

DEREE COLLEGE SYLLABUS FOR: MG 4131 STRATEGIC HUMAN RESOURCE MANAGEMENT							
<div> <div>(Updated Spring 2021)</div> <div> <b>UK LEVEL: 6</b>  <b>UK CREDITS: 15</b>  <b>US CREDITS: 3/0/3</b> </div> </div>							
<b>PREREQUISITES:</b>	MG 2003 Management Principles or MG 2014 Introduction to HRM						
<b>CATALOG DESCRIPTION:</b>	Strategic management of people to enhance the organization's effectiveness. Human resource management theories, capturing strategic, institutional, contextual, critical, and sustainability perspectives. Students deepen their knowledge on HRM strategy and develop a related case study based on primary and secondary research.						
<b>RATIONALE:</b>	This course introduces students to a wide spectrum of classic and contemporary HRM theories that enable students to capture the complexities associated with the management of people. In addition, this course is geared toward reinforcing students' academic qualities and further developing their overall research attitude, through collecting and analyzing primary and secondary data in an organisation of their choice, so as to develop a case study; exemplary case studies will be published in a 'HRM case study collection'.						
<b>LEARNING OUTCOMES:</b>	<p>As a result of taking this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the strategic role of human resource management in a competitive environment and evaluate the relationship between human resource management and organizational performance.</li> <li>2. Explain and critically evaluate theoretical paradigms in human resource management.</li> <li>3. Synthesize and apply knowledge in human resource management to contemporary organizations, integrating primary/secondary data to depict and assess HRM strategy</li> </ol>						
<b>METHOD OF TEACHING AND LEARNING:</b>	<p>In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>➤ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.</li> <li>➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.</li> <li>➤ Use of Blackboard, where instructors post lecture notes, online quizzes assignment instructions, required readings, timely announcements, as well as additional resources</li> </ul>						
<b>ASSESSMENT:</b>	<p><b>Summative:</b></p> <table border="1"> <tr> <td><b>First assessment</b> Mid-term exam (individual)</td><td><b>50%</b></td></tr> <tr> <td><b>Second assessment</b> Case study presentation (in pairs)</td><td><b>10%</b></td></tr> <tr> <td><b>Final assessment</b></td><td><b>40%</b></td></tr> </table>	<b>First assessment</b> Mid-term exam (individual)	<b>50%</b>	<b>Second assessment</b> Case study presentation (in pairs)	<b>10%</b>	<b>Final assessment</b>	<b>40%</b>
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	<table border="1" data-bbox="480 53 1278 136"> <tr> <td>Case study development (in pairs); 1,200-1,800 words</td><td></td></tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="480 203 1278 275"> <tr> <td>Case studies, HR simulation games, and experiential exercises</td><td><b>0%</b></td></tr> </table> <p>The formative assessments aim to prepare students for the mid-term exam and the case study development. The mid-term exam tests Learning Outcomes 1 and 2. The case study tests Learning Outcome 3.</p> <p>Students are required to resit failed assessments in this module.</p>	Case study development (in pairs); 1,200-1,800 words		Case studies, HR simulation games, and experiential exercises	<b>0%</b>
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Case studies, HR simulation games, and experiential exercises	<b>0%</b>				
<b>INDICATIVE READING:</b>	<p><b>REQUIRED READING:</b> Paauwe, J. &amp; Farndale, E. Strategy, HRM and Performance. 2nd ed. Oxford University Press. (latest edition).</p>				
	<p><b>RECOMMENDED READING:</b></p> <p><b>BOOKS:</b> Boxall P. and J Purcell. Strategy and Human Resource Management, Palgrave, (latest edition).</p> <p>Yin, R. Case study Research Design. California, Sage Publications. (latest edition)</p> <p><b>ARTICLES:</b></p> <p>Alfes, K., Shantz, A., &amp; Truss, C. (2012). The Link between Perceived HRM Practices, Performance and Well-being: The Moderating Effect of Trust in the Employer. Human Resource Management Journal, 22(4), 409-427.</p> <p>Beer, M. Boselie, P and Brewster, C. (2015). Back to the future: Implications for the field of HRM of the Multistakeholder perspective proposed 30 years ago. Human Resource Management, 54(3), p 427-438.</p> <p>Boxall, P. (2012). High-performance work systems: what, why, how and for whom? Asia Pacific Journal of Human Resources, 50, 169–186.</p> <p>Cunningham, I., Lindsay, C., &amp; Roy, C. (2021). Diaries from the front line—Formal supervision and job quality among social care workers during austerity. Human Resource Management Journal, 31(1), 187–201. <a href="https://doi-org.acg.idm.oclc.org/10.1111/1748-8583.12289">https://doi-org.acg.idm.oclc.org/10.1111/1748-8583.12289</a></p> <p>Diaz, C. R., López, F. M., &amp; Romero, F. P. M. (2021). Constructing an index for comparing human resources management sustainability in Europe. Human Resource Management Journal, 31(1), 120–142. <a href="https://doi-org.acg.idm.oclc.org/10.1111/1748-8583.12286">https://doi-org.acg.idm.oclc.org/10.1111/1748-8583.12286</a></p> <p>Garmendia, A., Elorza, U., Aritzeta, A., &amp; Madinabeitia, O. D. (2021). High-involvement HRM, job satisfaction and productivity: A two wave longitudinal study of a Spanish retail company. Human Resource Management Journal, 31(1), 341–357. <a href="https://doi-org.acg.idm.oclc.org/10.1111/1748-8583.12307">https://doi-org.acg.idm.oclc.org/10.1111/1748-8583.12307</a></p> <p>Kaufman, B. (2015). Evolution of Strategic HRM as Seen Through Two Founding Books: A 30<sup>th</sup> Anniversary Perspective on Development of the</p>				

	<p>field. Human Resource Management. 54(3), pp. 389-407.</p> <p>Kramar, R. (2014) Beyond Strategic HRM: Is sustainable HRM the next approach? The International Journal of HRM, 25, 8, 1068-1089.</p> <p>Paauwe, J, Boselie, P., Den Hartog, D. (2009) "Institutional pressures and HRM: developing institutional fit", Personnel Review, Vol. 38 Iss: 5, pp.492 – 508</p> <p>Tasoulis, K., Krepapa, A., &amp; Stewart, M. (2019). Leadership integrity and the role of HRM in Greece: Gatekeeper or Bystander? Thunderbird International Business Review, 61(3), 491-503.</p> <p>Wright, P. Guest, D. and Paauwe, J. (2015). Off the Mark – Response to Kaufman’s Evolution of Strategic HRM. Human Resource Management. 54(3), pp. 409-415.</p>
<b>COMMUNICATION REQUIREMENTS:</b>	Use of appropriate academic conventions as applicable in oral and written communications.
<b>SOFTWARE REQUIREMENTS:</b>	MS Office
<b>WWW RESOURCES:</b>	<a href="http://www.shrm.org/">www.shrm.org/</a> <a href="http://www.osha.gov">www.osha.gov</a> <a href="http://www.eeoc.gov">www.eeoc.gov</a> <a href="http://www.cipd.co.uk/">www.cipd.co.uk/</a> <a href="http://www.eurofound.europa.eu/observatories/eurwork">www.eurofound.europa.eu/observatories/eurwork</a>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. Best Practice HRM</li> <li>2. High performance work systems</li> <li>3. Best Fit and the contingency perspective</li> <li>4. HRM and the link with performance</li> <li>5. HRM as a source of competitive advantage</li> <li>6. Contextually based HR theory</li> <li>7. HRM and Institutional theory</li> <li>8. HRM and critical perspectives</li> <li>9. Sustainable HRM</li> </ol>