HRD 6391 Advanced Seminar in HR: Human Resource Strategy

Credits: 3 (3-0-0)

Term to be offered: Fall 2012

Class Time: 5:00 pm - 9:30 pm

Class Date: Friday

Prerequisites: Doctoral student status

Instructor: Jerry W. Gilley

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Phone Number: 903-566-7328

Preferred Method of Contact: E-mail

Office Hours: 4:00 pm – 6:00 pm Wednesday and Friday on class days, only, otherwise by appointment only

Office Location: Main office of the Department of HRD and Technology, 236 HPR Building

Other Availability: Contact Professor

Final Exam: Final Assignment


Course Description

Examines the fundamentals of strategy from a human resource and HRD development perspective, utilizing management tools, recent research and contemporary theory.

Program Goals Addressed in Course

1. Professional and critical knowledge of strategy, its development and implementation.
2. Analytical and communication skills.
Course Objectives / Outcomes

1. Explain and illustrate the concepts and principles of strategy through an HR and HRD perspective.
2. Apply the Values Model in organizational analysis.
3. Develop a strategic plan for an organization that blends traditional strategic planning with a strategic management tool and a HR/HRD support strategy.
4. Examine various approaches to strategy, analyze each, and recommend appropriate applications.

Method of Evaluation (Assignments)

1. Value Model Project 30 points
2. Supportive HR/HRD Strategy Project 20 points
3. Strategic Planning Project 40 points
4. Class participation/attendance 10 points

If a group effort, 50% of project grade is based on peer evaluation(s)

Your mission in this course is to critically examine organizational strategic focus, or lack thereof, and make recommendations for improvement. You will:

1. apply the Values Model (a strategic management tool) to an organization/department/unit of your choice
2. develop an HR/HRD approach that supports the desired strategy identified in the Values Model analysis
3. design and develop a strategic plan that integrates a strategic management tool and a HR/HRD support strategy.

All papers should be double spaced and should incorporate appropriate headings (see below).

Assignment 1: Values Model (30 points; individual or group project).

The three-pronged model helps organizations assess and maximize their current strengths. You will apply the model to your chosen organization, assess its strengths/weaknesses, and make recommendations for improvement. Maximum length: six (6) pages (double spaced) including model.

Suggested organization of Values Model (VM) paper:

I. Company background (include discussion of major product/service)
II. Findings
   a. Vision, mission, etc.
   b. SWOT analysis (must precede VM)
   c. Values Model (plot components)
III. Problem/Opportunity Statement
    Based on your analysis above, which Vector should the organization pursue?
IV. Alternatives (how to achieve III)
   a. Pros / cons
b. Costs
c. Viability (due to culture, realistic state of the org’n, etc.)

V. Recommendation(s)
VI. Conclusion

Assignment 2: Supporting HR/HRD Strategy (20 points; may be a group effort if you received an ‘A’ on assignment 1).

Based upon the desired Values Model vector to be pursued, create a supporting HR strategy.

- How must HR/HRD change?
- What must change within the department/firm in order for its people to make the overall organizational vision and strategy a reality?
- Identify who, how, when, where, and why related to the project.

Maximum length: six (6) pages double spaced.

Suggested organization of HR Strategy paper:

I. Brief background of the organization’s HR/HRD.
II. Findings (current state of HR readiness in relation to the VM vector to be pursued)
   a. S.W.O.T. (W includes obstacles)
   b. Values Model
   c. Other
III. Change needed / problem-opportunity statement
IV. Alternatives (to achieve III)
   a. Pros / cons
   b. Costs
   c. Viability
V. Recommendation(s)
VI. Conclusion

Assignment 3: Strategic Plan (40 points; individual or group project).

Develop a strategic plan for the organization or department identified in assignment 1 & 2 using the strategic planning process outline Figure 7.1 and Table 7.1 in Strategically Integrated HRD.

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Reading / Assignments</th>
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</thead>
<tbody>
<tr>
<td>8/31/12</td>
<td>Values Model and group discussion</td>
</tr>
<tr>
<td></td>
<td>Introduction / course overview</td>
</tr>
<tr>
<td></td>
<td>SWOT, Values Model</td>
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<td></td>
<td>Discipline of Market Leaders</td>
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</tbody>
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9/14/12  Values Model & Strategic HR/HRD
Discipline of Market Leaders

10/19/12  Strategic HR/HRD & Strategic Planning
Strategically Integrated HRD
HR Champions
(Assignment 1 due)

11/9/12  Strategic Planning
Strategically Integrated HRD
HR Champions
(Assignment 2 due)

12/7/12  Strategic Planning
Assignment 3 due, 12/13/12

Grading Policy

All assignments are due on the specific date posted. Failure to meet these specific deadlines will result in a reduction in the points a student receives for an assignment (2 points per week). Furthermore, students must inform the instructor if they will be unable to meet any of the assignment deadlines.

Each assignment will be graded based on:

- the assignment questions
- evidence that each of the corresponding learning objectives has been satisfactorily addressed.

Participation and Attendance (10 points can be deducted from your grade if you fail to meet this criteria)

Participation is not mere attendance in the class! In order to effectively participate in the course, it is critical that you read the course assignments and participate in class discussions, simulations, and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. Each class missed deducts points from your grade unless the absence is approved by the instructor. Coming to class late or leaving early can adversely affect your attendance and participation points.

To participate in class more fully, you will need to prepare at least three questions based on:
- class readings;
- previous class discussion;
- concerns, insights, or inquiries;
- questions not covered in the readings;
- or other relevant information meaningful to the class.

Grading Scale:

A+ (101 % or more) Superior work and evidence of exceeding each of the learning objectives at an advanced level
A (90-100 %) Excellent work and evidence of achieving each of the learning objectives at an expert level
B (80-89 %) Good work and evidence of achieving each of the learning objectives at a mastery level
C (70-79 %) Average work and evidence of achieving each of the learning objectives at a modest level
D (60-69 %) Poor work and little or no evidence of achieving each of the learning objectives
F (59 % and below) Unacceptable work and no evidence of achieving each of the learning objectives

Policy on Incomplete Assignments

If a student fails to meet any or all of his/her assignment responsibly, an incomplete WILL NOT be issued. Rather, the points for all completed assignments will be calculated and the corresponding grade will be issued. Assignments cannot be made up once the semester is completed.

Disability Statement

"If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)."

Academic Dishonesty Statement

“Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.