

**Aligning HR and Business Strategies**

**Fall 2021**

**Tuesdays, 4:30 – 7:10, Room 102**

**38:533:690:01**

**Index: 07251**



**RUTGERS**

School of Management  
and Labor Relations

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**syllabus**

## **Master's in Human Resources Management Learning Objectives**

### **Cognitive Skills and Process**

The cognitive skills and process area reflects the goal for School of Management and Labor Relations (SMLR) programs to help students develop skills central to lifelong learning and participation in society and the workplace.

#### *Learning Categories:*

- Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional
- Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues
- Research Skills – Demonstrate an ability to collect, analyze, and synthesize information to make logical and informed decisions impacting the workplace

### **Knowledge of Theory, Practice and Application**

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations

#### *Learning Categories:*

- Theoretical Perspective – Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. Understanding Context – Evaluate the context of workplace issues, public policies, and management decisions.
- Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

### **Professional Development**

#### *Learning Categories:*

- Professional Development – Demonstrate an ability to interact with and influence others in a professional manner

## **Aligning HR and Business Strategies Course Description**

In HRS IV, students will apply what they have learned throughout the program in a global context, using a systematic and comprehensive approach to HR strategy formulation and execution. As a capstone course, assignments will emphasize student involvement and problem solving.

### **Academic Honesty**

#### **University Academic Integrity Policy:**

[http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

The rights of students will be protected to ensure that test scores are related to competence in the subject matter. Therefore, all examinations will be carefully proctored. If cheating is detected, it will be prosecuted to the limit allowed by University policies.

## Required Text

Dessler, G. (2011). **Human resource management**. Chicago (Author-Date, 15<sup>th</sup> ed.) Dessler, Gary. 2011. Human resource management. Harvard ...

Patrick M. Wright (Editor), John W. Boudreau (Editor), David Pace (Editor), Elizabeth Sartain (Editor), Paul McKinnon (Editor), Richard L. Antoine (Editor) (2011). **The Chief HR Officer**. Jossey-Bass

## Required Readings

Required readings will be posted to Canvas. However, a number of readings must be purchased at Harvard Business Publishing (note you first need to create an account) at the link below:

<https://hbsp.harvard.edu/import/781119>

## Related Articles

Caligiuri, P., and I. Tarique. (2012). Dynamic Cross-cultural Competencies and Global Leadership Effectiveness. *Journal of World Business*, ISSN 1090-9516, 10.1016/j.jwb.2012.01.014.  
<http://www.sciencedirect.com/science/article/pii/S1090951612000156>

## Additional Recommended Readings

### **Connected by Design: Seven Principles for Business Transformation Through Functional Integration**

Barry Wacksman, Chris Stutzman ISBN: 978-1-118-85820-2 May 2014 Jossey-Bass

The **Heart of Business: Leadership Principles for the Next Era of Capitalism** (9781647820381): Joly, Hubert, Lambert, Caroline: Books.

**No Rules Rules: Netflix and the Culture of Reinvention** (Random House Large Print) (9780593152386): Hastings, Reed, Meyer, Erin: Books.

**Data-Driven HR: How to Use Analytics and Metrics to Drive Performance** (9780749482466): Marr, Bernard: Books.

The **Employee Experience: How to Attract Talent, Retain Top Performers, and Drive Results** (9781119294184): Maylett, Tracy, Wride, Matthew, ...

**One Page Talent Management, with a New Introduction: Eliminating Complexity, Adding Value** Effron and Ort, 2018.

Sinek, Simon. **Start With Why: How Great Leaders Inspire Everyone to Take Action**. New York: Portfolio, 2009.

**The art of possibility**. Zander, R., & Zander, B. (2000). New York: Penguin Books.

**Organizational Culture and Leadership Institute**, Menlo Park, CA, USA, Edgar H. Schein (2004)

### **Class Material**

The PowerPoint slides for the lectures and all other class material will be posted on the course's Canvas website.

## **COURSE REQUIREMENTS**

The course employs a variety of teaching methods including lectures, discussions, in-class exercises, case studies / analyses and presentations. Your grade for this course will be based on your performance on a number of different activities:

|                              |                     |
|------------------------------|---------------------|
| Participation                | 10% (100 points)    |
| Assignments                  | 25% (250 points)    |
| Group Project (Paper)        | 20% (200 points)    |
| Group Project (Presentation) | 15% (150 points)    |
| Comprehensive Exam           | 30% (300 points)    |
| Total                        | 100 % (1000 points) |

### **PARTICIPATION (10%)**

Active learning is one of the most powerful tools for understanding complex concepts. Students can learn a tremendous amount from each other – you should feel free (and be prepared) to provide your comments, ask thoughtful questions, and share your own experiences with the class. Research shows that students learn more when they participate actively. For these reasons, participation is an important class component. As a class member, you are responsible for helping to create a positive, learning environment. This means sharing your own views and experiences, bringing in relevant current information, and in general contributing to our learning process.

Participation grade will be based on active engagement in class and online, if applicable (100 points).

### **ASSIGNMENTS (25%)**

Students must submit their Power Point presentations by week ending Sunday. Late submitted assignments will be penalized. For all assignments, selected research sources must be appropriately cited when presenting trends, charts, models, etc.

You will be given an opportunity to provide human resources consulting to an organization of your choosing. You will select the organization and identify the appropriate key contacts. Assistance will be provided as needed.

#### **Assignment 1: The Purpose of an Organization (41.6 points)**

Please share your definition on what makes a compelling purpose of an organization. How does an organization's purpose its talent practiced and organizational culture? (500 words total)

#### **Assignment 2: The Corporation as a System (41.6 points)**

What are the different components of an organizational system? How do they work together and

what are the most challenging aspects to how to make an organizational system work? (500 words total)

**Assignment 3: Data Driven HR (41.6 points)**

How do organizations navigate decision-making in the absence of quantitative data? Share an example of an organization that uses/used data to measure HR outcomes (500 words total)

**Assignment 4: Leadership and Culture (41.6 points)**

Please share your own definition of leadership. Explain the best way to shape an organizational culture. (500 words total)

**Assignment 5: People Experience (41.6 points)**

What are the critical components of creating an exceptional people experience? Please share an example of an organization that has created a consumer grade digital experience in the workplace. (500 words total)

**Assignment 6: Human Capital Strategy (41.6 points)**

What are the steps and measurements needed to create and execute an effective human capital strategy? (500 words total)

**GROUP PROJECT (35%)**

Each student will be assigned to a group and will need to prepare the following: The Board of Directors has just approved a multibillion-dollar acquisition. Aligned with the CEO, CFO, you are tasked with outlining the overall HR strategy for the new business. How would you frame out and provide details on the people strategy needed for success? Share in detail how to get an aligned HR Strategy, including but not limited to, connection with the business strategy, key inputs such as advancing new capabilities, organizational design, recruiting, compensation, retention, global allocation of resources, and ensuring the approach ways to measure success. Be prepared to provide the Board with your “100 day” update in a few months. The end result should be a playbook that can be followed for future acquisitions.

**COMPREHENSIVE EXAM (30%)**

25 page paper and oral defense. For the grading of the comprehensive exam, there will be 4 categories:

- Demonstrated Comprehension of Course Content
- Evidence of Background Knowledge and Integration of Theory and Practice
- Validity of Facts and Perspectives
- Quality of Writing

Each category will be assigned a grade of 1-Unsatisfactory, 2-Marginal, 3-Satisfactory, 4-Mastery. A “Satisfactory” grade must be obtained for all 4 categories as demonstrate in the paper and in the oral defense.

HR professionals were once viewed only as operational executors, focused on administrative tasks. However, effective HR professionals now must hold a diverse set of roles within organizations. The responsibility to demonstrate these various facets of HR lies with the HR professional themselves,

however. Please describe how you would demonstrate these capabilities as an HR professional: 1) Credible activist, 2) Business partner, 3) Talent Manager/OD Specialist, 4) Strategic Architect, and 5) Cultural and Change Steward.

## CLASS SCHEDULE

| Date              | Topic  | To Do   | In class  |
|-------------------|--|---|---|
| Week 1<br>Sept 7  | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Learning Outcomes</li> </ul>                             | <ul style="list-style-type: none"> <li>• No assignments</li> </ul>  | <ul style="list-style-type: none"> <li>• Simon Sinek – Start with Why</li> </ul>  |
| Week 2<br>Sept 14 | <ul style="list-style-type: none"> <li>• The purpose of an organization</li> <li>• The organization as a system</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Assignment 1 Due</b></li> <li>• Read Human Resources Management p.1–30; 69-96; 562-589</li> </ul> | <ul style="list-style-type: none"> <li>• Our Credo</li> <li>• Amazon Shareholder letter</li> <li>• JP Morgan Shareholder letter</li> <li>• Black Rock Shareholder letter</li> </ul> |
| Week 3<br>Sept 21 | <ul style="list-style-type: none"> <li>• Human Capital Strategy</li> <li>• Role of the CHRO</li> </ul>                     | <ul style="list-style-type: none"> <li>• <b>Assignment 2 Due</b></li> <li>• Read The Chief HR Office p. 1-107; 269-302</li> </ul>             | <ul style="list-style-type: none"> <li>• Tom Wujec: Got a wicked problem? First, tell me how you make toast</li> </ul>  |
| Week 4<br>Sept 28 | <ul style="list-style-type: none"> <li>• Data driven HR</li> <li>• Guest lecturer – Piyush Mathur</li> </ul>               | <ul style="list-style-type: none"> <li>• Readings from Data Driven HR</li> </ul>  | <ul style="list-style-type: none"> <li>• HR Analytics video - KPMG</li> </ul>   |
| Week 5<br>Oct 5   | <ul style="list-style-type: none"> <li>• Organizational Culture</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Assignment 3 Due</b></li> <li>• Read The Chief HR Office p. 211-266</li> </ul>                    | <ul style="list-style-type: none"> <li>• Candid Camera Video</li> <li>• Readings from Schein</li> </ul>   |
| Week 6<br>Oct 12  | <ul style="list-style-type: none"> <li>• Leadership</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Human Resources Management p.236-311</li> </ul>   | <ul style="list-style-type: none"> <li>• Drew Dudley Everyday Leadership Video</li> </ul>   |
| Week 7<br>Oct 19  | <ul style="list-style-type: none"> <li>• People Experience</li> <li>• Guest lecturer – Dave Crutchfield</li> </ul>         | <ul style="list-style-type: none"> <li>• <b>Assignment 4 Due</b></li> </ul>   | <ul style="list-style-type: none"> <li>• The Experience Economy: Rethinking Business Jonathon McKay video</li> </ul>  |
| Week 8<br>Oct 28  | <ul style="list-style-type: none"> <li>• Succession Management</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Assignment 5 Due</b></li> </ul>   |   |
| Week 9<br>Nov 2   | <ul style="list-style-type: none"> <li>• Talent Acquisition</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Human Resources Management p.97-235</li> </ul>  |   |
| Week 10<br>Nov 9  | <ul style="list-style-type: none"> <li>• Total Rewards</li> <li>• Guest Lecturer – Dave Berwick</li> </ul>                 | <ul style="list-style-type: none"> <li>• Read Human Resources Management p.348-452</li> <li>• Read The Chief HR Office p. 169-210</li> </ul>  |   |
| Week 11<br>Nov 16 | <ul style="list-style-type: none"> <li>• Talent Development</li> </ul>   |   |   |
| Week 12           | <ul style="list-style-type: none"> <li>• Performance Management</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Assignment 6 Due</b></li> <li>• Read Human Resources</li> </ul>                                   |   |

|                   |  |   |  |
|-------------------|--|---|--|
| Nov 23            | <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Guest lecturer – Sarah Brock</li> </ul> | p.277-310   |  |
| Week 13<br>Nov 30 | <b>Group Project Presentations</b>   | <b>All Project Papers and Recorded Presentation Are Due</b> |  |
| Week 14<br>Dec 7  | <b>Group Project Presentations</b>   |   |  |
| Week 15<br>Dec 14 |  |   | <b>Comprehensive Exam</b><br><br><b>Discussion Question:</b><br>Complete Course Feedback Forum |

*Attendance.* As per SMLR policy, attendance at each class session is required; students should consult with Dr. Fasolo if a circumstance arises in which a second absence will occur. Two or more absences may result in the lowering of the final course grade.

*Writing Proficiency.* Any required papers should be written using APA-format (with the exception that an abstract is not required). Papers should not contain errors in spelling, punctuation, etc. SMLR strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards, and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of “F” in the course and dismissal from the program.

*Plagiarism.* Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one’s own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at SMLR.

*Disability Statement.* Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office. All discussions will remain confidential. Please visit XXX for additional information.

*Respectful Discourse.* The SMLR values respect the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status. Thus, it is critical that classroom discussions include *respectful* dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve.