**STRATEGIC HUMAN RESOURCE MANAGEMENT**

**Instructor:** Dr. Kaifeng Jiang, The Ohio State University

**COURSE OVERVIEW**

The purpose of this course is to provide an overview of the role of human resource management (HRM) in contributing to organizational effectiveness. By the end of this course, you should be able to assess how specific approaches to HRM can be used to facilitate a variety of organizational goals, and you should think systematically about how organizational demands and environmental forces shape HRM activities and affect the influence of HRM activities on employee outcomes and organizational effectiveness.

Understanding the role of HRM requires an understanding of the major activities included in a HRM system (i.e., recruitment, selection, training, performance assessment, compensation, and benefits). Our focus will be on understanding how these HRM activities can help a firm achieve competitive advantage. In addition, it is important to understand the influence of the environmental contexts in which HRM activities are conducted such as technology, globalization, labor market conditions, competitive strategies, and external crisis events (e.g., economic recessions and pandemic).

**OBJECTIVES**

This course is based on the assumption that students already have some fundamental awareness of issues related to HRM. The course will build on that background to extend students’ theoretical knowledge and applied skills. The course employs a variety of teaching methods, including lectures, discussion, exercises, case discussions, student presentations, and team projects. Although the specific activities will vary, the objectives will always be the same: to improve your understanding of how a firm's HRM system can enhance or detract from the firm's overall effectiveness. Some specific objectives are:

1. To become familiar with all the specific HRM practices and activities
2. To identify models and frameworks that can be helpful in understanding HRM
3. To identify, discuss and analyze the needs of organizations and their employees
4. To identify the factors that give rise to different ways of managing human resources
5. To understand the boundary conditions of the influence of HRM on organizational effectiveness
6. To give you many opportunities for presentation and group interaction.
7. To heighten your involvement and sense of opportunity as an HR professional, management consultant, or line manager.

### COURSE MATERIALS

**Recommended Textbook:**

Gowan, M. & Lepak, D. P. 2019. Human Resource Management: Managing Employees for Competitive Advantage, 4th Edition. Chicago, IL: Chicago Business Press. (The earlier edition of this textbook is also acceptable)

ISBN-13: 978-1-948426-08-4

The complete ebook is available here:  [https://redshelf.com/book/1106045/human-resource-management-does-not-include-online-course-access-1106045-9781948426114-gowan-lepak](https://urldefense.com/v3/__https:/redshelf.com/book/1106045/human-resource-management-does-not-include-online-course-access-1106045-9781948426114-gowan-lepak__;!!KGKeukY!igoNCWcclrj_8J2tDCzUY3_oANMi5fCn-flHa7D469c57qLK2viVvW_iJaQYrOhcwDOY$)

**Web Page:** Course information, including additional reading materials, will be posted on Carmen (http://carmen.osu.edu). This site will be used to provide you with class session assignments, handouts, slides, announcements, and grade information. If you have questions or problems with Carmen, call 688-HELP or e-mail carmen@osu.edu.

**COURSE REQUIREMENTS**

Your grade for this class will be based on your performance on one exam, one individual case analysis, participation, one group project presentation, and one HRM “In The News” group presentation.

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| *Grading Items* | *% Overall Points* |
| ***Individual Work*** | |
| Mid-Term Exam | 20% of overall points |
| Individual Case Analysis | 20% of overall points |
| Participation | 20% of overall points |
| ***Team work*** | |
| HRM “In The News” presentation | 10% of overall points |
| Team Presentation | 30% of overall points |

# **Letter Percentage Scale**

# A 93-100 4

# A- 90-92.9 3.7

# B+ 87-89.9 3.3

# B 83-86.9 3

# B- 80-82.9 2.7

# C+ 77-79.9 2.3

# C 73-76.9 2

# C- 70-72.9 1.7

# D+ 67-69.9 1.3

# D 60-66.9 1

# E 0-59 0

**Individual Work**

***Mid-Term Exams (20%)***

Although somewhat outdated, written exam is still regarded as one of the most effective and widely used ways for learning evaluation. The purpose of the mid-term is not to ask you memorize the definitions of concepts learned in class, but test your understanding of these knowledge points and theoretical framework of strategic HRM and help you to learn how to apply these concepts to explain different management phenomenon. The exams will include multiple choice, short-answer, essay, and situational questions.

Basic Requirements:

* The mid-term is a written exam and should be completed alone.
* The exam will be taken online during the assigned time (see the date in the class schedule section).
* None of the course-related materials are allowed for the mid-term exam.
* Contents of the exam come from lectures, textbook, assigned readings and exercises, and class discussions.
* Make-up exams will only be given to those who had emergencies and had reported to me a written reason in advance. If you have an unexcused absence from an exam, you will only be able to retake the test for 60% credit.

# ***Individual Case Analysis (20%)***

The purpose of the individual case analyses is to 1) provide more personal, in depth understanding of the concepts learned in class, and 2) apply concepts in real situations in companies.

Basic Requirements:

* Students will be provided with a business case and 3-4 thought questions for discussion after the mid-term examand it will be due on **Wednesday, April 21**.
* You will work independently to analyze the assigned case analysis.
* You need to submit an electronic copy of your paper to Carmen.

***Participation (20%)***

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.

Basic Requirements:

* Be prepared by being familiar with readings, bringing any assignments, and being ready to discuss class topics.
* Visible participation such as making comments is important as well as less obvious participation such as listening and being engaged in class activities.
* When appropriate, bridge your comments with other classmates’ points and questions.
* Take responsibility for yourself and for getting the information you need to succeed.
* Act in ways that connote goodwill toward the class. Be especially respectful of viewpoints and backgrounds that might differ from your own. The wise learner listens even more intently to positions that differ from his or her own.
* Participation does not mean sharing every single idea that occurs to you, disrespecting others’ comments, or dominating the discussion**.** As a general rule– quality of contribution will always be rated higher than quantity of contribution.

**Team Work**

## ***HRM “In The News” Presentation (10%)***

This portion of the course is designed to provide students with

* an opportunity to apply course concepts to current scenarios in businesses,
* a chance to analyze the business scenarios, and
* to develop a recommendation and action plan for how to move forward to address the issue or similar issues.

Basic Requirement:

* Teams need to be prepared to present a current issues/event in the news that is relevant for that class period (using Diversity and Inclusion as an example).
* Teams should be prepared to distribute relevant reading materials from ‘In The News’ (e.g., publications, online article, etc.) to the class in the week before their presentation. The reading materials should be two fold (could be a single article or two) – something scholarly with an overview of the issue (Holmes IV, O., Jiang, K., Avery, D. R., McKay, P. F., Oh, I. S., & Tillman, C. J. (2020). A meta-analysis integrating 25 years of diversity climate research. Journal of Management, 0149206320934547; Leslie, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences. Academy of management review, 44(3), 538-563.), and something in the news on the issue (BlackRock to Push Companies on Racial Diversity in 2021 from https://www.bloomberg.com/news/articles/2020-12-10/blackrock-plans-to-push-companies-on-racial-diversity-in-2021) as well. You can use the Discussion function on Carmen to upload and share the materials with the class.
* Make a 10 minute presentation regarding their topic to introduce the background of the issue they identify from the recent news as well as the general findings from research.
* Lead a 5 minute discussion about the implications of the topic for managing people and the HR profession – in this portion you are teaching us how to deal with the issue you have discussed.

***Team Project Presentation (30%)***

The primary goal of final team project is twofold:

1. to apply knowledge and skills learned in class to explain management reality;
2. to practice teamwork, communication, problem solving, data analysis, and writing skills.

Benchmarking is an approach that is commonly used in management consulting to provide suggestions to clients. It is a process of comparing one’s business processes and performance metrics to industry bests and best practices from other companies. In this project, teams are asked to make an oral presentation regarding a HRM best practice. The goal is to increase your understanding of how and when organizations can implement an HRM practice to enhance organizational effectiveness.

Basic Requirements:

* Teams are required to choose a specific HRM practice and collect information about what the practice is and how and when the practice can be used to improve organizational effectiveness. Below are some suggestions for practices that you might consider – Of course you are not limited to this list.
  + Behavioral Interviews
  + Outsourcing
  + Employee-Stock Ownership
  + Gain-Sharing/Profit Sharing
  + Off-Shoring
  + Managing Expatriates
  + Online Training
  + Skill-Based Pay
  + Diversity and Inclusion
  + Web-Based Recruitment
  + Work-Family Balance
  + Self-Managing Teams
  + HR Digitalization
  + Self-Management Team
* Team work with the instructor to decide their HRM practice and develop plans for collecting information about this practice in the first half of the semester.
* Teams collect and analyze the information they collect and discuss their findings with the instructor before the final presentations.
* Teams follow the following framework to prepare their presentations.
  + Introduce the practice
  + Provide examples of your practices in use in companies
  + Explain the logic behind its usefulness and what research or theory, if any, exists to support its effectiveness.
  + Explain the advantages and disadvantages of the practice (including costs, cost savings, and organizational benefits)
  + Discuss how organizational demands and environmental influences may influence the use of practice in organizations.
  + Discuss recommendations for when and how the practice should be implemented.

**Copyright for Instructional Materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS**

**Spring 2021**

Note: This schedule may be subject to change due to expected reasons.

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| **Classes** | **Topics** | **Recommended Reading Materials and Other Notes** |
| **1** | Introduction to Strategic HRM | * Gowan and Lepak’s Chapter 1 |
| 2 | Theories and Models of Strategic HRM | * Wright, P. M., & McMahan, G. C. (1992). Theoretical perspectives for strategic human resource management. ***Journal of Management***, 18(2), 295-320. (**Required reading**) * Jiang, K., & Li, P. (2019). Models of strategic human resource management. ***Sage handbook of human resource management***, 23-40. (Supplementary reading) |
| 3 | Internal and External Alignment of Strategic HRM | * Storey, J., Wright, P. M., & Ulrich, D. (2019). Chapter 6: Fit, flexibility, and agility. In J. Storey, P. M. Wright, and D. Ulrich (Eds), ***Strategic human resource management: A research overview***. Routledge Focus. (**Required reading**; *I highlighted key sections in this chapter to pay attention to*) * Kehoe, R. (in press). Revisiting the Concepts of Vertical and Horizontal Fit in HRM: What We Know, What We Don’t Know, and Where We Might Go. ***Academy of Management Perspectives***. (Supplementary reading) |
| 4 | HR Challenges: Business Strategy (I) | * Gowan and Lepak’s Chapter 2 about Strategy (p. 36-38) and Chapters 4-12 HR “in Practice” parts about Strategy * Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. ***Academy of Management journal***, 37(3), 670-687. (**Required reading**) * Miles, R. E., & Snow, C. C. (1984). Designing strategic human resources systems. ***Organizational dynamics***, 13(1), 36-52. (Supplementary reading) |
| 5 | HR Challenges: Business Strategy (II) | * Gowan and Lepak’s Chapter 14 about “Managing the Employment Portfolio” and “Evaluating Your HR System: The HR Scorecard” (**Required reading**) * Huselid, M. A., Beatty, R. W., & Becker, B. E. (2005). ‘A players’ or ‘A positions’?. ***Harvard Business Review,*** 83(12), 110-117. (Supplementary reading) |
| 6 | HR Challenges: Business Strategy (III) | * Two Case Discussions * Case 1: The puzzling climate at Digital Gaming (**Required reading**) * Case 2: Boeing’s Safety Crisis from the Perspective of Strategic HRM (**Required reading**) |
| 7 | HR Challenges: Company Characteristics (Organizational Life Cycle) | * Gowan and Lepak’s Chapter 2 about Company Characteristics (p. 38-40) Chapters 4-12 HR “in Practice” parts about Company Characteristics * Quinn, R. E., & Cameron, K. (1983). Organizational life cycles and shifting criteria of effectiveness: Some preliminary evidence. ***Management science***, 29(1), 33-51. (**Required reading**) * Churchill, N. C., & Lewis, V. L. (1983). The five stages of small business growth. ***Harvard business review***, 61(3), 30-50. (Supplementary reading) |
| 8 | HR Challenges: Organizational Culture and Climate | * Gowan and Lepak’s Chapter 2 about Organizational Culture (p. 40-42) and Chapters 4-12 HR “in Practice” parts about Organizational Culture * Ostroff, C., Kinicki, A. J., & Muhammad, R. S. (2012). Organizational culture and climate. ***Handbook of Psychology***, Second Edition, 12. (**Required reading**) * Ulrich, D. O., & LaFasto, F. (1995). Organizational culture and human resource management. ***Handbook of human resource management***. (Supplementary reading). * Petriglieri, G. (2015). Making sense of Zappos’ war on managers. ***Harvard Business Review***. (Supplementary reading) * McCord, P. (2014). How netflix reinvented HR. ***Harvard Business Review***, 92(1), 71-76. (Supplementary reading) |
| 9 | HR Challenges: Leadership | * Liu, W., Lepak, D. P., Takeuchi, R., & Sims Jr, H. P. (2003). Matching leadership styles with employment modes: Strategic human resource management perspective. ***Human Resource Management Review***, 13(1), 127-152. (**Required reading**) * Kehoe, R. R., & Han, J. H. (2020). An expanded conceptualization of line managers’ involvement in human resource management. ***Journal of Applied Psychology***, 105(2), 111. (Supplementary reading) * Edmondson, A. C. (2014). Mary Barra Brings Teaming to General Motors. ***Harvard Business Review***. (Supplementary reading) * Sheard, G., Stewart, J. R. J., Helliwell, C., Nelson, J., Kodai, A., Srinivasan, S., & Danak, N. (2015). Why chief human resources officers make great CEOs. ***Harvard business review***, 93(3), 5. (Supplementary reading) |
| 10 | HR Challenges: Labor Force Trends (Aging Workforce) | * Gowan and Lepak’s Chapter 2 about Labor Force Trends (p. 46-47), Chapters 4-12 HR “in Practice” parts about Labor Force Trends * Hertel, G., & Zacher, H. (2018). Managing the aging workforce. The ***SAGE handbook of industrial, work, & organizational psychology***, 3, 1-93. (**Required reading**) * Cappelli, P. (2014).Engaging your older workers. ***Harvard Business Review***. (Supplementary reading) * Loch, C. H., Sting, F. J., Bauer, N., & Mauermann, H. 2010. How BMW is defusing the demographic time bomb. ***Harvard Business Review***. (Supplementary reading) * Lanier, K. (2017). 5 things HR professionals need to know about Generation Z: Thought leaders share their views on the HR profession and its direction for the future. ***Strategic HR Review***, 16(6), 288-290. (Supplementary reading) |
| 11 | HR Challenges: Technology | * Gowan and Lepak’s Chapter 2 about Technology (p. 49-50), Chapters 4-12 HR “in Practice” parts about Technology * Stone, D. L., Deadrick, D. L., Lukaszewski, K. M., & Johnson, R. (2015). The influence of technology on the future of human resource management. ***Human resource management review***, 25(2), 216-231. (**Required reading**) * Davenport, T. H. & Kirby, J. (2015). Beyond automation. ***Harvard Business Review***. (Supplementary reading) * Beane, M. (2019). Learning to Work with Intelligent Machines. ***Harvard Business Review***, 97(5), 140-148. (Supplementary reading) |
| 12 | HR Challenges: Globalization and National Culture | * Gowan and Lepak’s Chapter 2 about Globalization (p. 50-54), Chapters 4-12 HR “in Practice” parts about Globalization * Budhwar, P. S., & Sparrow, P. R. (2002). An integrative framework for understanding cross-national human resource management practices. ***Human Resource Management Review***, 12(3), 377-403. (**Required reading**) * Farndale, E., Thite, M., Budhwar, P., & Kwon, B. (2020). Deglobalization and talent sourcing: Cross‐national evidence from high‐tech firms. ***Human Resource Management***. (Supplementary reading) |
| 13 | HR Challenges: Ethical and Social Responsibility | * Gowan and Lepak’s Chapter 2 about Ethics and Social Responsibility (p. 54-57), Chapters 4-12 HR “in Practice” parts about Ethical and Social Responsibility * Winstanley, D., & Woodall, J. (2000). The ethical dimension of human resource management. ***Human resource management journal***, 10(2), 5. (**Required reading**) * Kaptein, M. (2008). Developing a measure of unethical behavior in the workplace: A stakeholder perspective. ***Journal of management***, 34(5), 978-1008. (Supplementary reading) * McLaverty, C. & Mckee, A. (2016). What you can do to improve ethics at your company. ***Harvard Business Review***. (Supplementary reading) |
| 14 | HR Special Topics: HR during Crisis Events | * Dirani, K. M., Abadi, M., Alizadeh, A., Barhate, B., Garza, R. C., Gunasekara, N., ... & Majzun, Z. (2020). Leadership competencies and the essential role of human resource development in times of crisis: a response to Covid-19 pandemic. ***Human Resource Development International***, 23(4), 380-394. (**Required reading**) * Dale, C., Welling, L., & Clearfield, C. (2020). How one Seattle health system is managing the COVID-19 crisis. ***Harvard Business Review***. (Supplementary reading) * Cote, D. (2013). Honeywell’s CEO on how he avoided layoffs. ***Harvard Business Review***. (Supplementary reading) |
| 15 | HR Special Topics: Big Data and HR Analytics | * Cappelli, P. (2020). Stop Overengineering People Management. ***Harvard Business Review***, 98(5), 56-63. (**Required reading**) * Cappelli, P. (2017). There’s no such thing as big data in HR. ***Harvard Business Review***. (Supplementary reading) * Cappelli, P. (2020). 4 Things to Consider Before You Start Using AI in Personnel Decisions. ***Harvard Business Review***. (Supplementary reading) |
| 16 | HR Special Topics: Inclusion and Diversity | * Leslie, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences. ***Academy of management review***, 44(3), 538-563. (**Required reading**) * Sherbin, L., & Rashid, R. (2017). Diversity doesn’t stick without inclusion. ***Harvard Business Review***. (Supplementary reading) * Johnson, S. K. (2018). What Amazon’s board was getting wrong about diversity and hiring. ***Harvard Business Review***. (Supplementary reading) |
| 17 | HR Special Topics: HRM in Entrepreneurial Firms | * Block, J. H., Fisch, C. O., & Van Praag, M. (2018). Quantity and quality of jobs by entrepreneurial firms. ***Oxford Review of Economic Policy***, 34(4), 565-583. (**Required reading**) * Gulati, R. & Desantola, A. (2016). Start-ups that last. ***Harvard Business Review***. (Supplementary reading) |
| 18 | HR Special Topics: Gig Economy | * Meijerink, J., & Keegan, A. (2019). Conceptualizing human resource management in the gig economy. ***Journal of managerial psychology***. (**Required reading**) * Caza, B., Vough, H. C., & Moss, S. (2017). The hardest thing about working in the gig economy? Forging a cohesive sense of self. ***Harvard Business Review***. (Supplementary reading) * Younger, J. & Smallwood, N. (2016). Performance management in the gig economy. ***Harvard Business Review***. (Supplementary reading) |
| 19 | HR Special Topics: Caring about Employees | * Guest, D. E. (2017). Human resource management and employee well‐being: Towards a new analytic framework. ***Human resource management journal***, 27(1), 22-38. (**Required reading**) * Peart, N. 2019. Making work less stressful and more engaging for your employees. ***Harvard Business Review***. (Supplementary reading) |
| 20 | HR Special Topics: The role of HRM in the future | * Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What's next for HR? ***Human Resource Management Review***, 25(2), 188-204. (**Required reading**) * Boudreau, J., & Rice, S. (2015). Bright, Shiny Objects and the Future of HR. ***Harvard Business Review***, 93(7-8), 72-78. (Supplementary reading) * Capelli, P. (2015). Why we love to hate HR... and what HR can do about it. ***Harvard Business Review***, 93(7-8), 54-61. (Supplementary reading) * Charan, R., Barton, D., & Carey, D. (2015). People before strategy: A new role for the CHRO. ***Harvard Business Review***. (Supplementary reading) |