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HR Strategy IV:
Designing and Implementing Human Capital Strategies in an Era of Change
Spring 2026

Revised: November 16, 2025

Course Number:	38:533:690
Class Location:	Janice Levin Building 006 (Wednesdays); 102 Thursdays
Class Time:	Wednesdays 4:30-7:10; Thursdays 7:20-10:00
Instructor:	Bill Kane
Office:	215E JLB
Office Hours:	By appointment (Mondays or Tuesdays) and virtually as arranged
Quick Meets:	Before/after class
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Class Materials:	https://canvas.rutgers.edu/

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Overview

The road to becoming a CHRO…

In this course, we will take a "deep dive" to consider the many challenging external trends and issues facing organizations and HR professionals. The primary objectives of this course are to (1) deepen your understanding of how competitive pressures and other external forces influence the evolution of an organization's approach to managing human resources, and (2) strengthen your ability to examine why certain companies outperform their competition and gain sustainable competitive advantage through the management of human capital, and (3) identify and propose HR solutions to the ongoing challenges posed by those external and organizational pressures. The intent is to develop your conceptual understanding of strategic human resource management practices, as well as your capabilities to create and customize these strategies toward positive business outcomes.

SMLR MHRM Learning Objectives

HR Strategy IV is the capstone course for the MRHM master's degree. The course provides an opportunity for you to bring together all of your prior work and experience to consider how to address HR challenges. The course encompasses most of the SMLR Learning objectives (attached

at back of course outline). You should be able to analyze organizational challenges effectively, using both qualitative and quantitative analysis; conduct the research needed to identify possible solutions; and then communicate your analysis and recommendations in a professional way that positively influences your colleagues.

Class Format

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

Class Materials

Required Text

> Kane, William S. & Hill, Andrew (2024), *Leading Business Teams: The Definitive Guide to Optimizing Organizational Performance,* New York, NY: Routledge. ISBN 978-1-032-599943-4 (hbk)

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
Individual Research Paper	10
HR Article & Analysis Paper	10
HR Leader Interview Paper	15
Team Presentation: HR Topic	20

Team Presentation: HR Strategy	30
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.

   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:

   - Punctual and consistent attendance
   - Discussing and challenging ideas; exchanging perspectives
   - Staying current with HR-related headlines and their potential impact
   - Sharing current work challenges
   - Respecting 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. Written assignments

Each submissions should be made in Canvas. Submission dates will be discussed in class. Submitted papers will be scanned for integrity purposes.

The evaluation for each of these assignments will be as follows:

- 75% of your grade is dependent upon the content, clarity, flow, organization, and quality of your work.
- 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?

As an extension of these assignments, 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 a minimum of 1,000 words, and preferably no more than 1,200. This is approximately 4 – 5 double-spaced pages. Papers of shorter length (i.e., less than 1,000 words) 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.

a. ***Research Topic:*** *Compete a research paper on one of the following topics (or seek advance written approval for another of your choice):*

- How does an organization's purpose/vision influence its talent management practices and organizational culture?
- What are the critical components of creating an exceptional employee experience? Please share an example of an organization that has created such and how.

- What are the key levers and scorecard measurements needed to create and execute an effective human capital strategy?
- Wage Transparency: For better or worse?
- Does DEI (still) matter?
- Mitigating turnover in an organization
- Unions: On life support or becoming more relevant?
- How do companies address the labor shortage?
- Implications of the "Job-Hugging"
- Welcoming Gen Z to the workplace

   b. **HR Article:** *Complete an analytical paper on 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?

   c. **HR Leadership Interview Paper:** *Conduct an interview with a current HR professional in a leadership role. Identify the key strategic challenges facing this individual and how they addressing them.*

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

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

- What role does HR play in developing and executing your organization's strategy/business plan?
- What are the related short-term priorities and correlating action items for HR?
- What influence does HR have upon the organization's leadership and/or how strong is that voice?
- What metrics do you use to measure the effectiveness of HR programs and initiatives, and how do you ensure continuous improvement?
- How do you stay updated with the latest HR trends, regulations, and best practices?

- What methods or strategies do you employ to attract and retain top talent in your organization?
- How impactful are your overall talent management practices?
- How do you foster a positive and inclusive company culture, and what initiatives have you spearheaded to promote such?
- Is technology enabling the function's capabilities? If so, how? Is the human touch disappearing?

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

3. HR Topic Team Presentation

Students will volunteer/be assigned into teams for the purpose of completing a team project. (Note: you will keep the same team composition for the strategic plan presentation as well.)

Each team should research their respective topic thoroughly and be prepared to present their findings. Your work product will be a PowerPoint deck. Presentations should be approximately 60 minutes. Class discussion and questions should be invited.

For all assignments, selected research sources must be appropriately cited when presenting trends, charts, models, etc. Include your sources on each respective slide.

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

Potential 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 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.

Employee Engagement

Research 4 - 6 prominent models of employee engagement (to work, to the team, to the organization) in academic and/or consulting literature. Define it. Why is it important? What are the trends? How does "engagement" differ from other related constructs – job happiness, job satisfaction, dedication, morale, loyalty, etc.? Compare and contrast these models by indicating the corresponding definitions, measures, drivers and/or conditions, shortcomings, and targeted outcomes. Is there a "better" model to be used in certain business environments versus others and why?

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 Future of Work

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. To this end, explore key

trends, challenges, innovations, and "our readiness." Assess these implications for workers, employers, and society. What skills will it take to lead, survive, and/or thrive?

Evaluation Criteria

Your team's grade, with equal weighting to each criteria, will be based upon a demonstration of:

- Research quality: Proper overview, 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); Where is this going? What will be its impact?
- Hitting your mark: Presentation organization, timing/flow, delivery, visuals, audience understanding, and overall communication effectiveness

Your work product will be a PowerPoint deck and its correlating discussion.

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

4. **HR Strategic Plan Team Presentations**

   Welcome to the role of HR leader!

   HR strategy is the roadmap for addressing and solving the organization's salient challenges with talent solutions. The HR strategy must be aligned with the priorities and needs of the business strategy.

   This assignment requires that you, as part of a team, create a strategic plan for your HR function that will sustain your organization's viability and competitive advantage.

   To create this strategic plan, you should select an organization to highlight where a team member currently works or an organization of which a team member has familiarity. (Note: Please see me if an alternative organization is to be selected.)

   For this project, to the extent possible, you should draw upon the team member's experience/observations, related research, and/or canvassing. Details and deadlines will be discussed and agreed-upon in class.

   Your work product will be a PowerPoint deck and its correlating discussion.

The Framework for your presentation

There are 3 primary deliverables for this presentation:

1. Background information: As this is a classroom setting and students may be unfamiliar with your selected company, it is important to provide background information to help us understand its profile.
2. HR Strategy: This is an opportunity to highlight how the human resources function will pragmatically align with and support the goals of the organization.
3. HR Action Plans: In an interactive manner, discuss with the class your point of view on your recommendations and why you have selected the paths forward that you have.

Background Information

- A general overview of the organization (who they are, what they do)
- The organization's vision and/or mission
- The organization's history
- The organization's products/services
- A SWOT analysis of the business
- How the organization competes and/or differentiates itself
- What is the competitive landscape?
- What are the organization's goals

HR Strategy

- HR mission statement (if available)
- An environmental/workforce analysis:
  - SWOT Analysis of the organization's talent
  - Internal data (turnover rates, employee engagement, diversity metrics) (if available)
  - External trends in the labor market or industry (if available/applicable)
  - PESTLE analysis: current or anticipated political, economic, social, technological, legal, or environmental concerns (as applicable)
- Identification of HR goals and how they align with and support the organization's goals
- Identification of 3-5 strategic initiatives HR will undertake to achieve the organization's goal, including:
  - What is the issue and its challenge(s)?
  - What is the current state?
  - What are the root cause(s) of the current state?
  - What is the ideal future state (i.e., in 12 months; 18 months) and its benefits?
  - What are the short-term performance objectives to be undertaken to address the challenge?

HR Action Plans

About your 3–5 strategic initiatives:
  - What is the business imperative that makes this topic a strategic priority?
  - What are the options to achieve the ideal future state? (Note: Highlight the pros/cons of each option as applicable. "Doing nothing" is always an option.)
  - Which option makes the most sense and why?

- Will your actions impact other areas of the organization or stakeholders? If so, how? When?
- What are the key metrics?
- Are there risks?
- How will you track progress toward the goal(s)?

A Successful Report and Presentation (and the basis for the team's grade)…

- Will involve all team members
- Will treat the subject matter in a comprehensive manner
- Will be a professional, concise, and polished
- Will demonstrate functional knowledge and applicability
- Will link the HR strategy to business priorities
- Will highlight the key areas/actions that HR must focus upon in order to execute the business plan
- Use, as needed, appendices and supplements to provide supporting details
- Provide complete references for all sources of information used to prepare the report

Your Role for the Presentations

The presentation is intended to simulate a dialogue between you/your team and the Chief Executive Officer and executive committee of your company about your recommended HR strategy. The professor will play the role of the CEO and the class will play the role of the executive committee.

Your overarching goal is to "tie-in" the HR strategy with the business plan by identifying the key issues and action items that HR in the near-term must drive to make the organization successful! To this end, you must "sell" any of your recommendations and be prepared to answer (what are likely to be very pragmatic) questions by the CEO who has the responsibility for approving or not approving some or all of your recommended strategy. Your presentation should be concise and focus on key strategic issues. You should be prepared to answer specific questions in detail.

Time Allotment

Your presentation should be approximately 60 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 team's grade, with equal weighting to each criteria, will be based upon a demonstration of:

- Problem Understanding: Depth of research and clarity in defining the problems.
- Solution Innovation: Creativity and originality of the proposed solutions.
- Feasibility and Impact: Practicality of the solutions and its potential impact.
- Team Collaboration: Demonstration of effective teamwork and distribution of roles.
- Presentation and Communication: Clarity, structure, and persuasiveness of the presentation.

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

MHRM STRATEGY IV
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.

#	Dates	Topic(s)	Deliverables
1	1/22, 1/23	**Introduction**: Syllabus Review (Kane)	
2	1/28, 1/29	**HR Strategy**: Strategy Defined; Strategic Planning (Shift Happens); Strategic Planning Elements; Developing HR Strategy; 10 HR Areas of Strategic Impact with Reflective Questions (Kane) **HR Strategy: Group Presentation Preview** (Kane)	**Acad. Integrity Agree. due**
3	2/4, 2/5	**Strategic Execution:** Business Acumen, Develop Influence, Alignment, Data for Decisions, Get Involved, Stay Current, Agility, WF Readiness, Embed Values, Strengthen Leadership, Communications, Help, Pitfalls	Group Assignments
4	2/11, 2/12	**The Path to HR Leadership:** Culture, Employee Engagement, Preparing Today for Tomorrow (Kane)	*Leading Business Teams*: Principles 5, 4, & 18
5	2/18, 2/19	**Becoming an HR Leader:** Welcome; Evolving into a Leader; Early Playbook; Training Wheels are Off; Organize HR for Success; Surprise! Reality Check; 6 CHRO Roles Where You Have Impact (Kane)	**Research Paper due**
6	2/25, 2/26	**As an HR Leader**: Strategic Roles; The Strategic Role of HR; Stay at the Top of Your Game; Metrics That Matter; Where to from Here?	
7	3/4, 3/5	HR Research Topics	**Group Presentations**
8	3/11, 3/12	HR Research Topics	**Group Presentations**
		Spring Break	
9	3/25, 3/26	**Guest Lecturer: TBD**	**HR Article Paper due**
10	4/1, 4/2	**Employee Relations**: The Intersection of Policies, Values, and HR/Management Practices (Kane)	
11	4/8, 4/9	**Leadership Competencies for the Future:** The AIHR Model; Definition; Importance; Model Review; Styles (Kane)	
12	4/15, 4/16	**Mastering HR Excellence:** A Review of the AIHR HR Success Blueprint for Future-Ready Professionals (Skillset, Toolset, Mindset, Heart, Identification)	**Interview Paper due** *Leading Business Teams*, Principle 13
13	4/22, 4/23	HR Strategic Plans	**Group Presentations**
14	4/29, 4/30	HR Strategic Plans	**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 an 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 an 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: _____

SMLR / MHRM Learning Objectives

This course reinforces the following SMLR/MHRM Learning Objectives:

<u>**Cognitive Skills and Processes**</u>
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.

I) Written & Oral 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

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.
- o Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- o Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- o Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.

- o Employ current technologies to access information, to conduct research, and to communicate findings
- o Analyze and synthesize information and ideas from multiple sources to generate new insights
- o Assess and critique relevant evidence and research findings
- o Access high-quality historical, qualitative, and quantitative evidence or research
- o Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

<u>**Knowledge of Theory, Practice and Application**</u>
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.

IV) 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
- o Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - **Evaluate the context of workplace issues, public policies, and management decisions**
- o Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- o Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- o Analyze issues related to business strategies, organizational structures, and work systems
- o Analyze issues of social justice related to work across local and global contexts (LSER)
- o Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- o Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- o Understand the legal, regulatory and ethical issues related to their field
- o Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- o Understand the internal and external alignment and measurement of human resource practices (HRM)

Professional Development –

I) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- o Develop effective presentation skills appropriate for different settings and audiences
- o Develop career management skills to navigate one's career
- o Develop capabilities to work and lead in a multicultural and diverse environment
- o Work productively in teams, in social networks, and on an individual basis
- o Develop cultural agility competencies

- Demonstrate lifelong personal and professional development skills