



**JINDAL GLOBAL  
BUSINESS SCHOOL**  
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*  
**NAAC Accreditation - 'A' Grade**

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Jindal Global Business School  
*Course Outline*

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Course Title	Strategic Human Resources
Core or Elective	Elective
Program and Batch	<b>MBA 2025/IBM 4<sup>th</sup> &amp; 5<sup>th</sup> year</b>
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	OB HR
Name of the Faculty Member/Course Instructor	Asim Talukdar
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Faculty Member's Open Office Day/s & Time	TBA

### **Introduction to the Course**

In today's **AI-driven business paradigm**, leveraging the strategic value of human capital as a source of competitive advantage poses greater challenges for Human Resource Management than ever. At the same time, it offers much larger opportunities than ever for organizational leaders and Human Resource professionals, in particular, to develop their pool of human capital as a unique and strategic resource to drive business success through collaboration between human and artificial intelligence, **not as competing but complementary resources, and Human-centered AI adoption**. Furthermore, along with the rapid pace of technology advancements, including artificial intelligence, the increasing speed of globalization, the virtualization of workplace and work processes, heightening public policy attention to workforce issues, and changing demographic profiles of the workforce, as well as changing employment patterns, managing people in organizations as a strategic resource has never been as important and challenging as it is now.

The course entails designing and executing transformational human resource strategies and practices, with the underlying notion of complementarity dynamics between organizational human capital and AI adaptation, and the premise that organizational human capital is the most critical strategic resource for sustained competitive advantage. The course is designed to enable students to gain relevant knowledge and to articulate their thoughts in a strategic and systematic manner in managing and engaging in an organization's human capital that includes complementary forces of artificial and human intelligence resources, and to implement those articulated policies and practices effectively to achieve a competitive edge through people and AI collaboration

## Course Learning Objectives

**At the end of the course, students should be able to**

1. CLO1- Learn and internalize the high significance of linkages between Strategic HRM and organizational Strategy, including the brief historical and conceptual perspectives
2. CLO2- How human resource planning, employment relations, and human resource configurations need to be designed for Human Resource Management to enable an organization to achieve its strategic goals
3. CLO3: Understand how the internal organizational resources can become a source of sustained competitive advantage (A Resource-Based View) and how organizational human capital can become such a strategic resource, but the challenges of substitution through AI
4. CLO4 – Understand the substitution and complementation dynamics in the AI and human capital resources, and how the complementary forces of Human and Artificial intelligence, along with non-cognitive properties of Human capital emerges as a source of competitive advantage
5. CLO5- Understand the implementation imperatives of human resource management to play a critical strategic role for an organization, and how human resource management can create a strong organizational climate to achieve organizational strategic goals

## Programme Competency Goals

<b>MBA Programme Competency Goals (PCGs)</b>		<b>MBA Programme Learning Objectives (PLOs)</b>
		<b>Students will be able to</b>
<b>1</b>	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies 2. Understand future technologies in business domain
<b>2</b>	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues 4. Demonstrate sensitivity towards ethical issues 5. Demonstrate sensitivity towards social issues 6. Address societal issues
<b>3</b>	<b>Effective communication:</b> Ability to effectively	7. Present their ideas with clarity

	exchange ideas and information	8. Prepare an organized and logical business document
		9. Use technology for effective communication
4	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
5	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

### PLO-PCG Assessments Mapping Matrix

Program Objectives (PLOs)	Learning	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:		This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 3 PLO 11, 12,		PCG2 PCG4	A1, A2, A3, A5
PLO 3, 5 PLO 11, 12,13, 14		PCG2 PCG4	A1, A2, A3, A5
PLO 3, 5 PLO 11, 12,13, 14		PCG2 PCG4	A1, A2, A3, A5
PLO1 PLO 3,4, 5 PLO 11, 12,13, 14		PCG1 PCG2 PCG4	A1, A2, A3, A5
PLO 3, PLO 11, 12,13, 14		PCG2 PCG4	A1, A2, A3, A5

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Class participation	10%	Individual	All sessions	1, 3, 5, ,6, 10, 11,

A2, Quizzes	25%	Individual	3, 9, 14	1. 3, 5, 10, 11, 12, 13, 14
A3. Team assignment	20%	Team	15	5, 7, 11, 12, 13, 14
A4. Case analysis	15%	Team	15	10, 11. 12,14. 15, 16
A5. End term Examination	30%	Individual	In the JGU Examination period/week	PLO 1, 5. 10, 11, 12, 13, 14

*\*Academic Schema as detailed above is a subject modification based on the decision of the academic/examination committee of JGBS*

### Description of Assessments:

- **A1. Class participation:** CP marks will be awarded based on the student's active participation in class. This includes, but is not limited to, the ability to answer the instructor's questions, engage in discussion, and ask high-quality questions related to the lecture topic. Adherence to Class Discipline is also be counted for CP assessment.
- **A2. Quizzes:** The maximum number of quizzes throughout the course will be three (3), subject to the evaluation schema policy of JGBS. The total marks of the quiz are 25. The quiz will be designed not only to test subject-level learning but also to assess PLOs such as critical thinking, understanding of the interplay between local and global issues, and sensitivity to ethical and societal issues. It will not be a short-answer question-based quiz, nor an MCQ quiz.
- **A3. Case analysis and Presentation:**  
During the course, students, in teams of 3 to 4, must analyze two cases based on the assigned questions by the instructor and present them during the assigned session. Each team must submit its presentation in PPT or Word format. doc format to the instructor within two days after the presentation. One of the criteria for the evaluation of case analysis will be the extent of participation by an individual student in the case discussion besides the team evaluation based on the assessment rubrics as below
- **A4. Team Assignment:** The students will have to submit a project report or a scholarly paper on any subject covered ( 2500 to 3000 words) in the course as per the deadline decided by the instructor. It will be a team project, with each group having a minimum of 3 and a maximum of 4 members. The topic will be decided by the team in consultation with the faculty. The project must encompass societal and ethical issues. The assessment will focus on competency goals, including technology agility, critical thinking, effective written communication, and leadership. An AI-aided/written paper will get zero marks.
- **A5. End term examination-** The end term examination will be of **30 marks of 1.5 hours duration**. This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

### Rubrics for Assessments

Criteria	Poor	Average	Proficient	Excellent
Understanding of	Demonstrates a	Demonstrates	Demonstrates	Demonstrates a clear

problem(s) in the case or situation	superficial understanding of the problem(s) in the case study.	limited understanding of the problem(s) in the case study.	deep understanding of the problem(s) in the case study.	and deep understanding of an issue/problem in the case study.
Analysis of Alternatives	At least one coherent alternative	Multiple alternatives and some analysis	Variety of clear alternatives with appropriate analysis	Variety of well-articulated alternatives; analysis well integrated in response
Recommendations or approach	Addresses problems inappropriately with some substances and limited support from the information presented	Addresses major problems appropriately with an implementable plan of action, supported by the information presented	Addresses most problems appropriately with a deep understanding and realistic plan of action, clearly supported by the information presented	Comprehensive recommendations with a realistic and insightful plan of action, clearly supported by the information presented
Additional Reading and Research	Incomplete research and links between the problems and the theory.	Limited research and links between the problems and the theory.	Good research and documented links between the problems and the theory.	Excellent research with documented links to the theory and possibly additional material

### Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers’ different experiences.

### Textbook / Other Readings

#### Textbook:

#### Textbook / Course Package / Other Readings

The course readings include several classical articles on specific topics for specific sessions (those will be provided to students by the instructor) and the following textbooks

**Main textbook:** “**Strategic Human Resource Management**”, by Jeffrey A. Mello, 5<sup>th</sup> Edition, 2018 published by Cengage Learning

Supplementary textbook: Garry Rees and Paul E. Smith (2017), “**Strategic Human Resource Management: An International Perspective**”, 2<sup>nd</sup> Edition, Sage Publishing.

**AI Revaluation in Human Resources: Transforming HR Management with Artificial Intelligence**, by Sonja Lekahena, Kindle Edition

Additional Readings:

1. Barney, J. (1991). **Firm resources and sustained competitive advantage.** *Journal of management*, 17(1), 99-120.
2. Bowen, D. E., & Ostroff, C. (2004). **Understanding HRM–firm performance linkages: The role of the “strength” of the HRM system.** *Academy of management review*, 29(2), 203-221.
3. Fenwick, Ali, Gabor Molnar, and Piper Frangos. "The critical role of HRM in AI-driven digital transformation: a paradigm shift to enable firms to move from AI implementation to human-centric adoption." *Discover Artificial Intelligence* 4.1 (2024): 34.
4. Lepak, D. P., & Snell, S. A. (1999). **The human resource architecture: Toward a theory of human capital allocation and development.** *Academy of management review*, 24(1), 31-48.
5. Madanchian, M., & Taherdoost, H. (2025). Barriers and enablers of AI adoption in human resource management: A critical analysis of organizational and technological factors. *Information*, 16(1), 51.
6. Miles, R. E., & Snow, C. C. (1984). **Designing strategic human resources systems.** *Organizational dynamics*, 13(1), 36-52.
7. Wilson, H. J., & Daugherty, P. R. (2018). **Collaborative intelligence: Humans and AI are joining forces.** *Harvard business review*, 96(4), 114-123.

#### Session Plan

Session Details		PLOs Covered
<b>Session 1</b>	<b>An Overview of SHRM</b>	3, 5, 10, 11, 12, 13, 14
Objective of the session	At the end of this session, you will learn a) The difference between Traditional HRM and Strategic HRM b) The difference between HRM and SHRM c) Competitive perspectives of SHRM	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Traditional HRM and SHRM</li> <li>• Competitive Perspectives of SHRM</li> </ul>	
Readings	<ol style="list-style-type: none"> <li>1. Chapter 4 of the textbook</li> <li>2. Paauwe, J., &amp; Boon, C. (2018). Strategic HRM: A critical review. <i>Human resource management</i>, 49-73.</li> </ol>	
Case Title and Number	Caselet: Equitas Microfinance – Responsibly Changing Lives	
Pedagogy	Caselet discussion, Storytelling, Lecture, individual exercise	
<b>Session 3</b>	<b>Context of SHRM: Investment Perspective of HRM</b>	3, 5, 10, 11, 12, 13, 14
Objective of the session	At the end of this session, the students should be able to	

	<p>a) Understand the source of employee value</p> <p>b) Understand how competitive advantage could be achieved through investment in employees.</p>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Human Capital Resource- Sources of values</li> <li>• Cost versus Investment Perspective of Human Capital Resource</li> </ul>	
Readings	Chapters 1 and 2 of the main textbook	
Readings	1. Fuller, J., Kerr, W.R., Raman, M., Kreitzberg, C. (2021), <i>Managing Talent Pipelines in the Future of Work</i> , Harvard Business School Publishing, April	
Pedagogy	Lecture and Video clipping	
<b>Sessions 4 &amp;5</b>	<b>Strategic Management, Resource-based view (RBV), and Strategic HRM- Human capital perspective</b>	10, 11, 12, 13, 14,
Objective of the session	<p>At the end of this session, the students will be able to</p> <p>a) Learn the steps of the strategic management process- the interconnectedness of steps</p> <p>b) I appreciate the different corporate and business unit strategies and human resource challenges inherent in them</p> <p>c) Learn the concept of RBV and characteristics of internal resources as a source of sustained competitive advantage- understand human capital be source of sustained competitive advantages</p>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Resource-Based View- Sustained Competitive Advantage</li> <li>• Human Capital Resource: A source of Sustained Competitive Advantage</li> </ul>	
Readings	<p>Chapter 3 of the main textbook</p> <p>Chapter 3 Supplementary textbook (Strategic Human Resources – by Geoffrey Wood and Zsuzsanna Kispál-Vital)</p>	
Readings	<ul style="list-style-type: none"> <li>• Barney, J. (1991). Firm resources and sustained competitive advantage. <i>Journal of Management</i>, 17(1), 99-120.</li> <li>• Miles, R. E., &amp; Snow, C. C. (1984). Designing strategic human resources systems. <i>Organizational dynamics</i>, 13(1), 36-52.</li> <li>• Frangos, C., &amp; Collaborative, B. S. (2002). Aligning Human Capital with Business Strategy: Perspective from Thought Leaders. <i>Harvard Business School, Balanced Scorecard</i>.</li> </ul>	
Pedagogy	Lecture, Students' presentation of an assigned article,	
<b>Week 6</b>	<b>Human Architecture: Strategic HR Planning, Employment</b>	10, 11, 12, `13. 14

	Relations, and HR Configuration	
Objective of the session	At the end of this session, the students should be able to 1) Understand the link between the organization's strategy and workforce planning. 2) Learn what should be the employment mode, employment relations, and HR configuration based on strategic HR planning based Resource Based View	
Subtopics to be covered	Human Architecture: <ul style="list-style-type: none"> <li>Strategic Human Resource Planning and employment modes</li> <li>Employment Relations</li> </ul> HR configuration	
Readings	1. Chapter 5 of the main textbook 2. <u>Cantrell, Susan . and Smith, David Y.</u> (2010), Call to Action for HR: Building your workforce of One Capability, <i>Harvard Business School Publishing</i> 3. Lepak, D. P., & Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. <i>Academy of Management Review</i> , 24(1), 31-48.	
Pedagogy	Students' presentation of articles, Lecture, Group exercise	
<b>Session 7</b>	<b>Case Analysis: Strategic Human Resource Management</b>	10, 11, 12, 13, 14, and 15
Objective of the session	At the end of this session, the students will be able to a) Learn the steps of the strategic management process- the interconnectedness of the steps b) Lean how the non-aligned HR practices with business strategy implementation gaps can pose serious employees dissatisfaction and consequent adverse effect on organizational performance	
Case Study	Infosys (A & B): Strategic Human Resource Management (HBR, Product # 406010/ 406011-PDF-ENG)	
Pedagogy	Case analysis and presentation by students (Graded assessment)	
<b>Session 8</b>	<b>Guest Lecture session</b>	3,10, 11,12, 13,
Objective of the session	Learning from a very senior Industry leader about SHRM in action	
Guest Speaker	<b>Navneet Kausik, CHRO, Invenia</b>	
<b>Session 9</b>	Humanization of AI and Substitution and Complementary Human and Artificial Intelligence	1, 4, 5, 10,11, 12, 13, and 14
Objective of the session	At the end of this session, the students will be able to 1. Understand the AI Neural network (ANN) and Generative AI (GAI) and their relevance in HRM 2. Learn the ways to humanize AI and the SHRM role in its	

	effective implementation	
Subtopics to be covered	(a) AI and HRM: Transaction to Transformational HRM (b) Human-Centric AI adoption	
Readings	1. Book: AI Revaluation in Human Resources: Transforming HR Management with Artificial Intelligence, by Sonja Lekahena, Kindle Edition 2. Article: Madanchian, M., & Taherdoost, H. (2025). Barriers and enablers of AI adoption in human resource management: A critical analysis of organizational and technological factors. <i>Information</i> , 16(1), 51.	
Pedagogy	Lecture, Q&A driven class discussion, and Class debate	
<b>Session 10</b>	Forces of Complementary Human and Artificial Intelligence as a source of competitive advantage	1, 10, 11, 12, 13. & 14
Objective of the session	At the end of this session, the students will be able to (a) Substitution and complementary aspects of Human and Artificial Intelligence (b) How the complementary and collaborative forces of Human and Artificial intelligence can become a strategic resource for competitive advantage	
Readings	1) Book: AI Revaluation in Human Resources: Transforming HR Management with Artificial Intelligence, by Sonja Lekahena, Kindle Edition 2) Article: Wilson, H. J., & Daugherty, P. R. (2018). <b>Collaborative intelligence: Humans and AI are joining forces.</b> <i>Harvard business review</i> , 96(4), 114-123.	
Pedagogy	Caselet and article discussion, Lecture, Class Debate	
<b>Session 11</b>	<b>Guest Lecture session</b>	3,10, 11,12, 13,
Objective of the session	Learning from a very senior Industry leader about Human and Artificial intelligence collaboration	
Guest Speaker	<b>Biren Anshu, CHRO, The HiTech Robotic Systemz</b>	
<b>Session 12</b>	<b>Implementation of SHRM: Issues and Challenges</b>	10, 11, 12, 13, 14
<b>Objective of the session</b>	At the end of this session, the students should be able to 1) Understand the gap between espoused/stated SHRM policies & practices and enacted HR policies & practices 2) Understand the role of line managers and HR in the implementation of SHRM policies and practices 3) Learn the intricacies of HRM system strength in eliciting appropriate people attitudes and behavior in achieving the organization's strategic goals	
Subtopics to be covered:	<ul style="list-style-type: none"> <li>Implementation of SHRM-Vertical and horizontal alignment and Action dimensions</li> <li>Implementation of SHRM- Sources gap between espoused</li> </ul>	

	HR Practices and Actual HR Practices	
<b>Readings</b>	<ol style="list-style-type: none"> <li>Gratton, L., &amp; Truss, C. (2003). The three-dimensional people strategy: Putting human resources policies into action. <i>Academy of Management Perspectives</i>, 17(3), 74-86.</li> <li>Wright, P. M., &amp; Nishii, L. H. (2007). Strategic HRM and organizational behavior: Integrating multiple levels of analysis</li> <li>Bowen, D. E., &amp; Ostroff, C. (2004). Understanding HRM–firm performance linkages: The role of the “strength” of the HRM system. <i>Academy of management review</i>, 29(2), 203-221.</li> </ol>	
<b>Pedagogy</b>	Class discussion, Individual exercise, Students’ article presentation	
<b>Session 13</b>	<b>Case Analysis: Human and Artificial Intelligence collaboration</b>	10, 11, 12, 13, 14
Objective of the session	At the end of this session, the students should be able to <ol style="list-style-type: none"> <li>Understand the practical issues involved in the AI and Human Intelligence collaboration</li> <li>Understand how companies leverage AI advantage in HRM</li> </ol>	
Case	GROW: Using Artificial Intelligence to Screen Human Intelligence, HBS product 418020-PDF-ENG	
Pedagogy	Case analysis and presentation by students (Graded assessment)	
<b>Session 14</b>	<b>SHRM and -Firm’s Performance Strategic Linkage: Strength of HR System</b>	10, 11, 12, 13, 14
<b>Objective of the session</b>	At the end of this session, the students should be able to <ol style="list-style-type: none"> <li>Learn how does a strong organizational climate (perceived collective psychological meaning of situation) affect employee’s attitudes and behavior that results in the organizational outcomes</li> <li>Learn how the strong HR System can results from a strong organizational climate</li> <li>Lean the factors that create a strong HR System</li> </ol>	
Subtopics to be covered	<ul style="list-style-type: none"> <li>System perspective of SHRM</li> <li>Strength of HR System: How to make it strong</li> </ul>	
<b>Readings</b>	<ol style="list-style-type: none"> <li>Ostroff, C., &amp; Bowen, D. E. (2016). Reflections on the 2014 decade award: is there strength in the construct of HR system strength?. <i>Academy of Management Review</i>, 41(2), 196-214.</li> <li>Bowen, D. E., &amp; Ostroff, C. (2004). Understanding HRM–</li> </ol>	

	firm performance linkages: The role of the “strength” of the HRM system. <i>Academy of management review</i> , 29(2), 203-221.	
<b>Pedagogy</b>	Lecture, Class discussion, Group exercise	
<b>Session 15</b>	<b>Session 15: HR Competency Model and Balanced Scorecard</b>	3, 5, 10, 11,12, 13, 14
<b>Objective of the session</b>	At the end of this session, the students should be able to a) Learn the required HR competencies in the current context of technology, globalization, and diversity challenges b) Understand the linkage the HR performance objectives indicators with the organization’s overall strategy and its implementation c) Learn how to do design and develop a strategic HR scorecard with integration of four perspectives: Financial, Customer, Business / internal process, and leaning & Growth	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• HR Competency Model</li> <li>• HR’s Balanced scorecard</li> </ul>	
<b>Readings</b>	<ol style="list-style-type: none"> <li>1. Ulrich, D., &amp; Grochowski, J. (2018). Building a world class HR department. <i>Strategic HR Review</i>, 17(4), 181-185.</li> <li>2. Kaplan, R. S. and D. P. Norton. "Linking the Balanced Scorecard to Strategy." <i>California Management Review</i> 39, no. 1, Fall 1996.</li> <li>3. Dessler, G. (2013). Strategic human resource management and the HR scorecard.</li> </ol>	
<b>Pedagogy</b>	Class discussion, Individual exercise,	

## Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

***Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.***