



**AP/HRM3430 3.0N**  
**Human Resources Planning**  
**Winter 2020 Course Outline**

**School of Human Resource Management**  
**Liberal Arts & Professional Studies**  
**York University**

**COURSE INFORMATION**

Time and Location: Lecture, Wednesday 7pm to 10:00pm, Ross Building (R) S203

Webpage: <https://moodle.yorku.ca>

Prerequisite / Co-requisite: AP/HRM 2600 3.0 or AK/ADMS 3480 3.0

Students are personally responsible to ensure that they have the prerequisites as stated in the course calendar. Students who do not have the prerequisites are at risk of being dropped from the course at any time. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of appropriate prerequisites.

**COURSE DIRECTOR AND CONTACT INFORMATION**

**Dr. James Chowhan**

Assistant Professor

Email: [chowhan@yorku.ca](mailto:chowhan@yorku.ca)

Office: ATK Room 150R

Office Hours: Wednesday 1:30 to 3:30pm

Tel: 416.736.2100 ext. 22818

**COURSE DESCRIPTION**

This course provides students with an understanding of the personnel planning process, the qualitative and quantitative techniques used in forecasting personnel requirements, and feasible solutions to shortages or surpluses. This course is designed to provide students with the knowledge and tools they will need to identify different organizational strategies and the human resources management (HRM) practices, policies, and systems that effectively support a given strategy. Human resource (HR) planning should be more than just focusing on the planning for HR functional elements (such as selection, compensation, training and other functional areas), but should also consider how strategic

options/decisions (to downsize, restructure, merge and acquire) impact functional areas implementation of practices, for example. This course provides tools for HR planning and forecasting within the context of organizational strategy (including formulation and implementation). We will cover topics including strategic management, HR alignment with strategy, environmental influences on HRM, HR forecasting (supply and demand determination), succession management, information technology, change management, downsizing and restructuring, strategic international HRM, mergers and acquisitions, outsourcing, and HR assessment and analytics.

## COURSE ORGANIZATION AND FORMAT

This course is designed to foster an active learning environment and to encourage a culture of engagement. It will integrate formal lectures with group exercises and assignments designed to encourage practical application of the material. Participation and regular attendance are encouraged and expected. As part of my commitment to interaction and engagement, I encourage questions and discussions at any point during the class. In order to foster an environment of engagement, students are expected to come to class having already read the assigned materials.

Group work will be conducted throughout the term, as such, regular class attendance is necessary to succeed in the course. Class time will be provided for groups to work on group exercises and for the individual reflections.

The Final Exam will cover all material covered in class including the group assignments. It is your responsibility to keep up with the pace of this course. In preparation for the final exam, it is important that you attend each lecture to stay on top of the course material. Students that miss any class are responsible for catching up on the material (e.g. check with your class-mates for notes and other discussions).

Moodle will be used for class content and for posting all class announcements. You are responsible for regularly checking the site for important communications. The Course Director is not responsible for any communication that is not received by the student.

### Contacting the Course Director

I will be available by email and during my office hours to address any questions or concerns that you may not want to raise in class.

When emailing the Course Director, please include in the subject line of the email the course number and section (e.g. HRM 3430A) and your full name.

Decorum

Students are expected to come to class ready to engage in the material and with one another. One way for us to get to know each other is for students to introduce themselves (state your name), when first meeting and in advance of asking questions.

Course and in-class time are appropriate times for practicing professional conduct, which includes treating all people with dignity and respect. Students should come to class with a focus on learning and with an understanding that this is why their peers are present. Let’s treat each other with dignity and show each other respect by: (a) muting all your electronic devices, (b) avoid using electronic devices for anything other than course activities, such as taking notes or following the lecture, (c) avoid eating food that is noisy or distracting, and (d) minimize disturbances (e.g. punctuality is important--arrive and leave on time), for example.

**REQUIRED COURSE MATERIALS AND READINGS**

Text Book:

Belcourt, M., & Polodsky, M. (2019). Strategic Human Resources Planning, 7e. ITP Nelson.

Presentation Slides:

Presentation slides are available for access/download from Moodle:

<https://moodle.yorku.ca>.

For more on using Moodle, please access: <https://moodle.yorku.ca/students/documentation/index.html>

**EVALUATION**

<b>Task</b>	<b>Description</b>	<b>Weighting</b>
Group Project	Paper (20%) In-class Presentation (10%)	30%
Weekly Group Exercises or Individual Reflections (in-class)	Submitted weekly (10 in total)	15%
Mid-term Examination	Includes the content covered to date	20%
Final Exam	Cumulative exam	35%
Total		100%

## Group Project (30%)

This project has two components: a written paper (20%) and a presentation (10%).

Further details are contained in the **Guidelines for Human Resources Planning Research Project** document available on the Moodle course website. The Guidelines describe requirements, formatting, and content expectations for your research paper and presentation.

**Forming a group:** Students are responsible for forming their own groups the first day of class. Groups should have six members (depending on class size some groups may have five). Each individual is responsible for the efficient and respectful conduct of the group; I will only be involved in group issues as a last resort.

I will e-mail each group confirming the list of people in your group.

**Project Topic:** Groups may approach the project topic in one of two ways: 1) identify a particular HR planning issue(s) within a single organization and analyze the associated consequences of the issue(s); 2) identify an HR planning issue that spans more than one organization and analyze the issue by providing examples from across organizations. Under both approaches, groups will be required to describe and critically evaluate a human resources management planning issue(s) and suggest ways of improving how the organization manages its planning and strategy. To be successful, you will need to review the organization's (or organizations') strategy and HR planning approach and evaluate if the HR issue under review is aligned with the strategic plans of the organization.

**Project Topic Approval:** One member of each group must email the Course Director (and copy all group members) the following information by **7:00 p.m. on January 22, 2020:**

- Name, student number, and email address for each group member;
- Project topic request (this paragraph – 100 words or less – should include a brief description of the content to be covered (e.g. HR planning issue and organization (or organizations) that will be the focus); and
- Three presentation dates in order of preference.

I will e-mail each group (all members copied on the message) confirming your topic and date of presentation. Project topics and presentation date preferences will be allocated on a first-come, first-served basis (i.e. if two different groups wish to present on the same topic—topics need to be sufficiently different).

**Deliverables:** Your group will write a paper (**submitted on March 4, 2020**) and present in class on this topic during weeks 10, 11, and 12. Presentations should be submitted the **day before the presentation date at 5pm**. The paper and presentation should be submitted through the Moodle course website (as indicated on the website). Every group member is responsible for the academic integrity of the project (i.e. the paper and the presentation). The Academic Integrity Checklist which is available on Moodle can provide guidance on these expectations.

**Paper (20%):** Your written paper should be between 2000 and 2250 words, double-spaced, in 12-point font Times New Roman with 1-inch margins (producing a paper between 7 and 9 pages in length). Please include a title page and list of references (these are not included in the page count).

All written work will be marked on formatting, style, grammar, clarity, and organization, as well as content and analysis (i.e. the extent and quality of your research, analysis, and recommendations).

The following five sections should be covered in the paper (4 marks per section), in brief:

- **Introduction:** Provide a clear statement regarding the purpose of the essay; identify the importance/significance of the topic/issue; provide motivation for why the reader should be interested in reading the paper; include a clear issue statement.
- **Literature review:** The literature review must define the issue at hand and how it relates to the selected topic. The literature review should provide a summary of the current state of research in the topic area and provide the reader with the necessary information to contextualize the project.
- **Case:** The case and/or examples section is based on selected organization(s) and should demonstrate the topic/issue under consideration drawing on the organization's experience.
- **Analysis:** An analysis of the strengths and weakness of the approach taken by the organization(s) profiled in the case study/example.
- **Recommendations:** The recommendations section should focus on how the organization(s) can manage the identified issue(s) going forward. You will need to provide recommendations that could help organizations effectively manage the issue discussed.

**Presentation (10%):** The presentation should summarize the key elements covered by your paper. Not all members of your group are required to speak during the presentation; however, all members need to demonstrate a contribution to the presentation and all members should be prepared to present on their assigned date (and respond to questions). Not showing up for the presentation or not being prepared to present may result in failing the presentation portion of the assignment. The presentation will be limited to 15 minutes with an additional 5-10 minutes for questions and answers. You will be penalized for going beyond these time limits.

The purpose of the presentation is to help develop your presentation skills. Elements such as presentation structure, content, concision, clarity, eye contact, audibility, effective use of presentation aids, and engagement will contribute to your grade.

Presentations will be graded on:

- (1) Quality, organization, and structure (3%)
- (2) Delivery (3%)
- (3) Appropriateness and Relevance of the content (4%)

Again, a more complete review of the requirements and expectation for both the paper and presentation are available in detail in the Guidelines for Human Resources Planning Research Project document available on the Moodle course website.

## **Weekly Individual Reflections or Group Exercises (15%)**

Each week students will be asked to complete either an individual reflection or group exercise.

**Individual reflection:** When individual reflections are assigned, each student is expected to reflect on their learning at the end of the class. These reflections can record deep learning experiences, perspectives, and/or sentiments. For example, reflections can comment on the class discussion. Students may reflect on such things as: what they liked or agreed with during the discussion; what they didn't like or disagreed with from the discussion; and a topic they wish had received more class time. The reflections can be three to five lines (i.e. a short paragraph). Each student's reflection should be submitted at the end of class.

**Group exercises:** For the group exercises, work will be conducted throughout the term, as such, regular class attendance is necessary. Students are expected to read the designated chapters in advance of each class in preparation for group exercises. Each group assignment will be complementary to the chapter(s) covered that week. Each group will be expected to complete the assignment in class by following the instructions provided. The completed assignments should be submitted through Moodle. When submitting the group assignment, only group members present for the week should be listed on the assignment.

**Evaluation of individual reflections and group exercises:** Each of the submitted individual reflections or group exercises will be marked out of three: one mark will be for a submission that is underdeveloped with little or limited attempt to address the objectives, two marks if the assignment is good and competent with some attempt made to address the objectives and issue, and the full three marks if the assignment is excellent or exceptional.

For the individual reflections, excellent or exceptional work will not only address the objective of the assignment of identifying major points of content or material that they connected with or found interesting but will also support reflections with comments on why or how the points resonated.

For the group exercises, excellent or exceptional assignments will meet the assigned objective and demonstrate a richness of research, quality of expression and appropriate use of referencing.

There will be about 10 submissions, and each will be worth 1.5% (for a total of 15%). Each group member contributing to an assignment will get the same mark.

**Assignments during group presentations:** All groups (including those presenting) will be required to ask at least one question during class to a presenting group. The assigned exercise is to record the question that the group will ask, then summarize the answer provided by the responding group (i.e. presenters) and reflect on the response. (Note: the number of questions may be capped based on the number of groups.)



## Exams (55%)

The exams are closed-book exams covering materials covered in class, such as the material covered in each week in lectures, assigned readings, group assignments, and any other material as indicated by the Course Director. The exams may consist of a variety of questions such as multiple-choice, true/false, short-answer, mini-essay, and essay questions designed to test the student's ability to apply the course concepts.

**Mid-term Exam (20%):** A mid-term exam will be held in class on **February 5, 2020**. It will cover everything assigned and/or covered in class up to that date. Further details will be posted in Moodle during the semester.

You must attend the mid-term since there will be no other alternative dates to write a make-up exam. If you miss the mid-term exam for a valid reason (as set-out in York policies), then the value of the mid-term will be added to the value of your final exam, making your final exam worth 55%. If you do not have a valid reason for missing the mid-term exam, you will get a mark of zero on the mid-term exam. Thus, if you miss the mid-term test for a valid reason get your doctor to fill out and sign an Attending Physician Statement right away. If you provide the Course Director with a valid Attending Physician Statement within one week of missing a test, the weight of the missing test will be transferred to the final exam.

**Final Examination (35%):** The final exam will take place during the final examination period. The final exam will be three (3) hours and it is cumulative covering all course material. The date, time, and location will be announced closer to the exam date. More details will follow as the semester progresses. There will be no other alternative date to write the final exam.

Please review the Grading Scheme and Feedback Policy:

<http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

<https://calendars.students.yorku.ca/2019-2020/academic-and-financial-information/academic-information/grades-and-grading-schemes>

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

## *Conversion*

Marks will be assigned using the following conversion scheme:

<https://calendars.students.yorku.ca/2019-2020/programs/human-resources-management#grading-in-courses>

<https://calendars.students.yorku.ca/2019-2020/programs/human-resources-management>

## MISSED ACADEMIC WORK

**Lateness Penalty:** Assignments received later than the due date will be penalized. All assignments are due on the specified due date otherwise a late penalty will be applied. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., will be reviewed by Course Director but will require supporting documentation (e.g., a doctor's letter or a valid Attending Physician Statement). A late penalty of 5% daily will be applied for each of the first four calendar days an assignment is late (for a total of 20%), and a 10% penalty will be applied daily for each of the remaining calendar days an assignment is late.

<http://currentstudents.yorku.ca/student-forms>

<https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf>

## COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents), some useful links:

- Religious Observance: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
- Grade Scheme and Feedback (Policy): <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>
- Student Rights and Responsibilities: <http://oscr.students.uit.yorku.ca/student-conduct>
- Academic Accommodation for Students with Disabilities: <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>
- Deferred Standing Request for HRM courses: <http://shrm.laps.yorku.ca/students/deferred-exam-request/>
- Counselling & Disability Services: <http://cds.info.yorku.ca/>
- Alternate Exam/Testing Scheduling Centre: <http://altexams.students.yorku.ca/>

Important dates that students should be aware of are available at the following:

<https://registrar.yorku.ca/enrol/dates/fw19>

## ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. The University Senate Policy on Academic Honesty policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy,





please refer to the University Senate Policy on Academic Honesty at the following URL:

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

## **POTENTIAL MODIFICATIONS TO THE COURSE**

The Course Director and University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their York email and course websites weekly during the term and to note any changes.

## **STUDENT ACCESSIBILITY SERVICES**

Students with disabilities who require accommodations shall, in a timely manner, provide the relevant medical, psychoeducational, or psychiatric documentation to the appropriate York Office for students with disabilities to qualify for accommodations.

York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs the Course Director shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

<http://accessibility.students.yorku.ca/>

**COURSE SCHEDULE**

WEEK	TOPIC	READINGS AND ASSIGNMENT SCHEDULE
1. January 8	Course overview Strategic Management Aligning HR Strategy	Belcourt & McBey (2016), Chapter 1 Belcourt & McBey (2016), Chapter 2
2. January 15	Environmental Influences on HRM HR Forecasting Process	Belcourt & McBey (2016), Chapter 3 Belcourt & McBey (2016), Chapter 4
3. January 22	Determining HR Demand Ascertaining HR Supply	Belcourt & McBey (2016), Chapter 5 Belcourt & McBey (2016), Chapter 6
4. January 29	Succession Management IT for HR Planning	Belcourt & McBey (2016), Chapter 7 Belcourt & McBey (2016), Chapter 8
5. February 5	Mid-term -- Examination	<b>Mid-term – Examination</b> covering Chapters 1 to 8
6. February 12	Reading Week	Mid-term -- Reading Week <b>February 15 to 21</b>
7. February 19	Change Management Downsizing and Restructuring	Belcourt & McBey (2016), Chapter 9 Belcourt & McBey (2016), Chapter 10
8 February 26	Strategic International HRM Mergers and Acquisitions	Belcourt & McBey (2016), Chapter 11 Belcourt & McBey (2016), Chapter 12
9 March 4	Outsourcing HR Assessment and Analytics	Belcourt & McBey (2016), Chapter 13 Belcourt & McBey (2016), Chapter 14 <b>Group Project Report Due</b>

10 March 11	Presentations	Groups will present each week
11 March 18	Presentations	Groups will present each week
12 March 25	Presentations	Groups will present each week
13 April 1	Final Exam Review	This session will focus on student questions (Last Class)
Sunday April 5, 2020		<b>Last day of classes</b>