

**Commerce 4BM3
Strategic Human Resource Planning
Fall 2019 Course Outline: C01**

**Human Resources and Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

In the competitive business environment of the 21st century, human resources have become key inimitable resources for change, innovation, and value generation. Unfortunately, few organizations successfully utilize HR as a strategic partner.

This course will introduce HR's role in strategy development and implementation. Topics include aligning HR with environmental demands and business strategy, creating high performance work systems, HR forecasting, and dealing with special issues such as succession planning, diversity management, international HRM, and workforce analytics.

CLASS, INSTRUCTOR AND TA INFORMATION

**Section 1: Wednesday
11:30 – 2:20
CNH 102**

**Instructor
Dr. Frances Tuer
tuerfl@mcmaster.ca**

Office: DSB 419
Office Hours Mon. noon. – 2
p.m. or by appointment
Tel: (905) 525-9140
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(905) 708-4472 (cell)

**TA: Mojan Naisani Samani
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**Course Website:
Avenue to Learn**

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	No	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

Successful Human Resource Planning must consider the context in which the HR plan is to be formulated and implemented. This means having a solid understanding of the organization's chosen strategies and of the organization's role in the broader society. In part one of this course we will explore frameworks for understanding the context for organizational activity and human resource planning, including strategy diagnosis, stakeholder approaches to business, and the design of high performance work systems.

Building on that foundation, we will then examine the core concepts, issues, and methods of human resource planning, system design, and implementation. Students will be exposed to a wide range of applications, examples, and descriptions of approaches to provide the greatest depth and breadth of learning experience.

Finally, in part three of this course, we will focus on special issues in Strategic HR Planning including diversity management/international HRM, succession planning, and workforce analytics.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Discuss the role of Strategic Human Resource Planning in building competitive advantage
- Analyze the organization's strategy and discuss implications for the HR plan.
- Analyze staffing trends within the organization and staffing challenges and opportunities in the external labour force
- Forecast labour supply and labour demand
- Describe and select among various methods for dealing with labour surpluses and shortages
- Discuss research evidence and practitioner guidelines for specific situations, such as: downsizing and restructuring, succession planning, international HRM and outsourcing, and mergers and acquisitions.
- Use the balanced scorecard as tool for critical thinking in the HR Planning process.

REQUIRED COURSE MATERIALS AND READINGS

The REQUIRED textbook is Strategic Human Resources Planning, **6th or 7th** edition by Belcourt & McBey (Nelson Education). *Use previous versions of the text at your own peril.* Various purchase options are available;

Paperback text alone

7th edition (new) ISBN: 0176570306

\$120.95

6th edition Used copies may be available.

\$ 99.95

MindTap (just e-book and online resources)

\$99.95

7th edition ISBN: 0176717269

(approx.)

There is also a static e-book, without online resources that can be purchased directly from the Nelson education website. *Pdf copies of the textbook obtained from other people (paid or unpaid) are illegal, under the Copyright Act.*

The in-class assignment in this course is open-book, therefore think twice before deciding you will forego obtaining a book.

Avenue registration for course content, readings and case materials \$ FREE

- <http://avenue.mcmaster.ca>

Access to a laptop/tablet will be very useful for in-class work, but is not required. If you don't have one or cannot bring yours please find an in-class ally who will let you look over their shoulder, as necessary.

LEARNING ASSESSMENT/EVALUATION

All assessments are designed to capture both evidence of the acquisition of HR Planning knowledge AND proficiency in the application and communication of that knowledge.

Components and Weights (%)

You will be allowed to weight the various assessments, within certain parameters. A form will be provided in Week 1, which is to be completed and returned to the TA in Week 3. This year there is only one opportunity being offered to set weights as we are not doing two assignments.

In-class Contribution (see description):	Minimum of 25%
In-class Forecasting Assignment	Minimum of 30%
Individual/Group (2 or 3) Online Presentation	Minimum 25%.
Peer Review of Presentations	Fixed at 5%

Total assessments must equal 100%

Conversion The conversion of percentage marks to letter grades and grade points in this course follows the scale recommended by the School of Business for use in Commerce courses, as follows:

Letter Grade & Percent

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
		F	00-49

Communication and Feedback

Students who are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential email to the respective Area Chair, Dr A. Schat (schata@mcmaster.ca) or the Associate Dean (adbusac@mcmaster.ca).

Students who wish to correspond with instructors or TAs directly via email **must send messages that originate from their official McMaster University email account (or Avenue email)**. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants.

Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Course Deliverables

In-Class Contribution will be based on individual contributions to in-class exercises and discussions. Students will be expected to have completed both the assigned readings and any assigned preparation before class. Contribution grades will be based on the quantity and quality of both oral contributions and engagement in pair/group activities. If you are not in class, you cannot contribute in either of these ways. If you choose not to speak, then you can only earn marks for engagement in group activities. Because we meet only once per week, missing more than one class will quickly start to have a substantial effect on your class contribution grade. Emailing me in advance of a planned absence will slightly mediate this effect but will not replace the full contribution. Please bring and display a name plate/name tent in all classes for the full semester to ensure I call you by the right name to register and accurately recall your oral contributions. A preliminary assessment will be provided after the midterm recess, but will be replaced by a final assessment of contribution over the full term.

In-class Forecasting Assignment; you will have 2.5 hours (150 minutes) to complete all parts of the assignment (strategic diagnosis, labour demand, labour supply). This assignment is **open-book**, which means that you may use your own resources: notes, textbook, copies of class readings, as well as any materials posted on Avenue to Learn by your instructor. Assignments will require application of materials covered in lectures, readings, presentations, and class discussions to a specific organizational situation provided in the assignment. You will need to use a calculator/spreadsheet application for the assignment as well as providing short answers; there are no multiple choice or true/false questions. You may handwrite the assignment or use a laptop/tablet; if the latter, then you will submit using the Avenue to Learn Dropbox.

Due to the open-book nature of the assignments, they will not be identical to assignments from previous years.

Individual/Pair/Trio Project and Peer Review will allow you to research a topic of personal interest within this year's theme of understanding workforce privilege by looking at "Historical Injustice in Labour Force Participation". Topics could include restrictions on employment of Jews in Poland or African Americans in the United States, indentured servants, women's fight to get into medical schools starting in 18th century, past and lingering effects of treatment of Indigenous peoples in Canada (residential schools, "Sixties Swoop" internment of Japanese Canadian/Americans during WWII, Chinese Head Tax, "Lavender Scare" termination of employment of lesbians/gays in the United States government, prohibitions on LGBTQ2S in the military, forced exit of women from various occupations (WASPs, manufacturing) after WWII, and so on. Feel free to contact the instructor to discuss other topics that you think might fit under the theme. For a number of reasons, there will be only ONE presentation on any given topic. The main project deliverable will be an online Pecha Kucha™ presentation in Week 12. The preceding week (Week 11) you will be required to submit your presentation for peer review and will

review about 5 other presentations to provide formative feedback. You will be put into “sets” for peer review, depending on what topic you choose for your presentation, to ensure you are exposed to a range of topics. **You will NOT need to interview people for this presentation; but will need to locate secondary sources (articles, books, videos, and so on) that contain actual images and words of those affected by these restrictions.**

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to;

www.mcmaster.ca/academicintegrity.

ONLINE COURSE COMPONENTS

In this course we will be using X*. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

X* = e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc

In this course, this includes PebblePad, which we will use for submission and peer review of presentations.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroot website at the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/misled-course-work-policy/>

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to 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 McMaster email and course websites weekly during the term and to note any changes.

The University reserves the right to change the dates and deadlines for any or all courses in extreme Circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4BM3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

CERTIFIED HUMAN RESOURCE PROFESSIONAL (CHRP)

This course can be used as one of the course requirements for obtaining the Certified Human Resource Professional (CHRP) designation. CHRP is the professional designation offered by **The Human Resources Professionals Association**. **The courses offered in the DeGroot Commerce program that contribute to CHRP requirements are: 1BA3 Organizational Behaviour, 2BC3 Human Resource Management and Labour Relations, 4BB3 Personnel Selection, 4BC3 Collective Bargaining, 4BE3 Compensation/Reward Systems, 4BI3 Training and Development, 4BL3 Occupational Health and Safety, 4BM3 Strategic Human Resource Planning, 2AA3 Financial Accounting I, 2AB3 Managerial Accounting I.**

More details are available on the Human Resource Professionals Association website, <http://www.hrpa.ca>.

**Commerce 4BM3
Strategic Human Resources Planning
Fall 2019 Course Schedule**

Wednesday	TOPICS	KEY DELIVERABLES
1: Sep 4	Course and project introduction including at look at PechaKucha™	
2: Sep 11	Ch. 1 Strategic Management Ch. 2 Aligning HR with Strategy	Drop/Add by Wed Sep 12
3: Sep 18	Ch 3: Environmental Influences on HRM	Weight Allocation Form due at start of class
4: Sep 25	Ch 4. The HR Forecasting Process Ch. 5 Anticipating Labour Demand	Email TA to obtain approval of project topic and to indicate, authorship.
5: Oct 2	Ch 6. Ascertaining HR Supply (Internal and External Open Data exercise using CANSIM tables	
October 9	Dealing with Labour Surpluses and Shortages, including downsizing, M & A, (various chapters)	
6: Oct 16	NO CLASS – MIDTERM RECESS	
7: Oct 23	In-Class Forecasting Assignment (open book)	Written in the classroom: submit excel/word or handwritten booklet
8: Oct 30	Ch 6. Succession Management Another look at PechaKucha™	
9: Nov 6	Ch 8: IT for HR Planning Ch. 14: HR Assessment & Analytics	
10: Nov 13	Ch. 13 Strategic International HRM How to do online Peer Review	
11: Nov 20	Peer Review Time (from any convenient location with good connectivity)	Online Peer Reviews Due Wed noon.
12: Nov 27	No class: Online presentations reviewed by instructor	Course evaluation www.evals.mcmaster.ca
13: Dec 4	Course Wrap Up/Makeup Day	Course evaluation www.evals.mcmaster.ca