

BUS MHR 4330 – Strategic Human Resource Management

Tuesday/Thursday 8:00 – 9:20 AM

Schoenbaum 230

The Ohio State University

Fisher College of Business

Department of Management & Human Resources

Ty Shepfer

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Course Overview and Purpose:

The effective recruitment, selection, deployment, development, management, compensation and retention of human assets or resources in organizations is critical to success. An organization's ability to be agile and quickly respond to changing environments both locally and globally depend, to some extent, on the individual's inside the firm. This course will examine the management of those individuals in a way that is consistent with the organization's espoused values, goals and objectives. We will explore the content and the process issues surrounding the management of human assets from several different perspectives:

1. As an employee (tactical)
2. As a general manager (strategic)
3. As a HR generalist/manager (both tactical and strategic)
4. As a HR specialist (both tactical and strategic)
5. As a consultant (strategic)

The course will examine the relationship between practices and processes of managing people in firms and the context (e.g., industry, environment, political, social, and economic) in which these practices take place. The nexus of this course, however, remains Human Resource Management rather than Strategy.

Readings, case studies, articles, current events, assignments, lectures, guest speakers, and group presentations will be used to highlight the challenges that organizations face as they implement policies and practices to strategically manage their human assets. There will also be guest speakers who will be able to provide a unique perspective on relevant HR challenges taking place in industry. While the course will provide a theoretical lens to HR Strategic Management, it is intended that students become familiar with HR practices such as selection, development, performance appraisal, compensation, organizational change and employee retention. At the conclusion of the course, students should have the ability to apply these concepts directly to real world situations to help them evaluate and resolve a variety of issues relating to the management of human assets.

Teaching Philosophy:

My philosophy of instruction rests on establishing high expectations while fostering an environment that is conducive to peer-to-peer learning. It is my desire to encourage students to formulate questions rather than answers and to learn to critically think for themselves. Therefore, my goal as a teacher is not to tell students what to think, but to instead provide them with the tools to be critical thinkers. The use of the Socratic Method and Case Method will occasionally be used in the classroom to push students outside of their comfort zone. My primary pedagogical role is to help students learn how to search for and construct a complete answer as we work through the question-and-answer process. My goal is to stimulate an active learning environment where there is an appreciation for the art of questioning and a comfort with the idea that being wrong is part of the learning process.

I hope to inject empathy and humanness into the learning process by getting to know each student on an individual level and as a class. I am open to feedback about the course and will regularly ask for it. Just as I give students open and honest feedback, I will expect the same from them as this is the only way to continuously improve.

Course Material:

There will be articles posted to the course website and a course packet from UniPrint. The packet can be picked up at: The Ohio State University Bookstore/ B&N, South Campus Gateway, 1598 North High Street

Classroom Environment:

This course will be a mix of lectures, classroom discussions, student presentations and guest speakers. Classroom dialogue is a critical component to the learning experience and your participation will be a significant portion of your grade. Students are expected to have read the course material *prior* to coming to class and be prepared to discuss the readings. It is expected that your interactions will be well informed, constructive and respectful. The formation of study groups to prepare for class are encouraged.

Laptops, cell phones or any other electronic devices will not be permitted during class time. Please silence your phones during class. If you are expecting an important call, talk to Ty in advance to make the appropriate arrangements. Classes will begin on time and it is expected for all students to be in their seats when class begins.

Grade Appeal Policy:

Grades on exams and assignments are intended to reflect the overall quality of performance of the student(s). If you think your grade on an exam or assignment does not reflect the quality of your performance, submit a clear written explanation of your reasoning *within one week after the return of your assignment or test*. The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeals must be conducted in writing. I will carefully consider all such appeals. I reserve the right to re-grade all portions of an assignment or test. *There will be no grading appeals after the one-week deadline has passed.*

Office Appointments:

I am available to discuss any issues of concern to you on an individual or group basis. Email me to make an appointment for an office visit. I also have regularly scheduled office hours:

- Wednesday from 6:30 – 7:30 am @ Buckeye Donuts on High Street,
- Thursday from 2:30 – 3:30 pm @ Fisher Hall 352

Students with Disabilities:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Standards of Integrity and Conduct:

Each student in this course has already signed the Honors Cohort Program Honor Code. It is expected that you be familiar with and abide by the principles and standards set forth in The Ohio State University's Code of Student Conduct and code of academic conduct. You can view these documents or download pdf versions at: http://studentaffairs.osu.edu/resource_csc.asp and <http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.

Attendance Policy:

Students are expected to attend every class, arrive on time (if you can't be on time, be early), and participate in all class discussions and exercises. If you must miss a class, it is your responsibility to notify Professor Shepfer as early as possible. A lot of work goes into each class and the topics will build upon each other throughout the semester. I recognize that this is an 8:00 am class and that many of you are graduating seniors. This is not an excuse to miss or to be tardy.

Course Requirements:

Students will be evaluated on the following:

1. Class Contribution (25%)
2. Individual Case Analysis (15%)
3. Group Presentation (20%)
4. Quick writes (10%)
5. Mid Term Learning Assessment (15%)
6. Final Learning Assessment (15%)

1. Class Contribution (25%)

Classroom discussions will serve as a critical component to the learning experience and to your professional development. Speaking in front of a classroom of peers or a board room of business executives can be difficult and uncomfortable, however, with practice, nervous tendencies will lessen. Each class session will include opportunities to discuss the reading material and current HR events. There will also be impromptu speaking opportunities. It is expected that your interactions will be well informed, constructive and respectful. Items that can lower your class participation grade include, but are not limited to:

- Unexcused absences
- Being late to class or leaving early
- Not being prepared to discuss the course material
- Not actively participating in class discussions
- Not equally contributing on team assignments (as assessed by your fellow team members at the end of the semester)

I will call on students if needed but voluntary participation is what will be most important for your grade. With respect to team evaluations, I will survey all team members at the end of the semester and ask for ratings for each member in regard to their effort and overall contributions to group work as compared to others. It is up to you to ask for feedback on participation points from me as well as your team. Below are some general examples to give you an idea on what you might be able to expect for participation:

- Show up to all classes and contribute in almost all class discussions – A (93% or greater)
- Show up to all classes but don't contribute in any class discussions – D (~66%)
- Never show up to classes other than for exams or when an assignment is due – F (0%)

As a general rule of thumb, please follow the 4 P's*:

1. **Preparation** – If you don't read and analyze the case and formulate an action plan, the case discussion will mean little to you.
2. **Presence** – If the student is not present, she or he cannot learn and, more important, cannot add her or his unique thoughts and insight to the group discussion.
3. **Promptness** – Students who enter the classroom late disrupt the discussion and deprecate the decorum of the process.
4. **Participation** – Each student's learning is best facilitated by regular participation. More important, the student has the responsibility to share his or her understanding and judgement with the class to advance the group's collective skills and knowledge.

*From Harvard Business Review's "A Guide to Case Analysis."

2. Individual Case Analysis (15%)

Students will receive an individual case analysis assignment on Tuesday, March 21 and have two weeks to write a 2-3 page paper, not including attachments. The case will come with a detailed description in terms of content and analysis expected. This is an **individual** case analysis and collaboration of any kind amongst classmates is **not** permitted. The submitted paper must be of your own original ideas and content. A hard copy is due at the beginning of class and a soft copy is due via Canvas prior to class beginning. Failure to submit both documents (hard and soft copy) will result in a severe penalty.

3. Group Presentation (20%)

The group presentation will allow for student flexibility and creativity. Group's will be permitted to select a current HR trend and will be expected to examine the relationship of that trend between practices and processes of managing people in firms and the context (e.g., industry, environment, political, social and economic). No

two groups will be permitted to select the same HR trend. The presentation will be 16 - 19 minutes and everyone in the group is required to speak. The presentation will be followed up by 10-15 minutes of Q&A and discussion. A more detailed description will be provided to the class on Thursday, January 19.

4. Quick Writes (10%)

There will be two unannounced “quick write” assignments that will take place at the beginning of class and be based on the reading for that day. This will be one multi-faceted essay question that tests your knowledge of the assigned case and has you apply that knowledge to a HR model. Each quick write will count as 5% of your total grade.

5. Mid Term Learning Assessment (15%)

The midterm learning assessment will take place on **Thursday, March 9** and cover all material up to that point in the semester, including guest speaker presentations and peer group presentations. The assessment will be essay based but could also include multiple choice and an interview question.

6. Final Learning Assessment (15%)

The final learning assessment will take place at the University scheduled time: **Wednesday, April 26** from 8:00 – 9:45 am. It will cover material for the entire semester, however, the focus will be on the material that was covered after the midterm learning assessment, including guest speaker presentations. The examination will be essay based but could include multiple choice and an interview question.

**Note: Schedule changes will be communicated via Canvas and in class.*

Week #1	
Tuesday, January 10	<p>Reading: Harvard Business Review – Why did We Ever go into HR? by Matthew Breitfelder and Daisy Wademan Dowling. July – August 2008 Issue. Available through the OSU library database or on Canvas.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ Why does HR have a bad reputation? ▪ What excites you about a career in HR?
Thursday, January 12	<ul style="list-style-type: none"> • Team Assignments • Team Activity (in-class group exercise) • HR Models
Week #2	
Tuesday, January 17	<p>Reading: Harvard Business Review – Delivering Human Resource Management by Boris Groysberg, Andrew N. Mclean, and Cate Reavis. February 23, 2006. Course packet.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ How has the HR practice evolved in the past 20 years? ▪ What will the HR practice look like in the future?
Thursday, January 19	<p>Reading: Harvard Business Review – Why we Love to Hate HR...and What HR Can Do About It. by Peter Capelli. July – August 2015 Issue. Available through the OSU library database or on Canvas.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ Is the HR function doing more harm than good by prompting managers to take their responsibilities as supervisors more seriously? ▪ Given the current economic environment, what should HR be doing now? <p><i>Group presentation assignment details provided during class.</i></p>
Week #3	
Tuesday, January 24	<p>Reading: Harvard Business Review – Note on the hiring and selection process. By Michael J. Roberts. February 3, 1993. Course packet.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ Think about an interview that you have participated in, either as the interviewer or interviewee. What questions were asked? What criteria was used to assess the interviewee?
Thursday, January 26	<p>Guest speakers: Master's in Human Resource Management Program overview and panel of graduate student speakers</p>

Week #4

Tuesday, January 31	Reading/Case: Harvard Business Review – SG Cowen: New Recruits. By Thomas J. DeLong and Vineeta Vijayaraghavan. May, 2002. Course packet. <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What are the key decision points used by SG Cowen to make hiring decisions? What is your evaluation of the process used? ▪ Which one candidate would you select if you were a member of the recruiting committee? Why?
<i>Tuesday, January 31</i>	<i>Optional: Fisher spring internship and job fair at the Ohio Union</i>
Thursday, February 2	Guest speakers: Tim Paridon, Portfolio Manager at Nestle and Teri Paridon, Talent Acquisition Manager at Sherwin Williams

Week #5

Tuesday, February 7	Reading/Case: Harvard Business Review – Cirque Du Soleil. By Thomas J DeLong and Vineeta Vijayaraghavan. July, 2002. Course packet. <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ Is the company’s philosophy and strategic service vision in alignment? ▪ What is Cirque’s product and its strategy? ▪ How has Cirque structured and supported its casts to deliver superior performances? ▪ What are the challenges to Cirque’s continued growth and diversification?
Thursday, February 9	Guest speaker: Dave Ahnmark, Director of Human Resources at Columbus First Bank

Week #6

Tuesday, February 14	Group Presentations: Team #1, #2
Thursday, February 16	Group Presentations: Team #3, #4

Week #7

Tuesday, February 21	Reading/Case: Harvard Business Review- Supervalu, Inc.: Professional Development Program. By Francis J. Aguilar. November 22, 1999. Course Packet. <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ Evaluate Supervalu’s new Professional Development Program? What do you like/dislike about it? Will it appeal to new graduates? ▪ What are some future challenges that Paul should anticipate with respect to professional development?
Thursday, February 23	Reading: Harvard Business Review – When Salaries Aren’t Secret. By John Case. May 1, 2001. Available through the OSU library database or on Canvas. <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What should Hank do about the salary debacle?

Week #8

Tuesday, February 28	<p>Guest speaker: Eric Smith, Vice President of Human Resources at Stanley Steemer and former Director of Field Human Resources at Safelite</p> <p>Reading/Case: Harvard Business Review – Performance Pay at Safelite Auto Glass (A). By Brian J. Hall, Carleen Madigan and Edward Lazear. June 23, 2000. Course packet.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What are the various ways that pay-for-performance plans affect motivation? ▪ What potential problems are created when you attach rewards to imperfect performance measures? ▪ What effects to pay plans have on the attraction and retention of workers in highly mobile labor markets?
Thursday, March 2	Group Presentations: Team #5, #6

Week #9

Tuesday, March 7	Review
Thursday, March 9	<p>Mid Term Learning Assessment</p> <p>DUE: 500 words or less, critical analysis of the HR Strategic Management course (pros/cons/recommendations). This should be typed in Garamond 12 point font and will be collected at the beginning of the class. Do not put your name on the document.</p>

Week #10

Tuesday, March 14	NO CLASS – spring break
Thursday, March 16	NO CLASS – spring break

Week #11

Tuesday, March 21	<p>Reading/Case: Harvard Business Review – Employee Motivation: A Powerful New Model by Nitin Nohria, Boris Groysberg, and Linda-Eling Lee. Available through the OSU library database or on Canvas.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What motivates you to give your best at work? ▪ How does that differ from others? <p><i>Individual case analysis assignment details provided during class.</i></p>
Thursday, March 23	Group Presentations: Team #7, #8

Week #12

Tuesday, March 28	<p>Guest Speaker: Mike Esposito, Director of Employee Relations at Novelis North America</p> <p>Optional: Breakfast at 9:30 after in the Mason Hall Rotunda (2nd floor)</p>
Thursday, March 30	Group presentations: Team #9, #10

Week #13

Tuesday, April 4	<p>DUE: Individual Case Analysis (hard copy due at the beginning of class, soft copy due to Canvas prior to the beginning of class)</p> <p>Reading: Harvard Business Review – Nordstrom: Dissension in the Ranks? (A) by Robert L. Simons and Hilary A. Weston. October 15, 1999. Course packet.</p>
Thursday, April 6	<p>Group presentations: Team #11, #12</p>

Week #14

Tuesday, April 11	<p>Reading: Harvard Business Review – Rethink what you “Know” About High-Achieving Women. By Robin J. Ely, Pamela Stone and Colleen Ammerman. December 1, 2014. Available through the OSU library database or on Canvas.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What does the research say about women and the rise to leadership roles? ▪ Should HR intervene to “help” women rise to leadership roles? If so, why? If not, why?
Thursday, April 13	<p>September 11th case analysis – “The Ethics of Management” (in class group exercise)</p>

Week #15

Tuesday, April 18	<p>Reading/Case: Harvard Business Review – Southwest Airlines: Using Human Resources for Competitive Advantage (A). Prepared by Charles O’Reilly and Jeffrey Pfeffer. April 5, 2006. Course packet.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What is Southwest Airlines’ competitive advantage? ▪ How sustainable is it? In what ways can HR keep it sustainable? ▪ What should be on Ann Rhoades’ agenda for her offsite meeting?
Thursday, April 20	<p>Reading: Harvard Business Review – How Will You Measure Your Life? By Clayton M. Christensen. 2010. Course packet.</p> <ul style="list-style-type: none"> ○ Questions to ponder: <ul style="list-style-type: none"> ▪ What “yardstick” do you use to measure personal success? ▪ How can you keep focused on your priorities?

Final Exam: Wednesday, April 26 from 8:00 – 9:45 am in Schoenbaum 230