BUSINESS 366 HUMAN RESOURCE INFORMATION AND METRICS

Overview
This course addresses issues associated with the management of human resources data in organizations. Topics include the selection and implementation of a human resource information system (HRIS); integrity and confidentiality of data in an HRIS; and the use of HR data in supporting managerial decisions, analyzing the performance of the HR function, and linking HR strategy to business strategy.

Objectives
Students completing this course will be knowledgeable about:
- human resource information system software options
- criteria for selecting HRIS
- writing requests for proposals (RFP’s)
- factors to consider when implementing an HRIS
- uses of an HRIS (constituents of HR)
- important HR metrics and evaluating HR performance
- criteria for assessing HRIS performance
- basic HR metrics and value of each
- how data and metrics are used in HR decision-making,
- common problems with HR metrics
- problem analysis using HR metrics

Required Text and Material

Course readings as assigned by instructor.

Suggested Books

Course Structure and Requirements
The course is primarily a project-based course supplemented with some lecture and discussion. Students must be proactive in doing the readings and getting the information they need for the projects from those readings (and any others they may find helpful.) Grades will be assigned based on the final distribution of total points earned by the class on the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contribution</td>
<td>25</td>
<td>8%</td>
</tr>
<tr>
<td>Project</td>
<td>150</td>
<td>46%</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>25</td>
<td>8%</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>125</td>
<td>38%</td>
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<tr>
<td><strong>Total</strong></td>
<td>325</td>
<td><strong>100%</strong></td>
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</table>

Cut points applied will be 93% = A; 90% = A-; 87% = B+; 84% = B; 80% = B-; 77% = C+; 74 = C; 70% = C-; 67% = D+; 64 = D; 60 = D-; <60% = F.

Exam
Two exams will be given consisting of multiple choice, true/false, and matching questions drawn from lectures, the textbook, class discussions, and PeopleTrak (the software used in this course). A study guide covering both exams is available on the course D2L site. The second exam will include a cumulative section. Students requiring a make-up examination must obtain my approval prior to the scheduled exam and as early as possible.
“The worst vendors drop a piece of HRIS technology down on your office like a big, ugly anvil from a "Bugs Bunny" cartoon, and then head for the hills.”

Greg Howard, Marketing Communications Manager, TriNet

Professionalism and Integrity

Professionalism is expected of instructors and students alike.

• Come to class and all group meetings on time and prepared.
• Be respectful of others’ opinions, questions, and time. Pay attention and do not carry on side conversations.
• Turn off cell phones, put away pda’s, newspapers, and other materials you are not using for the course. Do not multi-task during class time and group meetings.
• Contact your instructor and/or group members if you must miss a class or meeting, arrive late, or leave early.
• Adhere to university and COBA policies concerning academic dishonesty. As such, “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors” (s. UWS 14.01, Wisconsin Adm. Code). System guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Handbook. Students who are unsure about how to cite a particular reference or who have questions about when to cite references are responsible for clarifying these issues with me prior to handing in an assignment. Violations of these codes will result in a penalty commensurate with the offense and a letter to the College Dean and Dean of Students.

Class Contribution

Each student in the class is expected to help others meet the learning objectives of this course by attending regularly and making contributions to the class discussion. In addition to asking and answering questions in class, a contribution can be demonstrated in a variety of ways (including, but not limited to the following):

• active participation in class discussions by asking and answering questions and adding value to the class discussion
• active participation in small group discussions and exercises
• sharing current events, news stories, relevant articles, with the instructor or in class
• sharing other resources that would be useful to the class
• participating in on-line discussions using D2L

Points will be deducted for failure to attend class without a valid excuse or if the instructor determines that the student did not contribute to the overall success of the course.

Simulation Project

Class will meet in the Sage Teaching Lab (1208A) as indicated on the syllabus schedule. While some of this time will be spent demonstrating software, the majority of the time will be used to work on the simulation project. Groups of 3-4 students will select a small to mid-sized organization they wish to study (<750 employees).

The project will consist of 3 parts.

PART 1: You will provide a background description on the organization and write a brief needs assessment report. You will create a selection spreadsheet that addresses its HRIS needs. You will select five HRIS packages and identify their strengths and weaknesses in meeting those needs. You will then make a recommendation to the business as to which HRIS application best meets its needs.

PART 2: In the second part of the project, you will use an HRIS software package (PeopleTrak), to build an HRIS for your company. You will need to learn about the types of jobs, locations, pay schedules, benefits, etc. that are realistic for your organization. You will build the HRIS infrastructure to simulate the organization and its employees. You will then enter data for a sample of employees (approximately 30 employees) across a range of jobs.

PART 3:
In the last section of the project, you will analyze the organization’s competitive strategy and supporting HR infrastructure or architecture. You will then create an “HR Scorecard” by identifying key HR metrics that should be tracked to ensure the human resources function is supporting this strategy.

The final report must be formatted using the template provided on D2L. The final report should be placed in a pocket folder, unstapled.

Extra Credit

A maximum of 12 extra credit points (4% of 300) can be earned during the semester. Extra credit opportunities are described in the extra credit document found on D2L.
## FALL 2011 COURSE OUTLINE

<table>
<thead>
<tr>
<th>Wk Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 W</td>
<td>09/07</td>
<td>Course Overview</td>
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<tr>
<td>F</td>
<td>09/09</td>
<td>Introduction to HRIS/HR Metrics</td>
<td>Meade Intro; Hammonds</td>
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<tr>
<td>2 M</td>
<td>09/12</td>
<td>Systems Concepts</td>
<td>Meade Ch. 1, 2; Schramm</td>
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<tr>
<td>W</td>
<td>09/14</td>
<td>Introduction to HRIS Product Features</td>
<td>Meade Ch. 3</td>
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<td>F</td>
<td>09/16</td>
<td>HRIS Selection</td>
<td>Meade Ch. 4-8</td>
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<td>3 M</td>
<td>09/19</td>
<td>HRIS Selection (cont.)</td>
<td>Meade Ch. 9</td>
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<tr>
<td>W</td>
<td>09/21</td>
<td>HRIS Implementation</td>
<td>Meade Ch. 10-12; Belardo</td>
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<tr>
<td>F</td>
<td>09/23</td>
<td>Exam 1 (covers through Selection)</td>
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<tr>
<td>M</td>
<td>09/26</td>
<td>Introduction to HR Metrics</td>
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<td>W</td>
<td>09/28</td>
<td>HR Metrics: The Balanced Scorecard Approach</td>
<td>Becker Ch. 2; 3</td>
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<td>F</td>
<td>09/30</td>
<td>Simulation Project (LAB)</td>
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<td>M</td>
<td>02/28</td>
<td>Simulation Project (LAB)</td>
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<td>W</td>
<td>03/02</td>
<td>HR Metrics: Functional Metrics</td>
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<td>F</td>
<td>03/04</td>
<td>Simulation Project (LAB)</td>
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<tr>
<td>M</td>
<td>03/07</td>
<td>Simulation Project (LAB)</td>
<td>Nahra; Caterinicchia</td>
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<tr>
<td>W</td>
<td>03/09</td>
<td>HR Privacy Issues</td>
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<tr>
<td>6 F</td>
<td>03/11</td>
<td>Simulation Project (LAB)</td>
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<tr>
<td>M</td>
<td>03/14</td>
<td>Simulation Project (LAB)</td>
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<tr>
<td>W</td>
<td>03/16</td>
<td>Exam 2 (cumulative)</td>
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<tr>
<td>7 F</td>
<td>03/18</td>
<td>Simulation Project (LAB)/Project Due</td>
<td></td>
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</tbody>
</table>

### ARTICLE LOCATION

  - [Polk Library](#)
  - [Electronic Reserve](#)

  - [Polk Library](#)
  - [Electronic Reserve](#)

- **Caterinicchia, Dan. 2005. Safeguarding HR Information. HR Magazine, 50, 55-59.**
  - [Polk Library](#)
  - [Online via Google](#)

  - [Polk Library](#)
  - [Online via Google](#)

- **Hammonds, Keith H. 2006. Why We Hate HR, Leadership Excellence, 23, 20 (or if you would like to read the full article: August, 2005 edition of Fast Company, 97, 40-47.)**
  - [Polk Library](#)
  - [Online via Google](#)

  - [Polk Library](#)
  - [Online via Google](#)

- **Nahra  Kirk J. Your growing exposure for identity theft risk.**
  - [Course D2L Site](#)

  - [Online via Google](#)

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*From the Polk Library’s home page, select “Try Academic Search Complete” on the upper right corner. Once in Academic Search Complete, make sure to select Business Source Premier as your database.*

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**BUS 366 – Fall 2011 Syllabus**