HURE 6590 Strategic Human Resource Management

Spring 2016

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Course materials


   - Click on the “Marqcat” box (NOT Marqcat plus).
   - Type in the journal name and choose “journal title” from the drop-down menu for the “search by” box
   - Click “Search”.
   - Click on “Connect to 1922-“ underneath “Harvard Business Review”
   - Click on the + in front of the year of the volume you’re looking for.
   - Lick on the appropriate issue
   - Click on the link for the article.

4. Some resources are on the course D2L site.

Course Overview and Framework

Of the many factors that are cited as contributing to the effectiveness of modern organizations, the human element is clearly the most critical. Regardless of the size or nature of an organization, the activities it undertakes and the environment in which it operates, its success is determined by the decisions its employees make and the behaviors in which they engage. Managers are becoming aware that a critical source of competitive advantage often comes not from having the most ingenious product design or service, the best marketing strategy, the most state-of-the-art technology, or the most savvy financial management but from having the
appropriate systems for attracting, motivating and managing the organization's people that align with the organization's strategy.

The function of managing people was traditionally considered just - a separate functional area, usually called personnel. The contemporary perspective is that all managers and supervisors, regardless of the function in which they specialize, are human resource managers and that no manager can expect to advance within his or her organization and career unless he or she can effectively manage people toward meeting divisional and organizational goals.

Despite the fact that managers in many organizations recognize the importance of effective people management, management of a firm's human assets is often one of the most neglected functions in organizations. Consequently, our study of human resource management will revolve around two themes: 1) how to think systemically and strategically about managing an organization's human assets, and 2) how the management of human assets can provide an organization with a distinct competitive advantage in the marketplace.

This course is a critical course in the MSHR program, and is intended to be a capstone of your graduate experience. The purpose is to get students ready to leave the program knowing how to partner with business leaders in developing the business strategy as well as the HR strategy. There is a very substantial consulting project that is the centerpiece of the course. You will work in teams with an HR leader, learning about their organization and preparing recommendations, applying what you are learning in this class.

Course Learning Objectives/Outcomes:

1. What is Strategic HR Management; what is the difference between short term and long term strategy planning
   o Inputs to a Business Plan/Strategy Plan
   o Writing a Business Plan/Strategy Plan and HR Plan
   o Strategy Deployment
   o Best Practices/Real Life examples
2. Develop proficiency in assessing the impact of an organization's strategy on the design of appropriate HR philosophies and programs.
3. Understand the role of HR management in assisting an organization's adaptation to change.
4. Become more proficient in field research through the investigation of a "cutting edge" human resource management topic.
5. Apply critical thinking skills to managerial decisions.
6. Communicate effectively in a business setting

College of Business Administration and Graduate School of Management Assessment Statement

The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to function effectively in a diverse and global economy so that they may develop into ethical and socially responsible global leaders and responsible members of their organizations and communities. As one of many methods of assuring that the goals of our educational mission
are successfully met, the college regularly and systematically engages in the assessment of these competencies.

Students in our MBA programs are also assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers.

Assessment takes place each semester in all programs and settings using quantifiable measures; that information is gathered and analyzed information to help continuously improve the educational process. The College of Business Administration and GSM are dedicated to successfully providing a quality education for all students. Assessment is the continuous improvement process of evaluating our success. More information on assessment can be found at [http://www.marquette.edu/assessment/](http://www.marquette.edu/assessment/) or in the assurance of learning tabs under [http://business.marquette.edu/academics/assurance-of-learning-graduate](http://business.marquette.edu/academics/assurance-of-learning-graduate) or [http://business.marquette.edu/academics/assurance-of-learning-graduate](http://business.marquette.edu/academics/assurance-of-learning-graduate)

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**Grading Scale:**

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**STRATEGIC HR AUDIT AND CONSULTING PROJECT**

For this project, you will assume the role of a management consulting team and prepare a written HR strategy report and presentation about a specific organization to which you have been assigned. Your report should examine and reflect the various HR systems in place in the organization (human resource planning, staffing, performance management, training and development, benefits and compensation, labor relations, legal compliance, etc.). You are to deliver a recommended HR strategy based on the organization’s business strategy. At the end of the semester, you will be sharing your HR strategy recommendations with the respective HR leader of the organization to which you have been assigned.

This report and presentation should be professional in appearance, neatly typed, grammatically correct, and show evidence of thorough proofreading. Be sure that your paper conforms completely to the standards for written work outlined earlier in the course syllabus.

Your paper should have an introduction in which you describe your organization (identify products / services, size, location(s), number of years in operation, etc.), its strategy and
objectives and the larger environment in which it operates and state what you plan to do in the paper. It should have a **methodology** section explaining what you did, with whom you spoke, and how you obtained your information. It should demonstrate the benchmarking you have done which should feed your recommendations. It should also have a **conclusion** with **recommendations**. If you quote anyone directly, you should provide citations for these quotes. Outside references must be cited appropriately and include them in a bibliography arranged in a standard format.

More specifically your paper should utilize the following headings in the order listed to report your findings and discuss your organization:

- Introduction
- Company Strategy
- Methodology
- History of HR in the organization
- Current HR Strategy highlighting elements of:
  - HR Planning
  - Compliance
  - Staffing
  - Training and Development
  - Performance Management
  - Compensation and Benefits
  - Employee/Labor Relations
  - Retention and Separation
- Overall Analysis
  - Benchmarking results
  - Strengths and weaknesses of current HR strategy
- Organizational Challenges
- Recommendations and Next Steps

In order to answer the questions below, you will need to interview people who can give you information and to observe or research some things for yourselves in order to check on the accuracy of that data you are provided. **It is very important to be specific in your answers and to offer evidence to substantiate your assertions by citing specific examples of events and behaviors within the organization. It will be extremely detrimental to wait until the end of the semester to work on the paper. Instead, you should do a little work on it each week, preferably gathering data on the material we have just studied.** Applying yourself to this assignment can provide you with two benefits: allowing you to develop proficiencies in systemic organizational analysis by collecting and evaluating data, and allowing you to develop insights about your organization that can be of significant benefit to you as you progress in your career. Past students have found this assignment to be a good deal of work but also extremely beneficial and rewarding.

Your presentation should reflect an overview, your recommended HR Strategy which highlights the rationale, organizational challenges and finally next steps. The presentation should be a group effort and should reflect the insights and recommendations made within the report.
STATEMENT REGARDING ABSENCES FOR GRADUATE COURSES

The Marquette University Graduate School of Management considers regular class attendance an important component of the learning process. Students are expected to attend scheduled class meetings; excessive absences may have adverse consequences, ranging from a lowered course grade to forced withdrawal from the course. Excessive absence is defined as missing more than 10-15 percent of the regularly scheduled class time.

Class Contribution

Your success in this course depends upon your in-depth preparation and participation. Therefore, class attendance and active involvement are especially important. If you are unable to attend any particular session, it is your responsibility to get the material from a class colleague.

You should note that class contribution does not mean class attendance. Contribution implies active involvement in class discussion. Each of you, in every session, should come prepared to face your colleagues (and me) with a thorough reading of the material assigned and some thought as to the issues raised within the readings. It is also critical that we take full advantage of the experiences and knowledge that all class members have in our discussions. Your work experience has provided you with numerous examples of successful and unsuccessful human resource management practices. If we are to meet our objectives for the course, it is critical to explore how, why, and under what circumstances various approaches work or fail in actual practice.

The grading of class contribution is obviously highly subjective. To assist you relative to your performance in class contribution, the following are examples of behaviors that are expected relative to contribution and consistent practice of these behaviors will maximize your class contribution grade.

- Accurately demonstrates knowledge of material assigned for class
- Displays exceptional listening/discussion skills, demonstrated by relevant questions and comments
- Brings up questions that need to be further explored
- Clarifies points that others may not understand
- Provides additional information or insights relative to topics discussed
- Draws upon practical experience or personal opinion, as appropriate
- Makes relevant points in a succinct manner, without monopolizing class time
- Demonstrates the ability to apply, analyze, evaluate and synthesize course material and make connections between topics
- Provides new insights with comments rather than simply reiterating facts or opinions of others

Guidelines for written work:

All written work must conform to the following specifications:

- Written work should be carefully proofread prior to submission.
- Papers should have a title page which includes the name(s) of the author(s), the title of the assignment, course number, and our names.
- all sources of information must be referenced in a list of references at the end of the paper, listed alphabetical by the last name of the author. Any citations to references should be designated throughout the text by enclosing the authors’ names and the year of the reference in parentheses. For example, “Several studies (Smith, 2000; Jones, 1997) support this conclusion.” Any citations to the source of a direct quotation must have a page number reference. For example, Smith argued that “the validity of Jones’ study is subject to question” (Smith, 1997: 56). If you have any other questions regarding proper citation form, refer to the Academy of Management Journal, Volume 41, Number 1, pp. 120-123.

- Papers are due at the **beginning of class on the date assigned**; otherwise, they are considered late.

**Guidelines for Presentations**

Presentations will be graded on both content (i.e., extent to which WHAT you presented met the requirements of the assignment, appropriate use of audio/visual aids, ability to answer questions) and mechanics (i.e., organization, flow, eye contact, language, poise/posture/professionalism, pace, enthusiasm, confidence, etc.). Do NOT read to us during your presentation!! For group presentations you should attempt to get the class involved in your presentation, if at all possible, and each group member should display total familiarity with your organization. Presentation software, such as PowerPoint, Prezi, etc., is not required for individual presentations but **IS** required for group presentations.

**Working in Teams**

You should note that a significant portion of your grade will be determined by a team project and from peer feedback provided by your team members. There are three reasons for this. First, the nature and scope of the project will mandate a volume of work that would be quite excessive for an individual to complete on her/his own. Second, the assignment requires a significant amount of analysis of both existing research and your own original findings. Consequently, outcomes can be enhanced when multiple perspectives and interpretations are considered and integrated. Finally, working in teams is reflective of the real world where increasing emphasis is being placed on both permanent and project teams.

As part of your active learning for this course, you are required to manage your team and your relationships with your team members and will be graded on your ability to do this effectively. You will be assigned to a team and need to manage both your team members and your team process to meet learning objectives and ensure high performance. In scheduling completion dates for the review of subcomponents of your project you should consider time frames and deadlines that allow team members to provide each other with feedback prior to the final submission of your project.

Team work in both classroom and real-world settings involves being able to effectively work with others and manage team processes and dynamics. While it may be easy for an individual to perform very little work in a team setting and take advantage of the diligence of colleagues, there are penalties for such lack of performance in the real world, namely formal reprimands
and subsequently, dismissal. Consequently, team members may collectively "fire" any individual who fails to contribute or meet performance expectations, provided that this decision is unanimous among the remaining team members and you consult first with the instructors. Dismissals may only be for performance deficiencies and not for interpersonal difficulties such as personality clashes, etc. Individuals “fired” from their team will need to complete the team assignment as an individual project. In addition, team members will provide feedback on each other’s performance, behavior and attitudes which will be a critical component of the final course grade.

**Grade Appeals:** Grading disputes may arise. If you feel that your work was graded unfairly, you should discuss it with us within two weeks following the return of the materials.

**Academic Integrity**

Students, faculty, and staff at Marquette University developed a [Statement on Academic Integrity](#) that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all.

**The Honor Pledge**

*I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

**Student Obligations Under the Honor Code**

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

**Faculty may require students to sign the pledge in their courses or for any individual assignment.** So for example, you can have the above pledge on the first or last page of an assignment, exam or quiz, and have the student sign or initial as part of completing/submitting the assignment, exam or quiz. If you are going to do this you might want to indicate it here in your syllabus.
Definitions of Academic Dishonesty

Academic dishonesty applies equally to electronic media and print and involves text, images and ideas. It includes but is not limited to the following examples:

Cheating

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person's work as one's own.
4. Taking an examination for another student or having someone take an examination for oneself.
5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected and then returning it for more credit.
7. Using unauthorized materials during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

Dishonest conduct

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
4. Intentionally disrupting the educational process in any manner.
5. Allowing another student to copy off of one's own work during a test.

Plagiarism

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images or other creative works of another, and
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, in part, in one's own words) and for information that is not common knowledge.

Collusion

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct or plagiarism is subject to discipline for academic dishonesty.

Consequences of Academic Dishonesty

Regardless of how alleged acts of academic dishonesty are brought to light, faculty and instructors retain the responsibility and the authority to investigate all allegations, although, as outlined below, university administrators may lead these investigations.
Because the consequences for academic dishonesty can be severe, the decision to penalize a student for such infractions must be the result of a thorough review. The procedures to be used for adjudicating suspected acts of academic dishonesty are determined by the nature of the misconduct and the seriousness of the offense.

**Special Needs**

Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Disability Services, in 5th Floor of the 707 Building, 005 (8-1645) for more information (see also: [http://www.marquette.edu/disability-services/](http://www.marquette.edu/disability-services/)).

**Emergency Plan**

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.
CLASS SCHEDULE

Date   Topic and Assignment Schedule

1/20  Syllabus Overview

Project Overview

The Evolving/Strategic Role of HRM
- Chapter 4
  (Access through Raynor Libraries website)

Be prepared to discuss the following questions:

1. What is Strategic HRM?
2. What do you expect to leave the class knowing?

1/27  Strategic Management

- Chapter 3

Discussion:
- Reading 3.1 and 3.2

2/3  Strategic Workforce Planning

- Chapter 5
- Reading 5.1 and 5.2

2/10 Guest Speaker – Business Leader

- Chapter 6 – Work Redesign & Change Management
  Discussion:
- Reading 6.1
- “Change or Die,” Pfeffer & Sutton, 2007 (HBS packet)

2/17  How HRM Differs Globally and Assessing Culture

- Chapter 14
  Discussion: Reading 14.1
  Guest Speaker – Business Leader
2/24  VP HR’s – Project Discussion

Drafting a Business Plan/HR Plan

- Key elements for inclusion
- How to convey the vision
- How to show impact
- Audience
- Drafting an HR Plan
- Team Discussion


3/2  Understanding difference between Strategic HR Management and Operational HR Management


- How to draft a Long term Business Plan
- How to draft a short term Business Plan
- Being cognizant of Inputs to Business Plan/Strategic Plan
  - Value Proposition – now and in future
  - Read and write a SWOT analysis
  - Read Financial statement and trend information
  - Overview of competition
  - Brand
  - HR value add

3/9  MIDTERM EXAM

3/16  Strategy Deployment

Meeting strategic objectives through development of an aligned performance management system -Chapter 10


Guest speaker

3/23  SPRING AND EASTER BREAK

3/30  Guest Speaker – Business Leader

Working Time – Project
4/6  Measuring HR Impact – the Balanced Scorecard

Chapter 4, “From Financial Measures to Balanced Scorecard,” in The Essentials of Finance and Budgeting. D2L


4/13  Retention Management

Chapter 13

Reading 13.1


Team meeting time.

4/27  Case:

Team meeting time

5/4  Presentations to VPs HR