

HRIR 6114 Human Resources Information Systems

Sec 060, Spring 2021 "A" Term, 2 credits

Course Instructor

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Course Description, Goals, & Objectives

Since the early 20th century, the practice of Human Resource Management has evolved from one of being purely administrative and transactional to one of significant strategic importance to organizations, providing transformational value in support of major business objectives. This is due in part to the introduction of technology and the related applications that have similarly evolved in the later 20th century, continuing today and certainly into the future. Human Resource Information Systems is the discipline of combining human resources practices with information technology to effectively support organizations in pursuit of their business objectives. Human Resource Information Systems are used for automating repetitive, administrative tasks; creating, delivering and tracking activities associated with the major HR practices (recruiting, training and development, compensation and benefits, HR planning, organizational effectiveness, etc.); and are essential tools for supporting business decision making in regards to the management of an organization's talent.

Learning Objectives

By the end of the course, students should be able to:

- **Identify** how the introduction of Human Resources Information Systems has facilitated and supported the ability of HR to provide transformation support of organizations.
- Effectively **engage** in the planning, analysis, design, and implementation of an organization's Human Resource Information System.
- **Analyze** the various technology architectures and HR software applications in conjunction with the data, information, and knowledge needs of an organization in order to select technology solutions and develop effective HR processes.
- **Understand** how Human Resource Information Systems support the various HR practices throughout the Talent Management Lifecycle.

Course Meeting Information

Time: January 18 - March 7, 2021, Thursdays, 5:45-9:05pm

Class Delivery:

Online Remote: Zoom Video Platform

Additional Meetings:

- You may need to work with peers on some course projects. The time and place/method of meeting will be determined by you and your peers. During COVID, conducting these meetings via Zoom is the preferred method.

Course Materials

Required Course Materials

Richard D. Johnson, Kevin D. Carlson, and Michael J. Kavanagh (2021) *Human Resource Information Systems* 5th Edition (SAGE Publications). [Available for purchase in the bookstore or online]

Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* 1st Edition (Jason Averbook). [E-Version of the book will be made available at no cost]

Assignments & Grading

Grading	Due Date	Percent of Course Pts.
Team Project 1 & Class Participation	February 4	20%
Cost/Benefit Analysis - ATS	February 18	20%
Impact of COVID-19 on HR Technology	February 25	20%

Quiz - The Ultimate Guide to a Digital Workforce Experience	February 25	10%
HRIS Strategy Case Paper	March 4	30%

Team Project 1

The first team project is building an operational design plan and an outline for a Request for Proposal (RFP) associated with the Larson Property Management Company presented in your text in Chapter 4. There are case study questions that will guide your work on this assignment. You will be asked to submit a two page paper with your plan and outline, and will also be asked to present your work in the class – both due on February 4.

Building a Business Case - Supplement to the Larson Property Management Company Case

Complete a cost/benefit analysis on a decision whether or not to invest in a new applicant tracking system (ATS).

The previous assignment you worked in teams to complete the Larson Property Management Company Case outlined in Chapter 4 of your text book (Johnson, Carlson, and Kavanagh - *Human Resource Information Systems*). For this assignment you will be working on a supplement to the case that outlines various costs and benefits associated with purchasing a new ATS. You will need to come up with the total costs versus the value of the benefits and make a final recommendation on whether Larson should purchase the new system. This assignment will be due at the time of the class on February 18.

The Impact of COVID-19 on HR Technology

In 2020, life all around the world as we had known it ceased to exist. By March in the United States, the pandemic was starting to have a major impact on all aspects of life, including business. Something had to be done to react to these changes, and in many ways, HR ended up front and center in an organization's response to what they were experiencing as a result of this infectious disease. HR Technology was/is one of the major ingredients in addressing the needed changes. For this assignment, you will be asked to answer a couple of questions in a short paper (2 pages maximum) on how the pandemic has impacted HR Technology: its use, its importance, the investment, and its future. This assignment will be due at the time of the class on February 25.

Quiz - The Ultimate Guide to a Digital Workforce Experience

We will have an in-class quiz to check your understanding of the content found in the book, "*The Ultimate Guide to a Digital Workforce Experience*" by Jason Averbook. More will be explained in the class prior to help you prepare for the test. This quiz will take place at the beginning of the class on February 25.

Individual Assignment - HRIS Strategy Case Paper

This is your final assignment, a paper of four to five pages maximum, due at the beginning of class on March 4. You will be given a case study that involves two different companies. The case will outline critical information on each company and their various system needs as it pertains to training and development, recruiting, reporting, etc. You will be asked to consider the design, architecture, and functionality needed by each of the companies, and ultimately which system and HRIS system strategy you would recommend they select and implement, respectively, along with your rationale.

Guidelines for Papers

A soft copies of your papers must be submitted by the deadlines specified above by uploading your copy on the class Canvas site. All papers should be done in size 11 or 12 font, double-spaced, with a 1" margin. Put your name and id number at the top of the first page, and be sure to number each page. Be sure to spell check and proofread your work because grammatical and other mistakes detract from its quality. All sources for your papers should be properly cited.

Classroom Expectations

The teacher and students are expected to behave professionally at all times. The teacher will respect the students, and each student is expected to be respectful of the teacher and their fellow students. Professional behavior includes, but is not limited to the following:

- Honesty – Do your work. Plagiarizing from other students, books and journals, the internet, and other sources is a serious offence and is not acceptable. Be sure to cite your work when using references. Make honest contribution to your group projects.
- Preparation – Come to class prepared to listen, learn, and participate. Attend group meetings prepared to make full contributions and to help other group members make valuable contributions. Be sure to complete your reading assignment and are prepared to participate in any class discussions in relation to questions provided to you prior to class.
- Politeness – Ask questions and contribute to class discussion in a positive, inclusive, and respectful manner. Respond to dissenting views with respect and reason. Respect your classmates and your group members.
- Attentiveness – Turn off and do not answer your cell phone. While you will be attending the class via a Zoom conference and will be using your laptop computers for class-related purposes such as note taking or online assignments, utilizing your computer for purposes not related to the class are allowed. Other activities are inappropriate and exhibit disrespect towards the teacher and other students. Limit individual conversations and other distractions to break times. Focus on the tasks at hand during group meetings.
- Timeliness – Complete assignments on time. Be on time for group meetings and for class. Unforeseen events occur and students have multiple demands on their time (such as work or interviews). If you must arrive late or leave early, do so with as little disruption as you can. Provide advance notice to the teacher whenever possible.

Course Outline

- **Human Resources Information Systems (HRIS) - The Evolution of HRM and HRIS, System Considerations in the Design of an HRIS (January 21)**
 - Richard D. Johnson, Kevin D. Carlson, and Michael J. Kavanagh (2021) *Human Resource Information Systems* 5th Edition (SAGE Publications) Chapters 1 and 2
- **Managing HRIS Implementations – System Development Lifecycle, Needs Analysis, System Design and Acquisition (January 28)**
 - Johnson, Carlson, and Kavanagh (2021) *Human Resource Information Systems* Chapters 3 and 4
 - Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* Chapters 1 - 3
- **Managing HRIS Implementations – Change Management, System Implementation, and Cost Justification (February 4)**
 - Johnson, Carlson, and Kavanagh (2021) *Human Resource Information Systems* Chapters 5 and 6
 - Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* Chapters 4 - 6
- **Human Resource Information Systems Applications – Human Resources Administration and Talent Management and HR Planning (February 11)**
 - Johnson, Carlson, and Kavanagh (2021) *Human Resource Information Systems* Chapters 7 and 8
 - Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* Chapters 7 - 8
- **Human Resource Information Systems Applications – Recruitment and Selection in an Internet Context; and The Role of Social Media in HR (February 18)**
 - Johnson, Carlson, and Kavanagh (2021) *Human Resource Information Systems* Chapters 9 and 16
 - Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* Chapters 9 - 10
 - Guest Speaker - Ryan Stene
- **Human Resource Information Systems Applications – Training & Development, Rewarding Employees and HRIS, and Strategic Considerations in HRIS, and HR Metrics and Workforce Analytics (February 25)**
 - Johnson, Carlson, and Kavanagh (2021) *Human Resource Information Systems* Chapters 10, 11, 12, and 14
 - Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* Quiz
- **Advanced HRIS Application and Future Trends – International, Privacy/Security, The Future of HRIS; and The Ultimate Guide to a Digital Workforce Experience (March 4)**
 - Johnson, Carlson, and Kavanagh (2021) *Human Resource Information Systems* Chapters 13, 15, and 17
 - Jason Averbook (2018) *The Ultimate Guide to a Digital Workforce Experience* Guest Speaker

Carlson Course Grading Policy

Carlson School uses a grading policy based upon a class median aggregate GPA. Learn more about the **Carlson Course Grading Policy** (https://z.umn.edu/policy-carlson_graduate_grading).

Carlson & University Policies

Student Academic Misconduct and Scholastic Dishonesty

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

Review the [**Student Conduct Code**](https://z.umn.edu/policy-carlson_student_conduct_code) (https://z.umn.edu/policy-carlson_student_conduct_code) and [**Student Conduct and Academic Integrity website**](https://z.umn.edu/student_conduct_academic_integrity) (https://z.umn.edu/student_conduct_academic_integrity).

If you are interested in learning more about how to cite sources and avoid plagiarism, U of M libraries offers online [**tutorials and tools related to citations**](https://z.umn.edu/research_citation_tools) (https://z.umn.edu/research_citation_tools). You can also visit the [**Center for Writing**](https://z.umn.edu/center_for_writing) (https://z.umn.edu/center_for_writing) for additional assistance.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities.

The Disability Resource Center (DRC) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with the DRC, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the DRC for a confidential discussion at 612-626-1333 (V/TTY) or at [**drc@umn.edu**](mailto:drc@umn.edu) (<mailto:drc@umn.edu>). Additional information is available on the [**Disability Resource Center website**](https://z.umn.edu/disability_resource_center) (https://z.umn.edu/disability_resource_center).

Title IX

[**Title IX**](https://z.umn.edu/title_ix_process) (https://z.umn.edu/title_ix_process) prohibits sex discrimination, including sexual harassment, sexual assault, stalking, and relationship violence, in education.

Students with Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack

of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of confidential **mental health services** (https://z.umn.edu/mental_health_services) available on campus.

Student Writing Support

As a student, you may experience challenges in your writing. The University of Minnesota has a **student writing support resource** (https://z.umn.edu/student_writing_support) to help with your writing.

Additional University Policies

1. Grade definitions from the Administrative Policy: **Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester** (https://z.umn.edu/policy-grading_definitions_transcripts).
2. Scholastic Dishonesty (see Board of Regents Policy: **Student Conduct Code** (https://z.umn.edu/policy-student_conduct_code) and the Administrative Policy: **Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester** (https://z.umn.edu/policy-instructor_unit_responsibilities)).
3. Administrative Policy: **Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester** (https://z.umn.edu/policy-makeup_work).
4. Board of Regents Policy: **Student Conduct Code** (https://z.umn.edu/policy-student_conduct_code); Administrative Policy: **Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)** (https://z.umn.edu/policy-student_responsibilities).
5. Board of Regents Policy: **Sexual Harassment, Sexual Assault, Stalking and Relationship Violence** (https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence).
6. Board of Regents Policy: **Equity, Diversity, Equal Employment Opportunity, and Affirmative Action** (https://z.umn.edu/policy-equity_diversity_eo_aa).
7. Board of Regents Policy: **Disability Services** (https://z.umn.edu/policy-disability_services).
8. Statement about the availability of mental health and stress management services.
9. Board of Regents Policy: **Academic Freedom and Responsibility** (https://z.umn.edu/policy-academic_freedom_responsibility).

Course Summary:

Date	Details	Due
Thu Jan 21, 2021	 <u>HRIR 6114 (060) Class Lecture</u> https://canvas.umn.edu/calendar?event_id=526570&include_contexts=course_227056	5:45pm to 9pm

Date	Details	Due
	In Class - Data Exercise #1 (https://canvas.umn.edu/courses/227056/assignments/1653482)	due by 6pm
	Student Introductions (https://canvas.umn.edu/courses/227056/assignments/1722226)	due by 11:59pm
	HRIR 6114 (060) Class Lecture (https://canvas.umn.edu/calendar?event_id=526571&include_contexts=course_227056)	5:45pm to 9pm
Thu Jan 28, 2021	In Class - HRIS in Action Exercise (https://canvas.umn.edu/courses/227056/assignments/1653581)	due by 9pm
	HRIR 6114 (060) Class Lecture (https://canvas.umn.edu/calendar?event_id=526572&include_contexts=course_227056)	5:45pm to 9pm
Thu Feb 4, 2021	In-Class Case: The Grant Corporation (https://canvas.umn.edu/courses/227056/assignments/1725807)	due by 9pm
	Larson Property Management Case - Team Project 1 (https://canvas.umn.edu/courses/227056/assignments/1527362)	due by 9:05pm
Thu Feb 11, 2021	HRIR 6114 (060) Class Lecture (https://canvas.umn.edu/calendar?event_id=526573&include_contexts=course_227056)	5:45pm to 9pm
	HRIR 6114 (060) Class Lecture (https://canvas.umn.edu/calendar?event_id=526574&include_contexts=course_227056)	5:45pm to 9pm
Thu Feb 18, 2021	Building a Business Case - Supplement to the Larson Property Management Company Case (https://canvas.umn.edu/courses/227056/assignments/1527358)	due by 9:05pm
Thu Feb 25, 2021	HRIR 6114 (060) Class Lecture (https://canvas.umn.edu/calendar?event_id=526575&include_contexts=course_227056)	5:45pm to 9pm

Date	Details	Due
	 <u>The Impact of COVID-19 on HR Technology</u> (https://canvas.umn.edu/courses/227056/assignments/1527361)	due by 9:05pm
	 <u>In-Class Grandview Global In-Class Exercise</u> (https://canvas.umn.edu/courses/227056/assignments/1758743)	due by 11:59pm
	 <u>In-Class Meddevco T&D Exercise</u> (https://canvas.umn.edu/courses/227056/assignments/1758739)	due by 11:59pm
Thu Mar 4, 2021	 <u>Final Assignment - HCM Case</u> (https://canvas.umn.edu/courses/227056/assignments/1527359)	due by 9:05pm
	 <u>Privacy and Security In-Class Exercise</u> (https://canvas.umn.edu/courses/227056/assignments/1767546)	due by 11:59pm
	 <u>In-Class Exercise - International HRIS</u> (https://canvas.umn.edu/courses/227056/assignments/1767544)	
	 <u>Quiz - The Ultimate Guide to a Digital Workforce Experience</u> (https://canvas.umn.edu/courses/227056/assignments/1527452)	
	 <u>Talent Acquisition In-Class Team Exercise</u> (https://canvas.umn.edu/courses/227056/assignments/1751283)	