



SYLLABUS – SUMMER 2022

COURSE NUMBER	5350.560
COURSE TITLE	STRATEGIC HRM
INSTRUCTOR	Dr. Jessica A. McCann
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PHONE	For emergencies: 713.382.7710
OFFICE HOURS	By Appointment
CLASS MEETINGS	Ref. EMBA Cohort Schedule

I. COURSE OVERVIEW

This course is an advanced topics study of contemporary SHRM practices and issues. Emphasis is on HR strategies and implementation tactics that reinforce healthcare organizations' culture, operations, business strategy, and innovation. The interrelationships between HR practices, organizational structures, and strategic management are explored. The course considers the role and influence of healthcare leadership generally, not only those in HR executive roles.

II. REQUIRED TEXT

- Sampson, J. C., & Fried, B. J. (Eds.) (2021). *Human Resources in Healthcare: Managing for Success*. 5th edition. Chicago, IL: Heath Administration Press.
- Articles/videos and other supplemental resources will be posted online during the semester.

III. STUDENT LEARNING OUTCOMES

- Articulate the strategic value and competitive advantage of SHRM in the business environment;
- Develop an understanding and ownership of the impact all managers and leaders effect on the organization in terms of its SHRM activities and leading employees ethically and effectively;
- Learn and apply SHRM theories and practices relevant to all phases of the employee lifecycle;
- Practice creating and/or revising SHRM initiatives in healthcare organization through applied practice

IV. SOULES COLLEGE OF BUSINESS CORE VALUES

Professional Proficiency
Technological Competence
Global Awareness

Social Responsibility
Ethical Courage



V. GRADING POLICY

Grade Distribution	
Experiential Exercises	25%
Case Studies	25%
Lead the Discussion in Class and Discussion Board Post	25%
Improving SHRM Functions	20%
Engaged and insightful class participation	5%

Final Grades		
A	=	90% +
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	<60%

I. ATTENDANCE/WEEKEND MAKE-UP POLICY

The Executive MBA Healthcare Management program is a face-to-face weekend cohort model. It is expected that executive students are present face-to-face in COB 321 on the outlined weekends. In some cases, extenuating circumstances may warrant special accommodations to be made between the student and faculty member. Students are expected to contact and receive prior approval from the faculty member. Please refer to the specific course policy on attendance as outlined below.

With prior approval, accommodations may be arranged for a student to attend class via Zoom in the circumstance that they are not able to attend face-to-face. In this event, the student is expected to be prepared to contribute and engage in the class as usual, and the instructor will not disrupt or detract from the face-to-face dynamic of the classroom to make such an accommodation.

If attending via Zoom is not an acceptable alternative, the student and faculty member may agree upon a substitute assignment to deeply explore the topics covered in the class session.

II. CONTENT

Experiential Exercises: There are three HR-related experiential exercises during the course, each one requiring students to read a prompt and research and select current, real-world resources to answer the related questions. These are individual written assignments and should take 3-5 pages, 12pt Times New Roman, and contain an appendix with supportive tables, graphs, and references (when applicable). Estimated time investment to complete these exercises is 2-4 hours. After submission, there will be a class discussion. The grade will be based on the quality of the submitted work, as well as participation in the class discussion (50/50).

Case Studies: There are three HBR HR-related cases during the course, each one requiring students to read the case and answer the questions following it. Students may work in pairs or groups of three for these assignments. Some additional research may be necessary to support the group's answers and decision. Written assignments should include the names of all contributing authors and take 3-5 pages, 12pt Times New Roman, and contain an appendix with supportive tables, graphs, and references (when applicable). Estimated time investment to complete these cases is 2-5 hours. After submission, there will be a class



discussion. The grade will be based on the quality of the submitted work, as well as participation in the class discussion (50/50).

Improving SHRM Functions: This is an individual project/presentation for which students will need to identify a problematic or less effective HR practice (e.g., recruitment, selection, training, compensation, etc.) and make relevant recommendations based on the knowledge learned in class and additional research. A 10-minute presentation (no written submission) is required in the final class meeting.

Lead the Discussion in Class and Discussion Board Post: Each student will be discussion leader once during the semester and will lead a class discussion on an HR topic. The discussion should draw upon the assigned and additional readings on the topic. Students can be creative in how they lead their discussion (e.g., presentation, interactive session, group work, etc.). Discussion leaders are expected to demonstrate knowledge of the topic, as well as be able to actively engage others in the discussion. Discussion topics will be distributed during the first class session, and students will sign up for their preferred topic at that time.

PRIOR TO THE CLASS session of the assigned discussion, the discussion leader will post a 300-400 word post to the class discussion board that introduces the topic and allows for fellow students to be thinking and prepare to engage in the class discussion. Each post should contain two references: an “internal” reference from the textbook chapter, articles or videos assigned in the course, and an “external” reference from any reputable business newspaper, magazine, or scientific journal. All external references require a full APA citation at the end of the post. Students are expected to use APA style in writing and avoid sloppy writing or grammatical errors.

Engaged and Insightful Class Participation: The majority of the class time will spent on lectures, class discussions, case studies, and simulation/practical application exercises. Active participation is important to ensure that the concepts in the course are properly explored, understood, and integrated. Comments and questions are always welcome during a class meeting, and some portions of class time will be designated during each topic where discussion is the primary means of instruction. Participant can take many forms, including asking questions that clarify the class material, providing insightful comments on the topic based on the textbook and article readings, and sharing from real-world experiences and situations.

III. **CALENDAR**

Week	Content	Readings	Due
1	SHRM and Practices in Healthcare	<p>Ch. 1 – Strategic Human Resource Management</p> <p>Appendix A – Human Resource Metrics</p> <p>Ch. 15 – Human Resources Management</p>	<ul style="list-style-type: none"> Read the syllabus (due by beginning of class on Fri. 5/13) *DBA 1 (due by beginning of class) Experiential Exercise 1 (due by beginning of class) <p>*Due to a late change in the syllabus, DBA 1 will be assigned as originally outlined in the syllabus. Future</p>



		Practices for Quality and Patient Safety	discussion board posts will reflect the updated Lead the Discussion with related post format described in this updated syllabus.
2	Finding and Attracting Talent	Ch. 13 – Workforce Planning in a Rapidly Changing Healthcare System Ch. 7 – Recruitment and Selection	<ul style="list-style-type: none"> • Case 1 (due by beginning of class) • Lead the Discussion 1, 2 & 3 (Fri. 5/20) • Lead the Discussion 4 (Sat. 5/21)
3	The Legal Environment for SHRM Policies and Practices	Ch. 2 – Employment Law, Employee Relations, and Healthcare Ch. 3 – Healthcare Professionals Ch. 12 – Managing with Organized Labor	<ul style="list-style-type: none"> • Experiential Exercise 2 (due by beginning of class) • Lead the Discussion 5, 6 & 7 (Sat. 6/4)
4	Retaining Talent and Enhancing Results	Ch. 8 – Retention Ch. 9 – Performance Management	<ul style="list-style-type: none"> • Case 2 (due by beginning of class) • Lead the Discussion 8, 9 & 10 (Fri. 6/17) • Lead the Discussion 11 (Sat. 6/18)
5	Taking Care of Talent	Ch. 5 – Diversity, Inclusion, and Belonging Ch. 16 – Burnout, Wellbeing, and Workplace Vitality	<ul style="list-style-type: none"> • Experiential Exercise 3 (due by beginning of class) • Lead the Discussion 12, 13 & 14 (Sat. 6/25)
6	Rewarding Talent	Ch. 10 – Compensation Practices, Planning, and Challenges Ch. 11 – Employee Benefits	<ul style="list-style-type: none"> • Case 3 (due by beginning of class) • Lead the Discussion 15, 16 & 17 (Fri. 7/8) • Lead the Discussion 18 (Sat. 7/9)
7	Ever-Evolving SHRM Practices	Supplemental resources in Canvas	<ul style="list-style-type: none"> • Improving SHRM Functions individual presentations



IV. COHORT WEEKENDS SUMMER 2022

ACCT 5320 Accounting for Management Control [**Linda Cooper**]

MANA 5350 Strategic Human Resources Management [**Jessica McCann**]

Week 3, 5, 7		
Friday [ACCT 5320]	Saturday [ACCT 5320]	Saturday [MANA 5350]
5:00pm – 9:00pm	8:00am-10:00am	10:00am-4:00pm
Week 1, 2, 4, 6		
Friday [MANA 5350]	Saturday [MANA 5350]	Saturday [ACCT 5320]
5:00pm – 9:00pm	8:00am-10:00am	10:00am-4:00pm

- May 13-14, 2022
- May 20-21, 2022
- June 3-4, 2022
- June 17-18, 2022
- June 24-25, 2022
- July 8-9, 2022
- July 15-16, 2022

V. UNIVERSITY POLICIES

[HTTPS://WWW.UTTYLER.EDU/ACADEMIC-AFFAIRS/FILES/SYLLABUS_INFORMATION_2021.PDF](https://www.uttyler.edu/academic-affairs/files/syllabus_information_2021.pdf)