



CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4104 A
Strategic Human Resource Management
Winter 2018

INSTRUCTOR:	Vilma Coutino-Hill MSc. Organizational Change and Development, CHRP.CHRL
OFFICE:	919 DT
PHONE:	613 6689085
E-MAIL:	vilma_coutinohill@carleton.ca
OFFICE HOURS:	Fridays from 12:00 to 2:00 pm
CLASS:	Friday from 2:35 to 5:25 pm TB 447
COURSE WEB PAGE:	cuLearn

COURSE PREREQUISITES:

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

COURSE CALENDAR DESCRIPTION FROM 2017/1018 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 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.

REQUIRED READING MATERIALS:

The reading material are the articles posted in ARES in the cuLearn course.

COURSE OBJECTIVES:

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.
- 3). Describe how HRM can be strategically leveraged to accomplish organizational objectives.

METHOD OF EVALUATION

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, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in class cases, or other exercises, and overall effort throughout the term. To participate, one has to be in class. (The final participation mark will be form by 40% from the attendance to the sessions and 60% from the participation in class). In almost each session there will be an in class group case or exercise to be done by groups. Participation is compulsory for all the group members. Every session the student will have to sign an attendance list that will be provided by the instructor.

Final Exam

These exam 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. The exam will be held in regularly scheduled course time on March 18, 2015. 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.

Group Symposium.

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. Groups shall e-mail the instructor member names and preferred symposium topic (i.e., which week you want to lead). Please let me know your choice by end-of-day January 12. I suggest you list a second and third choice, in case you do not get your first choice.

Group Case Study Project

Groups will prepare: (1) a written case study report (10 pages maximum, double-spaced, with out attachments), and (2) a presentation of their findings to the class. Case will be a contemporary SHRM problem facing a real organizations. The case will be hand in on the 10th session of the course to all the groups. 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 the evaluation panel and their classmates with compelling presentations regarding the 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 in session 11.

Personal Statement

Self-reflection exercise, of 3 pages, the students will be requested to complete a self-reflection exercise based on what each student have learnt during the course. This self-reflection will contain an exploration of the opportunities and challenges for Human Resource Professionals and how the organizational strategies should be carry on by the Human Resource areas or departments of the organizations. Additional details will be provided in class.

SUMMARY OF ASSIGNMENTS AND EVALUATION

Group Symposium	Session 3 to 10	10%
Midterm	Session 6	15%
Group Case Study	Session 11 and 12	20%
Final Exam	Assigned Date on April	30%
Personal Statement	Session 10	10%
Class Participation and Attendance	Session 1 to 12	10%
Peer Evaluation	Group Symposium Case Study	5%

The criterion for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work:

- a. **Group Symposium**
- b. **Midterm**
- c. **Case Study**
- d. **Final Exam**
- e. **Participation**
- f. **Personal Statement**

If you must miss the Case study presentation, the Symposium presentation or the final exam due to verifiable illness (or, in rare cases, some other circumstances beyond your control) you may submit a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the date of the In class test . Please use the medical certificate form found at: http://www.carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf

Citations:

Equally important you are being graded in part on the degree, depth and quality of your empirical research, demonstrated by citations to appropriate sources. A minimal number of citations points to inadequate research. Ensure that you cite every graph, table, report, quote, original idea or piece of information taken from somewhere else, to avoid plagiarism. When in doubt, cite, paying particular attention to correctly identify phrases as quotations with precise references to their source. To compile the list of works cited (bibliography or reference list) see the Libray’s guide to MLA citations at http://www.library.carleton.ca/howdoI/mla_style.pdf.

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/.

CLASS SCHEDULE

Session	Topic	Reading/ Assignments
1- 12/01/2018	The Strategic Role of HR function and foundations for SHRM	Group formation, (8 groups, 4 or 5 members each) Rucci, A.J. (2009). The pursuit of HR’s core purpose: The practical doing of strategic HRM. In J. Storey, P.M. Wright, & D. Ulrich (Eds.), <i>The Routledge Companion to Strategic Human Resource Management</i> (pp. 137-148). Oxford, UK: Routledge.
2- 19/01/2018	SHRM Talent and Succession Management Recruitment and Selection	Fernandez-Araoz, C. (1999). Hiring without firing. <i>Harvard Business Review</i> , 77, 109-120. Behling, O. (1998). Employee selection: Will intelligence and conscientiousness do the job? <i>Academy of Management Executive</i> , 12, 77-85.
3- 26/01/2018	SHRM and performance	Alignment of human resources and the impact on business performance. In R.S. Schuler and S.E. Jackson (Eds.), <i>Strategic Human Resource Management</i> (pp. 124-137). Malden, MA: Blackwell.
4- 02/02/2018	Rewarding Talent Strategic Compensation	Kerr Steven (2005) On the Folly of Rewarding A, While Hoping for B. (Eds.) <i>The Academy of Management Executive</i> (1993-2005) Vol. 9 No.1 pp. 7-14
5- 09/02/2018	SHRM and human resource Training & development	HR Magazine (2008). Strategic training and development: A gateway to organizational success. <i>HR Magazine</i> , 53, 1-9.
6- 16/02/2018	Midterm	
7- 02/03/2018	Strategic Role of Organizational Structure and Communication	Johns Gary, “Organizational Behaviour understanding a and managing life at work: communication” pp.352-383 Colquitt J. et all “Improving Performance and Commitment: Organizational Structure”.
8- 09/03/2018	Employee Engagement, Retention and Repatriation	Pfeffer, J. & Veiga, J.F. (1999). Putting people first for organizational success. <i>Academy of Management Executive</i> , 13, 37-48.
9- 16/03/2018	Diversity Management And Cross Cultural Issues and Leadership	Roberts, K., Ernst-Kossek, E., & Ozeki, C. (1998). Managing the global workforce: Challenges and strategies. <i>Academy of Management Executive</i> , 12, 93-106. Karaevli A. and Douglas Hall, (2002) Growing Leaders for Turbulent Times: Is Succession Planning Up to the Challenge? <i>Organizational Dynamics</i> Vol. 32, No.1 pp.62-79
10- 23/03/2018	Mergers and Acquisitions Downsizing and Restructuring	Cascio, W.F. (2005). Strategies for responsible restructuring. <i>Academy of Management Executive</i> , 19, 39-50.
30/03/2018	Stat Holiday – University Closed	

11-06/04/2018	Group Case Presentations	
12-11/04/2018 (Wednesday)	Group Case Presentations	

Note: The readings in each session are the articles posted in Ares in your cuLearn course.

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

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:

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|--------------|-------------|-------------|-------------|
| 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, 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/>

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*).

Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to 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 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are 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/learning-support/>

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 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, 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 <http://carleton.ca/ccs/students/>

Important Dates and Deadlines – Winter 2018

Graduate, Undergraduate and Special Students

January 2

University reopens at 8:30 a.m.

January 8

Winter term classes begin.

January 12

OSAP deferral deadline. [Late payment charges and late registration charges](#) applied to the student account on or after this date for eligible OSAP students.

January 19

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Winter 2018 and must register for the Winter 2018 term.

January 19-21, 26-28

Fall-term deferred examinations will be held.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

February 16

April examination schedule available online.

February 19

Statutory holiday, University closed.

February 19-23

Winter Break. Classes are suspended.

March 1

Last day for receipt of applications from potential spring (June) graduates.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

March 9

Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

Date TBA

Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2018 course selection.

March 27

Last day for summative or final examinations in winter term or fall/winter courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).

March 30

Statutory holiday, University closed.

April 7

Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

April 11

Winter term ends.

Last day of fall/winter and winter-term classes.

Classes follow a Friday schedule

Last day for academic withdrawal from fall/winter and winter term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 12-13

No classes or examinations take place.

April 14-26

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

April 26

All take home examinations are due on this day.

May 11

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Spring 2018 and must register for the Summer 2018 term.

May 18-29

Fall/winter and winter term deferred final examinations will be held.
