HRD 6336: HRD AND COMPETITIVE STRATEGY
SUMMER, 2018

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Course Description
Strategic HRD is a research based course focused on the linkages between competitive strategy and HR issues. Topics include a review of relevant strategic theories, examining how HRD issues integrate with and are informed by these theories, exploring alternative patterns of interdependence among HR and strategic variables, and articulating and testing causal theory that integrates strategic and HR constructs to explain firm level outcomes.

Learning Outcomes
At successful completion of this course students will have demonstrated the ability to:

1. Ask an interesting question, and make it theoretically interesting;
2. Develop a causal model that provides a theoretical answer to the interesting question;
3. Articulate a theoretical statement that provides the causal logic specified in the model;
4. Design a large-scale, multi-organizational quantitative data collection strategy using both survey data and archival performance data to test the theory;
5. Articulate a detailed analysis strategy that accurately tests the logic of your theory; and
6. Identify and discuss the most important boundary conditions of the theory and limitations to the testing approach.

These skills will be demonstrate within the context of Strategic HRD/M.

ASSIGNMENTS

Due 8:00 a.m. June 2, 2018

1. 10% Frame the Question – 3 pages. See learning outcome 1.

Due 8:00 a.m. June 30, 2018

2. 10% Theory Development. See learning outcomes 2 & 3.
   1. Draw a causal model – 1 page
ii. Articulate the causal logic and formulate hypotheses – 8 pages

Due 8:00 a.m. August 4, 2018

3. 10% Theory Testing. See learning outcomes 4 & 5.
   i. Data Collection – 5 pages
   ii. Data Analysis – 3 pages

Due 8:00 a.m. August 4, 2018

4. 10% Boundary Condition and Control Variables – 2 pages. See learning outcome 6.
5. 20% Class Contribution (okay, this won’t be complete until the end of the session, so stay awake!)

Due 5:00 p.m. August 10, 2018

6. 50% Final Paper – This needs to be a single, well written paper. Do not merely patch the assignments together into a single document.
   1. Pull all the pieces together, add a title page, abstract, and reference section.
   2. Try to keep it below 30 pages inclusive, probably around 25 pages of text.

Assignment Grading Rubric

- 50% -- Minimum effort; poorly done
- 75% -- Effort apparent, but logic not well executed and not well written
- 85% -- Good effort, on target with evidence of deep thought and sound presentation
- 95% -- Done well and well done.

Course Grades

Course grades will be assigned on a holistic basis and include a healthy dose of my professional judgement, but generally will be based on the weights suggested for the assignments and follow a traditional 90/80/70 scale. I reserve the right to make adjustments as is appropriate for a doctoral seminar.
TOPICAL OUTLINE FOR HRD 6336

1. Context
   a. Theory Development and Testing
   b. Strategic HRD/M
      i. Conceptual Domain
      ii. Linking HRD/M to Organization Level Outcomes (Performance)

2. Strategic Theory
   a. Generic Strategies
   b. RBT
   c. Agency Theory
   d. Dynamic Capabilities

3. Content Arenas
   a. Training and Development
   b. Career Management
   c. Performance Management
   d. Organization Development
   e. Organizational Learning
   f. Change/Innovation/Flexibility

4. Complexities
   b. High Performance Work Systems
   c. The Black Box Problems
   d. Theorizing and Measuring Fit/Congruence
   e. International/Cultural Boundary Conditions

GENERAL NOTICES

General UT Tyler Academic Policies
See below or access at http://www.uttoyl.edu/academicaffairs/files/syllabuspolicy.pdf

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttoyl.edu/wellness/rightsresponsibilities.php

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttoyl.edu/about/campus-carry/index.php.
Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu
DETAILED READING LIST

Doty Pontificates: As the semester progresses I will be developing some short video introductions for some/many/all of the learning outcomes and topics in the syllabus. I will post these in Canvas as I get them developed. These introductions are not intended to replace or even supplement the reading materials, but rather are intended to provide some framing for the topics and, hopefully, some guidance on the learning objectives and assignments.

SESSION 1

Complete Prior to June 2, 2018

Theory Development and Testing


Strategic HRD

The (S)HRD Domain


**Linking HRD/M to Organization Level Outcomes (Performance)**


**Strategic Theory**

**Generic Strategies**


**Resource Based Theory**


Agency Theory


Dynamic Capabilities


SESSION 2
Complete Prior to June 30, 2018

Training (Interpreted as Human Capital Development)

Becker, G. S. 1993. *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education.* The University of Chicago Press: Chicago. For this class you need to read Chapters 2 and 3, pages 15-59. This is a great book and I encourage you to be familiar with it.


Career Management


Performance Management


**Organization Development**


**Organizational Learning**


**Change/Innovation/Flexibility**


On Practices, Systems, and Architecture


Add one or two more

High Performance Work Systems


The Black Box Problems


**Theorizing and Measuring Fit/Congruence**


**One last current HRD piece if possible**

**International/Cultural Boundary Conditions**


