Course Number: ADGR 8090 01
Course Title: Workforce Planning
Credits: 3
Woods College of Advancing Studies
Fall 2017 Semester, August 28 – Dec 16, 2017
ONLINE - Times: 6:30 pm - 9:00 pm

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Office: NA
Office Hours: As Requested

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
Strategic Workforce Planning takes a broad view of the organization to assure the right people and right skillsets are in place to drive strategy and reinforce culture. Key stakeholders are partners in the process to ensure adoption within the organization, and collaboration is necessary to drive alignment of people, process and technology. Workforce planning considers the balance between the current state, the organization’s evolution, and the desired future state. Finding that balance requires measuring the system, and evaluating both the internal and external environments. This course will help you think about how to assess organizations, learn to work with the organization’s strategy and culture to determine the key factors driving Workforce Planning, how to apply different frameworks, and to create a gap analysis between the current state and the desired state. From this framework, you will look at ways to implement the strategy, and learn to use data to inform your thinking.

Textbooks & Readings (Required)

The Differentiated Workforce: Translating Talent into Strategic Impact
Apr 20, 2009
by Brian E. Becker and Mark A. Huselid

Other articles and materials as assigned

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here. In the case of any technical difficulties or concerns, please contact canvas@bc.edu or 617-552-HELP (4357) for immediate assistance.

NOTE: Canvas requires particular computer specifications and wifi access. It is important that you plan accordingly, particularly for courses that have online components.

**Course Objectives**

1. Students will demonstrate knowledge of the theory and organization implications across cultural settings and will learn the impact of culture, gender, and age in their study of workforce planning as demonstrated by their ability to take a systems view and approach to the topic.
2. Students will demonstrate ethical decision making and planning and learn methods for ethically analyzing the needs of the organization pertaining to workforce planning as demonstrated by their ability to look at the system and employees in a holistic and ethical fashion.
3. Students will acquire graduate-level knowledge in Workforce Planning and its implications in the field of Human Resources.
4. Students will be able to synthesize and practically apply the various strands of learning that comprise the study of Workforce Planning.

**Grading**

Discussion Responses : 25%
Synchronous Class Participation: 20%
Papers/Assignment: 30%
Final presentation: 25%

As the grading indicates your online participation and collaboration with your classmates is essential. You should be prepared to share your insights on the readings and what you are learning with your fellow classmates. It is also a course requirement to participate in the online discussions. There are 7 scheduled online discussions, each of which is worth about 3.5% of your grade.

The graduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.
**Deadlines and Late Work**
Students are expected to turn in assignments on the dates assigned, or make explicit arrangement with the instructor.

**Course Assignments**
Students are expected to be on-line for the classes that consist of teacher led instruction, online discussion through written responses and posts, and 2 hours of homework/reading.

Virtual participation consists of 2 hours of reading assignments, review of the virtual presentation and materials, and online discussion time through both written posts and responses to classmates.

Students are also expected to complete all assignments and readings on time. There will be two additional deliverables: • Paper due November 9• Presentations on December 14th.

Format and expectations for Presentations and Paper will be addressed in class.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 31</td>
<td>LIVE, synchronous session: Introduction to Workforce Planning Context/Theory</td>
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<tr>
<td>September 7</td>
<td>Virtual: Workforce Planning Evolution and Current Research</td>
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<tr>
<td>September 14</td>
<td>LIVE, synchronous session: Evaluation and Identification of External Factors</td>
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<tr>
<td>September 21</td>
<td>Virtual: Segmentation and Critical Roles</td>
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<tr>
<td>September 28</td>
<td>LIVE, synchronous session: Strategic versus Operational Workforce Planning</td>
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<tr>
<td>October 5</td>
<td>Virtual: Recruitment Resources and Strategy</td>
</tr>
<tr>
<td>October 12</td>
<td>LIVE, synchronous session: Workforces Supply, Capabilities and Capacity</td>
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<tr>
<td>October 19</td>
<td>Virtual: Risk Assessment and Key Metrics</td>
</tr>
<tr>
<td>October 26</td>
<td>LIVE, synchronous – Change Management</td>
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<tr>
<td>November 2</td>
<td>Virtual: Staffing alternatives – Flexible work arrangements ((e.g. outsourcing, job sharing, phased retirement)</td>
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<tr>
<td>November 9</td>
<td>LIVE, synchronous session: Culture and Retention considerations</td>
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<tr>
<td>November 16</td>
<td>Assigned Paper - Due November 22 - Virtual: Linking rewards and recognition</td>
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<tr>
<td>November 23</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>November 30</td>
<td>LIVE, synchronous session: Case Study</td>
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<tr>
<td>December 7</td>
<td>Virtual: Monitoring, reporting and employee lifecycle</td>
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<tr>
<td>December 14</td>
<td>LIVE, synchronous session: Presentations</td>
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**Written Work**
Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).
Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.