

**HR Strategy IV:
Designing and Implementing Human Capital Strategies in an Era of Change
38:533:690:01
Spring 2019
Room: 006 Janice H. Levin Building
Wednesdays 4:30 – 7:10 p.m.**

Professor: Bill Castellano
Office: 216A Janice H. Levin Building
E-Mail: castellano@smlr.rutgers.edu
Telephone: 848-445-9406
Office Hours: Wednesdays 3:00 – 4:00
Class Material <https://sakai.rutgers.edu> (use your eden ID and Password)

OVERVIEW

In this course, you 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.

MHRM Learning Objectives

Cognitive Skills and Process

The cognitive skills and process area reflects the goal for 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

Academic Honesty

The rights of students will be protected to insure 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.

University Academic Integrity Policy:

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.

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

Required Readings

Required readings can be purchased at Harvard Business Publishing at the link below:
<https://hbsp.harvard.edu/import/598214>

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> (use your eden ID and password)

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:

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| Participation | 50 points (5%) |
| Assignments | 500 points (50%) |
| Exam | 200 points (20%) |
| Team Project (Paper) | 200 points (20%) |
| Team Project (Presentation) | 50 points (5%) |
| Total: | 1000 points (100%) |

INDIVIDUAL WORK (75%)

Individual Work (active class participation, assignments, and exam).

Participation (50 points 5%)

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 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 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 answering questions and asking thoughtful questions or providing a point of view during class lectures and participating in and facilitating class discussions when presenting assignments. Dysfunctional participation, such as the use of computers and cell phones for personal use, and engaging in side conversations detracts from the experience of everyone in our class and will result in a deduction of participation points. 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. Generally – quality of contribution will always be rated higher than quantity of contribution.
- **No Electronic Devices** – are permitted during class including laptops, cellphones, etc. Research shows that students who multitask with electronic devices underperform those who do not. Other research shows that students who take notes manually outperform students who use their computers for note taking (they are likely multitasking). Lastly, students will have to synthesize and apply all the material they learned in this graduate program and must be totally engaged in class.

Assignments/Presentations (500 points/ 50%)

Students must submit their Power Point presentations via drop box on the assigned date by 2:30pm. Late submitted assignments will be penalized. Randomly selected students will be asked to present their assignment. Presentations should be **no more than 10 minutes** and should focus on initiating a class discussion. For all assignments, selected research sources must be appropriately cited when presenting trends, charts, models, etc.

Assignment 1 (100 points): Research the 21st century trends creating what pundits call the new normal, e.g., technological, global, labor force, economic, social and conduct an **in-depth analysis** of one trend that will be assigned to you by the professor. You need to present a **trend** by showing the evolution of this trend over time to present. Also, identify a business and talent

management challenge your organization faces as result of this trend. Prepare a **ten-minute** Power Point presentation using charts, graphs, data, etc. and your assessment to facilitate a discussion in class.

Assignment 2 (100 points): Research the 21st century workforce and create a demographic profile of one of the generational cohorts that will be assigned to you by the professor (Gen Z, Gen Y, Gen X, or Baby Boomers) by indicating its **size, characteristics, values and work preferences**. Also, identify an HRM program or benefit that is designed to engage someone with this demographic profile and prepare a **ten-minute** Power Point presentation using charts, graphs, data, etc. to facilitate a discussion in class.

Assignment 3 (100 points) Conduct a SWOT analysis for your company describing your organization's Strengths, Weaknesses, Opportunities, and Threats. Also, describe what this organization needs to do to ensure sustainable competitive advantage. Prepare a **ten-minute** presentation of your SWOT analysis and recommendations.

Assignment 4 (100 points) Evaluate your firm's functional areas using the Mapping Human Capital form presented in class and plot the different functions in an HR Architecture. Describe the function and **critical** "A positions" that generates the core competencies and competitive advantage of this company. Also, list the **objectives** of an HR system to manage talent in these "A positions" including the objectives for managing the (a) Competencies, (b) Behaviors, and (c) Work Environment to ensure sustainable competitive advantage. Prepare a **ten-minute** presentation of your HR Architecture and objectives.

Assignment 5 (100 points): 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** of employee engagement and prepare a **ten-minute** Power Point presentation using charts, graphs, data, etc. to facilitate a discussion in class.

Individual Examination (200 points/20%)

The comprehensive exam will cover all material presented and discussed in the course that will test your ability to apply the key concepts, principles, methods, and strategies from the class to organizational scenarios. The exam will include short-answer, essay, and situational questions.

TEAM PROJECT (25%)

Team Project (Papers and Presentations)

The team project requires each team to demonstrate their 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.

Team Paper (200 pts/20%)

- a. Provide a **detailed** description of the **design of the specific HR practices and programs** that must be implemented to achieve **each objective** of your HR system. Ensure you describe these practices and/or programs comprehensively and how specifically they meet the objectives of the HR system to ensure sustainable competitive advantage.
- b. Describe the type of culture that best fits your company’s strategy including the employees’ behaviors and mindset that need to be fostered. Describe what leadership style and characteristics are ideal for this company and why this type of leader is needed. Describe how your HR system shape the organizational culture.

A successful team report will:

- Follow the above format (a. – d.) and thoroughly answer all questions
- Be a professional, properly cited (e.g. MLA, AMA), polished paper of approximately 10-15 single-spaced pages (12pt font) text (excluding supplement material and appendices). Your report should be concise, well-written, and insightful—good enough to submit to executive management
- 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.

Section IV Presentations (50 pts/5%)

Teams will present their HR strategy in class. The presentation is intended to “sell” your strategy to the **Executive Management of your firm** and getting their approval. You must be prepared to answer thoughtful questions by the professor and students who will play the roles of an executive management team. Your presentation must be tailored to an executive audience and needs to be very concise, and professionally executed. As with any presentation to executive management, you **must ensure** you do not exceed the allocated time you have to present. Each team’s presentation will be no more than **30 minutes** leaving time for questions.

CLASS SCHEDULE

| Date | Topic | TO DO |
|-----------------|---|---|
| Class 1 1/23 | Introduction / Overview Environmental Challenges – The New Normal Technology, Globalization, Economic Trends, and Labor Force Trends | Chapter 1 |
| Class 2 1/30 | 21 st Century Workforce - Characteristics, Preferences 21 st Century Talent Management Challenges | Creation of Teams Submit Company Name Chapters 2, 3 Assignment 1 Presentations |

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| Class 3 2/6 | Organizational Challenges – Strategy and Competitive Advantage -Competitive Rivalry – Company Characteristics & Employee Concerns SWOT Analysis | Readings: <i>Blue Ocean Strategy</i> <i>In class Apple Case</i> Assignment 2 Presentations |
| Class 4 2/13 | HR Planning Mergers and Acquisitions Organizational Adaptability | Chapter 6 Assignment 3 Presentations |
| Class 5 2/20 | Principles of Effective HR systems: - Internal and External Alignment - Objectives of an HR System | In-Class-Exercise: Digital Gaming |
| Class 6 2/27 | An HR Architectural Perspective - Functional Analysis Process - Developing Aligned Practices and Programs for your “A Positions” | In Class HR Practices Exercise |
| Class 7 3/6 | Organizational Culture – aligning with the Corporate strategy - Creating Employee Mindset - Role of Leadership | Assignment 4 Presentation Reading: <i>Shaping Organizational Culture</i> |
| Class 8 3/13 | Employee Engagement Framework - Motivation and Engagement | Chapters 4, 5 Reading: <i>Employee Motivation</i> |
| 3/20 | Spring Break | |
| Class 9 3/27 | - Workforce Analytics - Decision Science - Measuring Success | Assignment 5 Presentations Reading: <i>Linking Balanced Scorecard Measures to Your Strategy</i> |
| Class 10 4/3 | HR’s Focus HR Competencies | Readings: <i>A New Role for the CHRO</i> <i>Why We Love to Hate</i> |
| Class 11 4/10 | Video Lecture Executing Strategy Overcoming Implementation Hurdles Change Management | Reading: <i>Leading Change</i> |

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| Class 12 4/17 | Inter-firm Collaborations Managing Human, Social, and Intellectual Capital | Reading: <i>Social Capital, Intellectual Capital and the Organizational Advantage</i> |
| Class 13 5/1 | <i>Team Presentations (Teams 1, 2, 3, & 4)</i> | Project Section IV Paper Project Presentation |
| Class 14 5/8 | <i>Team Presentations (Teams 5, 6, 7, & 8)</i> | Project Section IV Paper Project Presentation |
| Class 15 5/15 | Comprehensive Exam | |