HROB154: Strategic Human Resource Management
College of Business Administration

Professor: Dr. Sharyn D. Gardner Office: Tahoe 2054
Email address: gardner@csus.edu Office Phone #: 916-278-6948
Office Hours: Tuesday & Thursday 12:00 – 1:15 p.m.; also by appointment
Please note: I check email most days (except some weekends) and will get back to you as soon as I can. Please don’t expect an answer immediately and plan accordingly.

Catalog Description: The objective of this capstone course is to identify contemporary strategies to improve individual and organizational performance. Utilizes a strategic human resource management perspective and incorporates Human Resource Management and Organizational Behavior theories for practical implementation in organizations. Links such concepts as compensation, performance management, law, conflict management, communication, diversity, ethics, and managerial skill building towards preparing for the future of managing individuals in organizations. Prerequisites: Completion of HROB 151, 152, and 153.

What This Course Will Do For You
This course is intended to expose students to the “big picture” at the intersection of human resource (HR) management, organizational behavior, business policy, and competitive strategy. Our goal is to introduce students to the key “core competency” areas necessary to become successful managers of human capital. In essence, our objective is to have students develop a broader perspective of business through the development of a strategic HR viewpoint. This viewpoint requires that students have learned the functional tools (HROB 151, 152, and 153) of HR management, so they can learn the broader business issues of HR strategy and competitive analysis. Students will be asked to look at the HR implications of corporate-level and business-unit-level strategy formulation and implementation. We will also introduce the student to the critical business skills of planning and managing strategic activities, through a general management perspective of HRM.

On an intellectual level, the course is designed to develop qualities of mind and judgment that are rare and difficult to acquire. The qualities of the mind stretch across strategic HR thinking (devising a people direction), strategic HR planning (marshalling HR resources, and sequencing of actions and counter actions), and strategic HR management (overcoming obstacles, resolving conflicts, implementing specific steps).

Our major learning objectives include (not in any particular order):
1. Prepare you for employment in the dynamic field of human resource management or any job that requires you to think about the human aspects of a public or private organization.
2. Understand the theory and practice of strategic human resource management, furthering your understanding of the purpose and operation of key human resource practices in today’s organizations.
3. Use multiple skills to analyze and solve human resource problems that often are ambiguous, interactive, and ever changing; this process will enhance your critical thinking skills. In particular, you will be able to analyze how human resource practices can support a firm’s strategic objectives and enhance long-term firm performance.
4. Understand the ethical implications of individual and organizational behavior.
5. Continue to develop and improve your skills in the following areas: effective and efficient communication in both written and spoken English, problem solving and analysis, and teamwork.
6. Have fun pursuing all of the learning objectives! People learn much more effectively when they approach learning as “serious play.”
Individual Consultation
I encourage you to meet with me at any point during the course to discuss your progress or problems with the material or assignments, or about how you are doing. If you are not able to make office hours, please email me to set up an appointment. I will be glad to answer brief / quick questions by email or phone, or before or after class. Please talk with me if you have questions or problems. I am here to help! I also am available after the course ends for questions / discussions!

In addition, for free one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. The Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Reading and Writing Center in CLV 128 or call 278-6356. They also offer tutoring for one unit of academic credit through ENGL121. For current Writing Center hours and more information, visit the website at www.csus.edu/writingcenter.

Required Course Materials
• Course supplemental info: cases / exercises purchased online; available on SacCT 9.1, library reserve, and / or handed out in class

Expectations
This class will require you to apply your communication, teamwork, critical thinking, and information synthesis skills in many different ways as we take an active learning approach in class. Active learning is more effective (and generally more interesting) than the lecture and regurgitation method. Successful active learning does require you to prepare for class every time. This means that you should do the readings, think about the issues, and be prepared to contribute to class discussions. As the instructor of this course, my primary role is to facilitate the learning and thinking process. There may be some lecture nearly every class period, but we will also spend a great deal of time in class discussing ideas, participating in exercises, and practicing the skills necessary to perform well in this class and beyond.

I also expect that you possess upper division collegiate analytic, reading, and writing skills, and are motivated to develop your strategic HR management knowledge and skills. Only by being prepared and participating can you fully experience the learning opportunities you will be offered. Minimum expectations for your active involvement in your own and our collective learning include:
• Reading and thinking about assigned reading material prior to each class session; and
• Regularly attending class and actively participating in class discussions / activities / exercises with understanding, reflections on your learning from the reading, and application of the concepts to your personal and professional lives.

Course Structure: Overview and Plan
In order to achieve the objectives of the course, we will devote some of our class time to various activities. We will use a combination of methods such as lectures, presentations, cases, videos, class discussions, and small group work. The use of this mixed methodology rests on the premise that learning comes not only from reading and writing, but also from interaction with others both inside and outside the class and systematic reflecting. How successful you are in this course depends on what you bring to class. Here is what you need to do to learn the most from this course:

Lecture: During some class periods, there will be a brief lecture that provides you with key concepts and
frameworks associated with topics we are covering that day. Although lectures may reinforce some of the concepts from the assigned readings, they might also include insights and ideas that complement the readings. Therefore, these lectures should not be viewed as a substitute for your own reading of the assigned materials. You are responsible for knowing ideas presented in the readings and in class.

**Class Discussions:** The time we spend together in the classroom is designed to reinforce the material to enhance your learning. As such, I will maintain a high involvement philosophy in the classroom. Much greater learning takes place if students get involved in the discussions (give examples, reflect on issues, ask questions, etc.) rather than simply memorizing what is in the text. As this course is structured with an emphasis on active learning, you are expected to take an active role in the learning process by participating in all our discussions (e.g., case discussions, in-class activities, exercises, etc.). Our cases will provide a natural "test-bed" for theory and provide vivid examples that help us remember concepts. While nothing can surpass first-hand personal industry and managerial experience as a basis for analysis and decision-making, case analysis is an indispensable proxy for knowledge that can only be gained through years of experience and research.

Thus, the cases are designed to simulate many of the characteristics of decision making in the real world: there is too much information about certain areas, not enough about others, and there is little guidance as to what is important / unimportant. Because some important factors will only become obvious when we discuss the case together, you will need to strike a balance between focusing on what you consider to be the crucial points/facts in the case and making sure that you know enough about the other elements of the case to be able to follow the class discussion if it begins to veer into an area different from the one you anticipated.

**Assessments and Exercises:** During some class periods – as time permits – we will use exercises to demonstrate concepts or frameworks. You are expected to take part in these exercises, whether they are individual or team exercises. In some instances, we will do the exercises in class, in other instances you will be asked to complete the exercise outside of class.

**Technology Requirement**

All technological requirements for the successful completion of this course are the responsibility of the student, including access to a working computer with internet connection. The student is responsible for all technological problems not related to Sac State, including but not limited to equipment failures, power outages, and internet breakdowns. Students are also responsible for all necessary technical and operational skills for completing this course, and for being familiar with SacCT 9.1 both in a general sense and in a specific sense as pertaining to this course and any materials stored within. The professor is not responsible for any technical matters related to SacCT 9.1 – students must contact the Helpdesk if they have problems accessing and/or using SacCT 9.1 (ARC 2005; (916) 278-7337; helpdesk@csus.edu).

**Learning Activities Assessment**

The course emphasizes active learning, where students are expected to take a key role in the learning process. I assess your performance through the following performance indicators listed below. Each of these components is linked to the learning objectives listed above and they all are described below.

Grades are based on the following performance scale (Note: I carry out to the 10th decimal point):

- A  92-100%
- B+  88-89.9%
- C+  78-79.9%
- D  60-69.9%
- A-  90-91.9%
- B  82-87.9%
- C  72-77.9%
- F  < 60%
- B-  80-81.9%
- C-  70-71.9%

HROB154, Page 3
1) Individual Assignments 66% 660 pts
   a) In-class Course Contribution 20% 200 pts
   b) Exams (two at 20% each) 40% 400 pts
   c) Peer review in class 4% 40 pts
   d) Client commitment assignment 2% 20 pts

2) Team Strategic HRM Consulting Project 34% 340 pts
   b) Meeting w/ instructor 3% 30 pts
   c) Version 1 and in-class peer review 4% 40 pts
   d) Version 2 Complete Report 9% 90 pts
   e) Final Report 18% 180 pts
Total 100% 1000 pts

There will be NO LATE WORK ACCEPTED. Please use your time accordingly. Assignments, etc. are due at the beginning of class on the assigned day unless otherwise noted. There will be NO CURVE in determining grades. Final grades are based on percentages above. The cutoffs are firm and I do no rounding of the grades. No extra credit, apart from what might be offered in class to all students, will be granted. Please don’t ask.

Criteria for Overall Grades (based on CSUS catalog)
A = Exemplary or Outstanding work. The “A” student has demonstrated superior mastery in all important aspects of course—knowledge of concepts and application to business problems. The student participates actively in the course, is always prepared, and attends almost every session. The “A” student writes and speaks clearly, insightfully, and creatively. An “A” means you have the ability to integrate and apply course material, see connections, comparisons, and underlying assumptions.

B = Superior or Above average work. The “B” student has mastered most fundamental course concepts, and is able to apply the most important concepts to business problems. The student generally writes well, although there is room for improvement, and communicates clearly. The “B” student is often engaged in class discussion, attends regularly, and is generally prepared. A “B” means that you can make applications of course material and you can use course material directly as a means to solve problems and explain organizational issues.

C = Satisfactory or Average work. The "C" student understands the most important concepts, and is able to apply some concepts to business problems. The student is engaged in class discussion sometimes. Written communication is adequate, but could use improvement. The “C” student attends most class sessions and submits most work. A “C” means that you have memorized a sufficient quantity of course material to be judged adequately knowledgeable.

D = Unsatisfactory or Below average work. The "D" student has significant gaps in their knowledge of the fundamental course concepts, and has some difficulty applying this information to business problems. Both written and oral communication needs improvement. Attendance, participation, or timeliness of work may be problems.

F= Failing performance

1) Individual Assignments (64% of total grade)

a) In-Class Course Contribution—Exercises, Cases, & Discussion (20%):
Your participation—within the classroom as well as outside the classroom—is a key element in the design of this course. I expect you to come to class having read and prepared all pre-class assignments.
Much of the learning will occur through discussion and activities; as such, I expect you to be an active participant in this learning environment. Activities may include case study analysis, role-playing exercises, teamwork analysis, brainstorming sessions, individual presentations, group presentations, and interactions with each other / guest speakers. I may also incorporate a variety of in-class exercises / mini-cases designed to illuminate certain points. You will also evaluate your team members at the end of the course.

Discussions in class will help you develop critical thinking and decision-making skills you will need as you grow in your business career. Our in-class experience will help you integrate our learnings into general practice and develop methods for dealing with strategy issues through analysis and discussion. A classroom is a cost-free environment for experimenting and learning to "play the game." Make use of it. Shyness is no excuse.

I want to reward you for your positive contributions! I expect psychological engagement with the material exhibited by engaging in discussions with your classmates, our guests, and me. Consistent insightful, logical, and ‘on topic’ prepared participation (i.e. based on our readings, cases, etc.) and thoughtful, integrative discussion comments which provide a positive contribution to our learning will earn you higher points than will trying to dominate class discussions or offering up random, inconsistent, “off topic”, ill-timed, unprepared, and superficial participation, which simply cannot be rewarded with very many points. To contribute high quality comments, you must also listen carefully to the comments of your classmates. You should try to extend or qualify their comments while avoiding repeating them. Some examples of useful comments are ones that:

- Effectively apply class concepts to examples from a case;
- Identify the critical factors that underlie a managerial issue or dilemma;
- Offer important additional issues or conditions that qualify an analysis; and / or
- Present insightful examples from outside of class.

We will all have plenty of time to participate during our time together—please extend the courtesy of giving others a chance to voice their thoughts. My personal style is that of a classroom where collaboration is valued over competition and where mutual respect and professional courtesy is exhibited at all times. I hope you agree that this approach makes for a relaxed environment where we can enhance our understanding of management (and have some fun!).

To keep class conversations interesting and widely distributed across members, I will give priority to people who have spoken less. I will also “cold call” a few people during each class. Some people are reluctant to talk. This procedure will encourage everyone to share his or her knowledge and insights. Please know that you are more than welcome to discuss with me if you have concerns regarding your in-class contribution grade or you would like me to suggest ways to improve your performance. You will not, however, be able to substitute other tasks / assignments / extra credit for lack of participation – so please don’t ask! Remember, attendance ≠ participation.

Related issues – absences and tardiness: Class attendance is very important. You should be here for every class. Much of the class material is conveyed in class lectures or case discussions, which is difficult / impossible to recreate if you are absent. However, absences are sometimes unavoidable, and you do not need to clear it with me or notify me ahead of time. Conversely, you are responsible for your decision to miss class. By missing class, you miss the opportunity to contribute points to and improve your participation grade. If you infrequently attend class (i.e. miss four or more classes), it is impossible to earn higher than a B course contribution grade. In addition, you should make sure that one of your classmates takes notes and picks up handouts for you during class.
Additionally, I am quite firm about being late to class. If you decide to miss a class, you only affect yourself. On the other hand, when you decide to come to class late, you are making a decision that can adversely affect others as well. When you come in late and look for an open seat, you distract other people (including the instructor) from concentrating on the material. If you arrive late, please enter the class quietly and take the first open seat. I reserve the right to cold call people who are late, so consider yourself warned!

**In sum:** Class participation helps you to master the course material and demonstrate your learning. It also provides an opportunity for you to hone your skills in verbally presenting ideas, persuading colleagues, debating, listening, reflecting, and constructing logical arguments. These are among the most valuable skills you can develop in business school. As in any other organization to which you now belong or will in the future, you are expected to make a contribution through creative thinking, proactive behavior, and sharing observations and insights. To do this, you must be prepared for class and you must participate in class. Therefore, you should come to class having read, reflected on, and formulated questions or comments on the assigned readings for the day. To what extent you have done so is evident in your participation.

**Grading Criteria for in-class contribution:**

**A student with an “A” level of participation:**
- Does not miss class except for uncontrollable emergencies.
- Offers high-quality input often, but does not dominate class discussions. Comments are clear and succinct. Follows class discussion to make relevant comments.
- Takes risks in answering difficult or unpopular questions.
- Always appears prepared for class. This is demonstrated by a) applying ideas from the readings to issues in the discussion, b) challenging or extending ideas in the readings, c) integrating or contrasting ideas from previous reading assignments.
- Shows consideration for others: does not interrupt others, talk during their input, allow cell phone to ring, multitask (e.g. manages emails, surfs the web or IM during discussion) or behave in a disruptive way.

**A student with a “B” level of participation shows most of the following characteristics:**
- Misses one or two classes that may or may not be emergencies; rarely arrives late/leaves early.
- Offers input often, but at times may dominate class discussions.
- Answers questions but does not often take risks in answering difficult or unpopular questions.
- Appears prepared for class most of the time. This is demonstrated by a) applying ideas from the readings to issues in the discussion, b) challenging or extending ideas in the readings, c) integrating or contrasting ideas from previous reading assignments.
- Shows consideration for others: does not interrupt others, talk during their input, allow cell phone to ring, multitask (manages emails, surfs the web or IM during discussion) or behave in a disruptive way.

**A student with a “C” level of participation or below shows most of the following characteristics:**
- Misses classes fairly often (more than three times); arrives late/leaves early at times.
- Only offers input when asked or rarely during the semester. Comments may be long-winded and may not always be clear, or does not consistently offer input in discussions.
- Appears unprepared for class at times. Has not done readings at times. Cannot or will not answer questions.
• Is inconsiderate of others (e.g., interrupts others, talks loudly during their input, lets cell phone ring in class, multtasks/ manages emails, surfs the web while others are presenting or speaking).

b) Exams (two at 20% each = 40% total):
The format of all exams will mostly be short essay, and may also include a possible combination of true / false, matching, and multiple choice questions. You must bring a small blue or green book to each exam. These questions will test your mastery of and ability to apply, analyze, synthesize, and evaluate course concepts. The questions will NOT be a regurgitation of the information. The exams may also cover material and exercises covered in class and out of class. If you miss a class session, be sure to obtain the notes and any materials that were distributed. Except in extremely rare cases, all students must take the tests at the scheduled times. If illness or other University-sanctioned emergency makes this impossible, I must be notified ahead of time. Please note that if you arrive late to an exam, I will not be able to let you take the exam if any student has already left the classroom. Thus, it is in your best interest to make sure you are on time for our scheduled exams. Also, no hats, iPods, ear phones, etc. are to be worn during exams. No other materials than the exam and exam booklet on the desk. No leaving the classroom once the exam has started (e.g. make sure you have Kleenex handy and have taken care of everything else before sitting down for the exam).

If you have questions on your completed exam, you can review your exam with me during office hours (or set up a meeting with me to review the exam). No one is allowed to keep their exam; if you do, you will receive a zero on that exam.

c) Peer Review (4% of total grade):
We will do our first peer review of the team project in class with version 1 of the team project (explained in the team project file) as a team with an informational session. The additional peer review of version 2 of the team project will be done in class together as a team and scored individually. See schedule for due dates; details will be provided in class and on SacCT 9.1.

2) Team Assignment: Strategic HRM Consulting Project (36% of total grade)
In general, this project is a team-based strategic HRM consulting project. Your team’s final submission will be a professionally written report (13 – 18 single-spaced pages) with analysis, exhibits, and sources supporting your arguments. This team project is worth a total of 360 points. A full description of the project is in the team project file.

You should be aware that your fellow team members may refuse to work with you at the midterm team member evaluation scheduled on March 21st and can fire you. If this is the case, an independent project will be assigned to you to fulfill the team project. If I have to take extra time to come up with a separate project for one person that does not feel they need to contribute and work with their team members, I will not be forgiving and it will be reflected in the project assignment. In addition, I will be your partner for this project and I am a social loafer and do none of the work. You will have to do it all. I strongly suggest that you work hard so your teammates don’t fire you.

Note: For each component of this project, the team receives one group grade weighted by an average of the team evaluation (see team project file for evaluation form). The evaluation sheets are confidential so that only you and I see the results; you are not expected to show them to your team members.

General Course Rules, Behavior, Policies, and Procedures
This is a business course and I expect you to behave in a professional manner, respecting the professionals around you (students and instructor!). Effective management also includes providing procedures and guidelines through which people can manage their behavior. Accordingly, in my course
the following rules and guidelines should help you manage your behavior to become an exceptional student / employee / manager:

1. **Punctuality:** There is a saying in business...”If you’re early, you’re on time. If you’re on time, you’re late. And, if you’re late, you’re screwing up!” Please follow this saying and arrive in plenty of time for class. Tardiness and absenteeism will reflect on your in-class contribution grade.

2. **Food and drink:** Just like at meetings at work and meals at home, keep the crunching to a minimum, don’t spill, clean up after yourself, and share if possible!

3. **Laptops and cell phones:** Cell phones are not acceptable in my course. Make sure you turn your phone off or put your phone on silent (not on vibrate) or I will confiscate it. No photographing, recording, or text messaging is allowed without permission of the instructor. Laptops for course work and / or note taking are fine (not games / email, etc.).

4. **Correspondence:** I expect you to be professional not only in your correspondence in your place of employment, but also in your correspondence with me (as well as your peers or any professional acquaintance). Thus, I expect all correspondence to be professionally written with correct punctuation, capitalization, and complete sentences (that includes emails). Pretend that I am your potential employer and make sure to proofread everything! I will ask you to resend your email if it is not professional.
   a. All assignments should be typed, one inch margins all around, and 12 point Times New Roman font for credit (unless otherwise noted). Please be aware that the new version of word defaults to Calibri 11 point font with 1.25 inch margins and 1.15 line-spacing—you must change it for our assignments.
   b. All team assignments should include a title page with your team number, all team members’ first and last names, assignment title / name, date, and course and section number or you will receive a zero for the assignment.
   c. All uploaded files should be doc or docx files. I will not open any other file type and you will receive a zero for the assignment. Files for individual assignments should be named with your last name and assignment name (e.g. gardner_disney_case.docx) and team assignments should have team number and assignment name (e.g. team_2_report_part_1.doc) or you will receive a zero for the assignment.

5. **PLEASE KEEP A COPY OF ALL ASSIGNMENTS YOU SUBMIT.** Since human error (student, instructor, or other) is sometimes possible, this evidence may prove useful. (When emailing, make sure your email program saves a copy of your original message in a sent mail folder.). I cannot be responsible for technical problems.

6. **Grades:** I will not discuss grades during the class period, or before/after class, but I am more than happy to discuss your grade(s) during office hours or at an appointment.

7. **Three touch rule:** Make sure to search three other places for the answer to your question before contacting me.
   - Check the syllabus and / or handouts
   - Check with a classmate / teammate
   - Check SacCT

**Grade Grievance Procedure**
Effective management includes providing a procedure through which employees can complain when they feel they have been treated unfairly. Accordingly, there is a procedure where students can also submit a grievance if they feel they have been treated unfairly. If you feel you have been treated unfairly on an assignment or in the course or feel that my evaluation of your performance was inaccurate or otherwise unjustified, you may use the following procedure to voice your complaint:
1. **Within seven days of receiving the grade**, give me a well-written appeal (can be emailed). After seven days I assume that you agree with my assessment and I consider the grade to be final.

2. The written appeal should be carefully reasoned, detailing why you think that the grade is unfair or unjustified. Arguing that you want an ‘A’ is not a well-reasoned argument. There should be specific points that you address with support, such as references to the text, discussion in class, slides, etc.

3. I will consider your appeal, make a decision, and notify you in writing of my decision. **Please note:** considering your appeal means I will reexamine the entire assignment. Your score may increase or it may decrease.

4. If you are still not satisfied with my decision, you may use the College of Business Administration and the University grievance procedures as your “appeal.”

5. **This appeal process is not available for final projects and exams at the end of the semester** (although you may still use the CBA and / or the University appeals process).

### Academic Integrity

All students at California State University Sacramento are bound by the conditions and statements of academic integrity found in the CSUS Catalog and in the [Policies and Procedures Regarding Academic Honesty](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm) on the University’s website. I am also bound to report any unethical behavior or evidence of dishonesty in this course. This course offers many opportunities to excel, so I will not be understanding in matters of academic dishonesty; I follow a zero-tolerance approach and you will receive an F for the course if there are any violations. If there is any confusion at any time, please ask me.

Please refer to the following for specifics on proper conduct:

- Academic Honesty Procedures: [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353)
- Division of Student Affairs Student Conduct: [http://www.csus.edu/student/conduct/](http://www.csus.edu/student/conduct/)
- Student Tutorial on how not to plagiarize: [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353)

### Students with Disabilities

California State University Sacramento is committed to a policy of reasonable accommodation and services to persons with disabilities. If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 916-278-6955. Please discuss your accommodation needs with me before or after class, during my office hours, or by appointment. Any student with special needs must bring this to my attention as soon as possible with written documentation, but **not later** than the second week of class.
### Schedule of Learning Activities (subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Topics</th>
<th>Readings, Activities, &amp; Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/29</td>
<td>Syllabus</td>
<td>Intro to course and Syllabus</td>
</tr>
<tr>
<td>2 1/31</td>
<td>Team project discussion</td>
<td>Readings: Managing HR Ch.1 (on SacCT 9.1); Team project handout&lt;br&gt;Give team pitch&lt;br&gt;&lt;br&gt;&lt;i&gt;Professional resume (1 page limit) and info card due in class&lt;/i&gt;</td>
</tr>
<tr>
<td>3 2/5</td>
<td>Practice and Theory of Strategic HRM</td>
<td>Readings: Managing HR Ch. 2 (on SacCT 9.1); S&amp;J Part 1 Overview, Ch. 1 &amp; 10 (p.214-229)</td>
</tr>
<tr>
<td>4 2/7</td>
<td>Strategic HRM and Becoming a Strategic Partner</td>
<td>Readings: Robinson and Robinson (on SacCT 9.1)</td>
</tr>
<tr>
<td>5 2/12</td>
<td>Strategic Engagement</td>
<td>Readings: Hammond case method article (HBS website)</td>
</tr>
<tr>
<td>6 2/14</td>
<td>HR Metrics</td>
<td>Readings: S&amp;J Ch 16; Noe et al. Ch 16 pp. 725-730 (on SacCT 9.1)</td>
</tr>
<tr>
<td>7 2/19</td>
<td>Case</td>
<td>Readings: High Growth Case (on SacCT 9.1)&lt;br&gt;&lt;br&gt;&lt;i&gt;Commitment / contact info w/ VP of HR due in class (2 copies)&lt;/i&gt;</td>
</tr>
<tr>
<td>8 2/21</td>
<td>Three-dimensional people strategy</td>
<td>Readings: S&amp;J Ch 18</td>
</tr>
<tr>
<td>9 2/26</td>
<td>Team meeting w/instructor</td>
<td>&lt;i&gt;Team meeting write up due in class&lt;/i&gt;</td>
</tr>
<tr>
<td>10 2/28</td>
<td>Team work day</td>
<td>Team work day</td>
</tr>
<tr>
<td>11 3/5</td>
<td>Peer review</td>
<td>&lt;i&gt;Team Report—Version 1 due in class (bring 5 copies)&lt;br&gt;Version 1 intrateam evaluation form due in class&lt;/i&gt;</td>
</tr>
<tr>
<td>12 3/7</td>
<td>Case</td>
<td>Readings: Reyes Fitness Case (on SacCT 9.1)</td>
</tr>
<tr>
<td>13 3/12</td>
<td>The Future Strategic Partner</td>
<td>Readings: none</td>
</tr>
<tr>
<td>14 3/14</td>
<td>Improving HR effectiveness and HR software</td>
<td>Readings: Noe et al. Ch 16 pp. 730-745 (on SacCT 9.1)</td>
</tr>
<tr>
<td>15 3/19</td>
<td>Exam 1: lecture notes, reading, class discussion</td>
<td>Mid-term intrateam evaluation due in class (form provided in class)</td>
</tr>
<tr>
<td>16 3/21</td>
<td>HR Capabilities</td>
<td>Readings: S&amp;J Ch 6</td>
</tr>
<tr>
<td>17 3/25-3/29</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>18 4/2</td>
<td>Case</td>
<td>Readings: JetBlue case (HBS website)</td>
</tr>
<tr>
<td>19 4/4</td>
<td>Team work day</td>
<td>Team work day</td>
</tr>
<tr>
<td>20 4/11</td>
<td>Managing knowledge workers</td>
<td>Readings: S&amp;J Ch 15</td>
</tr>
<tr>
<td>21 4/16</td>
<td>Case</td>
<td>Readings: Infosys Case (HBS website)</td>
</tr>
<tr>
<td>22 4/18</td>
<td>Global SHRM</td>
<td>Readings: S&amp;J 9, 19, and 10 (p.229-233)&lt;br&gt;&lt;br&gt;&lt;i&gt;Version 2 intrateam evaluation form due in class&lt;/i&gt;</td>
</tr>
<tr>
<td>23 4/23</td>
<td>Case</td>
<td>Readings: Nokia Case (on SacCT 9.1)</td>
</tr>
<tr>
<td>24 4/25</td>
<td>Teamwork day</td>
<td>Team work day</td>
</tr>
<tr>
<td>25 4/30</td>
<td>A Look to the Future</td>
<td>Readings: S&amp;J Ch 22; Hammond article (on SacCT 9.1)</td>
</tr>
<tr>
<td>26 5/2</td>
<td>Case</td>
<td>Readings: PAC Resources (on SacCT 9.1)</td>
</tr>
<tr>
<td>27 5/7</td>
<td>Case</td>
<td>Readings: Sonoco Case (HBS website)</td>
</tr>
<tr>
<td>28 5/9</td>
<td>Integration, wrap-up, and evaluations</td>
<td>Nothing to prepare! 😊</td>
</tr>
<tr>
<td>29 5/14</td>
<td>Exam 2: lecture notes, reading, class discussion</td>
<td>Final report intrateam evaluation form due in my office</td>
</tr>
<tr>
<td>30 5/16</td>
<td>Team work day</td>
<td>Team work day</td>
</tr>
<tr>
<td>5/21 Tues.</td>
<td>Team Final Report due in my office and SacCT 9.1</td>
<td>&lt;i&gt;Team Final Report due in my office and SacCT 9.1 dropbox (hard copy must have team member signatures on letter)&lt;/i&gt;&lt;br&gt;&lt;br&gt;&lt;i&gt;Final report intrateam evaluation form due in my office&lt;/i&gt;</td>
</tr>
</tbody>
</table>

**Please note:** Although this syllabus has been carefully prepared, the information is subject to change.