



Carleton
University

Sprett
School of Business

CARLETON UNIVERSITY
BUSI 4014 / A (TUESDAYS)
STRATEGIC HUMAN RESOURCE MANAGEMENT
WINTER 2022
JANUARY 10 – APRIL 12, 2022

Instructor	Nailah Ayub, PhD
Office and Office Hours	Online/ E-mail
E-mail	nailah.ayub@carleton.ca
Class Hours and Location	Tuesday 11:35-14:25 Room: Loeb Building C164 Modality: In-Person (pending) and online- Brightspace
Pre-requisites & precluded Courses	BUSI 3102 and BUSI 3103 (with a grade of C- or higher in each).

COURSE CALENDAR DESCRIPTION 2021/2022 University calendar:

Systems, strategies and practices used to effectively leverage human capital in organizations. How to think strategically about managing human assets, and what must be done to successfully implement these systems, strategies and practices.

COURSE DESCRIPTION:

In today's dynamic business environment, the strategic use of human resources is a key source of an organization's competitive advantage. 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.

COURSE OBJECTIVES

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

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

REQUIRED Reading Material:

Articles for weekly reading will be provided by the instructor.

Recommended Books

- Noe, Raymond, et al. (2016). Strategic Human Resource Management (2nd Canadian edition). Toronto: McGraw-Hill Ryerson.
- Peacock, M., Stewart, E, & Belcourt, M. (2019). Understanding Human Resources Management: A Canadian Perspective. Toronto, Nelson Education Ltd.

OTHER RESOURCES

Websites

Canadian HR Reporter
 HR Magazine
 Report on Business (Globe & Mail)
 Financial Post

HRM Journals:

- Human Resource Management
- Human Resource Management Review
- Human Resource Development Quarterly (and Review)
- International Journal of Human Resource Management

Other Useful Journals:

- Personnel Psychology
- Journal of Applied Psychology
- Administrative Science Quarterly
- Academy of Management Journal, Review, and Executive (or Perspectives)
- Harvard Business Review

COURSE FORMAT AND EVALUATION:

1. Group Symposium	35%
2. Group Case Study Project (Proposal, Report and Presentation)	5+20+10= 35%
3. Class Participation (Live attendance & discussion participation, forum participation)	10+10 20%
4. Quiz	10%
Total	100%

Groupwork

Students will form groups in the first week of class. These groups will be responsible for the two group assignments:

i) Group Symposium

Each group will prepare a symposium in which group members will present and lead a discussion on the assigned topic (along with the weekly readings) for one class during the term. This experiential learning assignment is designed to provide an opportunity for in-depth learning on a specific topic to group members. These weekly symposia will start at scheduled class time-Tuesday 11:35, and all students will be expected to attend. 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/news clippings related to the topic of interest). A variety of presentation methods may be used including, for example, PowerPoint slides, video clips, discussion questions, and experiential activities. Each group will be required to submit a copy of their PowerPoint slides to the instructor.

ii) Group Case Study Project

Groups will be expected to submit (1) a case study proposal of maximum 2 double-spaced pages and then prepare (2) a written case study report (max. 10 double-spaced pages excluding reference list and appendices), and (3) a presentation of their findings to the class. Cases are expected to be contemporary HRM problems facing real organizations. These cases can be gathered from a variety of HR sources (for suggestions, see above: "Other resources"). Each part of the assignment has a due date for submission.

1) For case study **proposal**, the groups are required to identify an HR-related problem(s)/opportunities facing the organization. Your proposed project should be feasible and suitable for the class. You may not proceed with the next parts of this assignment until the proposal has been approved.

2) Case **Report** will describe a problem an organization is facing and provide the rationale for a recommended course of action. The main objectives of a case study are to identify the 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 of what you consider 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.

3) Case **Presentations** will be held in the last two weeks and will be 25 minutes maximum in duration. Students are encouraged to use this opportunity to creatively engage their classmates with compelling presentations regarding their case. The focus of the presentation should be weighted more toward the topic you are studying in contrast to the written case study report, which will be more structured and focused on the particular organization.

Peer Evaluation

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. These evaluations will be completed independent from other group members and will be kept confidential from them. Although individual group members may receive the same final grade on the group assignments, the instructor reserves the right to adjust individual grades downward if it is determined that certain individuals' contributions to the group were inadequate. Failing to submit a peer evaluation will also lead to losing 10% of the group assignment. Students must NOT inquire their group members about peer evaluations.

Class Participation

Given that this is an advanced course, active participation is considered to be essential to your learning experience and is, therefore, an expectation of the course. Class participation is equivalent to professionals' participation in meetings. Effective participation implies active and continuous contribution to class proceedings on the part of students in the form of raising or answering questions, commenting on issues raised by the instructor or other students, or

bringing to the attention of the class relevant items of interest from the media or personal experiences. You are expected to read the weekly readings in advance and contribute to the discussions. In every weekly module, there will be a forum for discussion activities and every student is expected to participate in 5 of the fora. The leading group will post discussion questions on the forum. Other students may also pose questions while they participate in the discussion. Your participation mark will be determined based on your attendance to the live meetings, the quantity and quality of your contributions to discussions and the discussion fora.

NOTES AND EXPECTATIONS

1. Check Brightspace frequently. It is your responsibility to access this site regularly for course updates / announcements.
2. Read the assigned readings before the class so that you are prepared to discuss.
3. Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day. Assignments more than 5 days late will be considered missed.
4. Participate in the live meeting symposium and join from the start: Tuesday at 11:35 a.m.

W#	DATE	TOPIC	ASSIGNMENTS/ READINGS
W1	Jan 11	Introduction	Course Overview; Form groups and Assign symposia topics
W2	Jan 18	Strategic HRM and the Evolving Role of HR	Symposium (Group 1) <i>Discussion Forum 1</i>
W3	Jan 25	Analyzing, Designing, and HR Planning	Symposium (Group 2) <i>Discussion Forum 2</i>
W4	Feb 1	Acquiring Talent: Recruitment and Selection	Symposium (Group 3) <i>Discussion Forum 3</i>
W5	Feb 8	Growing Talent: Strategic Training and Development	Symposium (Group 4) <i>Discussion Forum 4</i>
W6	Feb 15	Motivating and Evaluating Talent: Performance Management	Symposium (Group 5) <i>Discussion Forum 5</i> Case Study Proposal @ 23:59
W7	Feb 22	No Class – Reading Week	
W8	Mar 1	Rewarding Talent: Strategic Compensation	Symposium (Group 6) <i>Discussion Forum 6</i>
W9	Mar 8	Collective Bargaining and Labor Relations	Symposium (Group 7) <i>Discussion Forum 7</i>
W10	Mar 15	Global HRM: Cross-Cultural Issues in Strategic HRM	Symposium (Group 8) <i>Discussion Forum 8</i>
W11	Mar 22	Quiz After the quiz, groups may work on their Case Study report & presentation	
W12	Mar 29	Presentations (4 Groups)	Submit presentation material
W13	Apr 5	Presentations (4 Groups)	Submit presentation material Peer Evaluation @ 14:25 Case Study Report @ 23:59

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, 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:

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

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 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, 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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