

**COURSE DESCRIPTIONS**

<b>Faculty</b>	Business school				
<b>Department</b>	Human Resources Management	<b>NQF level</b>	8		
<b>Course Title</b>	Human Resources Planning and Staffing	<b>Code</b>	302706	<b>Prerequisite</b>	-
<b>Credit Hours</b>	3 credit Hours	<b>Theory</b>	3	<b>Practical</b>	-
<b>Course Leader</b>	Dr. Rokaya Albdareen	<b>email</b>	<a href="mailto:rokaya@jadara.edu.jo">rokaya@jadara.edu.jo</a>		
<b>Lecturers</b>	-	<b>emails</b>			
<b>Lecture time</b>	[ 12-15 ] Sat.	<b>Classroom</b>	Online	<b>Attendance</b>	Full-time
<b>Semester</b>	Second semester/2021-2022	<b>Production</b>	2008	<b>Updated</b>	18/2/2022

**Short Description**

This course seeks to introduce the student to the importance of planning in human resource management, and how to strategically plan for the workforce. This course also focuses on how to maintain the balance of supply and demand in the workforce and to secure the organization's needs for competencies, planning, design, and development of programs necessary to manage the surplus in human resources. The human resources planning and staffing course also seeks to clarify the importance of the staffing process in human resources management and the various methods for attracting highly qualified people and appointing them in the right place. This course also explains the importance of an accurate job description before undertaking the appointment process in order to set a clear criteria on the basis of which the best applicants are selected to fill available vacancies in the organization.

**Course Objectives**

1. Understanding and comprehending the concept of human resources planning and staffing.
2. Acquiring the skill of building plans necessary to determine the organization's manpower needs.
3. Learning how to evaluate the return on investment from human resource planning and staffing programs.
4. Recognizing the most important stages of workforce planning in the organization.
5. Identifying the most important methods of forecasting the supply and demand of the workforce.
6. Learning how to manage the surplus in the human resources within the organization.
7. Learning how to attract the workforce.
8. Identifying the most important methods in which qualified manpower can be selected.
9. Gaining the ability to develop appropriate strategies for workforce recruitment.

**Learning Outcomes**

**A. Knowledge - Theoretical Understanding**

a1. Explains the concept of the human resource planning process, and the return on investment from this process, and identifies the most important stages in the human resource planning process, the most important goals it seeks, the most important methods that can be used to determine the organization's needs of human resources, and the most important factors that can affect the accuracy of this process. He can also explain the concept of the staffing process (recruitment and selection), the most important sources through which it is possible to attract the workforce, the most important methods that can be

used in selecting job candidates, and the most important approaches that can be used in assessing the process of human resources planning and staffing.										
<b>B. Knowledge - Practical Application</b>										
a2. Identifies the most important methods in which the organization's manpower needs can be determined and the most important methods in which it is possible to attract and select the best candidates to fill jobs within the organization.										
<b>C. Skills - Generic Problem Solving and Analytical Skills</b>										
b1. Classifies the different methods of human resources planning and staffing, analyzes some of the problems associated with the process of human resources planning and staffing, and concludes solutions to these problems.										
<b>D. Skills - Communication, ICT, and Numeracy</b>										
b2. Selects the most important methods that can be used to determine the appropriate needs of human resources, attract and choose the best one to fill vacancies in the organization, and evaluates the process of human resources planning and staffing used in the organization.										
<b>E. Competence: Autonomy, Responsibility, and Context</b>										
c1. Develops a plan to determine the organization's human resource needs.										
<b>Teaching and Learning Methods</b>										
<ol style="list-style-type: none"> <li>1. Discussing study cases in the classroom.</li> <li>2. Using brainstorming method in solving problems.</li> <li>3. Discussion and dialogue.</li> <li>4. Participatory learning through group assignments in the classroom.</li> <li>5. Learning through inquiry, and direct learning.</li> <li>6. Provide homework and group assignments in the classroom.</li> </ol>										
<b>Assessment Methods</b>										
Two semester exams will be held: midterm and final, in addition to homework and classroom assignments, and participation. The overall performance of the student will be evaluated according to the following distribution:										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Midterm exam</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Assignments and participation</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Research paper</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Final exam</td> <td style="text-align: right;">40%</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>100%</b></td> </tr> </table>	Midterm exam	30%	Assignments and participation	15%	Research paper	15%	Final exam	40%	<b>Total</b>	<b>100%</b>
Midterm exam	30%									
Assignments and participation	15%									
Research paper	15%									
Final exam	40%									
<b>Total</b>	<b>100%</b>									

<b>Course Contents</b>					
<b>Week</b>	<b>Hours</b>	<b>CLOs</b>	<b>Topics</b>	<b>Teaching &amp; Learning Methods</b>	<b>Assessment Methods</b>
1.	3	a1	The basic concepts of the human resource planning process, the importance of this process, the most important factors that affect the human resource planning process, and the most important means that can be used in this process.	Discussion and dialogue, learning through inquiry, direct learning, and participatory learning through group assignments in the classroom.	Classroom participation and oral presentation
2.	3	a1,b1	The concept of return on investment and its most	Discussion and dialogue, learning through inquiry,	Classroom participation

			important advantages and disadvantages, and the most important approaches to evaluating human resource management programs	direct learning, and participatory learning through group assignments in the classroom.	and oral presentation
3.	3	a1, a2, b1,b2, c1	The stages of the human resource planning process, methods for determining the organization's human resource needs, factors affecting the accuracy of the human resource planning process, and how to build a plan for the workforce.	Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom.	Classroom participation, oral presentation, and quiz.
4.	3	-	Midterm Exam	-	-
5.	3	a1,a2,b1, b2	The concept of the recruitment process, the types and sources of recruitment methods, its most important benefits and challenges, and the ethical and legal considerations in the recruitment process.	Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom.	Homework and group assignments, class participation.
6.	3	a1, a2, b1,b2	Concept of the selection process, types of selection tests, administration of selection tests, ethical and legal issues in selection tests.	Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom.	Homework and group assignments, class participation.

7.	3	a1,a2,b1, b2	The concept of selection interview, types of interviews, developing effective interviews, and common mistakes in selection interviews	Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom.	Homework and group assignments, class participation.
8.	3	a1,a2,b1, b2	The concept of the appointment process, and the stages of the appointment process	Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom.	group assignments, class and participation.
9.	3	c1	Discussing the assignments	-	-

<b>Infrastructure</b>	
<b>Textbook</b>	<ol style="list-style-type: none"> <li>1. Sekhri, A. (2017). Human Resources Planning and Audit. Himalaya Publishing House, New Delhi.</li> <li>2. Picardi, C. (2020). Recruitment and Selection: Strategies for Workforce Planning &amp; Assessment. Sage publications. Inc, Los Angeles, USA.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Al-Sharaa, A. (2020). Human Resources Planning and Staffing, Daralmosuaa House for Publishing and Distribution, Riyadh, Saudi Arabia.</li> <li>2. Ismail, M. (2014). The New in Human Resource Planning, Arab Forum for Human Resource Management, Cairo, Arab Republic of Egypt.</li> <li>3. Al-Mubaidin, S. &amp; Al-Aklabi, A. (2013). Planning in Human Resources, Dar Al-Yazawi for Publishing and Distribution, Amman, Jordan.</li> <li>4. Maher, A. (2011). Manpower Planning: Your Guide to Determining Human Resources Needs, University House for Publishing, Printing, and Distribution, Alexandria, Arab Republic of Egypt.</li> <li>5. Monica Belcourt, M., &amp; Podolsky, M. (2019). Strategic Human Resources Planning, Toronto, Canada.</li> <li>6. Landers, R., &amp; Schmidt, G (2016). Social Media in Employee Selection and Recruitment: Theory, Practice, and Current Challenges, Springer International Publishing, Switzerland.</li> <li>7. Nikolaou, I., &amp; Oostromm J. (2015). Employee recruitment, selection, and assessment: Contemporary issues for theory and practice, Psychology Press, Taylor &amp; Francis Group, London, UK.</li> <li>8. Phillips, J., &amp; Gully, S. (2015). Strategic Staffing, Pearson Education Limited, Harlow, England.</li> <li>9. Bhattacharyya, D. (2012). Human Resource Planning. Excel Books, New Delhi, India.</li> </ol>
<b>Required reading</b>	<ol style="list-style-type: none"> <li>1. Sekhri, A. (2017). Human Resources Planning and Audit. Himalaya Publishing House, New Delhi.</li> <li>2. Picardi, C. (2020). Recruitment and Selection: Strategies for Workforce Planning &amp; Assessment. Sage publications. Inc, Los Angeles, USA.</li> </ol>
<b>Electronic materials</b>	<b>Computerized course on the university website (E-Learning).</b>
<b>Other</b>	<b>Journals and websites.</b>

Course Assessment Plan							
Assessment Method		Grade	CLOs				
			a1	a2	b1	b2	c1
First (Midterm)		30	8		10	12	
Second (if applicable)		-					
Final Exam		40	10	10	10		10
Coursework		30					
Coursework assessment methods	Assignments	5					5
	Case study	5				5	
	Discussion and interaction	5		5			
	Group work activities	5			5		
	Lab tests and assignments						
	Presentations	5	5				
	Quizzes	5					5
<b>Total</b>		100					

Plagiarism
<p>Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).</p> <p>Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.</p>