



Department of Technology Management and Innovation
MG-GY 6271 Managing HR Technology in Organizations
Spring 2018

Professor: Roy Altman

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Office/Hours: By Appointment

Class Schedule:

Course Pre-requisites: MG-GY 6123 or instructor's permission.

Course Description:

This course examines factors critical to the effective organizational adoption and use of technology in human-resource applications. Topics include project management; HR data and process standardization; organizational governance; the unique security requirements of HR data; metrics; and HR process and technology outsourcing. By understanding these issues and how organizations can address them, students improve their ability to plan and to implement effectively HR process reengineering and HR technology.

Course Objective:

- Students will learn the current trends in the HR software market
- Students will have a functional understanding of HR technology necessary to manage it appropriately within the organizational context
- Students will understand the management techniques, pitfalls and critical factors to be successful managing HR technology
- Students will gain insights regarding how to look “around the curve” to recognize technology trends that are the next generation of HR software

Course Structure:

This course will feature six pre-recorded modules that students will view each week. Each module contains two quizzes which will be completed by each student. In addition, there will be a weekly one-hour webinar, where students can discuss topics covered in the module. There will be additional webinars in weeks 4 and 6 where students will present the findings of their term projects. There will also be readings assigned.

Readings:

Required Text(s):

Sierra-Cedar HR System Survey: <http://www.sierra-cedar.com/research/annual-survey/>

Blogs:

- Ahmed Limam: <http://ahmedsuniverse.blogspot.fr/>
- John Sumser: <http://www.hrexaminer.com/>
- HR Executive: <http://www.hreonline.com/HRE/>
- Laurie Reuttimann: <http://thecynicalgirl.com/>
- Kris Dunn: <http://www.hrcapitalist.com/>
- Trish McFarlane: <http://hrringleader.com/>
- Steve Boese: <http://steveboese.squarespace.com/>
- John Boudreau: https://hbr.org/search?search_type=search-all&term=john+boudreau
- Jason Averbook: <http://www.jasonaverbook.com/blog/>
- Peter Cappelli: https://hbr.org/search?search_type=search-all&term=cappelli
- Roy Altman: <http://peopleserv.com/?num=59>
- Naomi Bloom: <http://infullbloom.us/>
- Bill Kutik: <http://www.hreonline.com/HRE/browse/HR%20Technology%20Column.jhtml>
- William Tincup: <http://www.blogtalkradio.com/drivethruhr>

Optional Text(s):

Berners-Lee, Tim, Weaving the Web
Dyson, George, Turing's Cathedral

Course Assignments and Grading:

Term project:

Students are to choose a topic from the following list:

- 1) Core HR, including:
 - a. Workflow
 - b. Benefits
 - c. Payroll
- 2) Talent Management, including:
 - a. Recruiting
 - b. Compensation
 - c. Performance
 - d. Succession
 - e. Learning
- 3) Workforce Management, including:
 - a. Time & Attendance
 - b. Scheduling

- c. Absence Management
- 4) Analytics & Advanced Technologies
 - a. Advanced reporting and dashboards
 - b. Big Data – predictive analytics
 - c. Machine-Learning
- 5) Program Management Office (PMO) & Governance
 - a. Project Management
 - b. Change Management
 - c. Operations Management

Students are expected to research the software market for the area chosen, and report on it. The deliverable is a 20-minute PowerPoint presentation. The presentation should address the following:

- Which of the following goals does this product address?
 - Make or save money
 - Avoid risk
 - Further strategic goals of the organization
- What are the desired outcomes of its adoption?
- How would its adoption help with the stated goals?
- Who are the leading vendors in the market?
- Describe the cloud architecture of their offerings
- History of each vendor's offering (acquired or developed organically)
- What are the strong and weak points of each module in the application suite?

The presentation will occur during the last week of the class. In addition, we will have an extra webinar the week of June 13th to address questions and get direction on the projects. The instructor will provide contacts from the industry that will give you insights into the market and techniques for your chosen interest area.

Grading:

Webinar discussion participation:	40%
Quizzes:	10%
Term Project	50%

Course Topic Outline

Class Date and Topic	Readings, Assignments, & Exams
May 23 - Cloud vs. On-Premise	<ul style="list-style-type: none">• Reading: Sierra-Cedar HR Systems Survey, pp. 1-7
May 30 - The HR Technology Stack	<ul style="list-style-type: none">• Reading: http://ahmedsuniverse.blogspot.fr/2016/04/sow-comparison-of-3-global-cloud-hr.html• Term project selection due
Jun 6 - Analytics & Other HR Technologies	<ul style="list-style-type: none">• Blog from list
Jun 13 - Cloud Vendor Selection	<ul style="list-style-type: none">• Blog from list• Interim project deliverable due
Jun 20 - Project and Program Management	<ul style="list-style-type: none">• Blog from list
Jun 27 - Measuring Success & Advanced Technologies	<ul style="list-style-type: none">• Reading: http://www.saturdayeveningpost.com/2016/02/08/health-and-family/tech/life-without-limits.html
July 5	<ul style="list-style-type: none">• Final Team project due

Academic Integrity:

All students are responsible for understanding and complying with the NYU Statement on [Academic Integrity](#).

Academic Integrity for Students at NYU

This policy sets forth core principles and standards with respect to academic integrity for students at New York University. Each school at New York University may establish its own detailed supplemental guidelines for academic integrity, consistent with its own culture, and consistent with the University-wide general guidelines described in this document.

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and

creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.

Faculty are expected to guide students in understanding other people's ideas, in developing and clarifying their own thinking, and in using and conscientiously acknowledging resources - an increasingly complex endeavor given the current environment of widely available and continually emerging electronic resources. In addition, students come to NYU from diverse educational contexts and may have understandings regarding academic expectations that differ from those at NYU. NYU values and respects all academic traditions; however, while at NYU, students are expected to adhere to the norms and standards of academic integrity espoused by the NYU community and will be assessed in accordance with these standards. Students should ask their professors for guidance regarding these standards as well as style guide preferences for citation of sources for assignments in their courses.

Following are examples of behaviors that compromise the academic and intellectual community of NYU. The list is not exhaustive. Students should consult the websites and guidelines of their individual schools for an extended list of examples and for further clarification.

1. Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one's own

2. Cheating: deceiving a faculty member or other individual who assess student performance into believing that one's mastery of a subject or discipline is greater than it is by a range of dishonest methods, including but not limited to:

- bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, other technology or any other means)
- providing assistance to acts of academic misconduct/dishonesty (e.g., sharing copies of exams via cell phones, computers, other technology or any other means, allowing others to copy answers on an exam)
- submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors

- submitting work (papers, homework assignments, computer programs, experimental results, artwork, etc.) that was created by another, substantially or in whole, as one's own
- submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor
- submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

3. Any behavior that violates the academic policies set forth by the student's NYU School, department, or division.

Moses Center Statement of Disability

If you are a student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at [212-998-4980](tel:212-998-4980) or mosescsd@nyu.edu.

You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.