

Mandatory

TEAMBUILDING

2 ECTS

LEARNING OBJECTIVES

- Acquire a greater facility to connect human resources policies with the general competitive strategy of the company as well as understand how to derive competitive advantage from people
- Have a deeper understanding of changes and new policies in today's job market
- Increase the appreciation of the links between strategic people management policies and company results. Better understand how to measure and value the return on investment in human capital

INTRODUCTION

In an environment characterized by a high degree of globalization, complexity and volatility, companies need to constantly adapt their talent management practices in order to execute their strategy effectively. Businesses that want to be successful surely need excellent people. But they also need cultures and systems of practices that enable them to utilize and make the most of their people's talents.

The central objective of this course is to provide students with a set of analytical tools that help them think about how work and people management can be organized in order to achieve their strategic objectives.

In this course, we will explore the ways in which managing people can deliver a sustainable competitive advantage. In doing so, we will consider a range of different competitive strategies, their links to specific people management practices, and the critical issues on which success or failure in applying those practices depends.

One of the central objectives of this course is to encourage students to develop, articulate and defend their own philosophy for managing people and organizing work. Students will have the opportunity to apply the lessons learned by completing a team project that will critically analyze the human capital strategies of a specific organization. Preferably one in which at least one of the team members has had direct experience.

METHODOLOGY

The content of the course will be built on readings, cases and videos. As with every course based on business case studies, a high degree of class participation is encouraged in order to learn from your work experiences and have a fruitful discussion on the different topics that we will discuss.

For each session, there are two types of readings:

1. A practical case: The student must prepare the case in advance to have a fruitful discussion.

For each case, a series of questions are formulated that should help the student to prepare the discussion of the case. These questions will not be followed to the letter in class, but they are a good guide to organize the discussion and reading of the case.

2. Recommended reading: These readings contain theoretical content that we will cover during the class.

Further reading is not required. I have put them because they are topics that we will cover in class and they give whoever wants the opportunity to deepen more about the subject.

PROGRAM

SESSION 1

PEOPLE MANAGEMENT AS A SOURCE OF COMPETITIVE ADVANTAGE

Southwest Airlines (A) (IESE SGSB-0004)

Questions for the preparation of the case discussion:

1. What is Southwest's competitive strategy? Why has it been so successful over time?
2. What aspects of the way Southwest manages its people contribute to its success?
3. As a member of Southwest's executive committee, what do you think are the critical challenges facing the company? How would you prioritize them?

NT: What does it mean to work here (HBR América Latina R0703G-E)

NT: Strategic Human Resources Management. Frameworks for General Managers. Pp. 16-26 and 38-44.

CP: Southwest Airlines (A) (HR-1A)

SESSION 2

JOB DESIGNS

PC: Jennifer Henderson and the international division trust

Questions for the preparation of the case discussion:

1. Why are Henderson analysts so demoralized?
2. Why do top managers seem so satisfied?
3. What recommendations would you offer Executive Vice President Marshall Wilde?
4. Consider the worst job you've ever had throughout your career. Apply the "Job Characteristics Model" (Hackman et al.) to the job. What would you change? Are such changes feasible? If not, why not? If so, why have no such changes been implemented to date (or the date you held the job)?

CP: Jennifer Henderson

NT: "Motivate employees through job design", in Organizational Behavior. (Read only section 6.2.)

SESSION 3

PERFORMANCE MANAGEMENT SYSTEMS

Questions for the preparation of the case discussion:

1. Which are, if any, deficiencies in Merck & Co.'s performance evaluation plan?
2. Would you recommend checking it out? If so, how?

NT: The Performance Management Revolution (HBR R1610D)

NT: Behind the mask: The politics of performance appraisal. (The Academy of Management Executive, 1987.3)

CP: Merck & Co., Inc. (A) (HBS 403-S21)

SESSION 4

Performance evaluation and its alignment with the business

CP: Rob Parson at Morgan Stanley (A), Spanish Version (HBS 402-S01)

1. Would you promote Rob Parson? Why or why not?
2. What can be the consequences of promoting it?

NT: Performance Management (HBS 406-S23)

CP: Rob Parson at Morgan Stanley (A) (HBS 402-S01)

SESSION 5

Compensation and Variable Remuneration Systems

CP: Performance Pay at Safelite Auto Glass (A) (HBS 9-808-S09) Questions for the preparation of the case discussion:

1. Would you recommend the CEO of Safelite adopt the new compensation plan?
2. If the plan is introduced, predict the consequences for a) productivity b) staff turnover c) worker morale and d) product quality

CP: Safelite Auto Glass A "Pay for Productivity" Plan (HBS 9-808-S09) NT: Six Dangerous Myths about Pay (HBR R98309)

NT: The Changing Landscape of Employee Rewards: Observations and Prescriptions

NT: Promise and peril in implementing pay-for-performance (Human Resource Management, Spring 2004.)

Others: What monetary rewards can and cannot do: how to show employees the money. (BH 525)

SESSION 6

RECRUITMENT AND SELECTION

SG COWEN: NEW RECRUITS. 404S10-PDF-ENG

Questions for preparing the case:

1. Who would you hire and why at SG Cowen?
2. How will the change in recruitment strategy proposed by Chip Rae affect to the nature of the company and its culture?
3. What are SG Cowen's goals for your recruiting process? Is SG Cowen meeting its objectives?
4. In general, what metrics would you use to measure the effectiveness of various selection? (not just the interview)? In your experience, which selection tools are the most effective and why?

CP: SG Cowen: New Hires (HBS 404-S10)

NT: The ultimate guide to recruiting in good times and bad (HBR América Latina R0905F-E)

SESSION 7

THE EMPLOYMENT AND RESTRUCTURING CONTRACT

1. How will the restructuring at ABB Galindo affect the different stakeholders of the company?
2. In relation to how the restructuring process was going to be carried out in Galindo, what would you have done differently?

NT: The correct way to close a trade (HBR América Latina R0905C-E) CP: ABB &

GALINDO: Winning Peace (A) (RH1-148-A)

SESSION 8

SELF-MANAGEMENT IN COLLABORATIVE COMMUNITIES

NT: HR goes agile (HBR)

NT: Beyond the Holacracy Hype (HBR R1607B)

CP: First, let's fire all managers (HBR R1112B-E)

SESSION 9

How to promote creativity in the company

CP: Manage for creativity. R0507L-PDF-ENG

1. Why has SAS avoided a pay-for-performance system?
2. Why do employees bother to work hard at SAS?

Recommended reading:

How Pixar Fosters Collective Creativity (R0809D-PDF-ENG)

CP: *Manage for creativity. (HBRA Latin America R0507L-E)*

NT: *Cultivating collective creativity the Pixar seal (HBRAmérica Latina R0809D-E)*

SESSION 10

TEAM PROJECT PRESENTATIONS AND FINAL SUMMARY

EVALUATION SYSTEM

Criterion	Percentage	Comments
Individual work	35%	
Class participation	35%	
Team work	30%	

EVALUATION CRITERIA

Class participation: 35%

Participation will be classified according to two factors:

- The degree of participation during the classes (in other words, degree of active participation)
- The quality of your comments

Group project: 30%.

Students will work in groups on a specific talent management topic that they identify in a company and is related to any of the topics we cover during the course.

There are several options for the final project. The objective of this task is to provide you with an opportunity of applying the course material to analyze a real management problem in an organization.

The final project should focus on a real organization, but there is flexibility in how the project can be done.

Some suggested approaches (three different alternatives, choose one):

- 1. Analyze and extend current practices:** Analyze talent management practices in an organization and provide suggestions to align them with the company's strategy.
- 2. Analyze the impact of a key strategic decision:** Looking ahead and acting as a consultant, conduct an analysis of how a key strategic decision within your organization can affect employees and provide recommendations that will help your client implement the strategic decision.
- 3. Analyze the impact of a key strategic decision:** Looking back and acting as a consultant, conduct an analysis of how a key strategic decision that has been implemented within an organization impacts employees. Review the consequences of the decision, evaluate the outcome of the decision, and

provide recommendations on how the implementation could have been improved.

Each team must submit their project (a final report and a presentation) just before the last day of class. The deliverables for this project are a final report of no more than 3000 words and a presentation that you will have to discuss in class.

Individual written task. 35% Written analysis of your work. DEADLINE: LAST DAY OF CLASS.

This task consists of examining your current job or a previous job that you know very well or if you wish, even the history of jobs that you have had until today, using theories and concepts from the course to analyze and explain your work experience. Essentially, in this assignment, you will use your work as the case material that allows you to demonstrate your understanding of the theories and concepts of the course.

In evaluating your answer, I will assess whether the theories / concepts you use are accurately described (that is, substantially correct), applied appropriately (that is, fit the work situation you describe), and are those most relevant to the situation (i.e.

Did you choose theories / concepts that best illuminate your situation).

It doesn't matter if you have / had a good experience or a bad work experience. You can talk about the successful and unsuccessful aspects of the job, and especially what is missing or missing for you, what should have been done. This exercise offers you the opportunity to explore the course readings and content in depth, master them, and apply them to your experience. Therefore, a good job does not simply present an animated, detailed description of your previous job. Rather, it demonstrates a deep understanding and application of course concepts and theories. First, you will illustrate the concepts of the course as applied to a particular work experience. Second, it will show how various management practices fit together, or in some cases conflict, to create the experience you describe.

The essay should be written using a font size 12. The maximum length is 1,000 words, or approximately four double-spaced pages.

FAIL AND THE EXTRAORDINARY EXAM

If the student receives a failure - Fail - in the subject, they will have the opportunity to appear for an Extraordinary Call in order to achieve enough credits to graduate.

The extraordinary test will take place between 5 and 10 business days after the date of the review session.

The result of this extraordinary test will be limited to Low Pass or Fail.

Both grades, the Fail of the subject, as well as the grade obtained in the extraordinary test, will appear on the student's transcript. For the calculation of the GPA, however, only the qualification of the extraordinary test will be taken into account. Those students who are evaluated with Fail in the extraordinary test of a subject will not be able to continue in the program.