



## UNSW Course Outline

# ZBUS8317 Workforce Planning - 2024

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## General Course Information

**Course Code :** ZBUS8317

**Year :** 2024

**Term :** Semester 1

**Teaching Period :** Z1

**Is a multi-term course? :** No

**Faculty :** UNSW Canberra

**Academic Unit :** UC School of Business

**Delivery Mode :** Online

**Delivery Format :** Standard

**Delivery Location :** UNSW Canberra at ADFA

**Campus :** UNSW Canberra

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Workforce planning impacts organisational productivity and outcome attainment through: analysing the key internal and external environmental factors likely to impact an organisation, developing alternative scenarios, and then systematically forecasting future workforce demand

and supply to identify gaps. Important to this process is establishing plans to address these gaps.

The course, which is designed for middle managers, includes: the importance of situating workforce planning in context, how workforce planning is used as a strategic tool, and the role of storytelling in effective workforce planning. It also covers the core elements of workforce planning: environmental scanning and scenario planning, the principles of workforce demand and supply, establishing workforce plans, and evaluating plans. Finally, key challenges and skills required for workforce planning are also discussed.

## Course Aims

This course equips managers with the knowledge and understanding of theory, concepts and approaches related to the workforce planning systems and routines so as to maximise organisational outcomes.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Propose how the core elements of workforce planning could be applied to an organisational context.
CLO2 : Argue why workforce planning is important for organisations and strategy achievement.
CLO3 : Critically analyse and synthesise data and information to inform workforce plans.
CLO4 : Devise well-justified recommendations to address identified issues.

Course Learning Outcomes	Assessment Item
CLO1 : Propose how the core elements of workforce planning could be applied to an organisational context.	<ul style="list-style-type: none"><li>• Strategic Briefing</li><li>• Environmental Scan</li></ul>
CLO2 : Argue why workforce planning is important for organisations and strategy achievement.	<ul style="list-style-type: none"><li>• Strategic Briefing</li><li>• Environmental Scan</li></ul>
CLO3 : Critically analyse and synthesise data and information to inform workforce plans.	<ul style="list-style-type: none"><li>• Implementation Report</li><li>• Environmental Scan</li></ul>
CLO4 : Devise well-justified recommendations to address identified issues.	<ul style="list-style-type: none"><li>• Implementation Report</li><li>• Environmental Scan</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

# **Learning and Teaching in this course**

Please read through the course materials carefully, starting with the course outline, welcome / introduction presentation and assessment documentation. Please don't hesitate to ask if you have any questions.

This course utilises Class Collaborate, a virtual classroom system accessible via Moodle. There are 8 Class Collaborate sessions scheduled this semester (including student-only sessions). Students are strongly encouraged to attend the sessions. The sessions will be recorded and made available on Moodle for later review.

## **Workload**

Students are expected to undertake an average of 10 hours of study per week for a 6 UOC course. This includes engagement with course readings and other activities, assessment preparation and research, as well as contact time with the lecturer and fellow students.

# **Other Professional Outcomes**

## **Developing Program Attributes**

Students will be encouraged to develop the following School of Business program attributes by undertaking the course activities and mastering the knowledge content:

### **1: Business knowledge**

1. Identify/select and explain relevant disciplinary or interdisciplinary knowledge.
2. Apply relevant disciplinary or interdisciplinary knowledge.
3. Apply knowledge in local and/or global contexts.

### **2: Problem solving**

1. Identify a problem or issue and purpose of task for critical analysis.
2. Apply rigorous analysis and standards to develop and/or evaluate data.
3. Develop well-reasoned, appropriate conclusions or solutions.

### **3: Business communication**

1. Demonstrates proficiency in reading, writing, listening and speaking in English.
2. Gathers useful information via face-to-face, written, and/or digital mediums.
3. Combines information and communication skills to effectively address a specific audience and purpose.

#### 4: Teamwork

N/A

#### 5: Responsible business practice

2. Evaluate business decisions/practice in light of economic, social and environmental sustainability.

#### 6: Global and cultural competence

N/A

#### 7: Leadership development

2. Generate, develop and/or evaluate innovative ideas and concepts.

### Developing Graduate Capabilities

Successful completion of this course contributes to the acquisition of UNSW graduate capabilities. UNSW aspires to develop globally focused graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Strategic Briefing Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 25/03/2024 09:00 AM Post Date: 08/04/2024 09:00 AM
Environmental Scan Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 06/05/2024 09:00 AM Post Date: 20/05/2024 09:00 AM
Implementation Report Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 11/06/2024 09:00 AM Post Date: 10/07/2024 03:00 PM

### Assessment Details

#### Strategic Briefing

##### Assessment Overview

Students will write a strategic briefing for a senior leader recommending workforce planning be

undertaken within their context, provide a rationale to explain why and propose how to do it.

### **Course Learning Outcomes**

- CLO1 : Propose how the core elements of workforce planning could be applied to an organisational context.
- CLO2 : Argue why workforce planning is important for organisations and strategy achievement.

### **Detailed Assessment Description**

Please see the course Moodle site for a detailed description of this assignment. Information is available from Monday, 26 February 2024.

### **Permitted use of Generative AI: SIMPLE EDITING ASSISTANCE**

For this assessment task, you may use AI-based software to research and prepare prior to writing your assessment. You are permitted to use standard editing and referencing functions in word processing software; for example, spelling and grammar checking and reference citation generation in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

### **Assessment Length**

800 words (including appendices)

### **Submission notes**

Please submit your assignment to Turnitin (via Moodle)

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Environmental Scan**

### **Assessment Overview**

Students will undertake an environmental scanning exercise to identify and analyse the core factors likely to impact their organisation in the future.

## Course Learning Outcomes

- CLO1 : Propose how the core elements of workforce planning could be applied to an organisational context.
- CLO2 : Argue why workforce planning is important for organisations and strategy achievement.
- CLO3 : Critically analyse and synthesise data and information to inform workforce plans.
- CLO4 : Devise well-justified recommendations to address identified issues.

## Detailed Assessment Description

Please see the course Moodle site for a detailed description of this assignment. Information is available from Monday, 26 February 2024.

### **Permitted use of Generative AI: SIMPLE EDITING ASSISTANCE**

For this assessment task, you may use AI-based software to research and prepare prior to writing your assessment. You are permitted to use standard editing and referencing functions in word processing software; for example, spelling and grammar checking and reference citation generation in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

## Assessment Length

3,500 words (including appendices)

## Submission notes

Please submit your assignment to Turnitin (via Moodle)

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Implementation Report**

### Assessment Overview

Students will write an implementation report to address issues identified in Assessment 2.

## Course Learning Outcomes

- CLO3 : Critically analyse and synthesise data and information to inform workforce plans.

- CLO4 : Devise well-justified recommendations to address identified issues.

#### **Detailed Assessment Description**

Please see the course Moodle site for a detailed description of this assignment. Information is available from Monday, 26 February 2024.

#### **Permitted use of Generative AI: SIMPLE EDITING ASSISTANCE**

For this assessment task, you may use AI-based software to research and prepare prior to writing your assessment. You are permitted to use standard editing and referencing functions in word processing software; for example, spelling and grammar checking and reference citation generation in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

#### **Assessment Length**

1700 words

#### **Submission notes**

Please submit your assignment to Turnitin (via Moodle)

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **General Assessment Information**

#### **Referencing**

Please adhere to APA 7th Edition (School of Business preferred format).

#### **Extensions and Special Consideration (School of Business, Postgraduate)**

**For assessment due during the semester:** Your course convenor may approve extensions of up to five working days by email. Extension requests exceeding five working days must be submitted as a Special Consideration application.

**For final assessments:** All extension requests for final assessment items must be submitted as a Special Consideration application.

Extension requests and Special Consideration applications should be submitted BEFORE the assessment due date.

If extenuating circumstances prevent you from submitting an application before the due date, please notify your course convenor by email and submit the application as soon as possible.

If your application is approved, the outcome may be one of the following:

- A supplementary or alternative assessment,
- An extended deadline for the assessment (note the extension granted is normally equivalent to the period of impact outlined in your supporting documentation),
- An aggregated or averaged mark derived from other comparable completed assessments.

Please note, applying for Special Consideration does not automatically mean that you will be granted additional assessment, or that you will be awarded an amended result.

### **More information**

Special consideration and application process: <https://www.student.unsw.edu.au/special-consideration>.

### **Late submission of assessment**

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### **Grading Basis**

Standard

## Requirements to pass course

Students must achieve at least 50% overall to pass the course. Students are expected to engage actively in course learning activities and attempt all assessment requirements in the course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 February - 1 March	Topic	What is workforce planning and why is it important?
Week 2 : 4 March - 8 March	Topic	Workforce planning, strategy and problem solving
Week 3 : 11 March - 15 March	Topic	Environmental scanning and scenario planning
Week 4 : 18 March - 22 March	Topic	Workforce demand and supply
Week 5 : 25 March - 29 March	Topic	Workforce planning and organisational context
Week 6 : 1 April - 5 April	Topic	Workforce planning and storytelling
Week 7 : 22 April - 26 April	Topic	Practitioner's Perspective: Environmental scanning and scenario planning
Week 8 : 29 April - 3 May	Topic	Practitioner's Perspective: Context and storytelling
Week 9 : 6 May - 10 May	Topic	Establishing workforce plans
Week 10 : 13 May - 17 May	Topic	Evaluating HR plans and strategies
Week 11 : 20 May - 24 May	Topic	Practitioner's Perspective: Complexity of workforce planning
Week 12 : 27 May - 31 May	Topic	Key challenges, knowledge and skills required for effective workforce planning
Week 13 : 3 June - 7 June	Topic	Reflection and key takeaways

## Attendance Requirements

Not Applicable - as no class attendance is required

## General Schedule Information

Please see the course Moodle site for more information (under "Class Schedule").

# Course Resources

## Prescribed Resources

There are no compulsory textbooks for this course. All required course readings will be made available on the course Moodle site.

## Recommended Resources

Recommended reading/s will be made available on the course Moodle site.

## Course Evaluation and Development

Feedback will be gathered (informal and formal) throughout the semester, including invitations to submit feedback to the course Suggestions Box (on Moodle) and participating in the

myExperience survey at the end of the semester.

The myExperience feedback (2023) suggests that most students were happy with the course and the way it was taught, engagement with their peers and me, and the guidance and support provided (including feedback). There were some excellent suggestions for improvement, which I have used to (hopefully!) improve the course.

### **Previous students told me:**

- Weighting for A2 insufficient for the amount of work required - suggest increase the weighting.
- Provide an opportunity for face-to-face interaction (University host an event for PG students).
- Collaborate session with a VL, with the opportunity to ask questions.
- Suggest the course mostly include journal articles, with only a few books.
- Geographical based study groups were not very effective, due to insufficient interest.
- Include all expectations of assignments in assessment documentation.
- Provide a topic of focus for the student-led Collaborate sessions.
- Provide more case studies.
- Ensure better alignment between weekly lectures and assignment deadlines.
- Don't provide reflections on draft assignments to the group, as this is too close to the assignment deadline.
- Include the appendices in the overall word count of assignments.
- Provide more time between A2 and A3 deadlines (i.e., later due date for A3).
- Use previous assignments as teaching points - talk through how they pulled together their analysis etc.

### **I have responded to this feedback by:**

- Increased the weighting of A2 to reflect work required.
- Will explore the possibility of a face-to-face event - what is within my control is organising a get together / workshop for Master of Workforce Planning students (possibly in late April, before A2 is due??), with an invitation extended to other students for a get together after this event. I'm keen to know thoughts on this.
- I will invite practitioners to attend some Collaborate sessions.
- I have carefully reviewed readings and tried to focus on journal articles and book chapters.
- I have dropped the study groups.
- Assessment documentation has been amended to include all information.
- Student-led Collaborate sessions have been scheduled for the week before an assignment deadline, with the focus being the assignments.
- I have sourced more case studies to use throughout the semester.
- I have restructured the weekly topics so that most of the academic content is clustered together, broken up by practitioner input.
- I will not provide group-level reflections on draft assignments.
- I have included the appendices in the word limit for assignments.

- I have pushed the deadline for A3 back one week (and reduced its weighting).
- I will step through selected assignments (provided previous students give permission to do so!) in Collaborate sessions.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Fiona Bui ck		Building 27, Room 314, School of Business, UNSW Canberra	+61 2 5114 5002	Please email Fiona to organise a consultation	Yes	Yes

## Other Useful Information

### Academic Information

#### Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of each course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the “On-going Student Feedback” link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups (where applicable). Student opinions really do make a difference. Refer to the Moodle site for your course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct.

<https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>

### Equitable Learning Services (ELS)

Students living with neurodivergent, physical and/or mental health conditions or caring for someone with these conditions may be eligible for support through the Equitable Learning Services team. Equitable Learning Services is a free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect

your studies.

Our team of dedicated **Equitable Learning Facilitators** (ELFs) are here to assist you through this process. We offer a number of services to make your education at UNSW easier and more equitable.

Further information about ELS for currently enrolled students can be found at: <https://www.student.unsw.edu.au/equitable-learning>

## Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. All students are expected to adhere to UNSW's Student Code of Conduct.

Find relevant information at: [Student Code of Conduct \(unsw.edu.au\)](https://unsw.edu.au/student-code-of-conduct)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It's defined as using the words or ideas of others and passing them off as your own, and can take many forms, from deliberate cheating to accidental copying from a source without acknowledgement.

For more information, please refer to the following:

<https://student.unsw.edu.au/plagiarism>

## Submission of Assessment Tasks

### Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause;
- The circumstances are unexpected and beyond the student's control;
- The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:
  - (i) they occurred during a critical study period and was 3 consecutive days or more

duration, or a total of 5 days within the critical study period; or

(ii) they prevented the ability to complete, attend or submit an assessment task for a specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Find more information about special consideration at: <https://www.student.unsw.edu.au/special-consideration/guide>

Or apply for special consideration through your [MyUNSW portal](#).

### **Late Submission of assessment tasks (other than examinations)**

UNSW has a standard late submission penalty of:

- 5% per day,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### **Electronic submission of assessment**

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

### **Release of final mark**

All marks obtained for assessment items during the session are provisional. The final mark as

published by the university following the assessment review group meeting is the only official mark.

## School Contact Information

Email: Business@adfa.edu.au