



BUSI 3102B: Introduction to Human Resource Management

FALL 2026

Instructor	Shani Pupco
Email Address	shanipupco@cunet.carleton.ca
Class Times	Wednesday 2:35 to 5:25pm
Modality	In person
Office Hours	12:30 to 1:30pm before class or by appointment
Office Location	Nicol 5033
TA Name/Email	TBA

Pre-Requisites & Preclusions:

Prerequisites: second-year standing, and one of BUSI 2101, BUSI 2121, BUSI 2702, [BUSI 3602](#), PSYC 2801.

Preclusions:

Course Description/Instructor's Statement

Carleton Calendar Description

Human Resource Management function in large formal organizations. Topics include human resources planning, recruitment, selection, performance evaluation, career development and training, compensation and benefits and the role of the professional personnel manager.

Instructor's Description:

This course provides an introduction to the main functions and topic areas in Human Resource Management (HRM). Topics include job analysis and design, recruitment and selection, training and development, performance evaluation, compensation, diversity management, and occupational health and safety. The course teaching format will include lectures, in-class exercises and cases, and experiential activities.

Course Learning Objectives:

1. Understand the basic principles, concepts, and practices of HRM
2. Articulate the importance of HRM to organizational functioning and effectiveness
3. Apply HRM knowledge to provide evidence-based solutions to HRM problems
4. Understand the complex role of HRM in meeting the demands of individuals and organizations

Required/Optional Materials & Prices

There is no official textbook for this class. Rather, required readings will be found on the course website. There are composed of open-source textbook links, peer-reviewed journal articles, and popular press articles/videos/podcasts. You will be required to purchase a simulation via

<https://www.interpretive.com/> for the cost of \$49.95 USD. Instructions will be provided on how to purchase an access code.

Grading Scheme

Class quizzes	15
Group simulation assignment	30
Midterm exam	20
Final exam	35
TOTAL	100%

Important Dates to Note

Class Quizzes	At the end of each class
Midterm Exam	During class – November 4 th
Simulation Exercise	Throughout Semester – See course schedule below
Final exam	Final exam period

University Academic Calendar: <https://calendar.carleton.ca/academicyear/>

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



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Midterm and Final Exam

Midterm

The midterm exam will occur during week 7, November 4, during regular class time – in class. The midterm will cover weeks 1 to 6. The midterm will be composed of 100 multiple choice questions.

Final Exam

The final exam will occur during the fall semester exam period. It will be in person. The exam will predominantly cover weeks 8-11 but will be cumulative. The final exam will be composed of 130 multiple choice questions, as well as some fill-in-the blank and true and false questions, via pencil and paper.

Details of Evaluations

Below is an overview of each deliverable, but please note further details for each will be provided as the semester progresses.

Class Quizzes

To prepare you for the midterm and exam format, and to ensure you are engaging with the content and coming to class prepared, at the end of class you will write a quiz pertaining to the content covered in the textbook and lecture of each week. Some weeks the quiz will be completed on paper and pencil, and during others it may be completed on Brightspace; the reasoning for the dual modality is to ensure you are comfortable with the paper and pencil multiple choice question format in preparation for formal examinations. Moreover, the quizzes, worth 1.5% each, will further serve as a sort of participation/attendance grade.

To ensure organizational justice, in that students who come to class prepared and participate on time are not penalized, there will be no opportunity to make-up missed quizzes. While I understand that sometimes life happens and you may have to miss class, missing class will result in a forfeiture of the 1.5%. That said, since the quizzes can serve as a useful practice for the midterm and exam, after grading, they will all be available to you should you wish to use them as practice questions.

Simulation Assignment

Decisions and incident responses for the simulation are to be submitted online by 12pm on the **Friday** following classes: October 3, October 10, October 17, October 24, November 14, and November 28. Peer evaluations of your team members will be due at 12pm on December 5.

Each student will participate in the HRM Simulation (<http://www.interpretive.com>) which highlights the principles taught in the course and provides players with simulated real-world experience in making HR decisions and observing their impact. You will be in groups of 4 for this project. The HRM Simulation will require groups to work collectively to manage a budget and make a series of HR decisions throughout the term, hand in a final report at the end of the course, and complete peer performance evaluations.

At the beginning of the simulation, your group will meet to set goals on the various parameters of the simulation. After your goals have been set, there will be 1 “practice” simulation decision followed by 6 “actual” decision periods (each decision period is a fiscal quarter, so there will be a total of 6 quarters after the practice decision). The simulation decision period for a given week will be opened during class time and **closed at 12:00 PM on the next Friday following class**. The “practice” round will be played in “benchmark mode” (i.e., against the computer) and will allow you to play and replay the round as many times as you wish. When the “actual” simulation begins, it will be played in “direct competition mode” (i.e., each team will be competing against other teams in their industry) and decisions are final once they have been submitted. Each team must appoint a team leader who will finalize and “lock down” the team’s decisions.

The HRM Simulation Project is worth 30% of the final course grade. This 30% is calculated based on the following components:

Incident decisions	6 marks
Industry rankings	6 marks
Simulation report	18 marks
Total:	30 marks

Incident decisions:

You will have to make 6 incident decisions, each worth 1 mark, for a total of 6 marks.

At the time of each decision, you will also need to respond to an HR-related incident that is described in the “Special Decisions” section of the Decisions tab of the simulation. Your response will consist of two components. First, when making your decision for the simulation, you will indicate the option that you select in the “Special Decisions” section of the Decisions tab. Second, you will be required to submit a written response for each incident in which you briefly describe what challenge the incident presents to the organization (i.e., the problem), what you would do to address the incident (i.e., the incident decision you made), and why you made that decision (i.e., the rationale/theory). This should not exceed 1 page and must be submitted by the **same Friday** in which that simulation decision is due. Procedures for submitting these incident responses will be described during class.

The narrative incident responses will be graded based on the following criteria:

- The extent to which the response represents a good understanding of the incident and the challenge it presents to HR and the organization;
- The quality of the rationale that is provided for the proposed incident decision

Industry Rankings (6 marks – 2 rankings: 3 marks each)

After decisions 4 and 6, your team’s overall ranking within the industry will be calculated based on the balanced scorecard metric used in the simulation system. Equal weighting of each of the 10 performance indicators assessed in the simulation is used in tabulating this overall ranking. On each of these occasions, teams that are ranked in the top quartile of the industry will be awarded 3 marks; teams ranked in the second quartile will be awarded 2 marks; teams in the third quartile will be awarded 1.5 marks; teams in the bottom quartile will receive 1 mark. Teams that exceed their budgets in quarters 4 and 6 will be penalized for exceeding the budget.

Final Report (18 marks)

The report is intended to be a Management Audit of your team’s simulation goals, strategies, decisions, and outcomes. In essence, you should describe the goals that you set, the strategies that you used, and the key decisions that you made throughout the simulation. You should also discuss the strengths and weaknesses of these strategies and decisions in light of what you have learned about HRM from the text and lecture material throughout the course.

You should consider questions such as:

- Why did you make certain decisions? What effects did you think they would have on the various indicators of the simulation (e.g., morale, turnover, etc.)?
- What decisions worked for you as you thought they would? Why?
- What decisions did not have the effects you thought they would? Why not?
- What would you do differently if you completed the simulation again?
- More broadly, you should discuss how and why various strategies and decisions (e.g., specific programs) affect specific performance indicators.

If your group experienced any major deviations (especially budget), you should include a section in which you discuss: (1) the source of the deviation and (2) what remedial action was taken or should be taken in the future to address it.

The report should be typed using Times New Roman 12-point font, double-spaced, and max. 8 pages in length, PLUS graphs and other appendices. The report should be sufficiently detailed to explain the HRM simulation results to someone who has no familiarity with the decisions you made during the project. Writing quality (e.g., spelling, grammar, structure, etc.) is very important.

The Final Report will be graded according to the following criteria:

Completeness

- All requested information is included
- All key questions are addressed in a complete and accurate manner

Depth of analysis

- Discussion of the possible reasons for the effectiveness or ineffectiveness of various decisions is insightful and thorough
- Potential linkages between different strategies/decisions and various performance indicators are discussed, drawing on textbook/lecture material and other sources to make these linkages

Clarity and quality of structure and writing

- Layout and format of report is professional
- Writing quality: spelling, punctuation, grammar, sentence structure, etc.
- References are provided to support key points/arguments.

Peer Evaluations

Each team member will be required to evaluate the contributions of other team members in relation to the overall performance and functioning of the team. These evaluations will be completed independent from other team members and kept confidential from them. Although in most cases individual group members will receive the same final grade on the simulation project, the instructor reserves the right to adjust individual grades downward if it is determined that certain individuals' contributions to the project were inadequate.

Late Assignments:

- Deadlines are strict. Failure to meet deadlines will result in grade penalties of 5% per day. **Assignments more than 7 days (1 week) late will be considered missed.**

Please note that technological problems do not justify late submissions. If you are concerned one of your assignments will be late, please get in touch with me **prior** to the due date!

- The reason for the strict late penalty is to ensure organizational justice to the greatest extent possible. In other words, to make sure it's fair for all the students who submitted their assignments on time.
- 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/.

Deferred Examinations/Assignments:

If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval. Your final exam will be formally scheduled. If you miss the deadline for applying for a deferral, please reach out to your instructor personally to discuss.

In the event that you are unable to write the **midterm** due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

The deferral will be held on Monday, November 16th at 7:15am.

Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Class Preparation and Classroom Citizenship:

The course involves 3-hours of in-class learning designed to supplement assigned readings, videos, and activities you are required to complete in your own time. I will ask students to participate in class on a voluntary basis, although students will be required to participate in classroom activities.

I expect you to be respectful to your peers and to myself in this class. This includes arriving on time, not leaving during the class, or otherwise disrupting the class. Classroom citizenship behaviours include listening to others without interrupting, and speaking/responding to one another and myself with respect. This does not always mean agreeing; I expect there will be disagreements and diverging thoughts in class – but be kind! There is a zero-tolerance policy for discriminatory or disrespectful comments.

Regarding listening while others are speaking: please note that I am hard of hearing and wear a hearing aid. When classroom citizenship etiquette is respected, I can hear well. However, I

struggle to hear when people are speaking over one another. As such, if you disrupt class by having a conversation while another student is speaking, you will be asked to leave.

What you can Expect from Me:

Class Preparation

I commit to be prepared to class by having lecture slides available at least one hour before class begins on the course website. For teaching purposes, the version I post may be different than the version used in class: it is your responsibility to ensure you record all pertinent information during the lecture.

Teaching Style

My teaching style is a combination of lecture, class discussion, and demonstrations and experiential exercises during class. I aim not to reiterate what is in the textbook and dedicate classroom time to applying the principles and theories discussed in the text. That said, I will often emphasize important themes or discuss some theories in more detail – if you notice this – you can infer that said theories are important (hint hint). Accordingly, it is important that you complete your readings *before* class, and that you *attend* class prepared. Completing the required readings before class will also provide you with the opportunity to bring any questions or concerns regarding the material to lecture. Of course, there may be times when I don't know the answer to a question or comment: should that happen, I will ensure to have an answer prepared for the following week's class.

Grading

I aim to return your work to within three weeks of all student submissions. Please note however that grading is completed by me and by one TA for a class of approximately 90 students. As such, providing sufficient forward-facing feedback can take time (this is predominantly in reference to simulation assignments).

If you have a concern about a mark you've received, you may contact me to discuss it **up to 7 days after** your grade is returned. To do so, please email me and outline your specific concern **in writing** so that I may review it prior to our meeting. Unless there is a mathematical error, I will rarely change marks once grades have been returned, although I do encourage you to ask questions and seek clarification if desired, with the purpose of improving on future assignments. Please note that any granted request to re-grade an assignment/exam will result in the entirety of the work being re-graded, and may result in a lower grade if appropriate.

Communication

I will do my best to ensure that everyone has access to important information by making sure to share it during class. If you are not in class, it is your responsibility to get information from your peers.

That said, I will also post any important news or information as an announcement on the course website so please ensure you have email notifications enabled for this class.

If you need to get in contact with me, please follow the email policy outlined below:

- You **must** include 3102 in the subject line. I receive many emails throughout the semester and organize them by filtering them into the appropriate folders. If this is not in the subject line, it

will not make it into the 3102 folder which I check every day, and as such, I may miss it.

- I will do my best to respond to emails within 24 hours. I do not check emails following 5pm or on weekends. As such, you are welcome to email during those times, but I will not respond until the following business day. That said, if an email is urgent – please flag it as such and I will do my best to respond.
- Emails **must** be professionally written. Your emails to myself and your colleagues should reflect the same level of care and professionalism as they would in a workplace. What this means is that your emails should begin with a greeting, politely outline a request or concern, and end off with a polite signature. I will not respond to unprofessional emails.
- On a similar note, if I send you an email, or reply to an email, please do not respond with a “reaction”. If the email does not warrant a response, you do not need to respond.
- Finally, please do not use AI to compose your emails. While it may seem like AI can reduce your administrative load, learning to how professionally communicate with colleagues and superiors is an important skill to carry into the workplace. Moreover, it is often clear when AI was used to write an email and can make the person on the receiving end feel unworthy of your time. **While AI has it's uses, I encourage you to limit your use of it for tasks you can do yourself (i.e., writing, thinking) – AI has an extremely negative environmental impact; let's not make it worse by using AI for tasks we can, and should do ourselves.**

Course Schedule

Please note – the topic schedule is subject to change

Week	Date	Topic	Due Dates
1	September 9	Intro to HRM & Course organization	
2	September 16	Diversity, Equity and Inclusion in HRM	
3	September 23	Managing Employee Relations	HRM simulation quiz Practice round
4	September 30	Job Analysis & Design	Graded in-class exercise HRM decision 1 (Oct 3)
5	October 7	Recruitment and Selection	HRM decision 2 (Oct 10)
6	October 14	Onboarding and Training	HRM decision 3 (Oct 17)
7	October 21	Self-care week	HRM decision 4 (Oct 24)
No class – Fall reading week			
8	November 4	Midterm	
9	November 11	Performance Management	HRM decision 5 (Nov 14)
10	November 18	Compensation and Benefits	
11	November 25	Health and Safety	HRM decision 6 (Nov 28)
12	December 2	Labour Relations	Team member evaluations (Dec 5)
13	December 9	Exam review	HRM simulation final reports due by 11:59, December 11 th .

***Self-care week:** Since the typical undergraduate class schedules occurs over 12 weeks and we have 13 weeks, I have decided to implement a self-care week prior to the fall reading week break. I know that including this course, many of you will have several assignment and midterms either before or after the break and as such, I ask that you take the three hours allotted to this class to do something for yourself, whether it be going for a walk, making a nice meal, or engaging in a hobby for example.

With that, I also remember what it's like to be an undergraduate student and suspect many of you will end up using this time to study or complete assignments. If you choose to do so, I encourage you to go over material for the midterm or read ahead. Since class is cancelled on October 21, I will host open office hours in 5033 Nicol during the class time: you are welcome to drop-by at any point during those three hours if you have questions, or if you just want to chat.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				✓
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				✓
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				✓
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				✓
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>	✓			

ADDITIONAL INFORMATION

Course Sharing Websites

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, followership, 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.

Grading

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to 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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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