RUTGERS

HR Strategy IV:
Designing and Implementing Human Capital Strategies in an Era of Change
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Spring 2019
Room: 006 Janice H. Levin Building
Tuesdays 7:20 – 10:00 p.m.

Syllabus as of January 1, 2019

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Class Material https://sakai.rutgers.edu

OVERVIEW

In this course, we will take a "deep dive" to consider the many challenging external trends and issues facing organizations and HR professionals. The primary objectives of this course are to (1) deepen your understanding of how competitive pressures and various other external forces influence the evolution of an organization's approach to managing human resources, and (2) strengthen your ability to examine why certain companies outperform their competition and gain sustainable competitive advantage through the management of human capital, and (3) identify and propose HR solutions to the ongoing challenges posed by those external and organizational pressures. The intent is to develop your conceptual understanding of strategic human resource management and your capabilities so that you can create human resource strategies and integrate them with the business challenges you will face in HR.

SMLR MHRM Learning objectives

HR Strategy IV is the capstone course for the MRHM master's degree. The course provides an opportunity for you to bring together all of your prior work and experience to consider how to address HR challenges. The course encompasses most of the SMLR Learning objectives. You should be able to analyze organizational challenges effectively, using both qualitative and quantitative analysis; conduct the research needed to identify possible solutions; and then communicate your analysis and recommendations in a professional way that positively influences your colleagues. Details on the SMLR/MHRM Learning objectives are shown on page 8 of this syllabus.

Required Text

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. ISBN 13:978-0-13-308637-9

Cases

Required cases can be purchased at Harvard Business Publishing at the link below:

[link to be provided]

[I will discuss this course pack on day 1 of class. Don't purchase until then.]

Class Material

The PowerPoint slides for the lectures and all class material will be posted on the course's Sakai website: https://sakai.rutgers.edu

Academic Honesty

The rights of students will be protected to ensure that course grading is related to competence in the subject matter.   If cheating is detected, it will be prosecuted to the limit allowed by University policies.

University Academic Integrity Policy:
http://academicintegrity.rutgers.edu/academic-integrity-policy/
Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

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	15%
Individual Exam	30%
Team Assignments	15%
Team Case Analyses	15%
Team Project	25%
Total:	100%

Grading Scale

A	90 – 100
B+	88 – 89
B	80 – 87
C+	78 – 79
C	70 – 77
F	60 – 69

INDIVIDUAL WORK

Participation (15%)
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 work-related experiences with the class. Moreover, active engagement with course ideas and concepts (i.e., thinking about how they apply and why, generating questions or examples) helps develop well-rounded, reasoned judgments.   Finally, research shows that you learn more when you 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 listening attentively to others, sharing your own views and experiences, bringing in relevant current information, and in general contributing to our learning process.

Participation will include participating in all class discussions, presenting and facilitating class discussions based on team assignments and project, and actively playing the role of executive committee when evaluating teams' HR strategy proposals. Dysfunctional participation, such as the use of cell phones, side conversations, and frequent tardiness or absence also detracts from the experience of everyone in our class. The primary ground rules for this course are:
- **On-Time Attendance** at all classes and participation is expected of graduate students and professionals.
- **Quality NOT Quantity** - Participation does not mean sharing every single idea that occurs to you, disrespecting others' comments, or dominating the discussion**.** As a general rule – quality of contribution will always be rated higher than quantity of contribution.

Individual Examination (30%):
The comprehensive exam will cover the principles discussed in the course, class presentations, and class discussions that will test your ability to apply the key concepts from the class to organizational scenarios.

TEAM WORK

Team Assignments/Presentations (15%)
Each team should email their Power Point presentation on the assigned date **before** class begins. Randomly selected teams will be asked to present their assignment presentation. Presentations should be no more than 15 minutes and should focus on initiating a class discussion. For all assignments, selected research sources must be underlined appropriately cited when presenting trends, charts, models, etc.

Assignment 1: Research the 21st century trends creating what pundits call the new normal, e.g., technological, demographic, labor force, global, etc. and conduct an in-depth analysis of one trend that will be assigned to each team and identify the meaningful business and talent management challenges organizations face as a result of this trend. Also, identify an innovative and current HRM solution (practice or program) implemented at a well-known company in

response to these challenges and prepare a fifteen-minute Power Point presentation using charts, graphs, data, etc. to facilitate a discussion in class.

Assignment 2: Research the 21st century workforce and create a demographic profile of one of the generational cohorts that will be assigned to each team (Gen Z, Gen Y, Gen X, Baby Boomers, or Traditionalists) highlighting its size, characteristics, preferences, etc. Also, identify an HRM program or benefit at a well-known company that is designed to engage someone with this demographic profile and prepare a fifteen-minute Power Point presentation using charts, graphs, data, etc. to facilitate a discussion in class.

Assignment 3: Research a noted employee engagement model/framework, other than the framework in the text, in the academic and/or consulting literature and indicate the corresponding measures, drivers and/or conditions, and outcomes and prepare a fifteen-minute Power Point presentation using charts, graphs, data, etc. to facilitate a discussion in class.

Team Case Analysis (15%)

There are two cases that are to be analyzed by assigned teams. Each team should submit a paper that answers the following case questions:

Case Questions
1. What are the key problems?
2. Which problem are we (the case team) addressing, and why?
3. What are the possible solutions?
4. What is our recommendation?
5. Why?
6. How will our recommendation contribute to the success of the organization?

Case analysis will be graded based on the following criteria:
- Analysis reflects a thorough reading and reflection on the assigned case
- Analysis offers integrative insights drawn from knowledge developed in this course and/or throughout the MHRM program
- Analysis comprehensively addresses the assigned case questions
- Analysis explicitly examines contrasting viewpoints and/or alternative solutions when relevant
- Analysis reflects critical thinking with an eye toward short- and long-term implications

In addition, each team is to prepare a presentation of your case analysis to be delivered in class. Your case presentation should be between 10 and 15 minutes in length. The objectives of the presentation are to present your team's analysis and to facilitate a class discussion. All teams should email the paper and Power Point presentation on the assigned date **before** class begins. I will randomly select teams to present in class.

Team Project (Report and Presentation) (25%)

The team project requires each team to demonstrate the ability to design an HR strategy building on the concepts of internal and external alignment. The team is to select a company in a specific industry approved by the professor and develop an HR strategy to ensure its sustainable competitive advantage given the organizational and environmental challenges facing this firm. Your paper must include:

1) A clear description of how this organization competes in the marketplace – its strategy, core competencies, competitive advantage, and industry dynamics.
2) A concise summary of the most impactful organizational and environmental challenges facing this organization and the major talent management implications
3) A detailed description of the objectives of an HR system including identifying the (a) Competencies (A Positions), (b) Behaviors, and (c) Work Environment/Organizational Culture needed to successfully execute its strategy.
4) A thorough explanation of the specific HR practices and programs that must be implemented to achieve the objectives of your HR system
5) Identification of three major concerns/hurdles you anticipate when establishing the ideal HR system and your strategies for overcoming these hurdles.
6) Description of how you will measure success: what are the strategic and financial goals and metrics, and what type of analyses will you use to track progress
7) Lastly, describe what will be the focus of the HR function and what competencies HR must possess.

A successful team report will:

- Be a professional, polished document of approximately 15-20 single-spaced pages (12pt font) text (excluding supplement material and appendices). Your report should be concise, well-written, and insightful—good enough to convince a potential employer to hire you!
- Use appendices and supplements to provide supporting details related to various aspects of your report.
- Provide complete references for all sources of information used to prepare the report.

Presentations - The presentation is intended to simulate a dialogue between you and the Chief Executive Officer and executive committee of your firm about your recommended HR strategy. The professor will play the role of the CEO and the class will play the role of the executive committee. Your objective is to "sell" your program and be prepared to answer tough questions by the CEO who has the responsibility for approving or not approving your recommended strategy. Your presentation must be very concise, and you must be prepared to answer specific questions in detail. Each team's presentation will be no more than 30 minutes leaving 15 minutes for questions – The total time allocated to each team is 45 minutes.

CLASS SCHEDULE

Date	Topic	TO DO
Week 1 Jan 22	Introduction / Overview Principles of Effective HR systems: (Ch 5) • Understanding Competitive Advantage (Ch 4) • Internal and External Alignment (Ch 5)	Creation of teams Ch5 – "HR Systems" Ch4 – "Why is Engagement So Important"
Week 2 Jan 29	An HR Architectural Perspective	Exercise: Digital Gaming Ch 5 – "The HR Architecture" "
Week 3 Feb 5	Organizational Challenges - Strategy and Competitive Rivalry - Company Characteristics & Employee Concerns	**Case: Apple Inc.** **Reading:** *Blue Ocean Strategy*
Week 4 Feb 12	HR Planning Mergers & Acquisitions Organizational Adaptability, Mergers & Acquisitions	**Chapter 6** Ch 8 – "Strategic Planning" Ch 3 "Uncertain HR Planning
Week 5 Feb 19	Environmental Challenges – The New Normal Technology, Globalization, Economic Trends, and Labor Force Trends	**Chapter 1** **Assignment 1 Presentations**
Week 6 Feb 26	21st Century Workforce - Characteristics, Preferences 21st Century Talent Management Challenges	**Chapters 2, 3** **Assignment 2 Presentations**
Week 7 March 5	Managing Human, Social, and Intellectual Capital - Collaboration	**Reading:** *Social Capital, Intellectual Capital and the Organizational Advantage*
Week 8 March 12	Employee Engagement Framework - Motivation and Engagement	**Chapters 4, 5** **Assignment 3**

		Presentations **Reading:** *Employee Motivation*
Week 9 March 26	Organizational Culture – aligning with the corporate strategy Creating Employee Mindset Role of Leadership	**Assignment 3** **Presentations (cont.)**
Week 10 April 2	Measuring Success HR Metrics and Scorecard Balanced Scorecard	**Case:** **ARISE or Resignation of a Star** **Reading***: Linking Balanced Scorecard Measures to Your Strategy*
Week 11 April 9	Executing Strategy Overcoming Implementation Hurdles Change Management	**Reading***: Leading Change*
Week 12 April 16	Pulling it All Together Role of HR HR Competencies	**Readings:** *A New Role for the CHRO* *Why We Love to Hate HR*
Week 13 April 23	*Team Presentations (Teams 1, 2, & 3)*	
Week 14 April 30	*Team Presentations (Teams 4, 5, & 6)* **Team Paper Due**	
Week 15 May 7	**Comprehensive Exam**	

SMLR / MHRM Learning Objectives

This course reinforces the following SMLR/MHRM Learning Objectives:

Cognitive Skills and Process
> The cognitive skills and process area reflects the goal for SMLR/MHRM programs to help students develop skills central to lifelong learning and participation in society and the workplace.

> **Learning Categories:**
> i. Written and Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.
> ii. Quantitive Skills – Apply appropriate quantitative and qualitative methods for researching workplace issues
> iii. 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:**
> iv. Theoretical Perspectives – Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
> v. Understanding Context – Evaluate the context of workplace issues, public policies, and management decisions.
> vi. Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

Professional Development

> **Learning Categories:**
> vii. Professional Development – Demonstrate an ability to interact with and influence others in a professional manner.

I really look forward to working with you during the Spring 2019 semester.