



RUTGERS

MHRM Strategy I: Designing and Implementing Human Capital Strategies in an Era of Change Spring 2026

Revised: November 13, 2025

Course Number: 38:533:580

Class Location: Janice Levin Building 103

Class Time: Wednesdays 7:20-10:00

Instructor: Bill Kane

Office: 215E JLB

Office Hours: By appointment (in-person and virtually)

Quick Meets: Before/after class

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Cell: 908.403.1381

Class Materials: <https://canvas.rutgers.edu/>

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Course Overview

This course provides an overview of the role of human resource management (HRM) in contributing to organizational effectiveness. The course examines the techniques, policies, processes, strategies, and practices used by companies and/or managers to effectively and efficiently utilize human resources. Students will learn theories and practices in many different “core” areas of human resource management including staffing, performance management, work and job design, training, compensation, and labor relations. We will examine how the business strategy, legal environment, and megatrends in the external labor market affect human resource management. The course will also examine how the human resource functions contribute to formulating and implementing business strategy and achieving competitive advantage.

Course Objectives

The primary goal of this course is to provide you with an understanding and appreciation of the basic functions of human resource management and current practices and issues. By the end of this course, you should be equipped to think systematically about how environmental forces shape HRM activities, and should be able to describe how specific HR practices can be used to help an organization satisfy its multiple stakeholders. Specific learning objectives include the ability to:

- Create alignment between human resource strategies and business strategies.
- Identify, select, and develop people having the necessary knowledge, skills, and abilities.
- Use compensation and other incentives to attract, retain and motivate employees.
- Design work systems that empower employees to contribute to performance.
- Make human resource decisions that are legal and ethical.
- Understand how an employment relationship is like a contract (with both explicit and implicit expectations) and understand the consequences of contract breach.
- Use quantitative tools, where appropriate, to make and explain human resource decisions.

SMLR / HR Management Learning Objectives

- Cognitive Skills and Processes: The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.
- Written & Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.
 - o Communicate complex ideas effectively, in standard written English
 - o Analyze and synthesize information and ideas from multiple sources to generate new insights
 - o Produce quality research papers with proper convention of attribution/citation
 - o Produce high quality executive summaries
 - o Make an argument using contemporary and/or historical evidence
 - o Present ideas and arguments in a logical and effective way
- Knowledge of Theory, Practice and Application: The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.
- Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
 - o Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study.
- Evaluate and apply theories from social science disciplines to workplace issues.

Class Format

This class uses lectures to prompt interactive discussion, and the sharing of ideas and perspectives.

Class Materials

Optional Texts

Books are foundational/supplemental references for various lecture topics.

Gowan, M., DeMarr, B., & David, J. (2023). *Fundamentals of Human Resource Management for Competitive Advantage*. Chicago Business Press, 2022. ISBN-13: 978-1-948426-31-2.

Kane, William S. & Hill, Andrew (2024), *Leading Business Teams: The Definitive Guide to Optimizing Organizational Performance*, New York, NY: Routledge. ISBN 978-1-032-59943-4 (hbk)

Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2011 or later edition). *Fundamentals of Human Resource Management*. Irwin McGraw-Hill: New York. (ISBN: 978-0-07-353046-8)

Phillips, J. M. (2023). *Strategic Staffing* (5th ed.). Chicago Business Press. ISBN: 978-1-948426-39-8

Lecture Materials

The PowerPoint slides and all class materials (videos, assigned readings, etc.) will be posted on the course's Canvas site.

Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - optional
- Webcam - optional
- Microsoft Word, PowerPoint - refer to [Rutgers University Software Portal - Free Access](#) to download/access if you don't have these applications already.

Academic Honesty

The rights of students will be protected to ensure that course grading is related to competence in the subject matter. I believe strongly in academic integrity. Having completed most of our program, you should be familiar with the Academic Integrity Policy:

<http://academicintegrity.rutgers.edu/>

Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

My Commitment to You

To accomplish the learning goals associated with this course, I will do my best to:

- Prepare helpful and interesting course materials
- Lead meaningful lectures and discussions
- Share my perspective of “real-world” HR, and its classroom implications
- Provide developmental feedback to help students
- Evaluate students’ performance with objectivity and fairness
- Treat each student with respect and dignity
- Listen to suggestions on how to improve the course and course correct when things are not working

- Provide you with timely and relevant feedback
- Use multiple resources to enhance your classroom experience
- Teach and share experiences that will help make you “career-ready”

Our Classroom Community

We all learn differently. It is my intention to respect your preferred learning style and to be sensitive to any and all factors that may cause barriers to our mutual success. By extension, I also ask that you be respectful of each other’s learning processes, and preferences.

The course work for this class is generally designed for collective classroom engagement, balanced with independent study. Certainly, you are encouraged to explore the course content with your peers, in small groups, as a way to facilitate subject matter discovery and to provide an avenue for the informal exchange of ideas and opinions. Helping each other is encouraged.

Rutgers Diversity Statement

The Division of Student Affairs works to create an environment of **inclusion** which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our **responsibility** to promote and maintain a community of compassion, embracing the rich dimensions of **diversity**, and facilitating opportunities for understanding and the expression of both individual and shared truths.

Course Requirements

The course employs a variety of teaching methods including lectures, discussions, in-class exercises, case studies/analyses and presentations. Your grade for this course will be based on your performance on a number of different activities:

| Activity | % of Grade |
|----------------------------------|-------------------|
| Class Attendance & Participation | 15 |
| HR Research Topic | 15 |
| HR Article | 15 |
| Future of Work Paper | 15 |
| Leading Change Interview Paper | 15 |
| Team Presentation | 25 |
| Total | 100 |

| Grading Scale Reflected in Canvas | |
|--|----------|
| A | 90 - 100 |
| B+ | 85 – 89 |
| B | 80 – 84 |
| C+ | 75 – 79 |

| | |
|---|--------------------------|
| C | 70 – 74 |
| D | 60 – 69 |
| F | Equal to or less than 59 |

Graded Activities

1. Attendance & Participation

Attendance is mandatory. Be on time. Add to our discussions.

Active learning is one of the most powerful tools for understanding complex concepts. Students can learn a tremendous amount from each other - you should feel free (and be prepared) to provide your comments, ask thoughtful questions, and share your own work-related experiences with the class. Moreover, active engagement with course ideas and concepts (i.e., thinking about how they apply and why, generating questions or examples) helps develop well-rounded, reasoned judgments. Finally, research shows that you learn more when you participate actively. For these reasons, participation is an important class component.

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.

Participation will include engaging in all class discussions, presenting and facilitating class discussions based on team assignments and project, and actively playing the role of executive committee when evaluating individual HR strategy proposals. Dysfunctional participation, such as the use of cell phones, side conversations, and frequent tardiness or absence also detracts from the experience of everyone in our class.

The primary ground rules for this course are:

- Be punctual and consistent in attendance
- Discuss and challenge ideas; exchange perspectives
- Stay current with HR-related headlines and their potential impact
- Share current work challenges
- Respect others

Note: I reserve discretion with adjusting this grade if a student is repeatedly absent or late for this class, as well as if a student is disengaged from the classroom experience.

2. Research Papers

Students are required to complete and submit four (4) written assignments on HR topics.

The submissions should be made in Canvas. Submission dates will be discussed in class.

Submitted papers will be scanned for integrity purposes.

As part of this assignment, students should be prepared to share their work/findings for class discussion.

ChatGPT (or like resources) are not permitted. I want to hear your voice and critical thinking.

Your submission should be 1,000 – 1,200 words (approximately 4-5 double-spaced pages. Papers of shorter length are subject to greater scrutiny and will be penalized.

Appropriate citations and references (APA format) are expected.

Papers are to be submitted on time. Early submissions are welcome. In the event an extension is needed due to extenuating circumstances, please see me prior to the deadline. Late submissions will be penalized, and only partial credit may be received. You should contact me directly with any questions about this paper and/or any anticipated or realized challenges with its content or deadline.

I make every effort to devote my full attention to each submission and to provide you with feedback in a timely manner; however, please be patient as my review may be extended pending the demands of other classes.

Assignment One: Choose one of the following HR topics:

Generational Differences in the Workplace

For the first time ever, there are 5 generations of workers side-by-side in the U.S. workforce!

Does it matter?

It has been stated that generational differences impact personal perspectives, attitudes toward work, how people communicate, how they collaborate, and how they behave. Understanding and appreciating these differences presumably can help businesses improve their workplace climate, employee retention, and overall performance. Call me skeptical... Find out about current demographics. See what the research says that supports (and possibly refutes) the need for differentiated treatment. Are companies (and their management teams) paying attention to this dynamic? If so, why and how? If not, why not?

HR Technology

It's here... Generative AI, Agentic AI, Conversational AI, AI voice technology, machine learning, natural language processing, Automation AI, AI agents, chat boxes,

etc. Break it down for us. Define and briefly explain the terms and differences. Be specific. How and in what areas is this technology impacting HR (recruiting, WF planning, learning and development, talent management, on and off-boarding, HR analytics, etc.)? What difference is it making? What are the benefits (costs, efficiency, consistency, productivity, time savings, more data-driven decisions, etc.)? How do you envision the integration of these technologies to shape the future of HR? Identify and discuss an innovative company, with examples, embracing these new technological advances.

Performance Management Challenges

Performance management is a “necessary evil,” and it seems to do more harm than good. Or does it? Research and discuss what progressive companies are doing to revitalize their traditional performance management systems. Comment on evolving trends such as applying the business principles of agile project management—being leaner, innovative, and more flexible; annual reviews are giving way to on-going models with brief and less formal summaries; using multiple sources for evaluative input; the disappearance of ratings and labels that are being replaced with descriptive individual feedback about impact and contribution; the applications of technology; team v. individual assessment; etc. What are the talent management challenges associated with these?

Upskilling

Upskilling refers to the process of learning new skills or improving existing ones to keep up with changes in the job market, technology, or industry requirements. It helps individuals increase their qualifications and remain competitive in their careers. As a practice, it is gaining significant momentum and being embraced by several leading companies.

Research and discuss this trend considering what companies are leading the way; are there best practices; what are the long term benefits for the company and the employee (job security, career growth, job satisfaction/engagement); what are pros and cons of different types of upskilling (e.g., formal education vs. self-directed learning); are there DEI implications; what are the common program success factors?

The evaluation of this assignment is as follows:

- 75% of your grade is dependent upon the content, clarity, flow, organization, and the overall quality of your research and presentation.
- 25% of your grade is based upon your critical reflection, analysis, and reaction to what you have uncovered. Specifically, what are your thoughts, impressions, insights, and/or opinions about what you have learned.

Assignment Two: HR Article Analysis and Takeaways

Select an article from an academic journal such as the *Journal of Applied*

Psychology, Personnel Psychology, Academy of Management Journal, Journal of Management, or Organization Science from 2019-2023 – or from one of the well-known management journals such as *Harvard Business Review* or *MIT Sloan Management Review*. Ideally, the article should cover an author or topic of interest for you in HR.

Present a brief summary and detailed analysis of the article, including (as applicable):

- What are the purpose and the major findings of the article?
- What is this topic's importance to the field?
- Are the author's perspective or the research findings supported by evidence?
- Are there strengths or limitations with the study or article's basic premises?
- Did you find anything interesting or surprising?
- Is there anything you personally relate to from this article?
- What are the practical implications for the field of HRM?
- How does the article relate to topics covered in class?
- How would you take this work further?

Assignment Three: The Future of Work

What skills will it take to lead, survive, and/or thrive?

The world is changing; work is changing. Fueled by rapid technological advancement, shifting social values, shifting demographics, globalization, and evolving labor-management policies, predict what work might look like in the next 5 -10 years by exploring any of the following topics (or others in this area):

Technological Transformation: Impact of AI and automation on workforce; Emerging job roles and skill requirements; Digital transformation strategies; Advances in communications technology

Workforce Dynamics: Remote and hybrid work models; Generational workplace shifts; Gig economy and freelance trends

Organizational Adaptation: Workplace culture evolution; Learning and development strategies; Talent attraction and retention approaches

For this paper, conduct a mini literature review, cite case studies/industry interviews, summarize trends and any related analytics, and consider scenario planning.

The evaluation of this assignment will consider research depth (25%); critical analysis (25%); originality of insights (25%); and your critical reflection, analysis, and reaction to what you have uncovered. Specifically, what are your thoughts, impressions, insights, and/or opinions about what you have learned (25%).

Assignment Four: Leading Change Interview Paper

Leading Organization Change: Not a role for the thin-skinned.

Conduct an interview with a seasoned business professional (preferably in HR) in a leadership role in an organization going through (or having recently gone through) substantive change. Identify the key strategic challenges facing this individual and how they and/or their organization are addressing them.

Some questions to trigger your thinking and to potentially assist your inquiry include:

- What is the scale of the transformation? Is it mission-critical?
- How do you identify the priorities for transformation? Why?
- What were the indicators that prompted the organization to embark on this path?
- What is your specific role?
- How do you personally build trust and credibility during times of uncertainty or disruption?
- What have you learned about communicating change?
- Have you encountered resistance? What are the causes?
- How do you engage middle managers—often the hardest group to win over—in driving and sustaining change?
- What are the cultural ramifications of this transformation? How important is culture?
- How are you keeping employees engaged?
- Is there a specific model or tools that you are following or using throughout this change?
- What are the key talent management practices or policies that have been changed to support this initiative?
- How are you measuring progress?
- Any lessons learned?

For academic integrity, please identify your source and their contact information.

For this submission, any format is fine (ex., Q and A script, summary paragraphs, “bullets,” etc.). No references are required for this paper.

The evaluation of this assignment is as follows:

- 75% of your grade is dependent upon the content, clarity, flow, organization, and the overall quality of your research and presentation.
- 25% of your grade is based upon your critical reflection, analysis, and reaction to what you have uncovered. Specifically, what are your thoughts, impressions, insights, and/or opinions about what you have learned.

3. Team Presentations

Students will volunteer/be assigned into one of four teams for the purpose of completing a team project.

Topic: Talent Management Practices at Specific Organizational Stages

Organizations generally progress through a series of four stages as they grow and develop, often referred to as the organizational life cycle. These stages can be broadly categorized as: startup, growth, maturity, and decline or renewal. Each stage presents unique challenges and opportunities for the organization.

Here's a more detailed look at each stage*:

1. Startup/Initiation

- This is the initial phase where the organization is newly formed, focusing on developing a product or service, securing initial funding, and attracting early customers.
- Key activities include defining the business model, building a team, and establishing a basic operational structure.
- Challenges at this stage often revolve around resource constraints, establishing market presence, and navigating initial operational hurdles.

2. Growth/Expansion

- In this stage, the organization experiences rapid expansion, increased revenue, and a growing customer base.
- Focus shifts to scaling operations, refining business processes, and managing increasing complexity.
- Challenges include managing growth effectively, maintaining quality control, and adapting to increased demand.

3. Maturity

- The organization reaches a point of stability, with established processes, a strong market position, and consistent profitability.
- Focus shifts to optimizing operations, enhancing efficiency, and maintaining competitiveness.
- Challenges include adapting to market changes, fostering innovation, and preventing complacency.

4. Decline or Renewal (pick one for the purposes of this exercise)

- This stage can involve a decline in performance, market share, or profitability, often due to changing market conditions, increased competition, or internal inefficiencies.
- Alternatively, organizations may choose to undergo a renewal process, adapting their business model, products, or strategies to regain competitiveness.
- Challenges in the decline phase can include significant restructuring, cost-cutting measures, and potential downsizing.
- The renewal phase requires significant change management, innovation, and strategic redirection.

Assignment

Your team will be assigned one of the four stages,

For the stage that your team is assigned – start-up, growth, maturity, or decline/renewal - what are the key talent management challenges faced by Human Resources departments, and how do these challenges influence HR strategies and practices?

For this assignment, at a minimum, you should consider implications for:

- Talent acquisition
- Performance management
- Talent strategy and planning
- Training and development
- Succession planning
- Total rewards
- Cultural implications (AIHR).

Each team should research their respective topic thoroughly and be prepared to present their findings. Your work product will be a PowerPoint deck and it will integrate class materials, as well as your research.

For all assignments, selected research sources must be appropriately cited when presenting trends, charts, models, etc. (Best to include your sources on the respective slides.)

Please submit your presentation in a PowerPoint format attached to an email, prior to class.

Time Allotment

Your presentation should be approximately 45-50 minutes, leaving ample time for class questions/discussion. Have an agenda.

Tips

Introduce your team members and topic. Number your slides. Figure approximately 3 minutes/slide unless the content is complex. And remember: tell us what you are going to tell us; tell us; tell us what you told us.

Evaluation Criteria

Your work product will be a PowerPoint deck and its correlating discussion. Your team's grade, with equal weighting to each criteria, will be based upon a demonstration of:

- Research quality: Providing context of the issue's criticality and scale/scope.
- Structure and depth of analysis: User-friendly clarity in explaining related terms, challenges, complexities, and/or models
- Impact: Proposed recommendations or solutions for future/enhanced HR practices (as applicable)
- Hitting your mark: Presentation delivery, visuals, audience understanding, and overall communication effectiveness
- Presentation and Communication: Clarity, structure, and persuasiveness of the presentation.

Involve all team members. Each team member will receive the same grade for this project.

MHRM STRATEGY I CLASS SCHEDULE

Please note that dates are tentative. Please check Canvas prior to every class for any pertinent updates. Group meeting opportunities may be available after some lectures.

| Week | Date | Topic(s) | Deliverables |
|------|------|---|---|
| 1 | 1/21 | Introduction: Syllabus Review; Course overview and Expectations (Kane) | |
| 2 | 1/28 | Business & HR Strategy: Business Strategy; 4 Types of Business Strategy; Strategic Planning (SWOT); The Strategic Role of HR; 10 Areas of Strategic Impact (including Employee Experience) | Acad. Integrity Agree. due Gowan 1, 2 |
| 3 | 2/4 | Workforce Planning: Workforce Planning Defined; WF Planning Applications; 6 Steps of WF Planning (Shift Happens); An Example; Succession Planning (Kane) | Group Assignments Gowan 5 |
| 4 | 2/11 | HR Technology: Where Are We? HCMs, LMSs, P/R Systems; T&A Systems; ATSS; About AI, AI & HR (The Current Landscape, Types of AI in HR, AI HR Applications, Benefits of AI in HR, ChatGPT in Daily HR Use, Challenges of AI in HR; How Do We Prepare?, FAQs) (Kane) | HR Research Topic Paper due Phillips 13 |
| 5 | 2/18 | Talent Acquisition: Definition/Process; Role of the Recruiter; Attracting Talent; What is an Employer Brand; Examples of Employer Brand; Sourcing Talent; Types of Job Seekers; Getting the Word Out; Pre-employment Tests; Candidate Interviewing (Structured); Selection, Offers, Background Checks & On-boarding; Recruiter Metrics | Gowan 6, 7 |
| 6 | 2/25 | Compensation & Incentive Programs: About Compensation; 5 Steps of Program Design; Regulatory Issues; SCOA Program; Why Incentive Plans are Important; Related Motivational Theory; Making Plans Effective; Types of Ind./Team Incentives; Executive Compensation; SCOA AIAP Model; Challenges | Gowan 10, 11 |
| 7 | 3/4 | Training/Upskilling/L&D: What is Upskilling? The Landscape; Why it Matters; The Role of HR; 11 Design Steps; Leading Upskilling Companies; A Learning Community (How to Create, Growth Mindset, Learn from Fall, Integrate into Org. Fabric); A Practitioner's View (video) | HR Article paper due Gowan 8 Kane 18 |
| 8 | 3/11 | Performance Management: What is Performance Management? The Roots of Performance Management; The Role of HR in Performance Management; The Traditional PM System (6 Steps); If Improvement is Needed; Appeals... Knock, Knock!; Trends in Performance Management; Organizational Applications; | Gowan 9 |

| | | | |
|---------------------|------|---|--|
| | | Technology Enablement; And Remember... | |
| Spring Break | | | |
| 9 | 3/25 | Employee Engagement: Defined; Who is Responsible? Dimensions; Types; Factors; Models; Why It Matters; Metrics (Kane) | Future of Work paper due Kane 4 |
| 10 | 4/1 | Organizational Culture: What is Culture? Its Origins; Keys to a Thriving Culture; Why It Matters; Why It Can Be Elusive; Can It be Changed? Can Culture be Inspiring? Metrics (Kane) | Kane 5, 12 |
| 11 | 4/8 | Leading Organizational Change: Where Are We? Where Are We Going? How Do We Get There? etc. (Kane) | Kane 13 |
| 12 | 4/15 | Managing Workforce Movement: Tools for Managing WF Movement (WF Planning, Performance & Potential Assessment. Career Pathing. Redeployment, Upskilling, Mobility); Types of Turnover; Voluntary Turnover; Mitigating Turnover; Retention Initiatives; If They Leave; Functional Turnover (PIP, Agree to Disagree); Involuntary Turnover (Definition, If You Must, Best Practices, After the Downsizing, Worst Cases, Metrics); Terminating for Cause | Leading Change Interview paper due Phillips 12 |
| 13 | 4/22 | | Group Presentations |
| 14 | 4/29 | | Group Presentations |
| 15 | TBD | TBD | |

Academic Integrity Contract

(To be signed and submitted in Canvas by the second class session)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, testination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.

- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on test.
- Acting to facilitate copying during a test.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during a test.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the test or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____

Reference

*[17](https://www.google.com/search?q=stages+of+an+organization%27s+development&sca_esv=cc71cd32491ac98c&sxsrf=AE3TifMtodD-Pp-rKGUzDhy83_K8O3QkCw%3A1752842525010&source=hp&ei=HEF6aPTXO5OrptQPjJvhQY&iflsig=AOw8s4IAAAAAaHpPLdAersWCPwTVUFaa_N_jf7N2q22Z&ved=0ahUKEwj01bGgt8aOAxWTIYkEHYxNOGQQ4dUDCBo&uact=5&oq=stages+of+an+organization%27s+development&gs_lp=Egdnd3Mtd2l6IidzdGFnZXMb2YgYW4gb3JnYW5pemF0aW9uJ3MgZGV2ZWxvcG1lbnQyBhAAGBYYHjIGEAAyFhgeMgYQABgWGB4yBhAAGBYYHjIGEAAyFhgeMgsQABiABBiGAXiKBTILEAAygAQYhgMYigUyCBAAGIAEGKIEMggQABiABBiiBEihSFAAWOhFcAB4AJABAJgByQGgAaEaqgEGMzAuOC4xuAEDyAEA-AEBmAInoAKOG8ICChAjGIAEGCcYigXCAgQQIxgnwgIOEC4YgAQYsQMYgwEYigXCAg4QLhiABBixAxiDARjUAsICCxAAGIAEGLEDGIMBwgIIEC4YgAQYsQPCAg4QA BiABBixAxiDARiKBcICBBAuGCfCAhAQIxjwBRiABBgnGMkCGIoFwgIIEAAygAQYsQPCAgQLhiABBjRAxjHAcICDhAuGIAEGLEDGNEDGMcBwgIREC4YgAQYsQMY0QMYgwEYxwHCAgsQLhiABBixAxiDAcICChAjGPAFGCcYyQLCAhQQLhiABBixAxjRAxiDARjHARiKBcICCxAAGIAEGLEDGMkDwgIREC4YgAQYsQMYxwEYjgUYrwHCAgUQABiABMICBBAAGAPCAggQABgWGAoYHpgDAJIHBjI5LjkuMaAH8K0CsgcGMjkuOS4xuAeOG8IHBjAuMzYuM8gHWw&sclient=gws-wiz#cobssid=s</p></div><div data-bbox=)