the appeal. Upon receiving a written appeal, I will review the appeal and re-grade the assignment. This re-grade may be higher or lower than the original grade. *Verbal grade appeals and appeals made more than 48 hours after grade distribution will be ignored. I will not consider grade appeals after submitting final grades, unless it is a computational error.*

If you are concerned about your grade during the semester, let me know early. DO NOT wait until the end of the semester to see me regarding problems with the course material or your performance (it will be too late to address deficiencies at the end of the semester).

COURSE ELEMENT DESCRIPTIONS

CASE DISCUSSION BOARD

The class is divided into groups. Week 1 will be a “get-to-know” your classmates discussion board. Starting in Week 2, your group will discuss a pre-determined question about the prior week’s assigned case in your group’s case discussion board. The discussion board environment is one in which mutual respect and academic excellence are valued and endorsed, and unfitting comments will not be tolerated.

Guidelines (for Week 1) – An easy 20 points to earn:

- **Step 1:** Add your picture (or an avatar if you choose) to the BlackBoard Course. Instructions on how to do this are available in the FAQ Discussion Board. (worth 4 points)
- **Step 2:** In the “Get-to-Know Your MBA Colleagues” Discussion Forum (in the Class Discussion Board, not your Group Discussion Board) introduce yourself to your classmates. In the subject line of your post include your job title. Examples include: “Introduction from an Electrical Engineer,” “Hi from Military Personnel stationed in Iraq,” “Real Estate Broker Introduction.” (worth 4 points)
- **Step 3:** In the same board as Step 2, read and reply to 5 of your classmates who are not in your group (worth 4 points)

- **Step 4:** In the “Week 1 Case Discussion” forum in your assigned group’s discussion board, introduce yourself in the same manner as #2 above to your group members—you can copy/paste from Step 2. (worth 4 points)
- **Step 5:** In the same board as Step 4, read and reply to all of your group members’ posts. (worth 4 points)
 - *I also recommend you assign the opening and closer roles at this time.*

Guidelines (for Weeks 2-8): The case discussions are lagged; that is, you will read and prepare the case in the first week (recommended doing so towards the end of that week) and then discuss the case in the following week (see course schedule).

- Assign/Volunteer “Openers”: To get the discussion board going, assign/volunteer a group member each week to kick off the discussion. I encourage you to rotate the “opener” assignment between members.
 - Opening Post Submitted by Tuesday at Midnight: Because effective case discussion can take 3-5 days, these “opening” posts should be submitted before the weekend begins when most students do the majority of their work. (*Tip...the opener should consider doing the case analysis in the prior week.*)
- 5-200 Guideline: Each student must post a minimum of 5 comments, each no longer than 200 words. The “opening” post will count towards this requirement, and will be graded. While you can post more than 5 comments, only your first 5 will be subject to grading. (If you do need to make a post asking a clarifying question, etc., please indicate that you would not like it graded.) **Also, you can go over the 200-line limit only if the content demands it and it doesn’t affect the quality of your post.** (You could lose points if the extra length is judged as unnecessary.) You should plan on committing a minimum of at least 3-4 days to read the discussion thread and make comments to your group’s discussion. That is, waiting until the last minute to make your comments (or “chip shots” as I like to call them) likely will affect the quality of your posts, which is key to your grade.
- Assign “Closers”: Each week assign a group member to summarize 3-5 key takeaways for the group’s discussion and post them in the group board and in the class discussion forum for each case. (The same person can be assigned both the “opener” and “closer” for the same week.) The closing post will count toward the 5-post minimum.

See “Course Documents” link on course webpage for Grading Rubric

Note: The “Course Documents” page on Blackboard includes a file on successful discussion board posts. Here you will find some examples of low- to high-quality posts.

Deadlines (each week):

- I. Midnight on Tuesday of that week: Opener has responded to discussion question to kick off the group case discussion.
- II. Noon on Monday of next week: 5 discussion thread comments are submitted by each group member.
- III. Midnight on Monday of next week: Closer has submitted 3-5 key takeaways to group discussion board and class discussion forum for the case.

GROUP CASE ANALYSIS PROJECT

The group case analysis involves one group and one individual task (format, grading criteria, and submission deadlines are discussed below). Your group assignment is to prepare and submit a written analysis of **ARISE: A Destination-for-a-Day Spa**. The second task involves you individually reviewing and assessing another group’s written analysis of the case. You will serve as a critic of the written analysis and recommendations in this group’s report.

Written Case Analysis Guidelines (Gerhart, 2007, is critical to this assignment)

The written analysis should be **no longer than 7-10 single-spaced** pages of text (or 14-20 double-spaced pages). Use 12-point font and 1” margins. Thus, you will need to be concise and focused in your write-up. An additional

one-page exhibit should also be used to summarize the Roles, Rewards, and People aspects of the HR Diamond (to be introduced in class). The most important parts of your write-up are the Alignment and Application sections. Write-ups should incorporate relevant issues gained from course materials, as well as your own insights and analyses. Use APA or MLA format for citing your sources. The text section of your write-up should include areas A – D (see below) as headings. The exhibit section of your report should have headings corresponding to E – G (see below).

Format and grading breakdown for case write-ups:

I. Text Section of Report: *Figure 1.2 in Cascio & Boudreau (p. 20) may be helpful for your analysis.*

A. Business Strategy (30 points): Briefly conduct a strategic analysis. Describe the generic strategy (e.g., cost, differentiation) the firm uses to compete in its product market. Then, be more specific: What does the firm execute well and not so well as part of its strategy? What is unique about its product or its customer experience?

B. Alignment (60 points): First describe the critical roles, rewards, and people practices that support high performance. Next, thoroughly discuss how do these components of the HR strategy support the business strategy? As you analyze the alignment, also consider how it occurs in context (Chapter 3 of Cascio & Boudreau).

C. Application (60 points): Using the following options (you can use one or both options) to identify (recommend no more than 3) problems/weaknesses/risks/etc. within the HR Diamond's alignment – this could be issues with vertical and/or horizontal ~~alignments~~:alignments:

1. Apply concepts/models/theories or examples from readings and class. (e.g., “Company A’s compensation system...consistent/inconsistent with __ theory.”),
2. Note similarities/differences (and their reasons) when compared to other companies we discuss in the HBSP cases (e.g., “Company A pays employees based on __ rather than using the __ compensation approach favored at Company A because it is important that Company A... whereas Company B...”), and/or

D. Recommendations (30 points): Based on the problem(s) you identified in part C, recommend 2-3 well-justified, feasible, and action-oriented solutions (i.e., support your recommendations with course content). (Do not suggest 2-3 solutions for each problem.)

II. Exhibit/Table Section of Report (1 page maximum) (10 points)

E. Roles: Identify/list the most important aspects of how work is organized.

F. Rewards: Identify/list the most important aspects of the incentives used.

G. People: Identify/list the most important aspects of competencies people need and how people are selected and developed to have these competencies.

III. Readability (10 points): Organization of paper, including headings. Effective communication of ideas. Grammar/spelling.

See “Course Documents” link on course webpage for Grading Rubric

****If your group would like feedback as you work on this assignment, feel free to email me a request prior to the deadline (allow sufficient time).***

Deadline:

- I. Noon on Monday, April 25th: Have 1 group member submit a Word.doc of your group's written analysis to Blackboard.
 - a. **Title your submission file as: [Group #] - ARISE Analysis**
 - b. **Remove all identifying information from your written analysis.**

INDIVIDUAL CRITIQUE

I will assign you another team's written analysis—the reports will be made anonymous. Your review should note strong points, including well-argued analyses and solutions, and weak points, including any inconsistencies in logic, omission of analysis, alternative recommendation(s), etc. ***Give 50% of your critique to evaluating the group's recommendations (e.g., feasibility, clarity, appropriateness, etc.)***. There is no specific format required for the case review and assessment. You are free to structure it as you see fit. The review should be 2-3 single-spaced pages (12-point font and 1" margins). You will also complete a rubric and assign the written analysis a grade. This grade will only be viewed by the instructor and will be considered when making the final grade for the group's written analysis.

See "Course Documents" link on course webpage for Grading Rubric

Deadline:

- I. Noon on Monday, May 2nd: Submit a Word.doc of your critique and the associated grading rubric to Blackboard.
 - a. **Title your submission file as: [Last Name] – ARISE Critique**
 - b. **Remove all identifying information from your critique.**

PEER ASSESSMENT

You will be required to confidentially assess yourself and group members in terms of contribution to the overall Case Analysis project and Group Discussion Boards. Peer assessments can impact each individual's grade. For example, if you receive an average of 90% contribution across your peers and self, you will receive 90% of the 40 peer assessment points available to earn (i.e., 90% x 40 = 36 points).

Deadline:

- I. Noon on Monday, May 2nd: Complete the peer assessment survey. Survey link is also provided on BlackBoard. https://unlcba.az1.qualtrics.com/SE/?SID=SV_5okjxflj1INO6e9

EXAM CONTENT & FORMAT

One exam will be administered at the end of the semester. It will be based on course material (i.e., articles, cases, short textbook, etc.) covered prior to the exam. The exam may be a combination of true/false, multiple-choices, short-essays and/or long-essays. The exam is take-home and you will have of approximately a week to complete it and turn it in.

Exam Deadlines:

- I. Noon on Monday, May 2nd: Exam available to complete on Blackboard.
- II. Midnight on Sunday, May 8th: Deadline to submit your exam.

COURSE & INSTRUCTOR POLICIES

1. My expectations of you:
 - a. You are **prepared** (*i.e., you have carefully read the assigned materials*) unless you have a very good reason for missing part of the class.
 - b. You respond appropriately and professionally and contribute valuable comments and questions.
 - c. You demonstrate honest, critical engagement in regard to the course material.
 - d. During group activities and project time, you are focused on the task at hand.
2. Active participation in class is expected and essential to obtaining a good grade.
3. Late assignments will not be accepted unless I have given prior permission for you to turn in an assignment late. This policy exists to ensure fair treatment of all students. The assignments are not difficult; plan ahead and you will have no problem finishing all assignments completely and on time.
4. **Academic Dishonesty.** Academic honesty requires the course work (drafts, reports, examinations, papers) a student presents to an instructor to honestly and accurately indicate the student's own academic efforts. I take academic honesty seriously and will take appropriate action if you are believed to be in violation. **DO NOT DO IT! Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, will fail the course.**

CBA POLICY ON ACADEMIC INTEGRITY

Per the UNL Student Code of Conduct: "The maintenance of academic honesty and integrity is a vital concern of the university community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

A. Academic dishonesty includes, but is not limited to, the following: copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; communicating information in an unauthorized manner to another person for an academic test, examination or exercise; plagiarism; tampering with academic records and examinations; falsifying identity; aiding other students in academic dishonesty, and other behaviors in the student judicial code of conduct, Article III Section B (stuafs.unl.edu/dos/code)

B. The penalties for academic dishonesty will be severe, and may range from receiving a failing grade on the test or assignment, failing the course in which academic dishonesty took place, or the possibility of expulsion from the university. Faculty will report all cases of academic dishonesty to the dean of students at [unlUNL](http://unl.unl), who will place a report in the student's permanent file. A file of academic integrity violations will also be maintained by the college of business.

C. If you copy, or substantially copy, work from anyone else on a paper, the work must be put in quotes and the source(s) cited. Otherwise, it is plagiarism. If plagiarism or other forms of academic dishonesty are found on a group work assignment, it is possible that every member of the group will be punished. It is to your advantage to check out anything that does not seem like the work of your group members or colleagues. Written assignments are subject to verification using safe assignment for plagiarism.

Course Schedule (This schedule is flexible and is subject to change as necessary)

MODULE I: SHRM - WHAT IT IS AND WHAT IT ISN'T

WEEK 1 (March 7-13)

Opening Discussion Board	Introduce yourself to your colleagues (See instructions in forum.) <i>All Comments Due: Noon on Monday, March 14th</i>
Readings	Strategic Approach to HRM <u>Cascio & Boudreau</u> : Chapters 1-2 <u>Article</u> : Cascio, W. F. (2005). From business partner to driving business success: The next step in the evolution of HR management. <i>Human Resource Management</i> , 44, 159-163. <u>Article</u> : Porter, M. E. (1996). What is strategy? <i>Harvard Business Review</i> , 61-78. <u>Article</u> : Barney, J. P., & Wright, P. M. (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. <i>Human Resource Management</i> , 37, 31-46. <i>(Optional) Noe et al. Textbook Reading: Chapter 1 (pp. 4-15; Skim remainder); Chapter 2</i>
Video	HR in Alignment
Case 1 Prep	Pfeffer, J. (1997). Human resources at the AES Corporation: The case of the missing department. Stanford Graduate School of Business, Case #HR-3.

WEEK 2 (March 14-20)

Case 1 Discussion Board	<p>Question: Can AES survive without an HR function/department? <i>Opening Due: Midnight on Tuesday, March 15th</i> <i>All Comments Due: Noon on Monday, March 21st</i></p>
Readings	<p>People, Roles, & Rewards</p> <p><u>Cascio & Boudreau</u>: Chapters 3-4</p> <p><u>Article</u>: Gerhart, B. (2007). Horizontal and vertical fit in human resource systems. In C. Ostroff & T. Judge (Eds.), <i>Perspectives on Organizational Fit</i>. (<i>I highlighted key sections in this chapter to pay attention to.</i>)</p> <p><u>Article</u>: Pfeffer, J. (1995). Producing sustainable competitive advantage through effective management of people. <i>Academy of Management Executive</i>, 9, 55-72.</p> <p><u>Article</u>: Ittner, C. D., & Larcker, D. F. (2003). Coming up short on nonfinancial performance measurement. <i>Harvard Business Review</i>.</p> <p>Evaluating & Communicating HR Initiatives</p> <p><u>Article</u>: Becker, B., & Huselid, M. (2003). Measuring HR: Benchmarking is not the answer. <i>HR Magazine</i>, Dec.: 56-61.</p> <p><u>Article</u>: Grossman, R. J. (2005). Blind investment. <i>HRMagazine</i>, Jan.: 40-47.</p> <p><u>Article</u>: Pfeffer, J. (1997). Pitfalls on the road to measurement: The dangerous liaison of human resources with the ideas of accounting and finance, <i>Human Resource Management</i>, 36, 357-365.</p> <hr/> <p><i>(Optional) Noe et al. Textbook Reading: Chapter 4</i></p>
Case 2 Prep	<p>O'Reilly & Pfeffer. (1995). <i>Southwest Airlines. Using Human Resources for Competitive Advantage</i>. Stanford Graduate School of Business, Case #HR-1A.</p>

SPRING BREAK WEEK (March 21-27)

MODULE II: ACQUIRING & DEVELOPING HUMAN CAPITAL

WEEK 3 (March 28 – April 3)

Case 2 Discussion Board	<p>Question: Could one of Southwest's competitors copy what Southwest is doing? <i>Opening Due: Midnight on Tuesday, March 29th</i> <i>All Comments Due: Noon on Monday, April 4th</i></p>
Readings	<p><u>Cascio & Boudreau</u>: Chapters 5-6</p> <p>HR Planning & Recruitment</p> <p><u>Article</u>: Lam, S. K., & Schaubroeck, J. (1998). Integrating HR planning and organisational strategy. <i>Human Resource Management Journal</i>, 8, 5-19.</p> <p><u>Article</u>: Breaugh, J. E. (2008). Employee recruitment: Current knowledge and important areas for future research. <i>Human Resource Management Review</i>, 18, 103-118.</p> <p><u>Article</u>: Smith, W. P., & Kidder, D. L. (2012). You've been tagged! (Then again, maybe not): Employers and Facebook. <i>Business Horizons</i>, 53, 491-499.</p> <p>Strategic Staffing/Selection: Overview</p> <p><u>Article</u>: Cascio, W. F., & Aguinis, H. (2008). Staffing twenty-first-century organizations. <i>Academy of Management Annals</i>, 2, 133-165.</p> <p><u>Article</u>: Groysberg, B., Nanda, A., & Nohria, N. (2004). The risky business of hiring stars. <i>Harvard Business Review</i>.</p> <p><u>Article</u>: Fernandez-Araoz, C. (2014). 21st-Century Talent Spotting. <i>Harvard Business Review</i>.</p> <p><u>Article</u>: Kalleberg, A. L. (2008). The mismatched worker: When people don't fit their jobs. <i>Academy of Management Perspectives</i>, 22, 24-40.</p>
	<p><i>(Optional) Noe et al. Textbook Reading: Chapter 5 (pp. 200-219); Chapter 6 (pp. 246-263; Skim remainder)</i></p>
Case 3 Prep	<p>Groysberg, Balog, & Haimson (2007). Recruitment of a star. Harvard Business School, Case #9-407-036.</p>

WEEK 4 (April 4-10)

Case 3 Discussion Board	<p>Question: Rubin, Stern, & Hertz has hired your group, an HR consulting firm, to evaluate its selection and hiring process. What changes, if any, do you recommend and why?</p> <p><i>Opening Due: Midnight on Tuesday, April 5th</i> <i>All Comments Due: Noon on Monday, April 11th</i></p>
Readings	<p><u>Cascio & Boudreau</u>: Chapters 7-8</p> <p>Strategic Staffing/Selection: Diversity</p> <p><u>Article</u>: Cox, T. H., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. <i>Academy of Management Executive</i>, 5, 45-56.</p> <p><u>Article</u>: Armstrong, C., Flood, P. C., Guthrie, J. P., Liu, W., Maccurtain, S., & Mkamwa, T. (2010). The impact of diversity and equality management on firm performance beyond high performance work systems. <i>Human Resource Management</i>, 49, 977-998.</p> <p><u>Article</u>: Kossek, E. E., Lobel, S., Brown, J. (2005). Human resource strategies to manage workforce diversity: Examining "The Business Case." In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), <i>Handbook of workplace diversity</i>. Thousand Oaks, CA: Sage, pp.53-74.</p> <p>Strategic Employee Training & Development</p> <p><u>Article</u>: Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. <i>Psychological Science in the Public Interest</i>, 13(2), 74-101.</p> <p><u>Article</u>: Jackson, D. W. Jr., & Sirianni, N. J. (2009). Building the bottom line by developing the frontline: Career development for service employees. <i>Business Horizons</i>.</p> <p><i>(Optional) Noe et al. Textbook Reading: Chapter 3; Chapter 7; Chapter 9</i></p>
Case 4 Prep	<p>Thomas, D. A., & Kanji, A. (2004, November). IBM's diversity strategy: Bridging the workplace and marketplace. Harvard Business School, Case #9-405-044.</p>

MODULE III: RETAINING & REWARDING HUMAN CAPITAL

WEEK 5 (April 11-17)

Case 4 Discussion Board	<p>Question: What factor(s) led to the success of the implementation of IBM's diversity strategy in the U.S. and why?</p> <p><i>Opening Due: Midnight on Tuesday, April 12th</i> <i>All Comments Due: Noon on Monday, April 18th</i></p>
Readings	<p>Strategic Retention</p> <p><u>Article:</u> Allen, D. G., Bryant, P. C., & Vardman, J. M. (2010). Retaining talent: Replacing misconceptions with evidenced-based strategies. <i>Academy of Management Perspectives</i>, 48-64.</p> <p><u>Article:</u> Cappelli, P. (2000). A market-driven approach to retaining talent. <i>Harvard Business Review</i>, 103-111.</p> <p><u>Article:</u> Rousseau, D. M. (1996). Changing the deal while keeping the people. <i>Academy of Management Executive</i>, 10, 50-58.</p> <p>Strategic Performance Management</p> <p><u>Article:</u> Levy, P. E., & Williams, J. R. (2004). The social context of performance appraisal: A review and framework for the future. <i>Journal of Management</i>, 30, 881-905.</p> <p><u>Article:</u> Peiperl, M. A. (2001). Getting 360-degree feedback right. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Aguinis, H., Joo, H., & Gottfredson, R. K. (2011). Why we hate performance management—and why we should love it. <i>Business Horizons</i>, 54, 502-507.</p> <p><u>Article:</u> Aguinis, H., Joo, H., & Gottfredson, R. K. (2011). Using performance management to win the talent war. <i>Business Horizons</i>, 55, 609-616.</p> <p><i>Optional Noe et al. Textbook Reading: Chapter 10; Chapter 8 (pp. 346-376; Skim remainder)</i></p>
Case 5 Prep	<p>Bingham & Beer. (2012). Performance Management at Vitality Health Enterprises, Inc. Harvard Business School, Case #9-913-501.</p>

WEEK 6 (April 18-24)

<p>Case 5 Discussion Board</p>	<p>Question: Hoffman has decided to update the Performance Management System at Vitality Health Enterprises, Inc. Put yourself in his shoes. What are the key changes you would recommend and why?</p> <p><i>Opening Due: Midnight on Tuesday, April 19th</i> <i>All Comments Due: Noon on Monday, April 25th</i></p>
<p>Readings</p>	<p>Strategic Compensation & Benefits</p> <p><u>Article:</u> Dulebohn, J. H., & Werling, S. E. (2007). Compensation research past, present, and future. <i>Human Resource Management Review</i>, 17, 191-207.</p> <p><u>Article:</u> Pfeffer, J. (1998). Six dangerous myths about pay. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Kerr, S. (1995). On the folly of rewarding A, while hoping for B. <i>Academy of Management Executive</i>, 9, 7-14.</p> <p><u>Article:</u> Aguinis, H., Joo, H., & Gottfredson, R. K. (2013). What monetary rewards can and cannot do: How to show employees the money. <i>Business Horizons</i>, 56, 241-249.</p> <p><u>Article:</u> Gerhart, B., & Fang, M. (2014). Pay for (individual) performance: Issues, claims, evidence, and the role of sorting effects. <i>Human Resource Management Review</i>, 24, 41-52.</p> <p><u>Article:</u> Dulebohn, J. H., Molloy, J. C., Pichler, S. M., & Murray, B. (2009). Employee benefits: Literature review and emerging issues. <i>Human Resource Management Review</i>, 24, 41-52.</p>
	<p><i>(Optional) Noe et al. Textbook Reading: Chapters 11-12; Chapter 13 (pp. 578-594; Skim remainder)</i></p>
<p>Case 6 Prep</p>	<p>Gardner & Herman (2012). <i>Marshall & Gordon: Designing an effective compensation system</i>. Harvard Business School, Case #9-411-038.</p>
<p>Assign. Due</p>	<p>Group Case Analysis: Written Summary <i>Noon on Monday, April 25th</i></p>

MODULE IV: SPECIAL TOPICS IN HRM

WEEK 7 (April 25 – May 1)

Case 6 Discussion Board	<p>Question: You are Kelly Browne and are committed to pursuing a strategy that adds executive positioning to your traditional public relations services. What (if any) changes do you need to make to the firm's compensation system and why?</p> <p><i>Opening Due: Midnight on Tuesday, April 26th</i> <i>All Comments Due: Noon on Monday, May 2nd</i></p>
Readings	<p>Mergers & Acquisitions</p> <p><u>Article:</u> Bower, J. L. (2001). Not all M&As are alike--and that matters. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Harding, D., & Rouse, T. (2007). Human due diligence. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Chaudhuri, S., & Tabrizi, B. (1999). Capturing the real value of high-tech acquisitions. <i>Harvard Business Review</i>, July-August: 65-75.</p> <p>Downsizing & SHRM</p> <p><u>Article:</u> Nyberg, A. J., & Trevor, C. O. (2009). After layoffs, help survivors be more effective. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Peace, W. H. (1991). The hard work of being a soft manager. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Rigby, S. R. (2002). Look before you layoff. <i>Harvard Business Review</i>.</p> <p><u>Article:</u> Robbins, S. (2009). How to communicate layoffs. <i>Harvard Management Update</i>.</p> <p><u>Article:</u> Cascio, W. F. (1995). Strategies for responsible restructuring. <i>Academy of Management Executive</i>, 16, 80-91.</p> <p><u>Article:</u> Lavelle, L. (2000). "Corporate liposuction" can have nasty side effects. <i>Business Week</i>, July 17: 74-76.</p> <p><u>Article:</u> Cote, D. (2013). Honeywell's CEO on how he avoided layoffs. <i>Harvard Business Review</i>.</p>
Case 7 Prep	<p>Change, O'Reilly, & Pfeffer (2004). <i>Wells Fargo and Norwest: Merger of Equals (B)</i>. Stanford Graduate School of Business, Case #HR-26B.</p>
Assign. Due	<p>Individual Critique <i>Noon on Monday, May 2nd</i></p> <p>Peer Assessment <i>Noon on Monday, May 2nd</i></p>

WEEK 8 (May 2-8)

Case 7 Discussion Board	<p>Question: What should Kovacevich's next steps be?</p> <p><i>Opening Due: Midnight on Tuesday, May 3rd</i> <i>All Comments Due: Midnight on Sunday, May 8th</i></p> <p><i>*As this is the last week of discussion, all 5 posts are required. If you do not post all 5 comments, you will get a 0 for this week's grade.</i></p>
EXAM	<p>Exam Distributed <i>Noon on Monday, May 2nd</i></p> <p>Exam Due <i>Midnight on Sunday, May 8th</i></p>