



**CARLETON UNIVERSITY**  
**SPROTT SCHOOL OF BUSINESS**  
**BUSI 4104 A**  
**Strategic Human Resource Management**  
**Winter 2016**

**INSTRUCTOR:** Vilma Coutino-Hill  
MSc. Organizational Change and Development, CHRP,CHRL  
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**OFFICE HOURS:** Wednesdays from 9:00 to 11:00 pm  
**CLASS:** Wednesday from 11:35 to 2:25 pm SA 403  
**COURSE WEB PAGE:** cuLearn

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**COURSE PREREQUISITES:**  
BUSI 3102 and BUSI 3103 (C- or higher in each)

**CALENDAR DESCRIPTION:**  
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 professional's 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 formed 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 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. 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, without attachments), and (2) a presentation of their findings to the class. Case will be a contemporary SHRM problem facing a real organization. The case will be handed in on the 10<sup>th</sup> 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.

**SUMMARY OF ASSIGNMENTS AND EVALUATION**

<b>Group Symposium</b>	<b>Session 3 to 10</b>	<b>15%</b>
<b>Midterm</b>	<b>Session 6</b>	<b>15%</b>
<b>Group Case Study</b>	<b>Session 11 and 12</b>	<b>20%</b>
<b>Final Exam</b>	<b>Assigned Date on April</b>	<b>25%</b>
<b>Personal Statement</b>	<b>Session 10</b>	<b>10%</b>
<b>Class Participation and Attendance</b>	<b>Session 1 to 12</b>	<b>15%</b>

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/](http://www.carleton.ca/wts/).

## CLASS SCHEDULE

Session	Topic	Reading/ Assignments
1- 11/01/2017	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- 18/01/2017	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- 25/01/2017	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- 01/02/2017	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- 08/02/2017	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- 15/02/2017	Midterm	
7- 01/03/2017	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- 08/03/2017	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- 15/03/2017	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- 22/03/2017	Mergers and Acquisitions Downsizing and Restructuring	Cascio, W.F. (2005). Strategies for responsible restructuring. <i>Academy of Management Executive</i> , 19, 39-50.
11- 29/03/2017	Group Case Presentations	
12- 05/04/2017	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

### **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:

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      WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

### **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**

#### **Academic Accommodations for Students with Disabilities**

*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*).

**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](http://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 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://carleton.ca/studentaffairs/academic-integrity>.

### **Assistance for Students:**

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

**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.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>

<b>January 2, 2017</b>	University reopens.
<b>January 5, 2017</b>	Winter term classes begin.
<b>January 18, 2017</b>	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 2017 and must register for the Winter 2017 term.
<b>January 20-22, 27-29, 2017</b>	Fall term deferred final examinations to be held
<b>January 31, 2017</b>	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.  Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.
<b>February 1, 2017</b>	
<b>February 17, 2017</b>	April examination schedule available online.
<b>February 20, 2017</b>	Statutory holiday. University closed.
<b>February 20-24, 2017</b>	Winter Break, no classes.
<b>March 1, 2017</b>	Last day for receipt of applications from potential spring (June) graduates.  Last day for receipt of applications to Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session.  Last day for receipt of applications for admission to an undergraduate program for the summer term.  Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are

	received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship. (Graduate students only)
<b>March 10, 2017</b>	Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
<b>March 24, 2017</b>	Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).
<b>April 1, 2017</b>	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.
<b>April 7, 2017</b>	Winter term ends.
	Last day of fall/winter and winter term classes.
	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.
<b>April 10-25, 2017</b>	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
<b>April 14, 2017</b>	Statutory holiday, University closed.
<b>April 25, 2017</b>	All take home examinations are due on this day.
<b>May 1, 2017</b>	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
<b>May 12, 2017</b>	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 2017 and must register for the Summer 2017 term.
<b>May 17-28, 2017</b>	Fall/Winter and Winter term deferred final examinations to be held
<b>June 1, 2017</b>	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due February 1 or March 1 or April 1.

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