COURSE PREREQUISITES

BUSI 3102 and BUSI 3103 (C- or higher in each)

COURSE DESCRIPTION AND OBJECTIVES

Strategic human resource management (strategic HRM or SHRM) may be regarded as an approach to the management of human resources that provides a strategic framework to support longer-term people issues and macro-concerns about structure, quality, culture, values, commitment and matching resources to future need. This course has two primary themes: (1) how to think systematically and strategically about managing the organization’s human assets; and (2) what must be done to successfully implement these systems, strategies, and practices to enhance the competitive capabilities of the firm. To facilitate student learning and integration of course material, the pedagogy will include group presentations, class discussions, in-class activities, and an applied group project. Following completion of this course, students should be able to:

1. Understand the theoretical underpinnings of strategic human resource management;
2. Identify contemporary HRM challenges facing organizations, and articulate strategies that respond to these challenges; and,
3. Describe how HRM can be strategically leveraged to accomplish organizational objectives.

REQUIRED COURSE MATERIAL

EVALUATION

1. Exam 25%
2. Group Symposium 25%
3. Group Case Study Project (Report and Presentation) 25%
4. Critical Analysis of a reading 15%
5. Class participation 10%

1. Exam (25%): The exam will be held in regularly scheduled course time on March 15, 2016. The exam will consist of short-answer/essay questions and will include all course material covered up to and including March 11, 2015. You must be present to write this test.

2. Group Symposium (25%). Each group will prepare a symposium in which members present and lead a discussion on the assigned topic (and the weekly readings) for one class during the term. This assignment provides the opportunity for in-depth learning on a topic of interest to group members. Groups should be prepared to creatively engage their fellow students in a dialogue regarding the assigned readings and other related materials (e.g., additional articles related to the topic of interest). A variety of presentation tools may be used including slides, handouts, video clips, discussion questions, pop quizzes, experiential activities, etc.

Symposia will be held in class beginning in Week 3. Each group will be required to submit to the instructor a one-page outline of their symposium on the day of their presentation. Optionally, this may be submitted to the instructor early. Groups should also submit a hard copy of their slides and/or any additional materials to the instructor on the day of their presentation.

Group members and topics should be finalized by the end of class 2.

3. Group Case Study Project (25%: Report and Presentation). Groups will prepare: (1) a written case study report (10 pages maximum, double-spaced, not including attachments), and (2) a presentation of their findings to the class. Cases are expected to be contemporary HRM problems facing real organizations.

Your case may be based on interviews with key players in the organization, "grey literature" pertaining to the organization, published academic or trade literature, and/or popular media items. Groups shall submit to the instructor no later than January 28 a one-page (maximum) proposal describing the organization, focus of study, and methodology. Proposals will not be marked, but will be returned with feedback.

Presentations will occur in the last two weeks of class and will be 25-30 minutes in duration. Students are encouraged to use this opportunity to creatively engage their classmates with compelling presentations regarding their case.

Case study reports are brief descriptions of a problem facing an organization at a point in time and provide the rationale for a recommended course of action. The main objectives of a case study are to identify the HRM-related problem(s)/opportunities facing the organization and to utilize theories and concepts you have learned in this course to analyze the situation, generate realistic alternatives, and ultimately propose a recommended course of action. Some key pieces of information may be missing, but this is often the nature of “real-world” managerial decision-making where decisions are rarely made on the basis of complete information. Case Study Reports are due at the beginning of class March 29th.

1 Grey literature consists of unpublished or restricted circulation material such as internal company reports, unpublished studies, etc.
The groups are expected to

1. Submit a case study project proposal for approval that the group wants to work on. The proposal is due at the start of class on January 26, 2016.
2. Prepare a written project report. The body of the report should not exceed ten typed pages, double-spaced with 12-point font and 1 inch margins. The report is due at the start of class on March 29, 2016.
3. A presentation of case analysis findings to the class. The presentations will be held on March 22 and 29, 2016.

Special Notes Regarding Group Project
- Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day. Assignments more than 7 days (1 week) late will be considered missed.
- The quality of your writing is an important component of effectively presenting your “ideas.” If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at www.carleton.ca/wts/.

Group Member Evaluations
During the last class, each student will be required to complete a group member evaluation form, in which they will assess the contributions of other group members to their group’s overall functioning and the quality of the group’s assignments. These evaluations will be completed independently from other group members and will be kept confidential. Although individual group members may receive the same final grade on group assignments, the instructor reserves the right to adjust individual grades if it is determined that certain individuals’ contributions varied significantly from those of other groups members.

4. Critical analysis of a reading (15%)
Each of you will sign up to complete a critical analysis of one of the assigned readings. Your assigned reading must be different from your group symposium week list. A critical analysis is more than just a summary, it is an evaluation. A critical evaluation does not imply that you find fault with the reading but rather that you determine for yourself whether the claims the authors make are valid. After reading your analysis a reader should understand the authors’ main point and whether or not the article contributes to our understanding of the issues. Other questions you should consider include:
- Does the argument make sense?
- Why was this article written?
- How does this fit in with other research in the area?
- What are the article’s strengths and weaknesses?
- Have the authors overlooked anything?
These questions need not shape how you organize the material but are provided simply to stimulate your thinking. Your analysis should take into account other course readings on related topics. Your critical analysis is limited to 750 words and will be due at the beginning of the class for which the reading is assigned.

5. Class Participation (10%): Ten percent of your grade will be contingent upon your preparation and participation in the class. Participation is essential to your learning experience. Participation grades will be based on your level of involvement in the class and the quality of your contributions to class discussions. Students who do their readings prior to class are far better equipped to make meaningful contributions in class. Please come to class having completed the assigned readings. Review these materials prior to class so that you are prepared to discuss them and bring your course materials with you to class.
Satisfactory In-Term Performance

1. The requirement for satisfactory in-term performance in this course is set at 50% of all pre-final term work (i.e. participation marks, group symposium marks, exam marks and group case project).
2. Unsatisfactory in-term performance in this course will lead to a FND (Failure No Deferral) grade in this course in the event of a missed exam.

Course Agenda

<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Topic</th>
<th>Readings/ Due Dates</th>
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<tbody>
<tr>
<td>Week 1 (Jan 12)</td>
<td>Introduction and course organization</td>
<td>Form Groups</td>
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<tr>
<td>Week 2 (Jan 19)</td>
<td>Strategic HRM and evolving role of HR</td>
<td>Finalize the symposium topics/dates</td>
</tr>
<tr>
<td>Week 3 (Jan 26)</td>
<td>Acquiring Talent: Recruitment and Selection</td>
<td>Symposium (Group 1)</td>
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<tr>
<td>Week 4 (Feb 2)</td>
<td>Growing Talent: Strategic Training &amp; Development and Succession Planning</td>
<td>Symposium (Group 2)</td>
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<tr>
<td>Week 5 (Feb 09)</td>
<td>Motivating and Evaluating Talent: Performance Management</td>
<td>Symposium (Group 3)</td>
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<td><strong>No Class – Reading Week</strong></td>
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<tr>
<td>Week 6 (Feb 23)</td>
<td>Rewarding Talent: Strategic Compensation</td>
<td>Symposium (Group 4)</td>
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<tr>
<td>Week 7 (Mar 01)</td>
<td>Keeping Talent: Retention Management and Restructuring</td>
<td>Symposium (Group 5)</td>
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<td>Week 8 (Mar 08)</td>
<td>Cross-Cultural Issues in Strategic HRM</td>
<td>Symposium (Group 6)</td>
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<td>Week 9 (Mar 15)</td>
<td>Organizational Effectiveness and the Future of Strategic HRM</td>
<td>Symposium (Group 7)</td>
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<td>Week 10 (Mar 22)</td>
<td>Midterm Test</td>
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<td>Week 11 (Mar 29)</td>
<td>Group presentations</td>
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<tr>
<td>Week 12 (April 5)</td>
<td>Group presentations</td>
<td>Week 12 Group Member Evaluations, Group Case Study Project Report Due</td>
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Please Note - While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.
LIST OF READINGS

Week 1 – Introduction


Week 2 – Strategic HRM and the Evolving Role of HR


Week 3 – Acquiring Talent: Recruitment and Selection


Week 4 – Growing Talent: Strategic Training & Development and Succession Planning


Week 5 – Motivating and Evaluating Talent: Performance Management


**Week 6 – Rewarding Talent: Strategic Compensation**


**Week 7 – Keeping Talent: Retention Management and Restructuring**


**Week 8 – Cross-Cultural Issues in Strategic HRM**


School web site:  http://sprott.carleton.ca
Week 9 – Organizational Effectiveness and the Future of Strategic HRM


**ADDITIONAL INFORMATION**

**Course Sharing Websites**
Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Required calculator in BUSI course examinations**
If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

**Group work**
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>Below 50</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
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<tr>
<td>ABS</td>
<td>Student absent from final exam</td>
</tr>
<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
</tr>
<tr>
<td>FND</td>
<td>(Failed, no Deferred) = Student could not pass the course even with 100% on final exam</td>
</tr>
</tbody>
</table>

**Academic Regulations, Accommodations, Etc.**
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

**Requests for Academic Accommodations**
*For Students with Disabilities:*
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the
first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2015 exam period is November 6, 2015 and for the April 2016 exam period is March 6, 2016.

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/.

Sprott Student Services
The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! http://sprott.carleton.ca/students/undergraduate/support-services/
Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.
Important Information:
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting http://carleton.ca/ccs/students/