Instructor(s): Nita Chhinzer, (MBA, PhD)
Assistant Professor
Strategic Human Resources Management,
Room: 213A, J.D. MacLachlan Building (email preferred over phone)
Email: chhinzer@uoguelph.ca
Office Hours: 11:30-1:00 Fridays and additional hours posted on courselink

Class Times and Location: Crop Science building, 08:30AM - 11:20AM, Room 117

Course Description and Objectives:
This course introduces the strategic planning role that Human Resources Professionals contribute in organizations with an emphasis on Human Resources Planning (HRP). As the capstone course in Human Resources Management, students will be integrating multiple aspects of HR with a focus on HR Planning in this interactive, seminar style course. Students will confront the challenges and demands of organizational and technological change, corporate positioning, cost containment, benchmarking, productivity improvements and other considerations of Human Resources Management. An understanding of the fundamentals and essential elements of HRP process in organizations will be provided. Student will acquire knowledge in analysis, assessment and programming related to Human Resources in organizational development, business and strategic planning. Quantitative as well as qualitative concepts, approaches and techniques will be explored. The pedagogy of the course involves a mix of learning the theory and applying it. Both application and understanding will increase if students know how to use the information and learnings in a practical way.

Course Learning Objectives:
- To provide students with a framework whereby they can understand:
  - How economy and legislation affect the thinking and direction of HRP
  - Organizational strategies that require appropriate and outcome oriented HR management practices and policies
  - How Human Resources Managers plan and make decisions about the allocation of resources for the effective management of people in organizations
  - Identify and understand the role of an HR professional as a business partner in organizational and functional strategy formulation and implementation.
Method and Timing of Evaluation:

Your performance will be evaluated based on the following:

<table>
<thead>
<tr>
<th>Assignment/Examination</th>
<th>Date</th>
<th>Marks allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to Learning</td>
<td>Evaluated on class 10</td>
<td>15</td>
</tr>
<tr>
<td>Group report</td>
<td>Same day as the scheduled presentation</td>
<td>35</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>Feb 8th</td>
<td>15</td>
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<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>35</td>
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Course Materials and Resources:

This course uses a variety of materials and resources. One of your primary resources will be the course website (http://courselink.uoguelph.ca). All announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Check this site often.

The required textbook is Strategic Human Resources Planning, Fifth edition, Authors: M. Belcourt, K. McBey, Y. Hong, M. Yap, Nelson Education ISBN number 978-0-17-650694-0. The course textbook is available on reserve at the library.

Additional journal readings are available through the library. A representative from the library will provide a short presentation to the class as to how to find information and use library resources. The required readings list is all available digitally through the library. Please see the schedule for the timeline around the readings

- Payne, M (2010). “A Comparative Study of HR Managers' Competencies in Strategic Roles”, International Management Review vol. 6 no. 2 pg 5-12


On-Line Communication:

- This course has a website (see http://courselink.uoguelph.ca/). Please post any questions you may have to the discussion section of the website. If questions are personal in nature, please contact the professor directly.
- I will be communicating with you via your central email account <uoguelph.ca> from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your hotmail/yahoo etc. account.
- I will prepare lecture notes at least 5 business days in advance and post them online.
All student e-mails will be responded to within 24 hours of receiving them (Monday to Friday).

If you require a meeting outside of office hours, please note that 24 hours advance notice is required to ensure we find a mutually convenient time to chat

Course Philosophy and Approach:

This course will not be lecture based. Instead, you are expected to complete the readings prior to class and come prepared to discuss and apply the learnings from the readings. The class will be run as a seminar in HR planning to prepare you for your career.

Contribution to Learning (10%)

Attendance is not the equivalent of participation. You are expected to contribute to the learning experience at the level of a fourth year student. Your in-class participation mark will be a result of your contribution to the classroom and your application of required readings. A rough guideline of how contribution to learning will be marked follows:

- 0-49% - student was not prepared to discuss the readings. There was no significant contribution to the class activities. Contributions were minimal and surface level only

- 50-59% - Student contributed infrequently. Did not appear prepared or engaged in discussions most of the time. Contributions were minimal and surface level only

- 60-69% - Student appeared to have completed the required readings, some of the time. Contributed to some classes, but did not engage in critical analysis.

- 70-79% - Student appeared to have completed the required readings, most of the time. Contributed to most classes, but did not consistently engage in critical analysis.

- 80-89% - Student engaged in class debate and was prepared with all course readings completed. Student built on learnings from professor and other students using critical analysis.

- 90% + - Student consistently engaged in class debate and was prepared with all course readings completed. Student built on learnings from professor and other students using critical analysis. Student exceeded expectations by contributing knowledge above and beyond the assigned readings in a concrete way.

Class Contribution Log: You will be asked to submit dated log details regarding your contribution to each class at the end of the class for 4 to 8 classes in the term, as randomly selected by the professor. For each entry, please provide the class date and a brief but specific statement regarding what you contributed during that class (e.g., “When asked how to minimize negative employee attitudes following a merger, I said . . . “, “I volunteered for the inclass demonstration on . . . “, “When Dr. Chhinzer asked the class X, I responded Y”). Vague and unspecified log entries will not constitute a complete log entry, and as such will not be considered class contribution. The log will be assessed for validity. In other words, I will assess the quality and frequency of each student’s class participation. I will maintain a running log for each student. This will act as a validity check to your self evaluation of your contribution to learning.

At the end of week 10, students will self evaluate their performance in regards to participation. If there is a conflict with the professors grade for performance and the students self evaluation, students will be notified in week 11. These students will have an opportunity to sign up for a time to meet the professor one on one to discuss their participation in the course. This will occur either before or after class, at a mutually convenient time. Students who do not register for a time or fail to attend a registered meeting will forfeit the option of self-evaluation or discussion of their participation mark.
Group Project: Human Resource Planning

Each student will become part of a team of 4 members, with the goal of producing a paper that seeks to explore, in depth, emerging issues in HR Planning. The objective of the paper is to explore a topic that impacts HR planning but is not adequately covered by the textbook. The professor will suggest various topics on emerging issues in HR and you are to select one topic from the list provided by the professor. Guidelines will be provided and discussion will take place in class as to how to identify sources of data, how to assemble data and the scope of the analysis in week 2.

Once four students have signed up for a topic, it will be considered a complete group and the topic will be closed. Topics will be posted on online starting the first week of classes. As of the start of class 2, students will have an opportunity to sign up for topics. The topics will be covered on a first come, first serve basis. Since you were given choice in your selection of topics, once you commit to a topic, you cannot change it.

Topics selection should reflect an aspect of HR planning that is aligned with your interest and desires for subject matter expertise. Keep in mind hisfact when selecting a topic. It is not advisable that you select topics based on peer interests or peer influence as you will all have very diverse careers post graduation.

Managing group dysfunctionality

We are a diverse and mature group, but there are multiple priorities and expectations of each team and individual in the team. You are expected to have an orientation conversation to discuss your own timelines, the days that you are available for work related to the project, your own priorities and what the joint expectations of the team are. In the case of a dysfunctional group member, you must self police activities in the initial stages of dysfunctionality (e.g. being unprepared for a meeting, failing to attend, failure to respond to emails aligned with the expectations that your team set up) by sending out an email outlining what the issue was and what the expectation of this to correct behaviour.

If the situation is not resolved within the team, escalates, or the same member has repeat offenses, you are required to contact the professor during the course to address these. Please include the past communication as part of the communication to the prof. We will work together to resolve the issue in a timely and appropriate manner.

Group report (worth 25%)

The report should be typed using Times New Roman 12-point font, double-spaced, with a 18 page limit, double spaced (with 1-inch margins), PLUS graphs or other appendices. The report should be sufficiently detailed to explain the HR planning topic with sufficient depth to someone who is familiar with Human Resources Management topics, aligned with the parameters set forth for the topic by the professor. Writing quality (e.g., spelling, grammar, structure, etc.) is important. Reports are due to be handed in at the beginning of class on the day you are scheduled to present.

In Class Presentation (10%)

Each team will make a presentation as per the schedule of the course to present and discuss their paper and share key findings with the class. This exchange of information can take any format you like, as long as the content is covered. Presentations should be between 15-20 minutes long (not including question and answers). It is crucial that you define learning outcomes for the class and that you identify how these learning outcomes add to material available in the course. The team must develop and distribute a one page executive summary of their presentation (one copy per class member and one for the professor) at the start of their presentation. Failure to bring a copy of the executive summary to the presentation will result in a total 3% penalty on the 10% presentation value (specifically, if you got a grade of 8% out of 10% on your presentation, but failed to provide the executive summary, then your new grade would be 5% out of 10% reflecting the 3% penalty.)
The presentation is worth 10% of your marks. The marking of the presentation will be 80% based on content (so know your content well) and 20% on presentation style (so be creative with how you share information). Peer evaluation and professor evaluation will determine the mark for the presentation with a 50-50 weighting.

Late Penalties
If reports are not handed in by the stated due date and time, late penalties will be applied at the rate of 10% per day for each day late, including weekends (absolute value, not relative value). You are required to use Times New Roman font size 12, spell check and proof read your work prior to submission. Extensions without penalty will only be granted for the most extenuating circumstances and requests for such extensions must be received by the instructor, in writing, prior to the due date.

- You are also advised to make use of the resources available through the Learning Commons (http://www.learningcommons.uoguelph.ca/) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor.

Grading
Reports will be marked and returned to students within two weeks of the due date by way of the course website. Grades will be posted on the course website for all work completed within a maximum of two weeks after the report due date. I will be available to discuss your reports after you have reviewed your graded report. If you would like to discuss your report, please email me a bullet point list of issues you would like to discuss so we can have a comprehensive and focused conversation.

- All course grading will adhere to the University grading resolutions that outline its standards for determining and assigning grades. The text for all 11 grading resolutions, as approved by Senate, appears in the current Undergraduate Calendar in Section VIII, by clicking on “Grades”, then “Grading Procedures” headings http://www.uoguelph.ca/undergrad_calendar/c08/c08-grds-proc.shtml

  o 80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

  o 70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

  o 60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

  o 50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

  o 0 - 49 (F) Fail. An inadequate performance.
Quiz 1 (15%)  
Quiz 1 will be in class on Feb 8th, covering chapters 2, 3, 5, 6, 7 with a heavy focus on chapters 6 and 7. It is scheduled for 60 minutes at the end of class. The purpose of the quiz is to assess your ability to forecast demand for labour, forecast supply of labour and the ability to assess the magnitude and nature of the forecasted labour surplus or shortage. You will be exposed to forecasting techniques in the class.

The quiz is open book, meaning you can bring the course textbooks, required readings, other notes or textbooks as you like. The exam is an individual assessment of your work, so you must work independently. Academic dishonesty will follow the path of escalation outlined at the university, as per [http://www.academicintegrity.uoguelph.ca/](http://www.academicintegrity.uoguelph.ca/).

To assist you with preparation outside of the classroom I will be holding extended office hours on Monday Feb 4 from 10-2:30 in addition to the regularly scheduled office hours that are held weekly. I encourage you to come and see me if you have any concerns or areas of clarification.

Final Exam (35%)  
The examination present an opportunity to assess knowledge about Human Resources Planning practice, legislation and learning as per the course textbook, lectures, and any online activities. This course extends beyond simply memorizing terminology or processes. The pedagogy of the class is an equal learning of theory and application. For the exam, you are expected to know the reading materials, lecture notes and any discussion and be able to apply the information in a meaningful way. More information about formatting of the exam will be given during the semester. The final exam proctored and on campus, will be scheduled during the exam period. It will cover all chapters of the text book reviewed in the course, as well as in all in class materials. **You MUST pass the final exam to pass the course.**

Similar to the quiz, the final exam is open book, meaning you can bring the course textbooks, required readings, other notes or textbooks as you like. Academic dishonesty will follow the path of escalation outlined at the university, as per [http://www.academicintegrity.uoguelph.ca/](http://www.academicintegrity.uoguelph.ca/).

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. It is your responsibility to ensure you bring photo identification, pens and pencils to your exams. Further information about the exams will be provided during the duration of the term.

Consideration for not attending the final exam will only be given in accordance with the rules as set out by the University. Students who find themselves unable to meet course requirements by the deadlines detailed above due to medical, psychological or compassionate circumstances beyond their control, should review the regulations on academic consideration in the undergraduate calendar and should discuss their situation with the instructor, program counsellor, or other academic counsellor, as appropriate. Without such documentation, failure to complete the exams will result in a zero grade for that exam.

*If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please email me during the first week of classes.*

While best attempts will be made to follow this outline, it may be necessary to adjust the outline during the term. In this event, the instructor will discuss the changes with the class prior to making the amendment.
## Course Schedule and Key Dates:

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Pre-Class Activities/Readings</th>
<th>In-Class Activities and Assessments</th>
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</thead>
</table>
| 1     | Jan 11| Intro to course: What is HR planning and what influences it?         | Read chapter 2: aligning HR with strategy and chapter 3: environmental influences on HRM     | Lecture and experiential exercise  
1. Welcome to course  
2. Evaluating internal and external trends in HRP  
 - class activity |
| 2     | Jan 18| Change Management: The role of HR as leaders                         | Read Kotter (2001) and Burns (2004)                                                         | Class discussion and debate  
- examining the paradox between  
  - HR as managers and leaders  
  - The planned versus emergent approach to change management  
2. Library rep presentation  
3. Pick group project |
| 3     | Jan 25| Forecasting Supply of Labour                                         | Read chapter 5: The HR forecasting process and chapter 7: ascertaining HR supply (bring calculator) | Lecture  
1. HR planning process  
- Internal versus external supply of labour  
- Skills or competency models  
- Replacement charts |
| 4     | Feb  1| Forecasting Demand of Labour                                         | Read chapter 6: determining HR demand (bring calculator)                                       | Lecture, experiential exercise  
1. Determining HR demand  
- Trend Analysis  
- Ratio Analysis  
2. Gap analysis |
| 5     | Feb  8| Tools to assist with HR planning                                     | Read chapter 9 IT for HR planning (bring calculator and laptop)                               | Presentations, Quiz, experience a HRIS  
1. Group presentations  
- Evaluating the use of in house or third party software  
- Navigating through the HRIS, trends and uses (using online samples)  
- Managing issues of honesty and privacy in relation to HRIS  
2. Lecture and discussion  
3. Quiz 1: 10% Covers Chapters 2, 3, 5, 6, 7 (end of class), bring calculators |
| 6     | Feb 15| Change Management: Labour shortage                                   | Read chapter 8 Succession Management and Groves (2007)                                       | Discussions, presentations, career mapping exercise, quiz take up  
1. Group Presentation  
- Joining the debate on buying versus developing talent  
- Succession management in a family businesses  
- Developing and maximizing career competencies  
2. Career mapping exercise  
3. Quiz take up |
| 7     | Mar  1| Change Management: Labour surplus                                    | Read chapter 10 downsizing and restructuring and Parzefall (2012) (bring calculator)         | Lecture, presentations, experiential exercise  
1. Lecture  
- Managing layoffs, legal defensibility, restructuring  
2. Group presentation  
- Impact and significant of reasonable notice and severance  
3. Experiential exercise  
- Managing the employee experience during downsizing |
| 8     | Mar  8| Change Management: changing the organizational structure            | Read chapter 13 outsourcing                                                                    | Lecture, presentations  
1. Lecture  
- Driving forces to outsourcing  
2. Group presentations  
- The Foxconn experience: lessons learned  
- How outsourcing of HR has evolved the role of HR in an organization |
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<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Notes</th>
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| 9 Mar 15 | Change Management: changing the organizational structure | Read chapter 12 mergers and acquisitions | Lecture, presentations  
1. Lecture  
- differentiating M&A activity  
- Retaining employees  
2. Presentations  
- the inside world of a merger or acquisition: example  
- identifying and overcoming HR challenges during M&A activity |
| 10 Mar 22 | International HRM | Read chapter 11 international HRM | Presentations, Lecture, guest speaker  
1. Group presentations  
- environmental analysis of factors leading to the presence of immigrants in the Canadian workforce today  
- HR’s role in integrating immigrants into the Canadian workforce  
- sending Canadians abroad, minimizing the failure rate  
2. Lecture  
- non-Canadians in the Canadian workforce, and Canadians in the international workforce  
3. Guest Speaker: Dr. Davar Rezania (Chair of the Department of Business)  
Complete contribution to learning self evaluation and hand in during class |
| 11 April 5 | The Future of HRP | Read Payne (2010) and Younger et al. (2011) | Lecture and discussion- the future of HR  
final exam prep, questions or concerns |

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the Courselink site.
Policies and Regulations

All students are expected to abide by the University’s academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml). Some regulations are highlighted below:

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml You are also advised to make use of the resources available through the Learning Commons (http://www.learningcommons.uoguelph.ca/) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration:

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays:

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml
Code of Conduct – The Top Ten

As a student in the Department of Business, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don’t talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).