



BUSI 3102 A  
Introduction to Human Resource Management  
Summer 2014

**INSTRUCTOR:** Vilma Coutino-Hill  
MSc. Organizational Change and Development  
1009 DT  
**OFFICE:**  
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**OFFICE HOURS:** Monday and Wednesday from 10:00 to 11: 20 am  
**CLASS:** Monday and Wednesday from 11:35 to 2:30

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**PREREQUISITES:**

BUSI 2101, BUSI 2702 OR BUSI 3602. **The School of Business enforces all prerequisites.**

**This course is a prerequisite to:**

- 1.- BUSI 4108 (with grade of C- or higher)
- 2.- BUSI 4706 (with grade of D- or higher)
- 3.- BUSI 4609 (with grade of D- or higher)

**REQUIRED TEXTBOOK AND MATERIALS**

Schwind, H.F., Das, H., & Wagar, T.H. (2007). Canadian Human Resource Management: A Strategic Approach (10<sup>th</sup> Edition). McGraw-Hill: Toronto.

**SUGGESTED ADDITIONAL READINGS**

Gomez-Mejia, L., Balkin, D., & Cardy, R., (2006). Human Resources Management (5<sup>th</sup> Edition). Prentice Hall, Toronto. (Some Chapters

**COURSE 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. Strategic and operational challenges in managing human resources will be highlighted throughout the course. The pedagogy will include lectures, in class exercises, discussions, guest presentations, and a final project.

**COURSE OBJECTIVES**

Following completion of this course, students should be able to:

1. Understand the basic principles, concepts, and practices of HRM.
2. Appreciate the contribution of HRM to organizational effectiveness.
3. Effectively utilize their knowledge and analytical skills in the application of HRM.
4. Appreciate the complex role of HRM in meeting the demands of individuals, organizations, and society.

## **METHOD OF EVALUATION**

### **1. Class Attendance and Participation (CAP)**

CAP is the classroom equivalent to professionals participation in meetings. It is an important part of success in this course. Performance will be assessed by the instructor based on, each participant's contribution, which may take the form, among others, by: raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences and overall effort throughout the term. To participate, one has to be in class (the final participation mark will be formed by 40% from the attendance to the sessions and 60% from the participation in class).

### **2. In class Test 1 and Test 2**

These exams will help consolidate the knowledge that you acquire during the course. The format will be multiple choice and short essay questions. Each exam will take about two hours.

### **3. In class Cases**

The objective of this Cases at the end of each session is to “understand and apply the concepts of HRM in real situations”.

### **4.- In class Presentations:**

The groups will have to make a short presentation of 15 minutes about a specific topic in HR, the team members will have to choose from given topics.

Specific Requirements for the Research Analysis and the short class presentation:

- The Topic Research and Class Presentation, will be handled on a team basis.
- The team members will have to choose from given topics within Canadian HRM.
- The PowerPoint presentation of the research analysis must be submitted both in hard copy the day of the presentation and by email the day before the presentation (at 12:00 pm ‘the latest’). It must be no longer than fifteen slides (15), Introduction, research analysis about the articles, conclusion plus appendices and references.
- Each group member should have a speaking role in the presentation.

- Groups must also conduct a class discussion after their presentation, engaging the class on their specific topic and their research findings. It is recommended that groups have prepared 2 to 3 discussion questions related to the articles used in their presentation of their research analysis.
- Note that part of the overall mark for the presentation will be based on the group's efforts to engage the class. Consider ways to make your presentation as interactive as possible (i.e. group exercises, case analysis, problem simulation, etc.)
- The research and presentation must be based on recent and relevant articles found on the topic found in academic journals. Each group must submit a bibliography containing a minimum of two (2) articles from academic journals per team member. The articles must be included as an appendix.
- Each student must submit by the day of the presentation a peer evaluation of their group.

### **Summary of Assignments and Evaluation**

<b>Assignment</b>	<b>Session due</b>	<b>% of grade</b>	<b>Total %</b>
In class Test 1 In class Test 2	6 12	15 30	45
In Class Cases	3, 4, 5, 8, 10, 11	5 (each)	30
Team Presentation Individual Evaluation	3, 4, 5, 7, 8, 9, 10,	10	10
Simulation Case	11	5	5
Class Participation and Attendance	Throughout	10	10
<b>Total</b>			<b>100</b>

### **CLASS SCHEDULE**

<b>Session</b>	<b>Topic</b>	<b>Reading/Assignments</b>
1	Introduction and Course Organization. Strategic importance of HRM	Chapter 1 Form Groups
2	Human Resource Planning Case 1	Chapter 3
3	Legal Requirements Managing Diversity Presentation Group 1	Chapter 4

	Case 2	
4	Job Analysis and Design Presentation Group 2 Case 3	Chapter 2
5	Recruitment and Selection Presentation Group 3	Chapter 5 Chapter 6
6	<b>In class Test 1</b>	<b>Chapters: 1,2,3,4,5,6</b>
7	Performance Management Presentation Group 4 Case 4	Chapter 8
8	Employee Benefits and Compensation Presentation Group 5 Case 5	Chapter 9 Chapter 10
9	Training and Development Presentation Group 6 Case 6	Chapter 7
10	Employee Relations Presentation Group 7	Chapter 13
11	Simulation Case	
12	Health and Safety Presentation 8 Case 7	Chapter 12
	<b>In class Test 2</b>	<b>Chapters: 7,8,9,10,12,13</b>

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the overall progress of the course as the term unfolds, and with any specific changes announced in class.

#### **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 Spratt 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.

### **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](mailto: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. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

### **Religious observance**

Students requesting academic accommodation on the basis of religious observance 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 academic 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.

### **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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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/>.  
<http://www1.carleton.ca/studentaffairs/academic-integrity/>

### **Summer Dates**

- May 5, 2014, Early summer and full summer classes begin.
- May 12, 2014, Last day for registration and course changes (including auditing) for early summer courses.
- May 16, 2014, Last day for registration and course changes (including auditing) for full summer courses.
- May 19, 2014, Statutory holiday. University closed.
- May 23, 2014, Last day to withdraw from early summer and full summer courses with a full fee adjustment.
- June 6, 2014, Last day to submit to the Paul Menton Centre for Students with Disabilities, formal Examination Accommodation Forms for June examinations.
- June 9-19, 2014, Fall/winter and winter term deferred final examinations will be held.
- June 10, 2014, Last day for tests or examinations in early summer courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).
- June 17, 2014, Last day of early summer classes (NOTE: Full summer classes resume July 3). Last day for academic withdrawal from early summer courses. Last day for handing in term assignments, subject to any earlier course deadline.
- June 20-26, 2014, Early summer examinations may be held. Examinations are normally held all 7 days of the week.