Dramatic changes in the business environment (e.g., increased competition, new technology) have provided the opportunity for HR Professionals to have a significant impact on their company’s ability to compete successfully. To capitalize on this opportunity, HR professionals must move from a tactical, specialist or generalist role to become a **Strategic HR Business Partner**. This class covers the competencies needed by HR professionals to become more strategically focused and learn to “partner” with their internal clients to become value-added contributors and trusted advisors. These competencies include:

- **Partnering Skills.** Build effective client relations, prioritize multiple stakeholders, conduct client meetings, develop trust with clients, deal with difficult clients, and develop more effective, contracting, sales and negotiating skills.
- **Diagnosis & Measurement.** Learn to use a structured diagnostic process to define the problem, collect and analyze data, and develop a feasible action plan linking project results to organizational strategic goals. Use of appropriate models (e.g., BSC) and tools needed to collect data that supports a compelling business case for your project.
- **Facilitation Skills/Consulting Tools.** Learn to influence without authority, develop executive coaching/mentoring skills, facilitate interpersonal processes: conflict resolution/mediation, communication, problem-solving, and decision making.
- **Facilitating Change/Project Management.** Develop, staff and manage organizational improvement project teams, overcome resistance and build commitment to projects, create and facilitate effective team structures and employ agile project management processes (e.g., scrum).

**Course Objective**

The first half of the class focuses on the knowledge and skills necessary to interact with a client, diagnose the problem and propose and sell an action plan that will be properly resourced and have a positive business impact. The focus is on the actions necessary to help execute strategy and improve the effectiveness of the organization while developing positive client relations.

The second half of the class focuses on the knowledge and skills necessary for the SHRBP to facilitate interpersonal processes: communication, conflict resolution, problem-solving, & decision making and learn to influence without authority. Creating and facilitating project improvement teams will be emphasized.

Two assessments (Social Styles and Conflict Resolution Styles) will be conducted to provide students with a framework to better understand how they relate to others and suggest ways to adapt to different situations or types of clients, and a live organizational case will be presented.
<table>
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<tr>
<th>DATE</th>
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| 5/27 | Consulting Model  
Business consulting  
Organizational consulting  
The SHRBP consulting model  
The 7 essential meetings  
Consulting objectives (value & relationship) | Schein - *Process Consulting* |
| 6/1  | Consulting Model  
Why consulting efforts fail  
Measuring consulting success  
Effective consulting guidelines  
The contracting process | Ulrich- *Why HR*  
Ulrich- *HR Effectiveness* |
| 6/3  | Organizational Diagnosis & Sales  
Data collection & analysis  
Diagnostic models & tools  
Tactical vs strategic diagnosis  
Creating a project model & objective  
Making a business case  
Conducting the sales meeting | *Weisbord - Diagnosis* |
| 6/8  | Client Relations  
Dealing with difficult clients  
Qualifying the client  
Determining feasibility  
Building a relationship  
Conducting the Exploratory meeting | Schneider - *Customer Needs* |
| 6/10 | The Value of Corporate HR  
The threat to corporate HR  
Defining HR’s value proposition  
Determining HR’s brand  
PDF as model for corporate staff  
Transforming the HR Department | Ulrich - *Strategic Partner* |
| 6/15 | Contracting Skills: Negotiation Skills  
Defining success  
Barriers to negotiations  
Planning for the negotiation  
Interests, positions & tactics  
Conducting a negotiation | Ury - *Barriers to Cooperation* |
| 6/17 | EXAM I | |
| 6/22 | Facilitation Skills: Influence without Authority  
Basic vs development facilitation  
The facilitation process  
Depth of intervention  
Increasing personal power  
How to influence effectively | Cialdini – *Instant Influence*  
Cialdini – *Weapons of Influences* |
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| 6/24 | Facilitation Skills: Advising Skills/Executive Coaching  
Communication errors  
Social Styles Assessment  
Improving the communication process  
Advising goals & process  
Giving feedback to a client  
The role of the executive coach | Schwartz - Facilitator Role |
| 6/29 | Facilitation Skills: Problem Solving & Decision Making  
Barriers to problem solving  
Problem-solving models & tools  
Common decision errors  
Improving decision making (e.g., Pugh Matrix)  
Facilitating a problem-solving session | Nature of Judgment |
| 7/1  | Facilitation Skills: Conflict Resolution  
Barriers to conflict resolution  
The Thomas Process Model  
Conflict Resolution Styles  
How to mediate conflict  
Inter-group conflict resolution techniques | Schwartz - Team  
Edmondson – Psychological Safety |
| 7/6  | Facilitation Skills: Team Building  
The challenge of teams  
Requirements for effective team functioning  
Champion, leader & facilitator roles  
Creating a project team  
Facilitating a new team start-up meeting | Schwartz - Team  
Edmondson – Psychological Safety |
| 7/8  | Facilitation Skills: Project Management  
Project Planning  
Contract, Schedule, Responsibilities  
Project implementation  
Project management tools  
Waterfall vs. Agile  
Scrum basics & roles | HR goes agile  
Deciding between agile and lean  
Scrum Guide  
Leading design thinking |
| 7/13 | PRESENTATION |
| 7/14 | EXAM II |

**Readings:** All assigned readings are listed on the syllabus by topic and posted on Sakai
Evaluation:

Exam I   35 points
Exam II  35 points
Project  30 points

Team Assignment

Select a consulting model in which you are interested.

- Lean (Toyota Production System)
- 6-Sigma
- SCRUM
- Design Thinking (IBM)
- Lean Startup (GE)

Paper

Address each of the following areas:

- its history and how it was created
- how it defines Success
- explain its organizing Model
- the Process used to implement it
- the tools and how they are used
- the metrics used to evaluate its impact
- the resources, conditions and types of problems necessary for success

- Provide two examples of specific companies using the technique with evidence of its effectiveness
- Make a clear recommendation for using or not using the technique
- Cite all references

Team presentations

Should provide a clear recommendation for the use (or avoidance) of the tool and should include:

- brief summary of the history and background of the technique
- Use SMPTE to explain how it works
- examples of companies using the technique and the expected value it provides
- a definitive judgment of the usefulness of the approach and the conditions necessary for its successful implementation
- Presentation should be around 15 minutes
Academic Honesty and Code of Conduct

Students are expected to abide by Rutgers’s Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication or misrepresentation are not tolerated and will be dealt with according to the university policies and procedures. If you have doubts concerning committing a potential act of academic dishonesty, please contact the course instructor for advice. Moreover, you are advised to check the websites of the Office of Academic Integrity at: http://academicintegrity.rutgers.edu/ and the Office of Student Conduct at: http://studentconduct.rutgers.edu/

Special Needs and Accommodation

“Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form”. For additional information, please visit the website of the Office of Disability Services at: https://ods.rutgers.edu/students.

Learning Goals

To develop conceptual understanding and skills related to: 1) building a strategic partnership with senior managers, 2) designing projects that link HR Department activities to the organization's strategic objectives and demonstrate measurable business impact, 3) developing and maintaining positive client relations, and 4) planning and managing projects to enhance the organization's capability and competitive advantage.

- Understand how to diagnose organizational problems using a structured diagnostic model
- Learn to develop and sell a proposal that will result in a measurable business impact
- Understand how to influence without authority and to develop trusting relations with clients
- Understand the application of organizational change theories, project management and facilitation skills to intervene effectively in problems facing the HR Business Partner
- understand how to design and implement HR consulting projects
- Develop skills in creating project teams and planning & implementing the project
**SMLR Learning Objectives**

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop HRM functional capabilities used to select, motivate, and develop workers
- Understand the internal and external alignment and measurement of HRM practices

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations
- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one’s career
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills