



RUTGERS

Special Topics: HR Strategy [37:533:322:01] Fall 2020

September 1, 2020 – December 22, 2020
Tuesdays and Thursdays, 1:40 pm. – 3:00 pm.
Synchronous, online, virtual course [via Canvas and Webex]

[Syllabus as of 08102020]

“Leaders establish the vision for the future and set the strategy for getting there.” – John P. Kotter

“I was drawn to the field of competition and strategy because it tackles perhaps the most basic question in both business management and industrial economics: What determines corporate performance?” – Michael Porter

“The biggest risk is not taking any risk... In a world that is changing really quickly, the only strategy that is guaranteed to fail is not taking risks.” -- Mark Zuckerberg

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Course Overview

The primary objective of this course is to help you develop a basic understanding of how HR strategy can support business strategy in creating value. On the business strategy side, we will cover topics including competitor analysis, internal analysis, strategy formulation (at the business, corporate and international levels), acquisitions and restructuring, and cooperative strategies. On the HR strategy side, we will evaluate what makes an HR system effective, and how an effective HR system can support an organization’s business strategy. We will also analyze employee engagement models.

We will discuss the reality that organizations now face a “new normal” of increasing change, globalization, and competition. To succeed in this hypercompetitive environment, an organization needs to manage its capabilities as effectively as possible.

A balance of theory and practice will be applied in the form of textbook readings and discussions along with actual business examples and business cases.

Course Format – Synchronous Online

We will meet together online in virtual synchronous sessions, as scheduled. We will use Webex as our online classroom, and Canvas as our learning management system platform. If you haven't already, you can sign up for Webex at <https://it.rutgers.edu/webex/>

SMLR / HR Management Learning Goals

This course focuses on the following School of Management and Labor Relations / HR department learning objectives:

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce quality research papers with proper convention of attribution/citation
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

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

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

Course Requirements and Grading

(Specific due dates noted on the course outline below, and on the detailed assignment documents)

1) Class Participation (10% of course grade): It's beneficial to you to actively participate in class. We will be discussing strategy concepts and strategy case studies. It is really important that you are prepared to discuss these materials.

We may have one or two guest speakers in our class during the semester. I hope you will plan to participate in the discussions and topics brought forward by these experts.

2) Group Case Analysis Assignments #1 and #2 (15% and 15% of course grade): This will involve analyzing two separate case studies. These 2 cases will be assigned cases. A separate handout detailing these assignments will be provided. **Case Analysis #1 is due September 29 – October 1 and Case Analysis #2 is due November 10 – November 12.**

3) Final Team Project and Presentation (30% of course grade): You will be assigned to a team early in the semester, and your team will choose an organization to both analyze and offer insightful and creative recommendations related to the organization's strategy. A written summary will accompany your presentation and will be part of your grade. Each team will be assigned a grade for this presentation, and this grade will be shared by every member of the team. A separate handout detailing this assignment will be provided. **Final team presentations will be on Dec 1, 3, 8, and 10.**

4) Final Examination (30% of course grade): The final exam will be a "take-home" exam covering the principles discussed in the course, the book, and class and case discussions.

Note: All assignments (team and individual) will be submitted via Canvas.

EVALUATION

Your course grade will be determined as follows:

Course Component	Percentage of Final Grade
Class Participation	10%
Team, Case Analysis 1	15%
Team, Case Analysis 2	15%
Final Team Project	30%
Final Examination	30%
Total:	100%

Grading Scale

90-100 = A

85-89 = B+

80-84 = B

75-79 = C+

70-74 = C

60-69 = D

< 60 = F

Required Readings

Please complete all readings prior to the class for which the readings are assigned.

Castellano, William G. (2014). **Practices for Engaging the 21st Century Workforce: Challenges of Talent Management in a Changing Workplace.** Upper Saddle River, NJ: Pearson Education, Inc. Paperback ISBN-13: 978-0134807515

Note: The textbook will be available for purchase at the bookstore. Alternatively, you may purchase or rent the book from various sites online.

Harvard Business School Publishing and other business “case studies”

I will provide additional information on case studies for our classes. [We can discuss the textbook and these case studies during our first class session.]

Course Schedule

	<u>Business Strategy</u>	<u>HR Strategy</u>	<u>Chapter</u>
Sept 1	Competitive Advantage	Principles of Effective HR Systems	1
Sept 3 and 10	External Environment SWOT analysis (opportunities, threats)	Organizational Challenges	1
Sept 15 and 17	Internal Analysis SWOT analysis (strengths, weaknesses)	An HR architecture	2
Sept 22 and 24	Competitive advantage and firm performance	HR Metrics	3
Sept 29 and Oct 1	Case Exercise on Internal Analysis		
Oct 6 and Oct 8	Business Level Strategy	Environmental Challenges	
Oct 13 and Oct 15	Innovation and entrepreneurship	The 21st Century Workforce	4
Oct 20 and Oct 22	Corporate Strategy	Corporate Strategy	5
Oct 27 and Oct 29	Organization Structure; Corporate and Business Strategy applied to Apple Inc.	Organization Structure; HR tools to apply to Apple Inc. case	
Nov 3 and Nov 5	Alliances, Acquisitions, and Mergers	M&A Planning from an HR perspective	6
Nov 10 and Nov 12	Case Exercise -- Competitive Analysis		
Nov 17 and Nov 19	Global Strategy	Globalization challenges for HR	
Nov 24	Organization Design	Organization Structure Employee Engagement	7 8
Dec 1 and Dec 3	Final Project Presentations		
Dec 8 and Dec 10	Final Project Presentations		

Course Policies

Attendance and Participation

The attendance and participation grade consists of 40% attendance and 60% class discussion. Points can be gained for insightful contributions to class and good attendance, and points can be lost for frequent absenteeism, being unprepared, and misconduct during class. For each class session, you are expected to have read the assigned reading for that session, as well as be prepared to discuss topics in class.

Professionalism Policy

- **Please join on time.** On time arrival ensures that classes can start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Please prepare for each class.** Much of the learning takes place during discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **You are responsible for all administrative announcements** including any changes announced either by email or on Canvas.
- **Special Needs.** If you are a special needs student and you wish to be granted accommodations, please notify me.
- **No extra-credit projects will be given at any time during the semester.**

Academic Honesty

The University's honesty policy on cheating and use of copyrighted materials will be enforced in this class. Students are expected to pursue knowledge with integrity and abide by the Academic Integrity Policy. Please refer to the Academic Integrity Policy for more detail:

<http://academicintegrity.rutgers.edu/>

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <https://ods.rutgers.edu/>

I look forward to working with you!

Academic Integrity Contract

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://studentconduct.rutgers.edu/studentconduct-processes/university-code-of-student-conduct/> for details regarding the Student Code of Conduct.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://nbacademicintegrity.rutgers.edu/home/for-students/> for detailed information about the academic integrity process and <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/levels-of-academic-integrityviolations/> for details on the levels of academic integrity violations

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's

work should be avoided unless you obtain express permission from both the instructor and originator of the work.

- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on examinations.
- Responding to polling questions when not physically present in the classroom.
- Acting to facilitate copying during an exam.
- Sharing answers through technology (including online platforms such as Quizlet) or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one’s possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student’s work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student’s work, excluding collaborative learning assignments or joint assignments approved by the instructor.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____