

### Course Overview

In this course you will study the roots of the field of human resource management (HRM) and many of the complex laws that impact this field. The traditional roles of human resources (hiring, training, paying, and others) are reviewed with a view toward how they relate to the operational manager role. Throughout this course a fictional business, Fleet, Farm and Home (FFH), will help support your understanding of how human resources can contribute to an organization's strategic goals.

Change is ever present in today's organizations, and two of the big drivers of change are technology and globalization, including the multicultural workforce. These topics as well as bringing new employees "up to speed" in the workplace are critical issues that are looked at both from the idea of employee socialization and in terms of skills training. The course builds on the concept of total rewards as being more than simply how much an employee is paid. In today's world we tend to measure everything, from the stock market to the weather and sports; there is seemingly a metric for everything that takes place, and dealing with employees is no exception, as we will see in this course.

While much of this course follows a traditional format that you may be used to, there are some significant differences. First, there will be fewer class discussions and discussions will focus more on specific topics rather than on abstract ideas. There are activities that support your understanding of given topics, and they provide instant feedback on your work. These activities help build on your proficiency in completing each assignment successfully as you apply the concepts presented in the units.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply legal standards in human resource management decision making and practice.
- 2 Use data to support human resource management decision making.
- 3 Develop human resource management strategy recommendations to support organizational goals in a dynamic environment.
- 4 Develop strategies to address HR needs and opportunities for a multicultural and inclusive workforce.
- 5 Communicate human resource management needs, opportunities, and strategies with multiple stakeholders.

### Course Prerequisites

*For MBA learners only.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Rees, G., & Smith, P. E. (2017). *Strategic human resource management: An international perspective* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 9781473969322.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Acevedo, J. M., & Yancey, G. B. (2011). [Assessing new employee orientation programs](#). *Journal of Workplace Learning*, 23(5), 349–354.
- Appelbaum, S. H., Roy, M., & Gilliland, T. (2011). [Globalization of performance appraisals: Theory and applications](#). *Management Decision*, 49(4), 570–585.
- [Avoiding lawsuits: 6 secrets from the other side](#). (2013). *HR Specialist: Employment Law*, 43(5), 1–4.
- Bliss, W. G. (2001). [Cost of employee turnover can be staggering](#). *Fairfield County Business Journal*, 40(19), 20.
- Caldwell, R. (2008). [HR business partner competency models: Re-contextualising effectiveness](#). *Human Resource Management Journal*, 18(3), 275–294.
- Crosgrove, D. M., Fink, L. S., Dillion, A., & Wedding, D. K. (2015). [The Americans With Disabilities Act, telecommuting, and reasonable accommodations](#). *Journal of Leadership, Accountability and Ethics*, 12(3), 42–50.
- Ford, J. D., Ford, L. W., & D'amelio, A. (2008). [Resistance to change: The rest of the story](#). *Academy of Management Review*, 33(2), 362–377.
- Goodman, N. (2014). [Helping trainees succeed overseas](#). *Training*, 51(2), 50.
- Green, M. E. (2011). [Beef up your training toolbox with Web tools](#). *T+D*, 65(6), 26–28.
- Hillstrom, L. C. (2006). [Balanced scorecard](#). In M. M. Helms (Ed.), *Encyclopedia of Management* (5th ed., pp. 30–35). Detroit, MI: Gale.
- Hurdle, L. H. (2010). [Adult learning principles to consider when using Web 2.0](#). *T+D*, 64(7), 76–77.
- Jacobs, R. L., & Jones, M. J. (1995). [Structured on-the-job training: Unleashing employee expertise in the workplace](#). San Francisco, CA: Berrett-Koehler Publishers.

- Kantor, R., & Kao, T. (2004). [Total rewards](#). *WorkdatWork Journal*, 13(3), 7–15.
- Kerr, S. (1995). [On the folly of rewarding A, while hoping for B](#). *Academy of Management Executive*, 9(1), 7–14.
- Mello, J. A. (2012). [Social media, employee privacy and concerted activity: Brave new world or big brother?](#) *Labor Law Journal*, 63(3), 165–173.
- Miller, L. (2014). [It's time to rebrand progressive discipline to structured achievements](#). *The Journal of Medical Practice Management*, 29(5), 314–316.
- Molenda, M. (2015). [In search of the elusive ADDIE model](#). *Performance Improvement*, 54(2), 40–42.
- Perry, E. H., & Pilati, M. L. (2011). [Online learning](#). *New Directions for Teaching and Learning*, 2011(128), 95–104.
- Sentell, E., & Robbins, R. (2008). [Employment-at-will](#). *Journal of Legal, Ethical and Regulatory Issues*, 11(1), 1–15.
- Stoltzfus, K., Stohl, C., & Seibold, D. R. (2011). [Managing organizational change: Paradoxical problems, solutions, and consequences](#). *Journal of Organizational Change Management*, 24(3), 349–367.
- Taneja, S., Pryor, M. G., & Toombs, L. A. (2011). [Frederick W. Taylor's scientific management principles: Relevance and validity](#). *Journal of Applied Management and Entrepreneurship*, 16(3), 60–78.
- Taras, V., Steel, P., & Kirkman, B. L. (2010). [Examining the impact of culture's consequences: A three-decade, multilevel, meta-analytic review of Hofstede's cultural value dimensions](#). *Journal of Applied Psychology*, 95(3), 405–439.
- Wickenheiser, M. (2012, January 20). [What makes a great place to work?](#) *Bangor Daily News*.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Adetunji, R. R., & Sze, K. P. (2012, November 22). [Understanding non-verbal communication across cultures: A symbolic interactionism approach](#). Paper presented at i-Come International Conference on Communication and Media, Penang, Malaysia. Abstract retrieved from [https://papers.ssm.com/sol3/papers.cfm?abstract\\_id=2178486](https://papers.ssm.com/sol3/papers.cfm?abstract_id=2178486)
- AT&T Tech Channel. (2012). [AT&T archives: The year they discovered people](#) | [Transcript](#) [Video] | Transcript. Retrieved from <https://www.youtube.com/watch?v=pd8I7PRBpTw>
- Bersin, J. (2013, February 17). [Big data in human resources: Talent analytics \(people analytics\) comes of age](#). *Forbes*. Retrieved from <http://www.forbes.com/sites/joshbersin/2013/02/17/bigdata-in-human-resources-talent-analytics-comes-of-age/>
- Brooks, A. (2015). [How to select human resources information technology: Questions to ask to determine HR information technology needs](#). Retrieved from [http://humanresources.about.com/od/hristechnology/a/assess\\_needs.htm](http://humanresources.about.com/od/hristechnology/a/assess_needs.htm)
- Bureau of Labor Statistics. (n.d.). [Databases, tables and calculators by subject](#). Retrieved from <https://www.bls.gov/data/#employment>
- Capterra. (n.d.). [Top 10 human resource information software](#). Retrieved from [http://www.capterra.com/sem-compare/human-resource-software?headline=Top%2010%20Human%20Resource%20Information%20Software&gclid=EAlaQobChMx6Fw9bS1QV1rXACH1M8QJMEAYyAAEgJp-PD\\_BwE](http://www.capterra.com/sem-compare/human-resource-software?headline=Top%2010%20Human%20Resource%20Information%20Software&gclid=EAlaQobChMx6Fw9bS1QV1rXACH1M8QJMEAYyAAEgJp-PD_BwE)
- City-Data.com. (n.d.). [Welcome to City-Data](#). Retrieved from <http://www.city-data.com/>
- Davidson, J. (2014, October 16). [The 7 social media mistakes most likely to cost you a job](#). *Money*. Retrieved from <http://time.com/money/3510967/jobvite-social-media-profiles-job-applicants/>
- FindLaw. (n.d.). [Employee privacy](#). Retrieved from <http://employment.findlaw.com/workplace-privacy/employee-privacy.html>
- [Geert Hofstede](#). (n.d.). Retrieved from <http://geerthofstede.com/>
- Heathfield, S. M. (2016, December 11). [Human resources information system \(HRIS\): HRIS definition and description](#). Retrieved from <http://humanresources.about.com/od/glossaryh/a/hris.htm>
- Hofstede Insight. (n.d.). [National culture](#). Retrieved from <https://geert-hofstede.com/national-culture.html>
- Hofstede Insights. (n.d.). [Country comparison](#). Retrieved from <https://www.hofstede-insights.com/country-comparison>
- HR Affiliates. (n.d.). [What are the characteristics of the "best places to work"?](#) Retrieved from <http://www.hraffiliates.com/characteristics-best-places-work/>
- HR Specialist. (2011, March 1). [Unions in the spotlight: What employers can and can't do](#). Retrieved from [http://www.thehrspecialist.com/36119/Unions\\_in\\_the\\_spotlight\\_What\\_employers\\_can\\_and\\_can\\_t\\_do.hr?cat=tools&sub\\_cat=white\\_paper](http://www.thehrspecialist.com/36119/Unions_in_the_spotlight_What_employers_can_and_can_t_do.hr?cat=tools&sub_cat=white_paper)
- Mayhew, R. (2014). [Advantages and disadvantages of human resource information system](#). *Chron*. Retrieved from <http://smallbusiness.chron.com/advantages-disadvantages-human-resource-information-system-2107.html>
- Pande, S., & Khanna, P. (2012). [Leveraging human resource information systems: Alignment of business with technology](#). [PDF]. *International Journal of Computer Applications*, 56(3), 23–29. Retrieved from <http://research.ijcaonline.org/volume56/number3/pxc3882851.pdf>
- Society for Human Resource Management (SHRM). (n.d.). [Return on investment: Training and development](#) [PPT]. Retrieved from [https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/ROI%20PPT\\_Final.ppt](https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/ROI%20PPT_Final.ppt)
- Stroud, J. D. (n.d.). [Understanding the purpose and use of benchmarking](#). Retrieved from <http://www.isixsigma.com/methodology/benchmarking/understanding-purpose-and-use-benchmarking/>
- U.S. Citizenship and Immigration Services. (2017). [Acceptable documents](#). Retrieved from <https://www.uscis.gov/i-9-central/acceptable-documents>
- U.S. Department of Labor, Employment and Training Administration. (n.d.). [O\\*Net online](#). Retrieved from <https://www.onetonline.org/>

- U.S. Department of Labor, Wage and Hour Division. (n.d.). [Compliance assistance – Wages and the Fair Labor Standards Act \(FLSA\)](https://www.dol.gov/agencies/whd). Retrieved from <https://www.dol.gov/agencies/whd>
- U.S. Department of Labor, Wage and Hour Division. (n.d.). [Minimum wage laws in the states](https://www.dol.gov/whd/minwage/america.htm). Retrieved from <https://www.dol.gov/whd/minwage/america.htm>
- U.S. Department of Labor. (n.d.). [Occupational Safety and Health Administration](https://www.osha.gov/). Retrieved from <https://www.osha.gov/>
- U.S. Department of Labor. (n.d.). [Wage and Hour Division \(WHD\)](https://www.dol.gov/whd/#). Retrieved from <https://www.dol.gov/whd/#>
- U.S. Equal Employment Opportunity Commission. (n.d.). [Immigrants' employment rights under federal anti-discrimination laws](https://www.eeoc.gov/eeoc/publications/immigrants-facts.cfm). Retrieved from <https://www.eeoc.gov/eeoc/publications/immigrants-facts.cfm>
- U.S. Equal Opportunity Employment Commission. (n.d.). [The Equal Pay Act of 1963](https://www.eeoc.gov/laws/statutes/epa.cfm). Retrieved from <https://www.eeoc.gov/laws/statutes/epa.cfm>
- U.S. Department of Labor, Wage and Hour Division. (2012). [Fact sheet #28: The Family and Medical Leave Act](https://www.dol.gov/whd/regs/compliance/whdfs28.htm). Retrieved from <https://www.dol.gov/whd/regs/compliance/whdfs28.htm>
- Workplace Fairness. (n.d.). [Right to work laws](https://www.workplacefairness.org/unions-right-to-work). Retrieved from <https://www.workplacefairness.org/unions-right-to-work>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Integrated Materials

Many of your suggested books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

## Library

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- Brown, D. (2014). [The future of reward management: From total reward strategies to smart rewards](#). *Compensation and Benefits Review*, 46(3), 147–151.
- Chamberlain, D. (2013). [Overseas work assignments: How to reduce employer costs and make employees happier](#). *Compensation and Benefits Review*, 45(4), 231–234.
- Cummings, S., Bridgman, T., & Brown, K. G. (2015). [Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management](#). *Human Relations*, 69(1), 33–60.
- Dierdorff, E. C., & Surface, E. A. (2008). [If you pay for skills, will they learn? Skill change and maintenance under a skill-based pay system](#). *Journal of Management*, 34(4), 721–743.
- Orpen, C. (1997). [Performance appraisal techniques, task types and effectiveness: A contingency approach](#). *Journal of Applied Management Studies*, 6(2), 139–147.
- Pregolato, M., Bussin, M., & Schlechter, A. F. (2017). [Total rewards that retain: A study of demographic preferences](#). *SA Journal of Human Resource Management*, 15, 1–10.
- Vance, C. M., & Paik, Y. (2006). [Managing a global workforce: Challenges and opportunities in international human resource management](#). Armonk, NY: M.E. Sharpe, Inc.
- Wilson, K. Y. (2010). [An analysis of bias in supervisor narrative comments in performance appraisal](#). *Human Relations*, 63(12), 1903–1933.
- Woollard, S. (2010). [Managing talent across a global workforce](#). *Strategic HR Review*, 9(5), 510.

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- Gordon-Smith, M. (2015, June 16). [The 7 elements of an effective recruitment strategy](https://www.linkedin.com/pulse/7-elements-effective-recruitment-strategy-g-michael-gordon-smith). Retrieved from <https://www.linkedin.com/pulse/7-elements-effective-recruitment-strategy-g-michael-gordon-smith>

- Heathfield, S. M. (2016, December 5). [What's in a comprehensive employee benefits package?](https://www.thebalance.com/what-s-in-a-comprehensive-employee-benefits-package-1917860) Retrieved from <https://www.thebalance.com/what-s-in-a-comprehensive-employee-benefits-package-1917860>
- Shamis, B. (n.d.). [Employee recruiting strategy](http://selectingwinners.com/employee-recruiting-strategy/). Retrieved from <http://selectingwinners.com/employee-recruiting-strategy/>
- Society for Human Resource Management (SHRM). (2017). [2017 employee benefits: Remaining competitive in a challenging talent marketplace \[PDF\]](https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2017%20Employee%20Benefits%20Report.pdf). Retrieved from <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2017%20Employee%20Benefits%20Report.pdf>
- Sullivan, J. (2004, November 22). [Twelve elements of a comprehensive recruiting strategy](https://www.ere.net/12-elements-of-a-comprehensive-recruiting-strategy/). Retrieved from <https://www.ere.net/12-elements-of-a-comprehensive-recruiting-strategy/>
- [WorldatWork](https://www.worldatwork.org/). (n.d.). Retrieved from <https://www.worldatwork.org/>

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

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- Microsoft. (n.d.). [Office templates and themes](https://templates.office.com/en-us/). Retrieved from <https://templates.office.com/en-us/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Unit 1 >> Introduction to Laws and Legislation Impacting HRM

### Introduction

This unit offers an overview of many of the federal laws and legislation that impact HRM professionals as they deal with employees, including:

- Equal Pay Act of 1963 (EPA).
- Civil Rights Act of 1964 (and amendments).
- Age Discrimination in Employment Act of 1967 (ADEA).
- The Americans with Disabilities Act of 1990 (ADA).

This course follows a fictional company called Fleet, Farm and Home (FFH), and FFH is no exception to dealing with legal issues and employment laws. See the Setting the Stage multimedia in the Studies of this unit for an introduction.

This unit concludes with a self-review activity of employment-related laws and a discussion.

#### Course Resources

Fleet, Farm and Home (FFH)

### Learning Activities

#### u01s1 - Studies

## Readings and Multimedia

Read or view the following regarding lawsuits in the workplace:

- Click **Illegal Discrimination** to view a presentation.
- [Avoiding lawsuits: 6 secrets from the other side.](#) (2013). *HR Specialist: Employment Law* 43(5), 1–4.
- Mello, J. A. (2012). [Social media, employee privacy and concerted activity: Brave new world or big brother?](#) *Labor Law Journal*, 63(3), 165–173.

Read or view the following resources, which provide information on employment-related laws and immigration employment policies:

- Click **Employment and Labor Law Timelines** to interact with the primary laws that govern the workplace and are important to HRM professionals.
- Click **Law Terms Flashcards** to practice your understanding of important terms.
- Crosgrove, D. M., Fink, L. S., Dillion, A., & Wedding, D. K. (2015). [The Americans With Disabilities Act, telecommuting, and reasonable accommodations.](#) *Journal of Leadership, Accountability and Ethics*, 12(3), 42–50.
- Sentell, E., & Robbins, R. (2008). [Employment-at-will.](#) *Journal of Legal, Ethical and Regulatory Issues*, 11(1), 1–15.
- U.S. Department of Labor, Wage and Hour Division. (2012). [Fact Sheet #28: The Family and Medical Leave Act.](#) Retrieved from <https://www.dol.gov/whd/regs/compliance/whdfs28.htm>
- U.S. Citizenship and Immigration Services. (2017). [Acceptable documents.](#) Retrieved from <https://www.uscis.gov/i-9-central/acceptable-documents>
  - Information on immigration policies and I-9 employment eligibility verification can be found on this Web site.
- U.S. Equal Employment Opportunity Commission. (n.d.). [Immigrants' employment rights under federal anti-discrimination laws.](#) Retrieved from <https://www.eeoc.gov/eeoc/publications/immigrants-facts.cfm>
  - Immigrants are protected from employment discrimination by laws enforced by the EEOC, and this Web site describes what the laws cover, how to file a complaint if a person feels he or she has suffered discrimination while employed, and some typical examples of employment discrimination.

To support your understanding of how human resources can contribute to an organization's strategic goals, view the following:

- Click **FFH – Setting the Stage** to learn more about a fictional business, Fleet, Farm and Home (FFH), that will be used throughout this course's discussions and assignments.

#### Course Resources

Employment and Labor Law Timelines

Law Terms Flashcards

Illegal Discrimination

FFH – Setting the Stage

#### u01s1 - Learning Components

- Identify relevant resources from which to collect data.
- Identify key federal laws that impact HRM policies and practices.
- Explain the key issues in recruiting qualified minority applicants and developing a diverse workforce.

#### u01s2 - Activity: Self-Review of Laws Impacting HRM

### Multimedia

It is important for HR professionals to have a strong understanding of related laws to help mitigate risks to employees and businesses.

Use the following activity to match definitions to the correct law. There are suggested resources for federal and state employment laws within this media piece. You will use this knowledge in your course assignments.

- Self-Review of Laws Impacting HRM | Transcript.



## u01d1 - Conducting Legal and Ethical Interviews and Training

For this discussion, you are currently one of two assistant managers at the FFH Store in Smithville. You have been with FFH for 4 years after graduating with a general degree in Business Administration from State U. Your only exposure to HR was taking an Introduction to HR course as a sophomore. Before becoming an assistant manager six months ago, you were an assistant supervisor and a department manager. The other assistant manager is senior to you and generally handles inventory and ordering, while your role mainly focuses on interviewing for full-time positions, employee training, and general employee relations activities. You also handle medical and personal leaves, deal with employee injuries and re-assignments, and resolve all discipline and termination issues. While each FFH store does have an HR supervisor and an administrative assistant, their roles are focused on hiring to maintain a pool of interested and qualified applicants and to complete all onboarding paperwork.

The Smithville Store has had several supervisors promoted to management positions in a new store in a town about 20 miles away, and as a result, you have been asked to develop a series of training programs covering some key topics that new store managers will deal with on a regular basis.

After conducting some research, the first topic you plan to offer is "Interviewing Candidates." Historically about 30 percent of the candidates you interview are recent immigrants to the United States, and top management is very concerned that these interviews are conducted in a reasonable, legal, and ethical manner. It is also important to keep in mind that each person interviewed is a customer or potential customer for FFH, so this training needs to be handled in a positive manner and uphold FHH's ethics.

In addition to "Interviewing Candidates," recommend three other topics, and articulate why your recommendations are critical to FHH's new training programs for store management. Using course resources, your own findings, or workplace examples, discuss what problems (for example, legal) could arise with each of your selected topics if they are not dealt with correctly during the interview or other training.

## Response Guidelines

As you read through the discussion posts, recommend the addition or deletion of topics to two of your peers, and substantiate your justification for those recommendations with cited resources, like the *Wall Street Journal*, if applicable.

### Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

### u01d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Apply key legal issues and others that impact operational managers to the recruitment process for HR.
- Apply master's-level skill in critical thinking, research, and writing.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

## Unit 2 >> Becoming an Employer of Choice: The Role HRM Plays

### Introduction

This unit explores the roots of HR—from scientific management to the breakthrough Hawthorne studies. The core roles of HR, including hiring, training, and compensation, are examined, as are some key issues such as dealing with labor unions and the right to work. This week's discussion centers on the use of social media when making candidate selections.

### Learning Activities

### u02s1 - Studies

## Readings

Traditionally, the HR function has professionals in two categories: the HR generalist who deals with all HR functions and the HR specialist who deals with one or two specific HR functions such as staffing or training. Use your *Strategic Human Resource Management* text to read the following:

- Chapter 5, "Recruiting and Selection," pages 147–188.
- Chapter 8, "Managing the Employee Relationship," pages 281–317.

The history of personnel management (today it is known as human resource management, talent management, or people management) goes back to the Industrial Revolution. This is where the need to manage employees in large groups first appeared and with it the need to hire, manage, and fire employees. Read the following for more information on the first theoretical approach to the HR field where Taylor's scientific management theory focused on improving employee efficiency by improving the work processes and methods of production:

- Taneja, S., Pryor, M. G., & Toombs, L. A. (2011). [Frederick W. Taylor's scientific management principles: Relevance and validity](#). *Journal of Applied Management and Entrepreneurship*, 16(3), 60–78.

The idea of improving work by improving employee efficiency was widely accepted until the famous Hawthorne studies in the 1920s and early 1930s. View the following video on the Hawthorne studies, which introduced the concept that how employees are treated makes a difference in their engagement:

- AT&T Tech Channel. (2012). [AT&T archives: The year they discovered people](#) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=pd8I7PRBpTw>

The National Labor Relations Board (NLRB) provides specific guidelines for employers, like FFH, who are non-union. The following article highlights what employers can and cannot do:

- HR Specialist. (2011, March 1). [Unions in the spotlight: What employers can and can't do](#). Retrieved from [http://www.thehrspecialist.com/36119/Unions\\_in\\_the\\_spotlight\\_What\\_employers\\_can\\_and\\_can\\_t\\_do.hr?cat=tools&sub\\_cat=white\\_paper](http://www.thehrspecialist.com/36119/Unions_in_the_spotlight_What_employers_can_and_can_t_do.hr?cat=tools&sub_cat=white_paper)

To learn more about whether "right to work laws" in the United States are anti-union, read the following:

- Workplace Fairness. (n.d.). [Right to work laws](#). Retrieved from <https://www.workplacefairness.org/unions-right-to-work>

For information on what makes an organization an employer of choice to support the recruitment and retention of the best talent, read the following:

- HR Affiliates. (n.d.). [What are the characteristics of the "best places to work"?](#) Retrieved from <http://www.hraffiliates.com/characteristics-best-places-work/>
- Wickenheiser, M. (2012, January 20). [What makes a great place to work?](#) *Bangor Daily News*.

Complete the following supplemental material:

- Open [What Employees Want From a Job](#), and rank ten factors based on what you feel employees want from their jobs. Consider how these factors impact employee retention and engagement. You may want to consider these factors in the recruitment-related assignment in Unit 3.

u02s1 - Learning Components

- Assess components of a recruiting program.

## u02d1 - Using Social Media to Support Selection Decisions

Supervisors at FFH interview prospective employees, and HR conducts the background checks. One concern in today's hiring environment is that of checking social media accounts such as Twitter and Facebook for prospective employees. Respond to **one** of the following:

1. After conducting your own research, what policy(ies) would you suggest for FFH to follow when reviewing social media Web sites?
2. Explain policies in place at your workplace (or one you are familiar with) that deal with the use of social media in supporting the selection process.

Using your own findings or workplace examples, discuss what problems could arise with your policies if they are not dealt with correctly during the selection process.

## Response Guidelines

As you read through the discussion posts, recommend changes to the policies of two of your peers who responded to a different option than yourself. Substantiate your justification for those enhancements with cited resources, like the *Wall Street Journal*, if applicable.



[APA Style and Format](#)

u02d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Apply recruiting concepts to developing an inclusive workforce.
- Apply master's-level skill in critical thinking, research, and writing.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

**Unit 3 >> Additional Roles Performed by HRM**

**Introduction**

This unit looks at additional roles that are often key parts of the HR function, including performance evaluations, employee privacy, issues associated with social networking, disciplinary action, termination, and succession planning. A discussion this week provides an opportunity to locate and use online data and information to inform your first course assignment, FFH's Recruiting Plan Strategy.

**Learning Activities**

**u03s1 - Studies**

**Readings**

Since many employee-related decisions such as pay increases, bonuses, and promotions are based on performance, performance evaluations are conducted usually on an annual basis, but they can be more effective if done more frequently.

- Appelbaum, S. H., Roy, M., & Gilliland, T. (2011). [Globalization of performance appraisals: Theory and applications](#). *Management Decision*, 49(4), 570–585.

Employee privacy is an issue made more complicated today with the changes in technology, but it is often an important factor in today's employee relationships.

- Davidson, J. (2014, October 16). [The 7 social media mistakes most likely to cost you a job](#). *Money*. Retrieved from <http://time.com/money/3510967/jobvite-social-media-profiles-job-applicants/>
- FindLaw. (n.d.). [Employee privacy](#). Retrieved from <http://employment.findlaw.com/workplace-privacy/employee-privacy.html>

While managers hope that all employees can be dealt with using only positive reinforcement, it is sometimes necessary to take disciplinary action or to terminate them. Read the following article about how progressive discipline can be used to improve performance:

- Miller, L. (2014). [It's time to rebrand progressive discipline to structured achievements](#). *The Journal of Medical Practice Management*, 29(5), 314–316.

While employee safety is a critical organizational activity that may or may not come under the scope of HR, there is no simple way to summarize or capture what is involved for each organization. Even FFH has various issues, from lifting issues to chemical spills and handling to dealing with hazardous machinery such as air compressors. The majority of these issues come under the umbrella of the Occupational Safety and Health Administration (OSHA). Read more about OSHA rules on their Web site:

- U.S. Department of Labor. (n.d.). [Occupational Safety and Health Administration](https://www.osha.gov/). Retrieved from <https://www.osha.gov/>

## Suggested Readings

This unit's assignment asks you to create a recruiting strategy plan for FFH. To identify important elements found in recruiting strategies, you may read the following:

- Gordon-Smith, M. (2015, June 16). [The 7 elements of an effective recruitment strategy](https://www.linkedin.com/pulse/7-elements-effective-recruitment-strategy-g-michael-gordon-smith). Retrieved from <https://www.linkedin.com/pulse/7-elements-effective-recruitment-strategy-g-michael-gordon-smith>
- Shamis, B. (n.d.). [Employee recruiting strategy](http://selectingwinners.com/employee-recruiting-strategy/). Retrieved from <http://selectingwinners.com/employee-recruiting-strategy/>
- Sullivan, J. (2004, November 22). [Twelve elements of a comprehensive recruiting strategy](https://www.ere.net/12-elements-of-a-comprehensive-recruiting-strategy/). Retrieved from <https://www.ere.net/12-elements-of-a-comprehensive-recruiting-strategy/>

For more information on performance appraisals, you may want to read the following:

- Orpen, C. (1997). [Performance appraisal techniques, task types and effectiveness: A contingency approach](#). *Journal of Applied Management Studies*, 6(2), 139–147.
- Wilson, K. Y. (2010). [An analysis of bias in supervisor narrative comments in performance appraisal](#). *Human Relations*, 63(12), 1903–1933.

## Academic Support Writing Resources

To support you in successful assignment completion, Capella University offers SafeAssign and Smarthinking. These are two different tools for two distinct purposes:

- [SafeAssign](#) assures you and the faculty member of the originality of your work and identifies those passages that are taken verbatim from sources.
- [Smarthinking](#) is a tutoring service designed to support your ability to write at an appropriate professional level. In order to take advantage of this service, you need to submit your work several days prior to the due date, and you need to ask the tutors at Smarthinking to look at specific issues. You can then incorporate the feedback you receive into your paper.

Familiarize yourself with these resources prior to completing this unit's assignment.

### u03s1 - Learning Components

- Assess components of a recruiting program.
- Apply recruiting concepts to developing an inclusive workforce.

### u03s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

## Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

## Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

## Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

## Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

### u03d1 - Using Data to Support Recruitment Strategies

To help you with locating data and information for this unit's assignment, FFH's Recruiting Plan Strategy, familiarize yourself with the Web site resources below. Using these Web sites and others you may find, locate data and other relevant information to support the hiring for a position of your choice in your workplace (or for a company you are familiar with).

- Bureau of Labor Statistics. (n.d.). Databases, tables and calculators by subject. Retrieved from <https://www.bls.gov/data/#employment>
  - This government Web site contains a great deal of wage and salary data, as well as regional and demographic data.
- City-Data.com. (n.d.). Welcome to City-Data. Retrieved from <http://www.city-data.com/>
  - By collecting and analyzing data from a variety of government and private sources, this site offers detailed, informative profiles for every city in the United States.
- U.S Department of Labor, Employment and Training Administration. (n.d.). O\*Net online. Retrieved from <https://www.onetonline.org/>
  - The O\*Net program is the nation's primary source of occupational information. The O\*Net database contains information on hundreds of standardized and occupation-specific descriptors.

## Response Guidelines

Using course resources, your own findings, or workplace examples, discuss the data and information used by one of your peers. Analyze whether the data is appropriate for the selected position and whether this information supports the business' recruitment initiative. Substantiate your recommendations with cited resources, if applicable.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Bureau of Labor Statistics. (n.d.). [Databases, tables and calculators by subject](#). Retrieved from <https://www.bls.gov/data/#employment>

U.S. Department of Labor, Employment and Training Administration. (n.d.). [O\\*Net online](#). Retrieved from <https://www.onetonline.org/>

## u03d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Assess key elements and data sources for employers to compare locations.
- Apply master's-level skill in critical thinking, research, and writing.
- Apply labor market research to the HR decision-making process.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

## u03a1 - FFH's Recruiting Plan Strategy Report

### Overview

FFH is currently entering an expansion mode, and you have been asked to serve on a three-person task force whose objective is to recommend one location for expansion. A consulting firm was hired to review locations in the Midwest area of the United States and to identify the top locations for expansion. A typical FFH store will need to hire roughly 100 part-time and full-time employees, and a concern about each of the identified locations is the availability of qualified applicants for store positions. A preferred candidate would have 1–2 years of college and at least one year of retail or customer service experience. The following are the possible locations for expansion:

- Ottumwa, Iowa.
- Ottawa, Illinois.
- Grand Island, Nebraska.

### Preparation

Use federal government, city, county, and state Web sites, including Chamber of Commerce or local visitor bureau resources, or any appropriate sources including those in this course, to develop the data and information needed to guide the decision-making process for FFH.

### Description

Based on course readings as well as your own research, you may decide what elements to incorporate into a business report on your recruiting plan strategy. Be sure to include the following in your report for HR management and organizational leaders to base their decision on:

- Compare the labor markets for each of the three locations listed above. Include the following in your analysis:
  - Populations.
  - Unemployment rates.
  - Median incomes.
  - Educational levels of the work force.
  - Other relevant data. This could include ages and work force diversity, for example.
- Assess laws that impact FHH's recruiting strategy.
- Analyze resources for recruiting minorities. Research at least two credible sources for recruitment of FHH's store positions.
- Recommend a location to support FHH's expansion plans. Explain how each source used supports your recruiting recommendations. You should have at least five identified sources for your plan.

Your recruiting plan strategy should demonstrate graduate-level writing skills through the accurate communication of thoughts that support a central idea and use of correct grammar and mechanics as expected of a human resources professional.

### Requirements

- **References:** There is no minimum.
- **Format:** FFH standards specify the use of current APA formatting for references and citations.
- **Length:** Six pages, in addition to title and references pages.
- **Font and font size:** Times New Roman, 12 point.

Refer to the FFH's Recruiting Plan Strategy Report scoring guide to ensure that you meet the grading criteria for this assignment before submission.

Save this activity to your ePortfolio for future reference in the workplace. You will have access to this tool during your program and after your courses are completed with Capella.

*Note:* Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

## Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

[Microsoft Office Templates](#)

## Unit 4 >> HRM's Evolution from Administrator to Strategic Business Partner

### Introduction

This unit follows the evolution of HR professionals from being administrators to performance consultants to today's strategic business partners. We will focus on the strategic role of talent management for long-term organizational success and look at HR as a value-added operation. A discussion looks at a career development plan scenario that will provide guidance for your next course assignment.

### Learning Activities

#### u04s1 - Studies

## Readings

The evolution of human resource management has brought about many changes over the years, and quite likely this evolution will continue for years to come. Use your *Strategic Human Resource Management* text to read the current view on strategic HRM:

- Chapter 2, "Strategic Approaches," pages 37–73.
  - This chapter provides an overview of the approach to strategic management. Much of this chapter deals with material that is found in a general business strategy course, and for those who have taken that type of course this chapter should serve as a quick review. For those who have not taken a business strategy course, much of this material will be new and will require a more in-depth review.
- Chapter 3, "Strategic Human Resource Management: Concepts, Practices and Trends," pages 78–101.
  - This chapter reviews HR strategy concepts and best practices, including Miles and Snow's typology, Porter's generic strategies, and the resource-based view of the firm.
  - Read and complete the questions for Case Study 3.3: Approaches to HRM in the Hotel Sector, page 98. *Note:* While this case study deals with the hotel industry, the hiring issues are similar to FFH's retail environment. Compare your responses to the guidelines provided in this chapter.
- Chapter 4, "HRM: The Added Value Debate," pages 106–125.
  - In this unit, we will read the first half of this chapter. (The rest will be used later in the course.) This introduces Dave Ulrich's model of HR as a value-added function, which leads to the concept of the business partner.

The evolutionary step of HR specialists becoming (strategic) business partners elevated professionals to be part of the decision-making management group of organizations. To learn more about the competencies needed for the HR business partner, read the following:

- Caldwell, R. (2008). [HR business partner competency models: Re-contextualising effectiveness](#). *Human Resource Management Journal*, 18(3), 275–294.

## Multimedia

The following video outlines the differences between a traditional HR training and that of a performance consultant. *Note:* While this video focuses on the training role of HR, the performance consultant could be in compensation, employee relations, recruiting, or any HR functions.

- Click **Performance Consulting vs Training**.

The following media pieces touch on other important topics in this unit:

- Click **Worker Privacy and Safety**.
- Click **Employee Termination Scenario**.

### Course Resources

Employee Termination Scenario

Worker Privacy and Safety

Performance Consulting vs Training

### u04s1 - Learning Components

- Assess the strategic relationship of becoming a HR business partner.
- Identify the key components and development steps of a succession plan.
- Describe the rationale for developing a multicultural workforce.
- Identify key internal policies and steps needed for an effective succession plan.
- Explain key legal issues involved in the career planning process.

### u04d1 - The Mercury Hotel: A Career Pathing Scenario

Continue to consider Case Study 3.3: Approaches to HRM on page 98 of your *Strategic Human Resource Management* text as you analyze the following:

- To further increase employee loyalty and engagement, the Mercury Hotel is considering developing a formal career path plan. Should the plan be voluntary (only for those who want to take advantage of it) or mandatory (for all employees)? Which approach would you recommend for the Mercury Hotel?
- The Mercury Hotel's career path plan would include some formal cross-training of internal employees. This training would create parallel movement for employees and increase their skills. How often would these movements be made? While organizational flexibility would increase, are there any negatives to this approach?
- While career path plans are created to give employees the ability to actually move up within an organization, this raises the possibility of a job transfer in order to grow. While the Mercury Hotel is a US-based chain, it does have 30 properties in the United Kingdom (where Mercury is located). The nearest chain property is 40 miles from Mercury. How would you suggest the hotel address this issue, and how would it impact their career planning processes?

## Response Guidelines

Discuss the recommendations made by two of your peers. Analyze whether their approaches to developing a formal career path with training would ultimately decrease high turnover and help support successful succession planning for the Mercury Hotel. Use your own findings or workplace examples to substantiate your recommendations with cited resources, if applicable.

### Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)



- Apply knowledge of correct use of APA style.
- Assess career planning elements that focus on strategic initiatives, including developing a diverse workforce.
- Apply master's-level skill in critical thinking, research, and writing.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

## Unit 5 >> Managing Organizational Change

### Introduction

This unit looks at organizational change and begins by reviewing Kurt Lewin's change model. Issues like resistance and the value of a succession plan to respond to workforce changes are studied. A self-review supports your understanding of how succession planning can be vital to continued organizational success, and you will develop a succession plan strategy for FFH.

#### Course Resources

Fleet, Farm and Home (FFH)

### Learning Activities

#### u05s1 - Studies

### Readings

Change can be viewed as a paradox (and often is). A paradox is something (such as a situation) that is made up of two opposite things, and it seems impossible, but it is actually true or possible. As you will read in the following articles, there is often a great deal of resistance to change and a strong, transformational leadership team is needed to move organizations to new cultures:

- Ford, J. D., Ford, L. W., & D'amelio, A. (2008). [Resistance to change: The rest of the story](#). *Academy of Management Review*, 33(2), 362–377.
- Stoltzfus, K., Stohl, C., & Seibold, D. R. (2011). [Managing organizational change: Paradoxical problems, solutions, and consequences](#). *Journal of Organizational Change Management*, 24(3), 349–367.

### Multimedia

To learn more about FFH's roles and job requirements that support this unit's assignment, FFH's Succession Plan Strategy, view the following:

- Click **FFH Organization Structure and Job Description for Succession Planning** for information on FFH's assistant store manager position, two assistant store managers, four shift supervisors, twelve department supervisors, and assistant department supervisors.

### Suggested Reading

Kurt Lewin is widely considered the founding father of change management, with his unfreeze–change–refreeze or "changing as three steps" approach. This article offers a good summary and discussion of Kurt Lewin's model of organizational change:

- Cummings, S., Bridgman, T., & Brown, K. G. (2015). [Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management](#). *Human Relations*, 69(1), 33–60.

#### Course Resources

FFH Organization Structure and Job Descriptions for Succession Planning

- Assess career planning elements that focus on strategic initiatives, including developing a diverse workforce.
- Identify the key components and development steps of a succession plan.
- Describe the rationale for developing a multicultural workforce.
- Identify key internal policies and steps needed for an effective succession plan.

## u05s2 - Activity: Self-Review of Succession Planning

### Multimedia

It is important for HR professionals to effectively manage organizational change and to understand how succession planning can be vital to continued organizational success.

Match the correct statements in the following activity. You will use this knowledge in your course assignments.

- Self-Review of Succession Planning | Transcript.

## u05a1 - FFH's Succession Plan Strategy

### Overview

FFH currently has 18 store managers who are over the age of 65, and most are considering retirement from the retail store chain. This presents quite the challenge in a changing economy with a global view. In anticipation of these staff changes, a new job description for the store manager position needs to be created and a succession plan strategy for those who seek a promotion into supervisory and management positions needs to be developed.

### Preparation

Review the **FFH Organization Structure and Job Descriptions for Succession Planning** media piece, which includes information for FFH's assistant store manager position, two assistant store managers, four shift supervisors, twelve department supervisors, and assistant department supervisors.

### Description

Based on the course readings as well as your own research, include the following in your succession plan strategy for HR management and organizational leaders:

- Analyze steps for designing a career development plan for FFH stores. What specific training programs should be included for these supervisory and management positions? What external development sources would you use? What legal standards need to be considered?
- Explain what internal policies would need to be reviewed or implemented to support FFH's succession planning initiative. How would FFH's diversity plan be impacted?
- Recommend a succession plan strategy for each FFH position, including:
  - Assistant Department Supervisor.
  - Department Supervisor.
  - Shift Supervisor.
  - Assistant Store Manager.

Your succession plan strategy should demonstrate graduate-level writing skills through the accurate communication of thoughts that support a central idea and use of correct grammar and mechanics as expected of a human resources professional.

### Requirements

- **References:** Support your analysis with at least two academic, scholarly, or professional resources from the Capella University Library.
- **Format:** Resources and citations are formatted according to current APA style and format.

- **Length:** Six pages, in addition to the references list.
- **Font and font size:** Times New Roman, 12 point.

Refer to the FFH's Succession Plan Strategy scoring guide to ensure that you meet the grading criteria for this assignment before submission.

Save this activity to your ePortfolio for future reference in the workplace. You will have access to this tool during your program and after your courses are completed with Capella.

*Note:* Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

#### Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

[FFH Organization Structure and Job Descriptions for Succession Planning.](#) | [Transcript](#)

## Unit 6 >> Onboarding and Training New Employees

### Introduction

This unit is about the important HR functions of onboarding new hires and preparing new employees through training to be successful on the job. This process begins with new employee socialization and skills training. The instructional design model of ADDIE (analysis, design, develop, implement, and evaluate) and employee training are introduced as ways of developing a structured on-the-job training program. This week's discussion focuses on improving FFH's new employee orientation (NEO) and new hire training and implementing a total rewards program.

#### Course Resources

Fleet, Farm and Home (FFH)

### Learning Activities

#### u06s1 - Studies

### Readings

The following article reinforces the costs of employee turnover for businesses:

- Bliss, W. G. (2001). [Cost of employee turnover can be staggering](#). *Fairfield County Business Journal*, 40(19), 20.

The following article compares Western new employee orientations with those in Japanese companies. Japanese companies are more interested in establishing a long-term employee relationship and, therefore, spend more effort in NEOs than the typical Western organization.

- Acevedo, J. M., & Yancey, G. B. (2011). [Assessing new employee orientation programs](#). *Journal of Workplace Learning*, 23(5), 349–354.

To learn more about developing an OJT program, read the following e-book excerpt:

- Jacobs, R. L., & Jones, M. J. (1995). [Structured on-the-job training: Unleashing employee expertise in the workplace](#). San Francisco, CA: Berrett-Koehler Publishers.
  - Part 2, "Designing, Delivering & Evaluating Structured OJT," pages 41–55.

The following article expands on the ADDIE model for designing and developing training for employees:

- Molenda, M. (2015). [In search of the elusive ADDIE model](#). *Performance Improvement*, 54(2), 40–42.

## Suggested Readings

Use your *Strategic Human Resource Management* text to read the following, which takes the long-term view of growing employees and the organization:

- Chapter 10, "Developing Employees and Managers," pages 369–398.

The following article reviews the concept of skill-based pay and asks whether employees will learn and acquire more skills if they are compensated under a skills-based pay system (SBP). This type of reward and others will be discussed in more detail in Unit 7.

- Dierdorff, E. C., & Surface, E. A. (2008). [If you pay for skills, will they learn? Skill change and maintenance under a skill-based pay system](#). *Journal of Management*, 34(4), 721–743.

u06s1 - Learning Components

- Explain the components of a total rewards program.

### u06d1 - FFH: Onboarding, Training, and Rewards Scenario

Like many other organizations, FFH is concerned with hiring the right person for the right job. For an organization like FFH, this begins with entry-level warehouse and sales clerk positions. Starting wages are generally between \$10 and \$12 per hour, which is about average in most of their markets, and with only minor exceptions, all employees are hired with a full-time status. Despite efforts to hire only qualified employees and to treat them fairly, turnover of these positions is generally 15–20 percent in stores and warehouses, and estimates are that each employee that leaves costs FFH about \$8,000 in lost time for their hiring and training processes.

HR recently began doing exit interviews with employees who leave FFH to try to uncover some causes of voluntary turnover. A major issue uncovered in these interviews is that employees did not feel their orientation and initial training adequately prepared them for the jobs they were hired to do.

The new employee orientation (NEO) program was developed about 10 years ago, and on the first day it begins with a 15-minute VHS presentation with the former HR director, who describes the history of the company and how important it is to "serve the customer." This is followed by a 3-hour program by a member of HR to review company policies and procedures. New hires then get one hour for lunch and come back for an afternoon involving employee benefits and paperwork to sign up for benefits.

The next day of NEO starts with a member of store management welcoming them to the store for about an hour before getting a store tour conducted by a member of HR. In the afternoon, they connect with their department supervisor and are introduced to other department members. They also receive their work assignments for the rest of the week.

The rest of the week is department training, and it is up to the supervisor to design and conduct this training. New hires are considered trained members of the team in week 2.

For this discussion, consider the results of FFH's exit interviews and the suggestion that both new employee orientation (NEO) and initial training could be improved. *Working with a peer assigned by your instructor*, use your course readings, your own findings, and workplace examples to develop an outline for a plan to improve FFH's onboarding and training of new employees.

- What changes would you recommend to the NEO program? Why? Briefly outline your new program recommendations.
- What changes would you make to the department training? Why? Suggest a model that could be used across FHH to upgrade new employee training.
- What would the pluses and minuses be if FHH were to implement a rewards program for those employees who acquire a certain level of skills?

Post your collective response.

## Response Guidelines

Each of you must reply to one other peer. Discuss their recommendations and analyze whether their new approaches to FHH's onboarding and training processes would ultimately decrease the turnover rate. Use your own findings or workplace examples to substantiate your recommendations with cited resources, like the *Wall Street Journal*, if applicable.

## Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u06d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Explain the components of a total rewards program.
- Apply master's-level skill in critical thinking, research, and writing.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

## Unit 7 >> Identifying the "Rewards" Within Total Reward Packages

### Introduction

This unit looks at the definitions associated with total rewards and what comprises how employees are rewarded in the workplace. Key legislation including the Equal Pay Act and the Fair Labor Standards Act are also studied so HR professionals can mitigate lawsuits. Practice using data and information in a discussion precedes creating a total rewards package strategy for FFH in this unit's assignment.

## Course Resources

Fleet, Farm and Home (FFH)

### Learning Activities

u07s1 - Studies

### Readings

The Fair Labor Standards Act (FLSA) falls under the Department of Labor and sets federal standards for when overtime must be paid as well as child labor laws. This government Web site provides an overview and general guidance for workers and employers:

- U.S. Department of Labor, Wage and Hour Division. (n.d.). [Compliance assistance – Wages and the Fair Labor Standards Act \(FLSA\)](https://www.dol.gov/whd/flsa/). Retrieved from <https://www.dol.gov/whd/flsa/>

Today, states and localities often set their own minimum wage above the federal wage. These government Web sites support workers and employers who need compliance assistance and other support on the minimum wage law:

- U.S. Department of Labor. (n.d.). [Wage and Hour Division \(WHD\)](https://www.dol.gov/whd/#). Retrieved from <https://www.dol.gov/whd/#>
- U.S. Equal Opportunity Employment Commission. (n.d.). [The Equal Pay Act of 1963](https://www.eeoc.gov/laws/statutes/epa.cfm). Retrieved from <https://www.eeoc.gov/laws/statutes/epa.cfm>

Total rewards is defined in different ways by different organizations. The following article discusses the narrow and broad definitions as well as issues related to total rewards:

- Kantor, R., & Kao, T. (2004). [Total rewards](#). *WorldatWork Journal*, 13(3), 7–15.

## Suggested Readings

Use your *Strategic Human Resource Management* text to read the following:

- Chapter 7, "Reward Strategy & Managing Performance," pages 236–275.
  - This chapter presents a look at how reward strategy impacts job performance.

The professional organization formerly known as the American Compensation Association is called World at Work: The Total Rewards Association. This Web site provides a number of resources for HR professionals:

- [WorldatWork](https://www.worldatwork.org/). (n.d.). Retrieved from <https://www.worldatwork.org/>

This article reviews the importance of the components of a total rewards package to different demographic groups:

- Pregolato, M., Bussin, M., & Schlechter, A. F. (2017). [Total rewards that retain: A study of demographic preferences](#). *SA Journal of Human Resource Management*, 15, 1–10

This article's authors argue for a new approach to total rewards called "smart rewards":

- Brown, D. (2014). [The future of reward management: From total reward strategies to smart rewards](#). *Compensation and Benefits Review*, 46(3), 147–151.

### u07s1 - Learning Components

- Analyze key elements needed to link rewards strategy to performance.
- Identify legal issues in developing compensation strategies.
- Assess the advantages of an incentive compensation package over a typical salary plan.

### u07s2 - Activity: HRM Analytical Practice

## Multimedia

It is important for HR professionals to understand any number of ways to use data analytics and metrics in their decision making.

Complete the following activity. You will use this knowledge in your course assignments.

- HRM Analytical Practice | Transcript.

### u07d1 - FFH: Using Data to Support Total Rewards Strategies

In an earlier unit, FFH introduced plans to add retail stores in Iowa, Illinois, and Nebraska. To be competitive in these labor markets, HR is being asked to research components that will comprise a new total rewards strategy for full-time associates who work as cashiers and in customer service.

- Using the most current information from the U.S. Department of Labor's Web site below, determine how much a full-time employee would be compensated in each state. How does the minimum wage differ for these Midwestern states? Should FHH pay more than minimum wage to workers in these positions? If so, how much?
  - U.S. Department of Labor, Wage and Hour Division. (n.d.). Minimum wage laws in the states. Retrieved from <https://www.dol.gov/whd/minwage/america.htm>
- What types of benefits would be appropriate to include in FHH's total rewards package for these workers?
- Are there other components beyond wage and benefits that should be included in FHH's total rewards package? Justify why or why not these rewards are needed.

## Response Guidelines



As you read through the discussion posts, recommend additions or changes to the total rewards components recommended by one of your peers. Use your own findings or workplace examples to substantiate your justification for those enhancements with cited resources, if applicable.

## Suggested Resources

The following suggested readings provide more information on employee benefits and total reward packages:

- Heathfield, S. M. (2016, December 5). What's in a comprehensive employee benefits package? Retrieved from <https://www.thebalance.com/what-s-in-a-comprehensive-employee-benefits-package-1917860>
- Society for Human Resource Management (SHRM). (2017). 2017 employee benefits: Remaining competitive in a challenging talent marketplace [PDF]. Retrieved from <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2017%20Employee%20Benefits%20Report.pdf>

### Course Resources

Graduate Discussion Participation Scoring Guide

### [APA Style and Format](#)

Heathfield, S. M. (2016, December 5). [What's in a comprehensive employee benefits package?](https://www.thebalance.com/what-s-in-a-comprehensive-employee-benefits-package-1917860) Retrieved from <https://www.thebalance.com/what-s-in-a-comprehensive-employee-benefits-package-1917860>

U.S. Department of Labor, Wage and Hour Division. (n.d.). [Minimum wage laws in the states](https://www.dol.gov/whd/minwage/america.htm). Retrieved from <https://www.dol.gov/whd/minwage/america.htm>

Society for Human Resource Management (SHRM). (2017). [2017 employee benefits: Remaining competitive in a challenging talent marketplace \[PDF\]](https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2017%20Employee%20Benefits%20Report.pdf). Retrieved from <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2017%20Employee%20Benefits%20Report.pdf>

### u07d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Compare compensation strategies.
- Apply master's-level skill in critical thinking, research, and writing.
- Assess how total rewards supports overall organizational strategy.
- Cite and reference resources, giving appropriate credit for another's work.
- Assess the advantages of an incentive compensation package over a typical salary plan.
- Use feedback from instructor and peers to improve writing skills.

### u07a1 - FFH's Total Rewards Package Strategy

## Overview

FFH is concerned about the competitiveness of its total rewards package. Most store managers and supervisors have been with FFH for over 20 years and have been very satisfied with their compensation. However, while interviewing prospective employees, they are getting indications that their total rewards package is not equal to their competitors.

One commonly used method of comparing a salary to a competitor's is by using a salary survey. Historically, this was done by HR, as they would decide who the competitors were and then phone each of these companies to exchange salary and benefits information with them. With the growth of the Internet a lot of this work has been taken over by professional organizations such as SHRM chapters or by other sources of salary data such as consulting companies, which involves sharing salary data and paying a fee. While these surveys yield valuable data, they generally cost money and require participation in the survey itself.

You are being tasked with recommending a strategy for improving FFH's total rewards package in order to be competitive with other retailers and to positively support FFH's recruitment and retention initiatives.

## Preparation

Possible data sources that will provide more general but often very useful salary information are O\*Net Online and the Bureau of Labor Statistic's Databases, Tables and Calculators by Subject. Feel free to use these Web sites or others you find for this assignment.

## Description

Based on the course readings as well as your own research, include the following in your total rewards package strategy for store managers and supervisors, which you are preparing for HR management and organizational leaders:

- Analyze components to include in FFH's total rewards package. This analysis should include salary and benefits as well as areas beyond compensation. Should FFH lead the market, pay at market rates, or lag behind the market? To move toward the broader definition of total rewards, what *two* other components should FFH consider for their package?
- Compare the salary and benefits components with adding an incentive compensation package. Is there a benefit to including a bonus, commission, or profit sharing as part of FFH's total rewards package?
- Explain what legal compliance requirements FFH should consider when creating a total rewards package.
- Recommend a total rewards package strategy for FFH management. Do FFH's cultural and inclusive practices, which support a diverse workforce, impact your recommendations? Justify the components you are including.

Your FFH's total rewards package strategy should demonstrate graduate-level writing skills through the accurate communication of thoughts that support a central idea and use of correct grammar and mechanics as expected of a human resources professional.

## Requirements

- **References:** Support your analysis with at least two academic, scholarly, or professional resources from the Capella University Library.
- **Format:** Resources and citations are formatted according to current APA style and format.
- **Length:** Six pages, in addition to the references list.
- **Font and font size:** Times New Roman, 12 point.

Refer to the FFH's Total Rewards Package Strategy scoring guide to ensure that you meet the grading criteria for this assignment before submission.

Save this activity to your ePortfolio for future reference in the workplace. You will have access to this tool after your courses are completed with Capella.

*Note:* Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[O\\*Net Online](#)

[Databases, Tables and Calculators by Subject](#)

[APA Style and Format](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

## Unit 8 >> HRM in a Global Context

### Introduction

This unit looks at Geert Hofstede's concept of national cultural and how it can be applied to different country cultures. A discussion provides opportunities, based on your experience, to apply Hofstede's work to FHH's move into the global marketplace. Another interactive activity looks at defining HRIS terminology and its benefits as you prepare for the final course assignment.

Course Resources

## Learning Activities

### u08s1 - Studies

## Readings

The world is a shrinking place. People move about quickly and freely. In just one or two generations, companies have gone from operating in one country to operating in a global environment. Explore some of the theories and issues that the move toward globalization creates, as well as how to deal with this change, by reading the following in your *Strategic Human Resource Management* text:

- Chapter 12, "Managing in a Global Context," pages 466–523.

Geert Hofstede, a Dutch social psychologist, is best known for his pioneering research into the study of culture. Read more about his study, which led to the development of six Dimensions of National Culture:

- [Geert Hofstede](http://geerthofstede.com/). (n.d.). Retrieved from <http://geerthofstede.com/>
- Hofstede Insights. (n.d.). [Country comparison](https://www.hofstede-insights.com/country-comparison). Retrieved from <https://www.hofstede-insights.com/country-comparison>
- Taras, V., Steel, P., & Kirkman, B. L. (2010). [Examining the impact of culture's consequences: A three-decade, multilevel, meta-analytic review of Hofstede's cultural value dimensions](#). *Journal of Applied Psychology*, 95(3), 405–439.

The following articles discuss issues for employees who work outside of their native country, including good tips on the different meanings behind nonverbal communications in different cultures:

- Adetunji, R. R., & Sze, K. P. (2012, November 22). [Understanding non-verbal communication across cultures: A symbolic interactionism approach](#). Paper presented at i-Come International Conference on Communication and Media, Penang, Malaysia. Abstract retrieved from [https://papers.ssm.com/sol3/papers.cfm?abstract\\_id=2178486](https://papers.ssm.com/sol3/papers.cfm?abstract_id=2178486)
- Goodman, N. (2014). [Helping trainees succeed overseas](#). *Training*, 51(2), 50.

## Suggested Readings

- Chamberlain, D. (2013). [Overseas work assignments: How to reduce employer costs and make employees happier](#). *Compensation and Benefits Review*, 45(4), 231–234.
- Vance, C. M., & Paik, Y. (2006). [Managing a global workforce: Challenges and opportunities in international human resource management](#). Armonk, NY: M.E. Sharpe, Inc.
  - Section 2 of this book is especially pertinent to this unit.
- Woollard, S. (2010). [Managing talent across a global workforce](#). *Strategic HR Review*, 9(5), 510.

### u08s1 - Learning Components

- Identify technology issues that most directly impact HR.

### u08s2 - Activity: Defining HRIS Terminology and Benefits

## Multimedia

A human resource information system (HRIS) is a key piece of “people management” technology that can be used to increase both the efficiency and communication between organizational management, HR, and employees. It is important for HR professionals to understand the benefits of a good HRIS.

Use the activity below to test your understanding of the functionality associated with human resource information systems in the workplace. You will use this knowledge in your final course assignment.

- Defining HRIS Terminology and Benefits | Transcript.

## u08d1 - Applying Hofstede's Dimensions of National Culture to Prepare FFH Employees

Hofstede's Dimensions of National Culture is often used by companies in preparing employees for overseas assignments and travel. For example, the Power Distance Index is 40 in the United States, 68 in France, and 80 in China. These dimensional scores tell us that in China inequities among people is acceptable, while in the United States it is much less acceptable.

FFH was founded as a regional company to serve the rural and agricultural markets. Over the years, its markets have expanded into more urban areas and now serve a mixture of urban and agricultural customers. This expansion has changed the nature of its stores and its product lines to serve a larger and more diverse of group of customers. With its expansion into the manufacturing area and its evolving product lines, FFH has steadily moved into the world of global markets and globalization.

FFH has contact with the international world in several ways, including:

- Its manufacturing products are sold through brokers in several counties around the world, but FFH marketing employees support the brokers with overseas travel.
- The buyers at corporate headquarters are purchasing many products from international companies, and the buyers generally make one or two trips a year overseas. The buyers also deal with a diverse and international group of marketing people who call on them in the buyers' offices.

Respond to **one** of the following:

1. In preparing FFH buyers for overseas travel, which of Hofstede's national cultural dimensions do you believe would be the most valuable to emphasize in the travel training? Why do you feel this is the most important? Use two countries of your choice and compare them to the United States on the dimension you selected. Complete a brief analysis of how you would use this comparison in your training.
2. Using your workplace (or a global organization you are familiar with), how is Hofstede's work incorporated into this organization's travel training? If it is not, what cultural dimensions would you select to enhance the training of employees for overseas assignments?

## Response Guidelines

As you read through the discussion posts, recommend changes to the travel training or cultural dimensions used by two of your peers who responded to a different option than you did. Substantiate your justification for those enhancements with cited resources, if applicable.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[National Culture](#)

u08d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Explain how an HRIS can support the development of an inclusive work force.
- Apply master's-level skill in critical thinking, research, and writing.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

## Unit 9 >> Quantifying Employee Activities Using HRM Analytics

### Introduction

This unit looks at data and how it is used to manage today's talent and some concerns for how metrics can lead people incorrectly in their decision making. Specific concepts introduced are the balanced scorecard, breakeven analysis, benchmarking, and the HR dashboard. Using your own findings

and workplace examples, you will discuss the application of HRM analytical methods.

## Learning Activities

### u09s1 - Studies

## Readings

Use your *Strategic Human Resource Management* text to complete the following:

- Review Chapter 4, "HRM: The Added Value Debate," pages 106–124.
- Read Chapter 4, "HRM: The Added Value Debate," pages 125–140, starting with the Measurement within HR.

This article discusses how HR data is coming of age:

- Bersin, J. (2013, February 17). [Big data in human resources: Talent analytics \(people analytics\) comes of age](http://www.forbes.com/sites/joshbersin/2013/02/17/bigdata-in-human-resources-talent-analytics-comes-of-age/). *Forbes*. Retrieved from <http://www.forbes.com/sites/joshbersin/2013/02/17/bigdata-in-human-resources-talent-analytics-comes-of-age/>

The following article was originally published in 1975, but it is as pertinent today as it was when first published. This article reframes the original article with some interesting examples of the issue, as a concern with looking at metrics is they can often lead people in the wrong direction. For example, a focus on output may lead to reduced quality in the desire to maximize output.

- Kerr, S. (1995). [On the folly of rewarding A, while hoping for B](#). *Academy of Management Executive*, 9(1), 7–14.

The **balanced scorecard** is a performance measurement tool developed in 1992 by Harvard Business School professor Robert S. Kaplan and management consultant David P. Norton. Kaplan and Norton's research led them to believe that traditional financial-like return on investment (ROI) could not provide an accurate picture of a company's performance in the innovative business environment of the 1990s. For more on the balanced scorecard, read the following:

- Hillstrom, L. C. (2006). [Balanced scorecard](#). In M. M. Helms (Ed.), *Encyclopedia of Management* (5th ed., pp. 30–35). Detroit, MI: Gale.

This unit also introduces the important topic of a **cost-benefit analysis** and break even analysis. If a program costs \$200 and you gain \$100, then its cost/benefit = 2 and, therefore, the cost exceeds the benefit. **Break even analysis** tells us if a machine costs \$1,000 a month to lease and saves us \$20 for every part we make, then we need to produce  $\$1,000/\$20 = 50$  parts to break even. View SHRM's PowerPoint to learn more about the concept of ROI as it applies to training programs or other HR activities.

- Society for Human Resource Management (SHRM). (n.d.). [Return on investment: Training and development \[PPT\]](https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/ROI%20PPT_Final.ppt). Retrieved from [https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/ROI%20PPT\\_Final.ppt](https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/ROI%20PPT_Final.ppt)

The concept of **benchmarking** is measuring our performance by comparing it to someone else's. In most cases, we try to compare to the same industry or market average. Thus, if the industry average is 20 percent turnover each year and our turnover rate is 15 percent, then we can generally assume we are doing better than other similar organizations. Read the following about benchmarking from Six Sigma (a set of management techniques intended to improve business processes by greatly reducing the probability that an error or defect will occur.):

- Stroud, J. D. (n.d.). [Understanding the purpose and use of benchmarking](http://www.isixsigma.com/methodology/benchmarking/understanding-purpose-and-use-benchmarking/). Retrieved from <http://www.isixsigma.com/methodology/benchmarking/understanding-purpose-and-use-benchmarking/>

## Multimedia

Scorecards and **dashboards** are starting points of data production, analysis, and information generation. Dashboards have become very popular with management, as they allow the manipulation of various reporting outputs such as Gantt charts, histograms, et cetera, which provides the ability to configure and reconfigure data in varying ways to support environmental scanning.

- Click **HR Dashboards: Fueling an Organization's Drive for Excellence** to view the presentation.

The following interaction illustrates an actual consulting situation. The organization was in the process of trying to build an HR scorecard, and they followed the consulting firm's suggestions to determine their strategic plan.

- Click **HR Metrics** to view the initial measures developed by this organization.

## HR Metrics

### u09s1 - Learning Components

- Analyze how data can be generated to develop the pros and cons of selecting an HRIS.

### u09d1 - Applying HRM Analytical Methods

Respond to **one** of the following:

- As an HR professional working for FFH, which of the analytical methods from this unit would be the most appropriate for an FFH store to consider implementing, and why? What are three types of data you would want to include in your analytical analysis, and why?
- Using your workplace (or an organization you are familiar with), explain the use of either scorecards or dashboards and what types of data and information are analyzed. Do the metrics support a strategic initiative, or have they led the organization in a different direction?

Using your own findings and workplace examples, discuss the application of HRM analytical methods. What issues can you identify that may impact the results and, ultimately, your decision-making strategies?

## Response Guidelines

As you read through the discussion posts, recommend changes to the methods of two of your peers who responded to a different option than you did. Substantiate your justification for those enhancements with cited resources, like the *Wall Street Journal*, if applicable.

### Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

### u09d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Identify the ways in which an HRIS and technology can support workforce needs.
- Apply master's-level skill in critical thinking, research, and writing.
- Identify how using data can assist in the decision-making process of selecting an HRIS.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.

## Unit 10 >> The Impact of Technology on HRM

### Introduction

This unit looks at how technology impacts HRM, including training and managing employees. The concept of human resource information systems (HRIS) is explored, and you will research and make recommendations on the selection of a new HRIS for FFH. The discussion focus is selecting an online training topic for FFH to pilot.

### Course Resources

Fleet, Farm and Home (FFH)



## Learning Activities

### u10s1 - Studies

## Readings

The following articles discuss how technology can enhance organizational training, including the use of online learning and the differences in learning styles:

- Green, M. E. (2011). [Beef up your training toolbox with Web tools](#). *T+D*, 65(6), 26–28.
- Hurdle, L. H. (2010). [Adult learning principles to consider when using Web 2.0](#). *T+D*, 64(7), 76–77.
- Perry, E. H., & Pilati, M. L. (2011). [Online learning](#). *New Directions for Teaching and Learning*, 2011(128), 95–104.

The following articles focus on various aspects of human resource information systems (HRIS):

- Brooks, A. (2015). [How to select human resources information technology: Questions to ask to determine HR information technology needs](#). Retrieved from [http://humanresources.about.com/od/hristechnology/a/assess\\_needs.htm](http://humanresources.about.com/od/hristechnology/a/assess_needs.htm)
- Capterra. (n.d.). [Top 10 human resource information software](#). Retrieved from [http://www.capterra.com/sem-compare/human-resource-software?headline=Top%2010%20Human%20Resource%20Information%20Software&gclid=EAlaIqobChMxs6Fw9bS1QV1rXAC1M8QJMEAAyAAEgJp-PD\\_BwE](http://www.capterra.com/sem-compare/human-resource-software?headline=Top%2010%20Human%20Resource%20Information%20Software&gclid=EAlaIqobChMxs6Fw9bS1QV1rXAC1M8QJMEAAyAAEgJp-PD_BwE)
- Heathfield, S. M. (2016, December 11). [Human resources information system \(HRIS\): HRIS definition and description](#). Retrieved from <http://humanresources.about.com/od/glossaryh/a/hris.htm>
- Mayhew, R. (2014). [Advantages and disadvantages of human resource information system](#). *Chron*. Retrieved from <http://smallbusiness.chron.com/advantages-disadvantages-human-resource-information-system-2107.html>
- Pande, S., & Khanna, P. (2012). [Leveraging human resource information systems: Alignment of business with technology](#). [PDF]. *International Journal of Computer Applications*, 56(3), 23–29. Retrieved from <http://research.ijcaonline.org/volume56/number3/pxc3882851.pdf>

### u10s1 - Learning Components

- Identify technology issues that most directly impact HR.
- Assess how an HRIS can be used to support the strategic plan of the organization.
- Identify the ways in which an HRIS can be used to support privacy in the workplace.
- Assess ways technology supports the strategic plan of an organization.

### u10s2 - Career Center

Use Capella's [Career Center](#) resources to manage and plan your career. Take the [Career Planning Self-Assessment](#) to prioritize your needs, or use the [Making the Most of Career Center Resources](#) tool to quickly identify relevant Career Center resources. You will find résumé support, job search tools, and on-demand tutorials for specific areas of interest to you. You may also want to read [Using Competencies in Your Career Planning](#), which provides tips, strategies, and resources for leveraging course competencies to effectively manage your career. Visit often to obtain relevant resources for different stages of your program journey.

### u10a1 - HRIS Recommendations for FFH

## Overview

FFH management has decided to select a more up-to-date and user-friendly human resource information system (HRIS), which will allow for employee self-serve options. Employees would be able to check in and out of work online, review their benefits and payroll information, and make changes to things like the number of exemptions, beneficiaries, level of benefits selected, et cetera. Additionally, more data could become available such as sales figures, absenteeism, and performance evaluations.

As one of three HR team members who has been chosen to identify the most appropriate HRIS for FFH, you are to work independently to develop your recommendations and prepare them as part of a PowerPoint presentation. A management team will review all recommendations and select one to implement.

## Preparation

Based on what you know about FFH's organization and culture, conduct an online search for HRIS systems. Select the *three* most appropriate programs to recommend, and consider their cost-saving benefits for HR processes.

Familiarize yourself with the Guidelines for Effective PowerPoint Presentations to ensure your recommendations are clearly presented to the intended audience.

## Description

Using your own research, include the following in a PowerPoint presentation for your *three* HRIS recommendations to FHH's management team:

- Analyze human resource information systems for attributes that meet FHH's employee needs. How will FHH's globalization and cultural and inclusive practices be supported by each HRIS?
- Develop a chart indicating the pros and cons for each HRIS. The chart should identify the three systems you selected, each Web site's URL, and supporting data. What analytical methods could be applied?
- Assess how workplace privacy can be supported by the selected HRIS.
- Articulate your HRIS recommendations. How do your recommendations support FHH's organizational goals?
- Explain the potential cost savings of selecting one of the HRIS recommendations. Indicate at least five ways an HRIS will streamline HR processes and save FHH money. These might include tracking training programs, onboarding processes, succession planning, et cetera.

Select a slide template appropriate for a professional presentation. Include the content of the slides as well as a supporting narrative. Do not overbuild your slides; information that supports what you will be saying should appear at the lower portion of each slide as notes.

The presentation of your HRIS recommendations should demonstrate graduate-level writing skills through the accurate communication of thoughts that support a central idea and use of correct grammar and mechanics as expected of a human resources professional.

## Requirements

- **References:** Support your analysis with at least two academic, scholarly, or professional resources from the Capella University Library.
- **Format:** Resources and citations are formatted according to current APA style and format.
- **Length:** Ten PowerPoint slides, in addition to a title page and references list.

Refer to the HRIS Recommendations for FFH Scoring Guide to ensure that you meet the grading criteria for this assignment before submission.

Save this activity to your ePortfolio for future reference in the workplace. You will have access to this tool after your courses are completed with Capella.

*Note:* Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Writing Feedback Tool](#)

Training at FFH has always been done in a classroom or using an on-the-job setting. With a growing number of stores in distant locations, the idea of using online learning is growing in appeal. Respond to **one** of the following:

1. FFH is planning to launch its online training program by introducing a pilot module for its entry-level sales workers. One question that is still open is what the topic should be for this pilot module. A number of suggestions have been offered including:

- The history of FFH.
- The culture of FFH.
- Dealing with difficult customers.
- How to close a sale.
- Product knowledge. (This would be custom made for each department.)

Using your own findings, discuss which training topic you would recommend, and why. Are there other topics that would be good for a pilot? What other issues should FFH consider for this pilot? (For example, would FFH's new HRIS accommodate an online training tracking? Would FFH's own training and development staff design and deliver the program or would an external company be better? How many employees should be a part of the pilot? Will you implement a form of feedback on the pilot? What constitutes success?)

2. Using your workplace (or an organization you are familiar with), share your experiences with assessing needs, developing content, or implementing online training programs. Did you use a pilot approach? What worked well? What were your measures of success? What lessons did you learn?

Using your own findings or workplace examples, discuss the pros and cons associated with online training.

## Response Guidelines

As you read through the discussion posts, recommend changes to the approach taken by one of your peers who responded to a different option than you did. Substantiate your justification for those enhancements with cited resources, if applicable.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u10d1 - Learning Components

- Apply knowledge of correct use of APA style.
- Explain how an HRIS can support the development of an inclusive work force.
- Apply master's-level skill in critical thinking, research, and writing.
- Cite and reference resources, giving appropriate credit for another's work.
- Use feedback from instructor and peers to improve writing skills.