



SHRM[®]
SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

SHRM Human Resource Curriculum: An Integrated Approach to HR Education

Guidebook and Templates for Undergraduate and Graduate Programs

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Foreword

Driven by powerful changes in the business environment, organizations of all types—from start-ups to multinationals, not-for-profit to governmental, local to global—are demanding strategic leadership from human resource (HR) professionals. Knowledge deeply ingrained in the people that make up an organization has become the most important source of competitive advantage and innovation. Globalization has created a new set of challenges in managing a decentralized workforce, developing leaders and dealing with issues such as offshoring, in-sourcing, outsourcing and the like. Shifting demographics and generational expectations require organizations to develop novel ways to organize and reward work. Meanwhile, organizations have become flatter, more fluid and sometimes virtual. New technologies, rising standards for ethics and compliance, and increasing concerns about governance all add to the complexity of managing human resources.

These changes bring HR from the back office to the forefront of business strategy. The breadth and depth of business knowledge as well as the mastery of management skills required of HR professionals are unprecedented. That's why AACSB International (The Association to Advance Collegiate Schools of Business), like the Society for Human Resource Management (SHRM), believes that the human resource student is best prepared for a career in HR when HR is taught within the business context.

The guidebook and associated templates developed by SHRM are the result of a highly interactive, ongoing process involving practitioner and academic communities. Like AACSB accreditation standards, these guidelines are flexible and focused on outcomes. Again like AACSB, SHRM does more than publish guidelines and let schools fend for themselves; it assists educators to realign curricula and courses, publicize their programs and measure results. AACSB commends SHRM for its leadership in guiding HR education and encourages business schools to use the guidebook and templates as guides to developing and reformulating HR degree programs.

SHRM's initiative to strengthen HR programs is of enormous interest to AACSB, a network of more than 1,278 business schools worldwide dedicated to advancing quality management education. AACSB takes its role in aligning management education with the interests of society seriously. Similarly, because competitive organizations require highly qualified graduates and continuing management development, HR professionals must increasingly value the role of AACSB-accredited institutions in providing management education of the highest quality. Like AACSB, this guidebook has the goal of strengthening business and HR education worldwide. Faculty, students, university/college administrators and other academic stakeholders are encouraged to use the guidebook to reflect on their current approaches to HR education, explore new ideas for developing HR talent, and debate the challenges and opportunities faced by HR and management educators worldwide.

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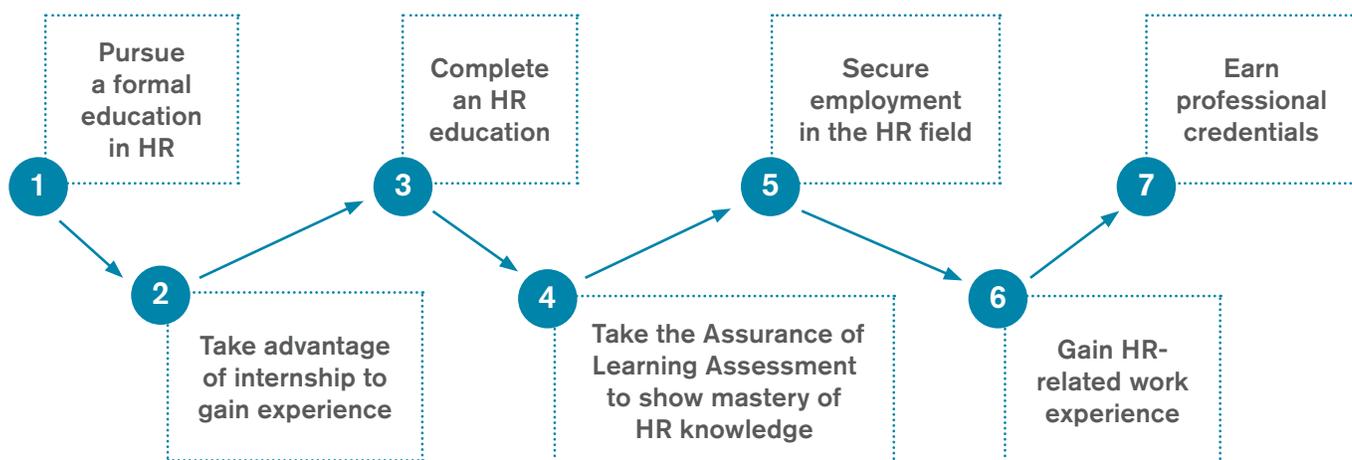
Introduction

RAISING THE BAR FOR EDUCATION IN HUMAN RESOURCE MANAGEMENT

The Society for Human Resource Management (SHRM) has long held an interest in attracting the best and the brightest talent to the profession. To become an HR professional, one must adequately prepare to do so. A critical first step in that process is securing a well-rounded and robust undergraduate or graduate education in human resources. The competitive nature of today's global marketplace and the increasingly strategic nature of the profession demand a higher level of preparedness from the earliest days of one's involvement in it. No longer is someone able to simply enter the field of HR without having acquired the requisite knowledge, skills, abilities, behaviors and experiences to be successful.

With the arrival of the 21st century, an obvious question arose: How can SHRM, as an influential voice in the HR community, raise the bar for the level of preparedness necessary to enter the field? SHRM's overarching strategy centers on HR education and has evolved into one that underscores a certain path for students to follow to enter the field. Choosing to follow an HR career path is a process that requires an interest in and dedication to life-long learning. Indeed, many choices will be made throughout the career progression of any individual who decides to become an HR professional.

Once the decision is made to pursue HR as a career, SHRM believes the first step on the career path is to pursue a formal education in HR, then complete experiential learning through HR internships. The next step is to complete an HR education and then prove mastery of HR content via SHRM's Assurance of Learning[®] Assessment to assure learning has occurred. After earning a degree, the fifth step is securing employment in the HR field. This leads to gaining HR-related work experience, which, in turn, leads to career progression and, ultimately, seeking and earning professional credentials. Many learning processes are woven throughout one's career progression as the nature and content of the profession itself changes.



2013 HR CONTENT AREAS AT A GLANCE

This guidebook focuses on why it is important to define the parameters that should surround HR degree programs and sets out the framework for HR education that is strongly anchored in extensive research. The majority of this guidebook describes the history of SHRM’s academic initiative, the research that shaped it and the current research on which the 2013 curriculum guidebook and templates are based. Table 1 below summarizes the required and secondary HR content areas to include in an HR degree program. The following chapters provide details of the research conducted to create the guidebook and the table shown below.

2013 SHRM HR Content Areas at a Glance	
Required Content Areas	Secondary Content Areas
<ul style="list-style-type: none"> ▪ Change Management (graduate students only) ▪ Employee and Labor Relations ▪ Employment Law ▪ Ethics ▪ Globalization (graduate students only) ▪ HR’s Role in Organizations ▪ Internal Consulting (graduate students only) ▪ Job Analysis and Job Design ▪ Managing a Diverse Workforce ▪ Organizational Development (graduate students only) ▪ Outcomes: Metrics and Measurement of HR ▪ Performance Management ▪ Staffing: Recruitment and Selection (including organization entry and socialization) ▪ Strategic HR ▪ Total Rewards (compensation, benefits) ▪ Training and Development ▪ Workforce Planning and Talent Management 	<ul style="list-style-type: none"> ▪ Downsizing/Rightsizing ▪ HR Career Planning ▪ Human Resource Information Systems (HRIS) ▪ Mergers and Acquisitions ▪ Outsourcing ▪ Sustainability/Corporate Social Responsibility ▪ Workplace Health, Safety and Security

SHRM Research on HR Education

In 2004 and 2005, SHRM undertook a series of studies designed to define parameters for universities to use when creating or modifying a degree program in human resources. Based on this work, SHRM created the *HR Curriculum Guidebook and Templates* in 2006 (for a detailed description of the guidebook's development process, see section "Historical Context: The Development of the SHRM *HR Curriculum Guidebook and Templates*" on page 13). It addressed, in part, the topic of how professional organizations and academic programs educate students to prepare them for a career in HR. Those studies showed that organizations want to know how to acquire, grow and retain HR professionals who have been educated and have acquired a minimum set of knowledge, skills and abilities. Organizations also seek HR professionals who know how to execute human resource practices that are competitive and best in class.

The role of HR professionals in organizations has transitioned from one that had been transactional, technical and administrative in nature to one that must take on a new strategic role in the development and accomplishment of organizational goals and objectives. This transition, due in part to the changing nature of work to knowledge-based industries and the global competition for talent, will continue to cement human capital as a key asset in organizations while simultaneously changing the knowledge, skills and abilities (KSAs) required of HR professionals. Reflective of the changing nature and role of HR, it is essential that HR education prepares the future labor pool of HR professionals with the competencies needed to meet the demands of this new and changing role. SHRM has been cataloging current best practices of educational programs available to HR students, including the curriculum and internship opportunities, and examining how these practices relate to successful career progression in the HR field. These data will help to inform the curriculum of HR education at both the undergraduate and graduate levels.

One of the events that contributed to the development of the *HR Curriculum Guidebook and Templates* was the 2004 SHRM Symposium on the Future of HR Education, which brought together HR academicians, experienced practitioners and students (see Appendix D for a list of symposium participants). Among the key findings of the symposium was a strong consensus that business and environmental changes would make the HR role of the future more strategic, especially as the nature of business becomes increasingly global. Symposium attendees believed that practitioners were less interested in HR degrees than in well-qualified business generalists. They also pointed to a lack of clear and acceptable standards in HR education. As will be discussed later in this section, SHRM's most recent research on these issues shows that noteworthy changes have occurred with regard to some of these conclusions in the years since the 2004 Symposium was held.

Another important event that contributed to the original *HR Curriculum Guidebook and Templates* was the 2005 SHRM Symposium on the Future of Strategic HR. It included senior-level HR practice leaders, academicians and consultants, and concluded that not enough barriers were in place to prevent those who were ill-prepared to practice HR from entering the field. That is, only the best and the brightest new entrants with strong business and strategic skills should be given access to the HR field.

Since 2005, academic programs in HR have made great strides and responded to the needs in the employment marketplace. Then, there was no agreement on minimum knowledge requirements. Now, there is fairly common agreement on a defined set of HR content areas, knowledge that graduates should possess and skills that students should acquire in order to be prepared to enter the field of HR. As more HR programs are being developed in colleges and universities, SHRM's experience working with universities has shown that interest in human resources as a profession and as a major area of study in universities has grown and there is now an agreement between academicians and practitioners regarding what an education in HR should cover. Degree programs are increasingly offering curriculum that better prepares future HR professionals to join the profession at the entry level and make meaningful and viable contributions to an organization's success from day one.

An emphasis on business knowledge of HR professionals has become increasingly more prominent over the years. To solicit perceptions from academicians, students and practitioners of how well the curriculum prepared students for an HR career, in 2005 SHRM conducted quantitative studies of graduate and undergraduate HR curricula. HR practitioners, many whom were in positions to hire new entrants to the HR field, overwhelmingly indicated the need for students to develop business knowledge outside of HR. In fact, HR practitioners (as well as academicians and students) thought a degree in business with a concentration in HR was more valuable than a degree in HR without the business emphasis. The results of the current research support this emphasis on studying HR with a business degree and show that having a business-based HR degree is becoming increasingly important in the job marketplace. Specific data from the 2013 research are presented in the next chapter.

In addition to ensuring that new HR professionals enter the world of work equipped with adequate knowledge and skills to succeed in the workplace, SHRM and universities have the obligation to attract students to HR as a profession earlier in the career development and selection process. This allows a student to take the appropriate steps to seek a university that offers a complete, robust and HR-specific educational curriculum that, when coupled with opportunities to broaden HR-related work experience through internships, prepares the student to match the level of preparedness expected by employers and embark on the pathway that leads to life-long learning in the discipline.

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Consequently, while conducting its own research, in 2008 SHRM began a collaboration with the American Institutes for Research® (AIR) to conduct research on the current state of HR education. The goal of this research was to supplement SHRM's work that established a baseline for its academic initiative. The State of HR Education (SOHRE) Longitudinal Study examined the experiences of recent students and graduates in human resources and related fields in the classroom, internships and initial work experiences.

The SOHRE study also examined the perceptions of HR as a whole, from the perspective of HR students, graduates and professionals in other business fields. To help ensure that it had an accurate assessment of member perceptions of HR education, the study sought to identify and define parameters surrounding HR education with regard to the following items:

- Undergraduate and graduate degree course offerings and requirements.
- Experiential, or internship, components included with HR programs.
- Perceptions of the field of HR from HR and non-HR perspectives.

As part of the SOHRE study, a survey of recent graduates and undergraduates was conducted in 2008 to establish a baseline for future surveys. In 2009, the second iteration of the SOHRE survey, referred to as the Year 2 survey, was conducted. This survey study consisted of a two-part approach to assessing the state of HR education. The first was a continuation of the Year 1 survey, and the second was a targeted comparative study of five HR programs at universities employing the curriculum guidelines set forth by SHRM. The research resulted in a general summary of the findings of both studies, followed by actionable recommendations for ensuring HR education remains aligned with SHRM membership needs. The 2010 (Year 3) study continued the two-part approach by employing the longitudinal and comparative surveys. The Faculty Study was added to the 2011 (Year 4) and 2012 (Year 5) SOHRE studies in an attempt to capture relevant faculty perceptions and information. The comparative survey was eliminated from the 2012 SOHRE study. Key findings and data from the SOHRE study are included throughout this chapter. The complete State of HR Education Study report can be downloaded from SHRM's "Resources for HR Educators" website at www.shrm.org/education/hreducation/pages/SOHRE.aspx.

Although there are some differences in the survey results across years, many of the substantive conclusions of the 2012 Longitudinal and Faculty Studies replicate prior survey findings. This consistency across survey administrations was expected given the nature of the data being collected and the relatively short time period (i.e., one year) between survey administrations. As such, the results from 2008 to 2012 for the Longitudinal Study and from 2011 to 2012 for the Faculty Study are promising in that they yield a stable and reliable baseline against which future survey data can be compared.

Across all years of the survey, findings have indicated that an HR course is required as part of the core business school curriculum in approximately two-thirds of programs. Course of study, accreditation, facilities and resources, and job placement of graduates have consistently remained as the top indicators of program quality among students. About half of the students across all five years of the survey plan to attend graduate school. Most respondents who are pursuing or have received graduate degrees in HR do so because it is part of their career plan, they want to enter the field of HR or they need a graduate degree to advance in their careers. When asked about their concerns regarding attending graduate school, students often indicated uncertainty with whether the benefits of an advanced degree in HR would outweigh the tuition and other related costs.

SHRM continued its research on the topic of HR education in 2007, 2008, 2009, 2010 and 2012-13, and this publication (the 2013 HR Curriculum Guidebook) is the updated publication. The 2013 SHRM HR Curriculum Survey, part of the 2013 Curriculum Revalidation Study on which the 2013 HR Curriculum Guidebook is based, was conducted among members of the HR academic community, HR students and HR professionals employed by organizations operating in the United States. The survey instruments for these groups included questions regarding the value of education in various HR and business content areas, the level of preparedness of new HR professionals in various HR and business content areas, perceptions of the value of formal HR education and perceptions of the value of HR internships. Detailed information about this study is included in the “Key Results of 2013 Curriculum Guidebook Revalidation Study” section on page 22.

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KEY RESEARCH FINDINGS

Key results that affect the complexion of HR education and internships are included here because they contribute important data pieces that support SHRM’s overarching strategy, plans and programs for HR educational change. Particularly noteworthy are the data that summarize student exposure to human resources, HR as a career path, participation in internships and content areas covered by HR programs. These data help gauge, in part, how many topic areas outlined in SHRM’s curriculum guidebook are taught in U.S. universities. SHRM’s research to revalidate the contents of the guidebook was done simultaneously, and those results are presented in the next chapter.

STUDENT EXPOSURE TO HR: HR AS A CAREER PATH

A crucial goal of the SOHRE Longitudinal Study was to understand when students are first exposed to HR. To address this research objective, both undergraduate and graduate students were asked when they first learned about HR as a career and when they took their first course in HR. Also, the survey asked business students to indicate whether an HR course was a required part of the core business curriculum at their school.

In order to better understand when college students are exposed to HR as a possible major and career, all undergraduate and graduate student respondents were asked, “When did you learn about HR as a possible career track?” The 2012 SOHRE study compares responses to this question from survey respondents in each survey administration. About

one-third (29.6%) of survey respondents reported that they learned about HR as a possible career track prior to their junior year of undergraduate studies, while slightly more respondents (38.9%) reported learning about HR as a possible career path after working in an HR or non-HR position. Only a small percentage of respondents reported learning about HR as a career track after graduate school (6.4%) or said they did not know that HR was a possible career choice (3.8%). Overall, these results suggest that a large portion of survey respondents found out about HR as a career track through noneducational experiences (e.g., by working with HR representatives at a job).

The SOHRE study also examined the question of how many degree programs require an HR course as part of the business core coursework. Across all five years of the survey, more than half (64.1%) of students reported that a course in HR was part of the core business school curriculum. In 2012, the proportion of students who indicated that a course in HR was a required part of the core business school curriculum rose to 74.1% for undergraduate students and 70.4% for graduate students. This increase over prior years of the survey may indicate that a larger number of educational institutions in 2012 require an HR course as part of the core business school curriculum. Alternatively, the higher proportions of students indicating this requirement in 2008, 2011 and 2012 may suggest that the smaller proportions observed in 2009 and 2010 may have been spurious. In other words, it may be that the results from 2009 and 2010 represent underestimates of the prevalence of this requirement rather than an upward trend in the proportion of educational institutions requiring an HR course. A change in the item format in 2012 could also have contributed to this higher percentage. Specifically, in 2012 a “Don’t know” response option was added to this item; possibly, respondents in prior years who were unsure of this requirement may have either indicated that an HR course was not a requirement or may have guessed. It may be that the large fluctuations in the percentage of students who indicated that a business course is required reflect students’ uncertainty about the exact nature of the requirements of their business school programs. It may be that the responses from HR faculty—who may have more accurate knowledge about program requirements—provide a more valid response to this item.

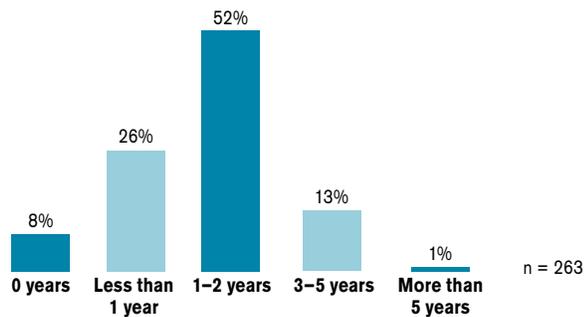
The Faculty Study complements the Longitudinal Study by asking faculty about the proportion of business programs that require a course in HR. Faculty were asked whether a course in HR was required as part of the business core curriculum at their educational institution. There were no major differences in responses between the 2011 and 2012 survey administrations, and results indicate that an HR course is required as part of the business core curriculum in a majority of schools, but by a small margin. Respondents who indicated that a course in HR was not required as part of the business core curriculum were asked to explain why this was the case. Of the 124 respondents that indicated HR was not required, 100 responded to this open-ended question. Several salient themes emerged in the coding of explanations. These themes were not mutually exclusive; in other words, some respondents indicated more than one reason in their responses. Respondents suggested that a course in HR was not required because it overlapped with other required courses (e.g., organizational behavior) or because of academic credit limitations. Regardless, overall respondents were optimistic that their program prepared students well for a career in HR.

PARTICIPATION IN INTERNSHIPS: WHY INTERNSHIPS ARE IMPORTANT

Any discussion of HR education would be incomplete without acknowledging the importance of internships. SHRM strongly believes that internships provide excellent practical learning opportunities for students and will give a new entrant into the field an advantage over those who did not have an internship experience. SHRM strongly encourages practitioners to make internships available and recommends that students take advantage of them. SHRM recognizes the constraints that make it difficult for students to find HR internships. These include the limited number of paid internships (versus unpaid internships), geographic constraints that students may have, limited number of formal internships for all students, and the existence of internships that do not provide a quality and meaningful internship experience. SHRM’s position on internships echoes findings in current studies, which overwhelmingly recommend internships and, consequently, encourage universities to require them for graduation.

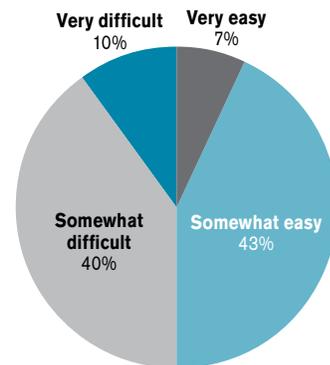
Particularly noteworthy from SHRM’s 2013 Curriculum Guidebook Revalidation Study is input from HR practitioners who hire recent graduates for entry-level work. Of those surveyed, 65% require between one and five years of HR-related work experience to secure an entry-level position in HR (see Figure 1). Only 8% do not require any HR-related work experience. Thus, the logical question arises: how can a student earn HR-related work experience expected by employers if internship opportunities do not exist or are not required to graduate? According to academicians, only 7% of respondents said that it is very easy to match students with local companies for HR-focused internships (see Figure 2).

Figure 1: How many years of HR-related work experience are needed for an entry-level position in HR?



Note: Percentages may not equal 100% due to rounding.

Figure 2: How easy has it been to match students with local companies for HR-focused internships?



Note: Respondents who answered “N/A, we do not match students with local companies for HR focused internships” were excluded from this analysis.

SHRM's experience with and studies of its membership show that HR professionals often enter the field from various other educational and work experience backgrounds. In some cases, emerging professionals with HR degrees but without HR work experience cannot compete with non-HR-degreed candidates who have work experience. Internships, therefore, are potentially the most valuable source of experience for students and the primary reason SHRM strongly supports supplementing classroom learning with experiential learning through internships.

Another very strong source of data surrounding the question of experiential learning through internships comes from the SOHRE Longitudinal and Faculty Studies. Results of these studies show that internships provide students with a valuable opportunity to apply knowledge learned in the classroom and build their résumé. Consequently, requiring internships as part of the core HR curriculum would serve to better prepare students for entering the workforce.

Given the importance of internships for HR education, SHRM has an interest in examining the frequency of students' participation in internships and the factors that have contributed to or have impeded their ability to participate in these on-the-job learning experiences. The 2012 survey found that 34.2% of undergraduate and 24.5% of graduate students reported that they participated in an internship. Of these respondents, 40.6% of undergraduate respondents and 65.4% of graduate respondents reported that their internship was paid. An additional 5.2% of undergraduate students and 6.5% of graduate students reported that they have had both paid and unpaid internships.

Obtaining work experience was the most frequently selected reason for participating in an internship, with respondents indicating that this was a slightly more salient reason for participating in graduate internships (85.2%) than undergraduate internships (76.9%). Improving knowledge and skills was another popularly selected response, and this reason was more frequently endorsed with respect to graduate internships (84.0%) than undergraduate internships (69.8%). Making connections and networking with other professionals as the reason for participating in an internship was the most notable difference between graduate and undergraduate internships (77.1% and 51.0%, respectively). Similarly, graduate respondents were more likely to indicate that they participated in internships to earn money (50.0%) than did undergraduate respondents (29.5%). However, participation in internships for university credit had a similar rate for both graduate internships (44.6%) and undergraduate internships (40.4%). The same proportion of undergraduate and graduate students (43.1%) also indicated that participation in an internship was a requirement for graduation. Of those who selected "other," the most common reasons for obtaining an undergraduate internship were to test out the field, to fulfill a requirement, or because it was offered after high school graduation. The most common "other" response among graduate students was that they hoped it would lead to employment.

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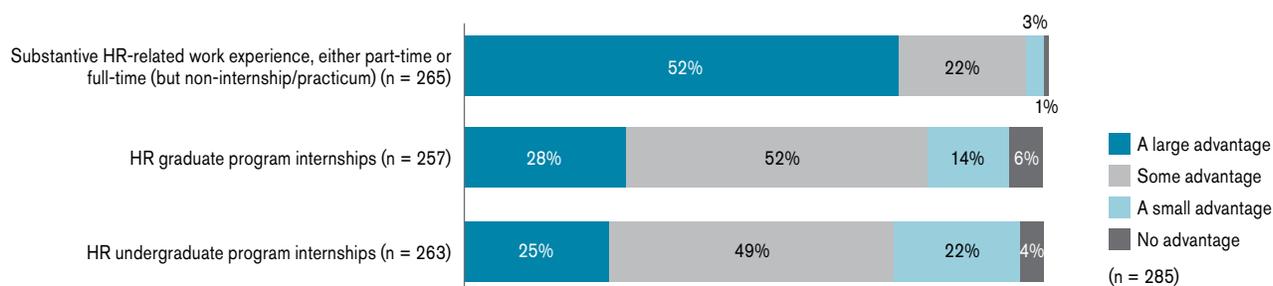
The results indicating that graduate students are more likely than undergraduates to participate in internships for professional networking reasons may be due to a lack of awareness among undergraduate students of the possibilities for networking during their education. Another factor may be that undergraduate internships are less likely to be in positions that would result in effective professional networking. The disparity between graduate and undergraduate internships for earning money is perhaps unsurprising, since graduate internships are more likely to be paid positions than undergraduate internships. Interestingly, reasons for participation in internships related to professional growth were more frequently endorsed than those relating to university credit or graduation requirements. This finding may suggest that practical experience is highly valued among students when deciding to participate in an internship.

Students cite university career centers and faculty as some of the most useful resources for securing internship positions.

In 2012, the top method that helped students find their internships was university career centers (32.8%), followed by faculty member referrals (26.1%) and on-campus recruiting (21.2%). These data suggest that respondents' HR programs, faculty and educational institutions are playing a key role in helping students secure internships. Overall, these results were relatively consistent across survey administrations (including 2008 through 2010, although on-campus recruiting was not a response option on prior surveys), suggesting that these responses are somewhat stable.

Many students seek out internships, regardless of program requirements. It is promising that a substantial portion of students who were not required to complete internships have done so. It is also encouraging that students cite university career centers and faculty as some of the most useful resources for securing internship positions; this suggests that universities are aiding students even when an internship is not required. The data do indicate, however, that there is room for improvement in the amount of emphasis HR programs place on the importance of internships as well as the extent of help they provide students with finding the positions.

Figure 3: All other qualifications and experience being equal, when job candidates are evaluated for HR positions within your organization, how much of an advantage does having the following HR experiences give job candidates over other candidates who do not have these experiences?



Note: Respondents who answered "not sure" were excluded from this analysis. Percentages may not equal 100% due to rounding.

Historical Context

The Development of the SHRM HR Curriculum Guidebook and Templates

The original research work by SHRM to define a common set of parameters for HR education began with a series of studies in 2004 and 2005. These studies showed that there are many educational programs offering HR-related degrees, but both academicians and practitioners who participated in the original study admitted that little consistency existed among the majority of HR programs. A lack of industry standards and a lack of minimum knowledge requirements showed that various and divergent frameworks were used to create degree programs, wide variation existed in curricula and degrees offered, and differing skill levels were held by graduates of both undergraduate and graduate degree programs in HR.

In 2006, SHRM began working with universities to raise awareness of its HR Curriculum Guidebook and Templates. The guidebook defined the minimum HR content areas—commonly agreed-upon by academicians, students and HR practitioners according to SHRM’s research results—that should be included in an HR degree program. Seven years after the initial effort started, the complexion of today’s HR education continues to evolve. It not only covers the basics for a traditional, transactional HR role, but acknowledges and teaches the importance of HR’s strategic role in organizations. Whereas the 2005 studies showed students as ill-equipped for the more strategic roles of the future, today’s studies confirm that all three groups surveyed—HR academicians, HR practitioners who hire novice HR professionals, and HR students—agree that degree programs and their content have changed over time to keep pace with the HR profession as it evolves.

Another shift has occurred. One issue SHRM sought to solve was the lack of business acumen and savvy among graduates of HR degree programs. Many of the practitioners who participated in the original studies believed that students were not adequately taught today’s business realities and real-world problem-solving skills. The current research studies, however, show that the gap between what is being taught and what HR practitioners are looking for from students entering the HR field has narrowed significantly, especially with regard to studying HR within the context and framework of business.

Multiple focus groups consisting of HR academicians and practitioners (both members and nonmembers of SHRM) also reviewed and provided very detailed comments on the original, HR Curriculum Guidebook and Templates, and their feedback was incorporated into the current publication. HR academicians provided suggestions as to ways that the templates should be designed to increase the likelihood of faculty using them within their programs. HR practitioners provided guidance on what they considered to be minimum requirements for entering the HR field. The 2013 research efforts focused on these issues as well.

The gap between what is being taught and what HR practitioners are looking for from students entering the HR field has narrowed significantly, especially with regard to studying HR within the context and framework of business.

In addition, a select group of SHRM's Special Expertise Panels provided further review and feedback (see Appendix D for a list of Panel members who participated in the review process). SHRM's Special Expertise Panels comprise a senior group of HR practice leaders, academicians and consultants who are selected to be part of the panels via an extremely rigorous screening process. They possess advanced HR knowledge and serve as resources to SHRM by reporting emerging trends in specific HR topic areas, providing expert advice on matters of professional significance and providing guidance on matters of public policy. The 2013 research also reflects expert opinions from various practitioners and academicians.

When developing the 2006 HR curriculum templates, efforts were made to ensure some level of consistency with the SHRM Learning System and HR Certification Institute test specifications for the PHR and SPHR certifications. Since the SHRM Learning System reflects a body of HR knowledge that is used to prepare HR professionals for the PHR and SPHR certifications, it was believed that there should be at least some basic synergy between HR curricula and the broad content areas that are articulated in the body of HR knowledge reflected in the SHRM Learning System. However, the curriculum guidebook was also intended to be aspirational in nature. As a result, the topics included did not simply mirror the existing body of knowledge.

Since 2006, a major shift has occurred in this regard. The focus of the 2013 study depends less on the SHRM Learning System and the HR Certification Institute's test specifications because they reflect what occurs currently in the practice of HR based on a defined number of years of HR-specific work experience. The 2013 research focused on HR content areas acquired by HR students through knowledge and skill development via degree programs rather than professional work experience.

In 2011, the HR Certification Institute changed the eligibility requirements to take the PHR certification exam, requiring a defined number of years of exempt-level work in HR in order to qualify to apply for the exam. As a result of these changes, many students can no longer take the PHR exam. To provide an option to students in this case, SHRM created a new assessment exam to test HR graduates' knowledge base. This assessment also gives the school a way of showing that that an individual degree program teaches students what it purports to teach. The new assessment is the SHRM Assurance of Learning® Assessment (www.shrm.org/assessment). The results of the research surrounding assessment development contribute to the 2013 research base used to update the HR Curriculum Guidebook and Templates. Topic areas examined in the 2013 studies are reflected later in the guidebook in the appendices about topic outlines and additional topics of study. They are based on and mirror the content areas SHRM examined in its research to validate and update the contents of this guidebook.

The SHRM Assurance of Learning Assessment is a multiple-choice exam covering a wide realm of human resource management topics. When a student passes this exam, he or she receives a certificate of learning. The student may use this certificate as a tool in the job search, placing it on the résumé and ensuring that

future and current employers are aware of this excellent achievement. As a relatively new exam in the marketplace (only two years as of the publication of the 2013 HR Curriculum Guidebook), employers are beginning to look for this Assessment when filling entry-level HR positions, and HR professors are increasingly encouraging their students to take this Assessment. Some schools are using the Assessment as a capstone exam. Thus, the Assessment and SHRM's recommended HR topics for HR degree programs—as a result of the revalidation of the SHRM HR Curriculum Guidelines—are clearly well connected, and the results are beginning to be seen in a very positive way in the HR profession.

Competencies are important to consider as well. In June and August of 2008, SHRM convened groups of HR practitioners, consultants and academicians with subject-matter expertise in a variety of HR functional areas to identify the knowledge, skills, abilities and attributes that are most important for the role of the successful senior HR leader. A qualitative research approach used in this study yielded rich, in-depth responses, resulting in a better understanding of what these KSAs look like at the senior HR leader level. The resulting research report, *Leading Now, Leading the Future*, summarizes the overall findings about competencies for successful senior HR leaders and presents highlights from the conversations that took place during the study. SHRM also conducted qualitative and quantitative research to identify the KSAs that novice professionals entering the field upon graduation should possess, and these are reflected in the current iteration of the guidebook in place of previously conducted work regarding competencies.

In addition, in 2011 SHRM began the SHRM HR Competency Initiative. In keeping with its mission of serving and advancing the profession, SHRM set out to identify the core competencies needed to succeed as an HR professional. Through extensive research across the globe, SHRM created a comprehensive competency model: “Elements for HR Success.” SHRM conducted over 100 focus groups with HR professionals at all levels from more than 30 countries to identify the core competencies needed for success as a practitioner. Then, SHRM surveyed more than 32,000 HR professionals and 640 chief human resource officers to confirm the importance of each competency identified, as well as the relevance of key behaviors for demonstrating proficiency in each competency domain. With these data, SHRM was able to identify what levels of knowledge and behavioral skill are necessary at different levels of HR practice.

In June 2012, SHRM presented its new model of HR competencies (www.shrm.org/HRCompetencies/Pages/default.aspx). The SHRM HR Competency Model goes beyond the competencies needed for an entry-level HR position. (In contrast, the focus of this guidebook is knowledge for entry-level HR positions.) Along with the model, SHRM developed the SHRM Competency Self-Assessment (or CSA; www.shrm.org/csa) for individuals to measure their own competencies as they move forward in their HR career. For questions about the Competency Model, please write to Competencies@shrm.org. For questions about the CSA, please write to CSA@shrm.org.

The Assessment and the SHRM's recommended HR topics for HR degree programs—as a result of the revalidation of the SHRM HR Curriculum Guidelines—are clearly well connected, and the results are beginning to be seen in a very positive way in the HR profession.

Finally, Appendix B lists additional skills and competencies recommended by academicians and practitioners who participated in the 2013 Curriculum Guidebook Revalidation Study and are provided in lieu of the original competencies reflected in the 2006 guidebook.

SHRM's research shows that faculty members are quite passionate and concerned about the quality of their teaching and the extent to which they are preparing students for their future careers.

HR Curriculum 2013

The Changing Nature of HR Education

As with any new major venture to influence change, creation of the guidebook and templates reflects an iterative process. The HR profession is constantly changing, and the guidebook and templates must be regularly updated to reflect that fluidity. The 2006 guidebook was the first iteration and was based on research conducted in 2004 and 2005. In 2008, minor adjustments were made in the guidebook's terminology to better reflect terminology used in HR degree programs in the higher education marketplace. As the nature of HR education continues to evolve, SHRM has continued its research on the topic of HR education in 2007-2012. As was true in the 2006 guidebook, the 2013 guidebook is anchored in research as the basis to formulate its contents.

These 2013 guidelines for undergraduate and graduate programs are designed to assist university faculty, deans, program directors and other stakeholders to disseminate HR knowledge that will better prepare students and the organizations they support as "novice" HR professionals. It represents SHRM's culmination of a multiyear effort to engage academic, student and practitioner communities to help address the critical challenges facing HR education today.

SHRM's efforts to gain perspectives on HR education used a multimethod approach, incorporating quantitative and qualitative data from a diverse set of constituencies: academicians, HR professionals, senior HR professionals, consultants and students. Below is a summary of the multiple sources used to shape the SHRM HR Curriculum Guidebook and Templates, which is the basis for all of SHRM's academic initiatives:

1. Surveys of academicians, students and HR practitioners about undergraduate HR curricula conducted in fall 2012 under the Curriculum Guidebook Revalidation Study.
2. Surveys of academicians, students and HR practitioners about graduate HR curricula conducted in fall 2012 under the Curriculum Guidebook Revalidation Study.
3. Multiple focus groups of academicians who teach HR (conducted in 2009).
4. Seven years of experience working with more than 230 universities and colleges that have aligned with the guidelines or adopted the SHRM curriculum.
5. SHRM's *2008 Managing Your HR Career Survey Report*.
6. Ongoing State of HR Education Longitudinal Study.
7. Ongoing SHRM assessment development research.

The guidelines for undergraduate and graduate programs are designed to assist university faculty, deans, program directors and other stakeholders to disseminate HR knowledge that will better prepare students and the organizations they support as "novice" HR professionals.

8. Conclusions from the 2004 SHRM Symposium on the Future of HR Education.

9. Conclusions from the 2005 SHRM Symposium on the Future of Strategic HR.

The SHRM HR curriculum templates offer an approach that can be used to modify HR curricula in the desired direction within the resource constraints faced by most faculty and university administrations today. It identifies opportunities and options for teaching HR content areas, skills and business issues within traditional curricular structures. The objective is to offer a framework for HR curricula that will be useful to, and used by, the colleges and universities where tomorrow's HR leaders prepare to enter the HR profession. This focus is critical, as SHRM recognizes that there are a number of forces that influence change in curriculum design. As the resources available to higher education shrink or remain static, today's faculty deal with increasing pressure to teach more students, face demands for research productivity, compete for external funding, and support both premium tuition programs and executive education.

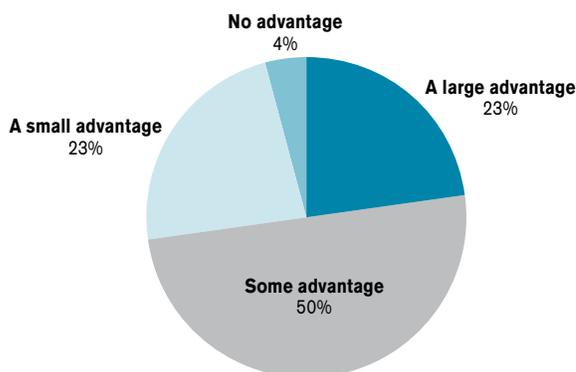
Faculty may not have as much time for course development as they once did. Therefore, part of SHRM's overall academic initiative is dedicated to developing HR-specific content based on these guidelines for faculty to use to supplement existing or create new HR degree programs. As part of the 2013 research, SHRM asked HR academicians if they use SHRM case studies, tools, templates and modules to teach HR. The response shows that 56% use them and 23% plan to use SHRM content in their teaching. Currently, more than 75 HR-specific case studies and learning modules are available to faculty on the SHRM website to download and use, with more content continuously under development. Appendix C provides a link to the case studies and learning modules available online at www.shrm.org.

In addition, university governance processes often require substantial investment of time and energy in moving major curriculum changes through a review process. Typically, changing the name or contents of a course requires multiple layers of review and approval.

Faculty members are understandably concerned about the ease or difficulty of getting proposed changes approved. SHRM's research shows that faculty members are quite passionate and concerned about the quality of their teaching and the extent to which they are preparing students for their future careers. In fact, many are deeply concerned about the future of human resource management. Moving the profession forward requires practical, workable suggestions for curriculum modification, and these guidelines offer solutions to address the curriculum modification issue. Over the past seven years, SHRM has worked with many universities to modify or build an HR degree program structured around these guidelines. Approximately 15 programs that currently align with the guidelines built their program based on the guidelines. Almost two-thirds (65%) of surveyed faculty members viewed having the HR program recognized by SHRM as an advantage over schools that do not have SHRM-recognized HR programs (see Figure 4).

Both academicians and practitioners agree that business knowledge is key to success in HR, and both groups view the acquisition of business knowledge while seeking a degree as important for students.

Figure 4: How much of a competitive advantage does your institution's SHRM-recognized HR program have over other institutions' HR programs that are not recognized by SHRM?



n = 111

Note: Respondents who answered “not sure” and “no, I am not familiar with SHRM’s HR curriculum template” were excluded from this analysis.

OVERARCHING TENETS OF THE SHRM GUIDELINES

The design of the SHRM HR Curriculum Guidelines and Templates follows the following principles in order to increase the likelihood of continuing change in HR education. The focus is on outcomes.

- **Build on the familiar.** The guidelines provide options to modify but not completely redirect teaching efforts, so that faculty may readily or more easily adapt HR coursework to align with the guidelines.
- **Focus on HR,** not other elements of the degree program. SHRM recognizes that in most cases HR curricula exist within larger degree programs, the content of which may or may not be controlled to any great degree by HR faculty. HR faculty should be comfortable that they could obtain approval for curriculum changes in HR-specific areas without affecting other academic units.
- **Provide flexibility.** SHRM recognizes the value of creativity, innovation and divergent viewpoints in HR education and the importance of allowing programs to adapt the proposed curricula to the needs of their own institutional environments.

IMPORTANT ELEMENTS OF HR CURRICULUM

An important feature of the SHRM guidelines is that they offer HR academicians flexibility in devising HR courses and classes while providing a minimum level of standardization for HR instructional content. The modular approach to creating HR curriculum has been effective; between 2006 and 2012, more than 228 schools and 299 HR degree programs have been acknowledged by SHRM as following these guidelines—22 of which are universities outside the United States. Appendix C provides a link to the HR Program Directory, listing all HR degree programs and the schools that align with these guidelines.

The movement toward standardization in curricula supports the need of hiring organizations that want to know what minimum level of HR content knowledge graduates have mastered. In fact, nearly one-quarter of the practitioners who hire entry-level HR professionals reported that the selection criteria for entry-level HR positions are more stringent than the selection criteria for other entry-level business positions. Table 2 depicts the varying levels of advantage candidates receive from earning an HR degree.

	A Large Advantage	Some Advantage	Small Advantage	No Advantage at All
Entry-level HR positions (n = 264)	25%	38%	28%	10%
Mid-level HR positions (n = 266)	49%	33%	15%	3%
Senior HR positions (n = 264)	63%	21%	8%	8%

SHRM’s 2008 survey titled *Managing Your HR Career* asked early-career HR professionals if they experienced any particular challenges when entering the profession without HR education backgrounds. One-third of professionals with five or fewer years in the HR field reported that lack of a formal HR education was an obstacle to advancing their HR career. In fact, lack of a formal HR education was the most frequently reported obstacle to advancing the HR careers of professionals with five or fewer years of HR work experience.

Faculty members are in a good position to document and persuade other school faculty and administrators of the need for particular course or curriculum change. This combination of flexibility and standardization has become organic, and universities are now proactively seeking to adopt the same level of standardization against SHRM’s guidelines as their colleagues at other universities have already done. Consequently, the final chapter of this guidebook includes information about the documentation SHRM requests from universities to analyze HR degree program content and acknowledge a degree program’s alignment with these guidelines.

SHRM has long recognized the importance of embedding HR knowledge in terms of the organizational and business context it supports. The 2013 Curriculum Guidebook Revalidation Study survey results support this assertion. Both academicians and practitioners agree that business knowledge is key to success in HR, and both groups view the acquisition of business knowledge while seeking a degree as important for students. Thus, a primary tenet of the SHRM HR

Curriculum Guidebook and Templates remains unchanged: it is assumed that all HR programs are housed within a business school or within a program that formally emphasizes a business foundation.

Most HR degree programs that SHRM has acknowledged as following these curriculum guidelines over the past seven years are indeed housed in the business school or taught within a program that includes business core curriculum as part of the general education requirements. However, SHRM realizes there are currently HR management and HR-related programs that are housed in nonbusiness schools in universities and colleges, such as in the departments of psychology or industrial/organizational psychology, education, or as a free-standing HR or industrial relations (IR) program. Based on the research, if an HR degree program is housed in another school, SHRM's guidelines require that standard business core courses must be part of the degree program requirements in order for the program to be aligned with SHRM's curriculum guidelines. Several of the programs that currently follow the guidelines are free-standing programs that teach both HR and business core course work.

Business knowledge is critically important. It allows HR professionals to make better HR decisions by knowing where, how and when to integrate HR strategies and practices with organizational strategy in order to improve business performance. Appendix B provides a wide variety of business topics that both practitioners and academicians offer as samples of business topics students should gain awareness of before graduating, to the extent possible in an individual degree program or through independent study or experiential learning.

Business knowledge is critically important. It allows HR professionals to make better HR decisions by knowing where, how and when to integrate HR strategies and practices with organizational strategy in order to improve business performance.

Key Results of the 2013 Curriculum Guidebook Revalidation Study

This section presents the minimum required and secondary HR content areas identified by the research, followed by information about the current study itself. Content areas that are new or have moved among the required and secondary content areas reflected in the 2013 guidebook appear in **bold typeface**. These results are summarized in Table 3 on page 26.

MINIMUM REQUIRED HR CONTENT AREAS

The current research identified the following HR content areas that should be taught via required coursework in an HR degree program. They are presented in alphabetical order below and are also located, with subtopics, in Appendix A:

- Employee and Labor Relations.
- Employment Law.
- **Ethics.**
- **HR's Role in the Organization.**
- Job Analysis and Job Design.
- **Managing a Diverse Workforce**
- Outcomes: Metrics and Measurement of HR.
- Performance Management.
- Staffing: Recruitment and Selection (including organization entry and socialization).
- Strategic HR.
- Total Rewards (compensation, benefits).
- Training and Development.
- Workforce Planning and Talent Management.

SHRM believes that HR content areas that are not on this list are also important elements of HR education. Although it is beyond the scope of this report to delineate all of the subtopics that might be included in all HR content areas, detailed topic lists of these HR content areas are included in the guidebook in Appendix A and show a wide range of subtopic options to include when compiling courses or other instructional elements.

2013 RECOMMENDATIONS BY ACADEMICIANS AND PRACTITIONERS

Based on the 2013 Curriculum Guidebook Revalidation Study results, the category of “integrated” topics was eliminated. The topics that had been viewed as “integrated” in the 2011 Curriculum Guidebook were moved either to the category of required or secondary topics. Specifically, the content topics that moved to the required topics include Ethics, HR’s Role in the Organization, and Managing a Diverse Workforce. The content topics moved to graduate students only are Globalization, Internal Consulting, and Organizational Development.

Graduate students: According to the 2013 Curriculum Guidebook Revalidation Study results, academicians and practitioners agree that four areas are most valuable for graduate students to gain exposure to while in school, whether through required coursework, elective coursework or experiential learning such as internships.

- Change Management.
- Globalization.
- Internal Consulting.
- Organizational Development.

Of the four topics above, Change Management was retained in the graduate studies area from the 2011 Guidebook; the 2013 Curriculum Guidebook Revalidation study results showed that Globalization, Internal Consulting and Organizational Development should be moved to “for graduate students area only” category. (In the 2011 Guidebook, Globalization and Organizational Development had been required topics, and Internal Consulting was a secondary topic).

SECONDARY HR CONTENT AREAS

Many universities supplement major areas of study with elective coursework that covers a wide variety of topics.

The 2013 Curriculum Guidebook Revalidation Study results showed that Workplace Health, Safety and Security should become a secondary topic (in 2011, it was a required topic for undergraduate studies only).

The following HR topic areas were identified as those that hold value for graduates entering the marketplace, but to a lesser degree than those stipulated in the required HR content areas listed previously. These secondary topics appear in alphabetical order by topic area. To the extent possible, students should gain access to these topic areas through coursework or experiential learning. Suggestions are provided regarding which course structures might most directly lend themselves to including these topics in existing coursework.

- Downsizing/Rightsizing (*perhaps as part of coursework on HR strategy or workforce planning*).

- HR Career Planning (*perhaps as part of coursework on staffing management, performance management or training and development*).
- Human Resource Information Systems (HRIS) (*perhaps as part of discussions regarding measurement, metrics and scorecards*).
- Mergers and Acquisitions (*perhaps as part of coursework on change management or HR strategy*).
- Outsourcing (*perhaps as part of coursework on workforce planning or HR strategy*).
- Sustainability/Corporate Social Responsibility (*perhaps as part of coursework on HR strategy, business strategy or change management*).
- **Workplace Health, Safety and Security** (*perhaps as part of a general HRM course*).

SHRM has also seen that universities need to differentiate themselves in the HR higher education market. Consequently, some universities select focal points for their degree programs based on areas of expertise, individual faculty areas of interest and research, or as a result of conscious efforts. For example, a university may focus its HR degree program on HRIS, global HR, ethics or sustainability. SHRM's research is reflective of HR overall; at the same time, SHRM recognizes there are many different ways in which schools may want to make their programs unique in order to attract students who also want to concentrate on the specific areas of HR taught in focused degree programs.

VALUE RATINGS OF HR AND BUSINESS CONTENT AREAS BY ACADEMICIANS AND HR PROFESSIONALS

As part of the 2013 Curriculum Guidebook Revalidation Study, a survey was conducted among members of the HR academic community, HR students and HR professionals employed by organizations operating in the United States. The survey instruments for these groups included questions regarding the value of education in various HR and business content areas, the level of preparedness of new HR professionals in various HR and business content areas, perceptions of the value of formal HR education and perceptions of the value of HR internships.

A sample of U.S.-based HR professionals was randomly selected from SHRM's membership database, which included approximately 260,000 individual members at the time the poll was conducted. Only members who had not participated in a SHRM survey or poll in the last six months were included in the U.S. sampling frame. Members who were students, consultants, academicians, located internationally or who had no e-mail address on file were excluded from the U.S. sampling frame. In October 2012, an e-mail that included a hyperlink to the SHRM HR Curriculum Survey was sent to 3,000 randomly selected SHRM members. Of these, 2,885 e-mails were successfully delivered to respondents, and 348 HR professionals responded, yielding a response rate of 12%. The survey was accessible

for a period of four weeks, and five e-mail reminders were sent to nonrespondents in an effort to increase response rates.

In October 2012, an e-mail with a hyperlink to the SHRM HR Curriculum Survey was sent to the list of HR academic community contacts both in and outside the United States. Of the 1,060 e-mails that were successfully delivered, 371 academicians responded, yielding a response rate of 35%. Data collection was open for four weeks, and five reminder e-mails were sent to nonrespondents in order to increase the number of responses.

SHRM selected a random sample of 3,012 from its student member population, which was roughly 14,697 at the time of the survey. Students received an e-mailed hyperlink to the HR Curriculum Survey in October 2012. E-mails were successfully delivered to 2,910 students, and 411 responses were received, yielding a 14% response rate. The survey remained open for four weeks, and five e-mail reminders were sent to nonrespondents during that time.

Members of the HR academic community and HR professionals were presented with a list of 23 HR and business content areas and were asked to evaluate the degree to which each was valuable for *undergraduate* and *graduate* HR degree programs. The following interpretations are based on the “very valuable” ratings. Overall, both academicians and practitioners rated four HR content areas as more valuable at the *graduate* level than at the *undergraduate* level. There was much overlap between academicians and practitioners regarding the top eight most valuable HR content areas for both *undergraduate* and *graduate* degree programs/recipients: 19 areas were shared, albeit in different orders of importance. Based on this input, SHRM has identified 13 HR content areas that all HR students must master through required coursework. Seven content areas comprise secondary content areas recommended for study.

All content areas may be taught at different levels, different lengths and have different emphases, depending on whether the program is at the undergraduate or graduate level. Content areas do not translate into distinct courses per se, but SHRM expects that each HR content area should include elements that focus on the link between HR and the business and strategic issues important to organizations.

Minimum required content areas were derived from and identified by using multiple quantitative and qualitative research outlined above.

Sample course templates, provided in the next chapter, include a combination of required and secondary HR content areas. These example courses simply represent one option for creating or modifying an HR curriculum. Samples are not intended to be a prescription for creating degree programs; SHRM expects and anticipates that universities will modify samples in order to incorporate and leverage their current resources available for curriculum design. Appendix A includes very robust topic lists on which faculty members can draw to create or modify a degree program that leverages the strengths and instructional resources of the individual university.

Table 3: Summary of HR Content Areas

Required Content Areas	Secondary Content Areas
<ul style="list-style-type: none"> ▪ Employee and Labor Relations ▪ Employment Law ▪ Ethics ▪ HR's Role in Organizations ▪ Job Analysis and Job Design ▪ Managing a Diverse Workforce ▪ Outcomes: Metrics and Measurement of HR ▪ Performance Management ▪ Staffing: Recruitment and Selection (including organization entry and socialization) ▪ Strategic HR ▪ Total Rewards (compensation, benefits) ▪ Training and Development ▪ Workforce Planning and Talent Management <p>Graduate Students Only</p> <ul style="list-style-type: none"> ▪ Change Management ▪ Globalization ▪ Internal Consulting ▪ Organizational Development 	<ul style="list-style-type: none"> ▪ Downsizing/Rightsizing ▪ HR Career Planning ▪ Human Resource Information Systems (HRIS) ▪ Mergers and Acquisitions ▪ Outsourcing ▪ Sustainability/Corporate Social Responsibility ▪ Workplace Health, Safety and Security

Curriculum Templates

Sample Course Outlines for Creating or Modifying an HR Degree Program

This section provides sample course outlines for various HR programs:

- Bachelor of Business Administration (BBA) or Bachelor of Science in Business Administration (BSBA) with a concentration in HRM.
- Master of Business Administration (MBA) with a concentration in HR.
- Master of Science in HR (MSHR) or Master of Arts in HR (MAHR) housed in the business school.

The purpose of the examples is to show the variety of options available for curriculum development. They are not absolutes but represent possible combinations to use. They are not intended to be prescriptive in nature but instead to provide a general guideline to allow universities maximum flexibility with regard to building HR curricula that leverage the university's faculty and other instructional resources.

The following HR curriculum outlines are grouped into courses that, as a set, can constitute a complete HR curriculum. However, the particular content areas selected, their grouping and the length of time and attention that can be devoted to each vary with the nature of the individual university's academic program and at the discretion of the HR faculty who teach in the program.

Undergraduate Curriculum

A Sample Template for Structuring a Bachelor of Business Administration (BBA) or Bachelor of Science in Business Administration (BSBA) with a Concentration in HRM

The following sample course outlines reflect the opinions of those who participated in the 2013 analysis of HR content areas to be included in HR degree programs. These content areas emerged in the research as those that are very valuable and thus the most critical for newly graduated HRM students to master during their degree program. *Please note: The template is provided only as an example of how faculty may choose to incorporate the required and secondary HR content areas into a curriculum. It is not intended to be used as a prescription for creating a degree program.*

These assumptions apply:

- In addition to the BBA and BSBA, these outlines may be applicable to Bachelor of Science degrees in a business discipline (e.g., management) with a HRM as a major or area of concentration, emphasis or focus, or a Bachelor of Human Resources degree.
- A major area of study or concentration is generally considered to be four to six HR-specific courses, including an introductory and capstone course.
- The program is in a semester, quarter or trimester system.
- Outlines include all minimum HR content areas as outlined on page 26 in Table 3.
- Business core courses cover the following areas as part of the degree program's general education requirements in addition to the major area of study or concentration: accounting, business law, economics, finance, marketing, general management, statistics, strategic management.
- Introductory course is taken first, and capstone course is taken last.

SAMPLE COURSE OUTLINE 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Organizational context of human resources
HR objectives and HR's role in the organization
Trends in HR management
Ethical issues in HR management
Legislation affecting HR
Overview of the staffing management function
Overview of training and development
Overview of employee relations
Overview of workplace health, safety and security

- Overview of labor relations and unionized work environments
- Managing total rewards
 - Compensation
 - Benefits
 - Job analysis and job design
- HR planning
- Strategic HR

SAMPLE COURSE OUTLINE 2: STAFFING ORGANIZATIONS

- HR's role in staffing management
- Recruitment
 - Tracking applicants via HR information systems
 - Reference checking
 - Negligent hiring
 - Recruiting for diversity
- Selection
 - Regulatory and compliance matters
 - Calculating adverse impact
 - Calculating staffing metrics and yield ratios
 - Organization entry, socialization and onboarding
- Performance management
 - Communicating performance expectations
 - Evaluating employee performance
 - Disciplinary actions, performance improvement and terminations
 - Linking performance with total rewards
- Employee relations
 - Career development as a retention tool
 - Managing a multigenerational workforce
 - Resolving disputes and complaints
 - Workplace privacy
- Employment laws governing the employment relationships
 - Hiring and employee discharge practices
 - At-will doctrine

SAMPLE COURSE OUTLINE 3: EMPLOYMENT LAW

- Overview of employment law
 - Americans with Disabilities Act of 1990 and as amended in 2008
 - Reasonable accommodation
 - Title VII of the Civil Rights Act of 1964 and 1991
 - Fair Labor Standards Act of 1938 (FLSA)
 - Family and Medical Leave Act of 1993 (FMLA)
 - Occupational Safety and Health Act of 1970 (OSHA)
 - Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)

Labor laws

- Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
- National Labor Relations Act of 1935 (NLRA)
- Labor Management Relations Act of 1947 (LMRA)
- Employer unfair labor practices

Staffing

- Employment contracts and the employment-at-will doctrine
- Disparate impact and disparate treatment
- Fair Credit Reporting Act (FCRA)
- Immigration Reform and Control Act (IRCA)
- Negligent hiring
- Unlawful harassment

SAMPLE COURSE OUTLINE 4: TRAINING AND DEVELOPMENT

Introduction to training and development

Understanding the organization

- Linking organizational strategy with training and development strategies
- Training as competitive advantage
- Conducting needs assessments and SWOT analysis

Training design and the learner

ADDIE model

- Assessment; design; development; implementation; evaluation
- Learning styles

Linking performance and career development needs to training

Conducting training

Evaluating training

Calculating training return on investment (ROI)

Training and development project*

* **Note:** this is intended to be a realistic job preview, allowing students to practice using what they learned in class by conducting a training program for fellow students.

SAMPLE COURSE OUTLINE 5: MANAGING TOTAL REWARDS: COMPENSATION AND BENEFITS

Managing compensation

- Creating and communicating a compensation philosophy: domestic vs. global
- Base pay system and levels
- Role of job analysis/job design in compensation decisions
- Calculating pay increases
 - Merit pay, pay-for-performance, incentives/bonuses, profit sharing, group incentives
- Market-based strategies
 - Lead, lag or match market rate
 - Analyzing and interpreting salary survey data

- Internal equity issues
 - Comparatios and progress toward midpoint
 - Salary compression
- Compliance and regulatory issues that affect pay
- Managing employee benefits
 - Statutory vs. voluntary benefits
 - Federal insurance programs (Old-Age, Survivor, and Disability Insurance (OASDI), Medicare)
 - Workers' compensation
 - Paid time off
 - Vacation, sick leave, personal leave
 - Retirement plans
 - Defined benefit and defined contribution
 - Health and wellness benefits
 - Types of health care plans (HMOs, PPOs, fee-for-service, consumer-directed)
 - Employee assistance/wellness programs
 - Regulatory issues in benefits management
 - COBRA, HIPAA, ERISA, FLSA
 - Family-friendly benefits
 - Educational benefits
 - Life insurance
 - Employee assistance programs
 - Domestic partner benefits
- Managing employee benefits (cost control, monitoring future obligations, action planning, strategic planning)
 - Outsourcing benefits administration

SAMPLE COURSE OUTLINE 6: STRATEGIC HR MANAGEMENT CAPSTONE

- HR strategy: Interrelationship of HR disciplines
- Ethics
- Advanced topics in HR
 - Sustainability
 - Corporate/social responsibility
 - Global HR (required for graduate students only)
 - Role of the HR professional as internal consultant
- Change management (required for graduate students only)
 - Managing workforce changes
 - Mergers, acquisitions, reductions in force
- Competitive strategy
 - Competitive advantage
 - Environmental context of business
 - Trends in HR

HR performance metrics
Organizational development (required for graduate students only)
Organizational effectiveness

ELECTIVES

Faculty can use the HR content area topic lists and competency lists found in Appendix B to identify an appropriate set of topics to be incorporated as electives. Alternatively, modules included above can be expanded or rearranged to provide the desired menu of courses.

Graduate Curriculum

A Sample Template for Structuring a Master of Business Administration (MBA) Curriculum with a Concentration in HRM

The following sample template integrates critical HRM competencies into courses structured primarily along the lines of core content outlined in this guidebook.

Please note: The sample course outlines are provided only as an example of how faculty may choose to incorporate the required and secondary HR content areas into an MBA curriculum. It is not intended to be used as a prescription for creating a degree program.

The following assumptions apply:

- This course outline is relevant for a Master of Business Administration (MBA) with a concentration or emphasis in HRM.
- An HR concentration within the MBA is generally considered to be a minimum of five or six HR-specific courses, including an introductory and capstone course.
- The program is in a semester, quarter or trimester system.
- Outlines include all minimum HR content areas as outlined on page 26 in Table 3.
- Business core courses cover the following areas as part of the degree program's general education requirements in addition to the major area of study or concentration: accounting, business law, economics, finance, marketing, general management, statistics, strategic management, and may have been prerequisites to admission, based on individual university requirements.
- Overview of HRM course is taken first, and capstone course is taken last.

SAMPLE COURSE OUTLINE 1: A COMPREHENSIVE OVERVIEW OF HUMAN RESOURCE MANAGEMENT

Workforce planning and talent management

HR's role in organizations

Ethical decision-making in human resources

Labor market analysis, trends and forecasting

Creating a strategic staffing plan

Legally compliant recruitment, selection and staff management strategies

Total rewards

Linking individual and team performance to organizational outcomes

Job analysis and job design

Compensation and benefits philosophy and structure

Strategic human resource management

- HR within the global business environment

- Managing human capital assets for competitive advantage

- Organizational development

- HR in the role of internal consultant and advisor

Employment law

- Americans with Disabilities Act of 1990 and as amended in 2008

 - Reasonable accommodation

- Title VII of the Civil Rights Act of 1964 and 1991

- Fair Labor Standards Act of 1938 (FLSA)

- Family and Medical Leave Act of 1993 (FMLA)

- Occupational Safety and Health Act of 1970 (OSHA)

- Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)

Employment relationships and the legal environment

Analyzing HR metrics

- Linking HR to the organizational scorecard

- Leveraging human resource information systems data to manage human capital

SAMPLE COURSE OUTLINE 2: MANAGING INDIVIDUAL AND TEAM PERFORMANCE

Managing employment relationships

- Communicating performance expectations

- Developing leaders

- Career planning

- Succession planning

- Assimilating employees, contractors and temporary workers

Building and managing teams

- Managing a diverse workforce

Measuring performance

- Linking performance to compensation, incentives and rewards

- Training and development

Managing performance in unionized environments

- Labor relations implications for individuals and teams

- External influences on staffing: labor markets, unions, economic conditions, technology

SAMPLE COURSE OUTLINE 3: MANAGING CHANGE FOR COMPETITIVE ADVANTAGE

Global environment of business

- Ethics

- Sustainability

Leading change

- Managing workplace reform

- Corporate and social responsibility

- Value proposition of human capital initiatives
 - Measuring and communicating the worth and value of human resources
- Managing workforce adjustments and transitions
 - Managing downsizing and rightsizing
 - Legal implications of workforce expansion and contraction
 - HR implications of mergers and acquisitions
 - Integrating people management structures and systems pre- and post-merger

SAMPLE COURSE OUTLINE 4: MANAGING RISK IN HUMAN RESOURCES

- Legal compliance
 - Ensuring sound employment practices
 - Safety and security of employees
 - Monitoring, surveillance and privacy concerns
 - Managing inspections
 - Unfair labor practices
- Disaster preparation, business continuity and recovery planning
 - Planning for and handling catastrophic events
 - Managing strikes and boycotts
 - Preventing workplace violence
- Financial implications of managing risk
 - Data security
 - Measuring profit and loss implications of business risks
- The employee-supervisor relationship
 - Coaching and employee development
 - Protection from retaliation
 - Illegal harassment
- Human resource audits
 - Maintaining appropriate and complete HR records

SAMPLE COURSE OUTLINE 5: TRAINING AND DEVELOPMENT OF HUMAN RESOURCES

- Learning theories
 - Competency models
 - Human/intellectual capital
- Needs assessment
 - Career development needs of individuals
 - Organizational developmental needs
- Conducting training
 - Outsourcing
 - HR as training leader
 - Training evaluation
 - E-learning and use of technology in training
 - On-the-job training (OJT)
 - Mandatory training for legal compliance
- Determining return on investment (ROI)

SAMPLE COURSE OUTLINE 6: STRATEGIC HRM (CAPSTONE)

Strategic management

- Strategy formulation
- Role of values in strategy formulation
- Strategy implementation
- Communicating strategy to staff

Competitive strategy

- Competitive advantage
- Competitive differentiators
- Ethics

Linking HR strategy to organizational strategy

- Organizational effectiveness
- Trends in HR
- Mission and vision
- Quality management

ELECTIVES

Faculty can use the HR content area topic lists and competency lists found in Appendix B to identify an appropriate set of topics to be incorporated as electives. Alternatively, HR content areas included above can be expanded or rearranged to provide the desired menu of courses.

Graduate Curriculum

A Sample Template for Structuring a Master of Science in Human Resource Management (Within a Business School)

The following sample template integrates critical HRM competencies into courses structured primarily along the lines of core content outlined in this guidebook.

Please note: The sample course outlines are provided only as an example of how faculty may choose to incorporate the required and secondary HR content areas into an MSHRM curriculum. It is not intended to be used as a prescription for creating a degree program.

The following assumptions apply:

- These outlines may be applicable to Master of Science and Master of Arts degrees in a business discipline (e.g., management) with HRM as a major or area of concentration, emphasis or focus.
- An MSHRM degree is generally a 30- to 42-credit hour program (depending on the university's general education requirements), comprises many HR-specific courses and may include an introductory and capstone course.
- The program is in a semester, quarter or trimester system.
- Outlines include all minimum HR content areas as outlined on page 26 in Table 3.
- Business core courses cover the following areas as part of the degree program's general education requirements in addition to the major area of study or concentration: accounting, business law, economics, finance, marketing, general management, statistics, strategic management, and may have been prerequisites to admission, based on individual university requirements.
- Overview of HRM course is taken first, and capstone course is taken last.
Refer to the overview and capstone courses included in the MBA template.

SAMPLE COURSE OUTLINE 1: COMPENSATION

Developing a total rewards strategy

 Compensation and benefits structures

Communicating a total rewards philosophy

 Managing a change in compensation structure

Pay for performance and merit pay systems

Incentive compensation

- Special compensation situations
 - Executives
 - Commission sales
- Managing compensation and benefits in employee separations
 - Golden parachutes
 - Legal issues regarding compensation and workforce adjustments
- Controlling benefits costs
 - Health and welfare benefits
 - Measurement: cost/benefit analyses
 - Outsourcing total rewards functions

SAMPLE COURSE OUTLINE 2: GLOBAL HR

- Staffing strategies for multinational organizations
 - Repatriation and career pathing for returning expatriates
- Managing expatriate compensation
- Global legal environment
 - Country-specific laws
 - Foreign Corrupt Practices Act
 - U.S. laws that apply outside the United States
- Security issues
 - Data security
 - Human resource information systems
 - Employee privacy and safety issues
- Green management issues
 - Sustainability
- Cultural sensitivity
 - Managing a virtual workforce
 - Cultural competence
 - Valuing diversity within work teams

SAMPLE COURSE OUTLINE 3: EMPLOYMENT LAW

- Overview of employment law
 - Americans with Disabilities Act of 1990 and as amended in 2008
 - Reasonable accommodation
 - Title VII of the Civil Rights Act of 1964 and 1991
 - Fair Labor Standards Act of 1938 (FLSA)
 - Family and Medical Leave Act of 1993 (FMLA)
 - Occupational Safety and Health Act of 1970 (OSHA)
 - Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)
- Staffing
 - Employment contracts and the employment-at-will doctrine
 - Disparate impact and disparate treatment
 - Fair Credit Reporting Act (FCRA)
 - Immigration Reform and Control Act (IRCA)
 - Negligent hiring
- Unlawful harassment

SAMPLE COURSE OUTLINE 4: LABOR MANAGEMENT RELATIONS

- Employee engagement and involvement strategies
- Union-related and labor relations law
 - Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
 - National Labor Relations Act of 1935 (NLRA)
 - Labor Management Relations Act of 1947 (LMRA)
- Union membership
 - Managing union shops
 - Right-to-work issues
- Union/management relations
 - Grievances
 - Unfair labor practices
- Union decertification and deauthorization
- Collective bargaining issues
 - Mandatory issues
 - Nonmandatory issues
- Collective bargaining process
 - Good faith bargaining
 - Negotiation skills
- Strikes, boycotts and work stoppages
- Managing union organizing policies and handbooks

SAMPLE COURSE OUTLINE 5: STAFFING, PERFORMANCE MANAGEMENT, TRAINING, AND WORKFORCE PLANNING AND TALENT MANAGEMENT

- Creating an employment brand
- Environmental considerations
 - External influences on staffing
 - Labor markets, unions, the economy and technology
- External and internal recruitment strategies
- Reference/background checks
 - Pre-employment screenings
 - Post-offer screenings
 - Communicating adverse employment decisions
- Structured interviewing
- Job offers: employment-at-will, contracts, authorization to work
 - Bona Fide Occupational Qualifications (BFOQs)
- Performance appraisals
 - Appraisal feedback
 - Managing performance
 - Diagnosing problems
 - Performance improvement programs

Career development

- Competency models

- On-the-job training (OJT)

- Role of training in succession planning

Employee development: formal education, experience, assessment

Workforce planning and talent development

- Planning, forecasting, requirement and availabilities, gap analysis, action planning

- Retention: involuntary turnover, outplacement consulting, alternative dispute resolution

- Retention: voluntary turnover, job satisfaction, withdrawal, alternatives

- Retention: measurement

- Labor supply and demand

- Succession planning

SAMPLE COURSE OUTLINE 6: ANALYTICS, METRICS AND PROBLEM-SOLVING IN HRM

Research theory

Research design and methodology

- Quantitative analysis

- Analyzing and interpreting metrics

Benchmarking HR

Balanced scorecard

- HR scorecard

- Organizational scorecard

Trend and ratio analysis

- Forecasting and projections

- Calculating and interpreting yield ratios

Reputation and brand enhancement

- Governance

- Supply chain management

Accountability and transparency

Risk management

- Calculating return on investment (ROI)

SAMPLE COURSE OUTLINE 7: LEADERSHIP, ORGANIZATIONAL BEHAVIOR AND CHANGE MANAGEMENT

Individual, group and organizational dynamics

Equity, ethics and fairness in the workplace

Productive work environments

Theories and strategies for developing an organizational behavior model

Leadership, motivation and individual behavior

Decision-making

- Problem-solving

Managing diverse groups and work teams

- Leadership and communication styles
- Internal consulting
- Role of power and influence in human resources
- Organizational development
 - Coaching
 - Developing human resources
 - Emotional intelligence
 - Equipping the organization for present and future talent needs
 - Improving organizational effectiveness
 - Knowledge management
 - Leadership development
 - Measurement systems
 - Ongoing performance and productivity initiatives
 - Organizational effectiveness
 - Organizational learning
 - Organizational structure and job design
 - Outsourcing employee development
 - Social networking
 - Succession planning
 - Training employees to meet current and future job demands
- Workplace culture and trust building
 - Change management
 - HR as ethical change agent
 - Stages of change management
 - Dimensions of change
 - Communication and building trust
 - Creating a foundation for problem solving
 - Leading, planning and implementing change
 - Coping strategies for employees
 - Adjusting to change within the organization

ELECTIVES

Faculty can use the HR content area topic lists and competency lists found in Appendix B to identify an appropriate set of topics to be incorporated as electives. Alternatively, modules included above can be expanded or rearranged to provide the desired menu of courses.

Having Your University's HR Degree Program Analyzed for Alignment

The 2013 Curriculum Guidebook Revalidation Study asked academicians about their familiarity with and use of SHRM's HR Curriculum Guidebook and Templates. More than half of respondents (80%) stated they were familiar with the guidelines. SHRM also inquired about the top three benefits of aligning an HR degree program curriculum with the guidelines. In revalidation studies of the Curriculum Guidebook, HR academicians have identified these reasons as the top three:

- It standardizes what students know upon graduation from the program and their preparedness to enter the HR profession.
- It provides guidelines about which HRM topics are important to teach.
- It provides a bridge to the practitioner world.

There is no charge to complete a preliminary analysis, which takes approximately 10 days to two weeks. This independent review, which is open to U.S.-based and international universities, may provide an opportunity for faculty and programs to gain additional support when requesting resources within their school or when seeking approval of curriculum changes. Faculty members have the option of submitting the required information electronically or by mail to this address:

Nancy R. Lockwood, M.A., SPHR, GPHR
Project Manager, Academic Initiatives
SHRM
1800 Duke Street
Alexandria, VA 22314

Call with questions at 703-535-6041 or e-mail nancy.lockwood@shrm.org

TO BEGIN THE ANALYSIS, PLEASE SUBMIT THE FOLLOWING INFORMATION:

- The formal name of the HR degree program.
- The formal name of the business school in which the degree program is housed.
- The name of the accrediting body that accredits the university's degree programs.
- A list of all the required business core courses along with the course descriptions.
- A list of all the required HR-specific courses along with the course descriptions.

Upon receiving this information, SHRM will conduct the analysis, communicate the results of the analysis and ask any questions about unclear or incomplete information.

Appendix A of the guidebook includes the required and secondary HR content area topic lists. These were compiled based on the 2013 Curriculum Guidebook Revalidation Study and the 2010 SHRM Assessment Development Study conducted for SHRM by AIR. The skill and competency lists in Appendix B were compiled using suggestions from faculty members and HR practitioners who participated in these studies.

APPENDIX A

Required and Secondary HR Content Areas: Subtopic Lists

The topic lists below—with subtopics—were compiled from a variety of sources, including the following:

- SHRM 2013 Curriculum Guidebook Revalidation Study.
- SHRM Assessment Development Study: From a list of over 150 of the top-selling books and textbooks from well-known university programs, SHRM reviewed the contents of the 12 highest-selling textbooks to develop a list of HR content areas to include in an assessment; this was done by surveying practitioners and academicians.
- SHRM taxonomy used to structure and organize HR content areas in the HR Knowledge Center and SHRM Online.

Each topic area below is designated as required and secondary.

Note: The following four HR content areas are required for graduate students only:

Change Management

Globalization

Internal Consulting

Organizational Development

Also note that secondary topics could be emphasized by a school and therefore be incorporated as a primary topic. The reverse is not true, however. All required topics must be contained in the degree program regardless of the emphasis or focal point of the degree program.

REQUIRED HR CONTENT AREAS

CHANGE MANAGEMENT (REQUIRED—GRADUATE STUDENTS ONLY)

Stages of change management

Indifference

Rejection

Doubt

Neutrality

Experimentation

Commitment

Dimensions of change

- Culture
- Coaching
- Direction
- Communication
- Accountability
- Resilience
- Skills and knowledge
- Recognition
- Managing projects
- Involvement

Communication

Building trust

Creating a foundation for problem solving

Leading change

Planning change strategy

Implementing change

Coping strategies for employees

Adjusting to change within the organization

EMPLOYEE AND LABOR RELATIONS (REQUIRED)

Disciplinary actions: demotion, disciplinary termination

Alternative dispute resolution

Managing/creating a positive organizational culture

Employee engagement

Employee involvement

Employee retention

Managing teams

Union membership

Union-related labor laws

Union/management relations

Union decertification and deauthorization

Collective bargaining issues

Collective bargaining process

Negotiation skills

- Interdependence

- Mutual adjustment

- Cognitive biases

- Communication

- Conflict

- Value claiming

- Value creation

- Distributive bargaining

- Alternative dispute resolution: negotiation, mediation and arbitration

- Contract negotiation

- Framing

- Integrative negotiation
- International negotiation
- Conflict management
- Grievance management
- Strikes, boycotts and work stoppages
- Unfair labor practices
- Managing union organizing policies and handbooks
- Attendance
- Attitude surveys
- Investigations
- Posting requirements
- Promotion
- Recognition
- Service awards
- Employee records

EMPLOYMENT LAW (REQUIRED)

- Age Discrimination in Employment Act of 1967
- Americans with Disabilities Act of 1990 and as amended in 2008
- Equal Pay Act of 1963
- Pregnancy Discrimination Act of 1978
- Title VII of the Civil Rights Act of 1964 and 1991
- Executive Order 11246 (1965)
- Employer Retirement Income Security Act of 1974 (ERISA)
- Fair Labor Standards Act of 1938 (FLSA)
- Family and Medical Leave Act of 1993 (FMLA)
- Rehabilitation Act (1973)
- Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
- National Labor Relations Act of 1935 (NLRA)
- Labor Management Relations Act of 1947 (LMRA)
- Railway Labor Act of 1926 (RLA)
- Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
- Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)
- Enforcement agencies (EEOC, OFCCP)
- Contractual and tort theories
- Employee privacy
- Employer unfair labor practices
- Professional liability
- Agency relationships/quasi-contracts
- Employment contracts
- Disparate impact
- Disparate treatment
- Occupational Safety and Health Act of 1970 (OSHA)
 - Citations and penalties

- Unlawful harassment
 - Sexual
 - Religious
 - Disability
 - Race
 - Color
 - Nation of origin
- Whistle blowing/retaliation
- Reasonable accommodation
 - ADA
 - Religious
- Employment-at-will doctrine
- Lilly Ledbetter Fair Pay Act
- Genetic Information Nondiscrimination Act (GINA)
- COBRA: Consolidated Omnibus Budget Reconciliation Act of 1985
- American Recovery and Reinvestment Act of 2009 (ARRA)
- Immigration Reform and Control Act (IRCA)
- Fair Credit Reporting Act (FCRA)
- Health Insurance Portability and Accountability Act (HIPAA) of 1996
- Immigration and Nationality Act (INA)
- Negligent hiring

ETHICS (REQUIRED)

- Rules of conduct
- Moral principles
- Individual versus group behavior
- Organizational values
- Guidelines and codes
- Behavior within ethical boundaries
- Facing and solving ethical dilemmas
- Codes of ethics
 - General value system
 - Ethical principles
 - Ethical rules
- Compliance and laws
- Confidential and proprietary information
- Conflicts of interest
- Use of company assets
- Acceptance or providing of gifts, gratuities and entertainment
- Abusive behavior
 - Workplace bullying
- Sarbanes-Oxley Act of 2002 (SOX)
 - Whistleblowers
 - Fraud
- False Claims Act
- Foreign Corrupt Practices Act

GLOBALIZATION (REQUIRED—GRADUATE STUDENTS ONLY)

- Global business environment
- Managing expatriates in global markets
- Cross-border HR management
- Repatriating employees post international assignment
- Global security and terrorism
- Inshoring
- Offshoring/outsourcing
- Global labor markets
- Cross-cultural effectiveness

HR'S ROLE IN ORGANIZATIONS (REQUIRED)

It is generally expected that faculty will discuss HR's role with regard to each of the individual HR disciplines whenever an individual discipline is taught. This may take the form of describing HR's role in developing human capital, its effect on the organization's success or the interplay among the various disciplines—meaning how decisions in one HR discipline affect other HR disciplines.

INTERNAL CONSULTING (REQUIRED—GRADUATE STUDENTS ONLY)

- Assess customers' needs
- Influence cross-departmentally
- Identify areas for HR intervention and design intervention
- Advise management and colleagues cross-divisionally
- Analyze and recommend solutions to business problems
- Analyze data and prepare reports to inform business decisions
- Recommend changes for process improvement
- Conduct periodic audits
- Lead special and cross-functional project teams

JOB ANALYSIS AND JOB DESIGN (REQUIRED)

- Job/role design (roles, duties and responsibilities)
- Job evaluation and compensation (grades, pay surveys and pay setting)
- Employment practices (recruitment, selection and placement)
- Performance management (performance criteria and appraisal)
- Training and development
 - Vocational and career counseling
 - Needs assessment
 - Career pathing
- Compliance with legal requirements
 - Equal employment (job-relatedness, bona fide occupational qualifications and the reasonable accommodation process)
 - Equal pay (skill, effort, responsibility and working conditions) and comparable worth
 - Overtime eligibility (exempt vs. nonexempt work)
 - Ergonomics and workplace safety (work hazards and mitigation)

HR planning (skill inventories and supply/demand forecasting)
Work management (work processes and outsourcing)
Organization design (missions, functions and other aspects of work units for horizontal and vertical differentiation)

MANAGING A DIVERSE WORKFORCE (REQUIRED)

Equal employment opportunity (EEO)
Affirmative action (AA)
Aging workforce
Individuals with disabilities
Language issues
Racial/ethnic diversity
Religion
Reverse discrimination
Sex/gender issues
Gay, lesbian, bisexual, transgender (GLBT)/sexual orientation issues
Glass ceiling
Business case for diversity
Cultural competence

ORGANIZATIONAL DEVELOPMENT (REQUIRED—GRADUATE STUDENTS ONLY)

Coaching
Developing human resources
Emotional intelligence
Equipping the organization for present and future talent needs
Improving organizational effectiveness
Knowledge management
Leadership development
Measurement systems
Ongoing performance and productivity initiatives
Organizational effectiveness
Organizational learning
Organizational structure and job design
Outsourcing employee development
Social networking
Succession planning
Training employees to meet current and future job demands

OUTCOMES: METRICS AND MEASUREMENT OF HR (REQUIRED)

Economic value added
Balanced scorecard: HR and organization level
Measuring absenteeism
Measuring turnover
Trend and ratio analysis projections
Calculating and interpreting yield ratios
Return on investment (ROI)

HR scorecard
Organizational scorecard
Quantitative analysis
Benchmarking
Analyzing and interpreting metrics
Forecasting

PERFORMANCE MANAGEMENT (REQUIRED)

Identifying and measuring employee performance
Sources of information (e.g., managers, peers, clients)
Rater errors in performance measurement
Electronic monitoring
Performance appraisals
Appraisal feedback
Managing performance
Diagnosing problems
Performance improvement programs

STAFFING: RECRUITMENT AND SELECTION (REQUIRED)

Employment relationship: employees, contractors, temporary workers
External influences on staffing: labor markets, unions, economic conditions, technology
External recruitment: recruiters, open vs. targeted recruitment, recruitment sources, applicant reactions, medium (electronic, advertisement), fraud/misrepresentation
Internal recruitment: timing, open/closed/targeted recruitment, bona fide seniority systems
Internal recruitment: promotability ratings, managerial sponsorship, self/peer assessments, panels/review boards
Initial assessment methods: résumés, cover letters, application blanks, biographical information, reference/background checks, genetic screening, initial interviews, minimum qualifications
Discretionary assessment methods
Ability/job knowledge tests, assessment centers
Noncognitive assessments (e.g., personality assessments, integrity tests, situational judgment tests, interest inventories)
Structured interviews
Contingent assessment methods: drug testing, medical exams
Measurement concepts: predictors/criteria, reliability, validity
Selection decisions: ranking, grouping/banding, random selection
Job offers: employment-at-will, contracts, authorization to work
Bona Fide Occupational Qualifications (BFOQs)
Employment brand

STRATEGIC HR (REQUIRED)

Strategic management
Enhancing firm competitiveness
Strategy formulation
Strategy implementation
Sustainability/corporate social responsibility
Internal consulting (required for graduate students only)
Competitive advantage
Competitive strategy
Ethics
Linking HR strategy to organizational strategy
Organizational effectiveness
Trends and forecasting in HR
Mission and vision
Quality management

TOTAL REWARDS (REQUIRED)

Compensation

Development of a base pay system
Developing pay levels
Determining pay increases
Role of job analysis/job design/job descriptions in determining compensation
Pay programs: merit pay, pay-for-performance, incentives/bonuses, profit sharing, group incentives/gainsharing, balanced scorecard
Compensation of special groups (e.g., executives, sales, contingent workers, management)
Internal alignment strategies
External competitiveness strategies
Legal constraints on pay issues
Monitoring compensation costs
Union role in wage and salary administration
Minimum wage/overtime
Pay discrimination and dissimilar jobs
Prevailing wage
Motivation theories: equity theory, reinforcement theory, agency theory

Employee Benefits

Statutory vs. voluntary benefits
Types of retirement plans (defined benefit, defined contribution, hybrid plans)
Regulation of retirement plans (FLSA, ERISA, Pension Protection Act of 2006)
Types of health care plans (multiple payer/single payer, universal health care systems, HMOs, PPOs, fee-for-service, consumer-directed)
Regulation of health insurance programs (COBRA, HIPAA, Health Maintenance Organization Act of 1973)
Federal insurance programs (Old-Age, Survivor, and Disability Insurance (OASDI), Medicare)

Disability insurance
Educational benefits
Employee assistance/wellness programs
Family-oriented benefits
Global employee benefits
Life insurance
Nonqualified plans for highly paid and executive employees
Outsourcing (secondary)
Time off and other benefits
Unemployment insurance
Wellness programs
Financial benefits (gainsharing, group incentives, team awards, merit pay/bonuses)
Managing employee benefits (cost control, monitoring future obligations, action planning, strategic planning)
Domestic partner benefits
Paid leave plans
Workers' compensation

TRAINING AND DEVELOPMENT (REQUIRED)

Needs assessment
Competency models
Learning theories: behaviorism, constructivism, cognitive models, adult learning, knowledge management
Training evaluation: Kirkpatrick's model
E-learning and use of technology in training
On-the-job training (OJT)
Outsourcing (secondary)
Transfer of training: design issues, facilitating transfer
Employee development: formal education, experience, assessment
Determining return on investment (ROI)
Role of training in succession planning
Human/intellectual capital

WORKFORCE PLANNING AND TALENT MANAGEMENT (REQUIRED)

Downsizing/rightsizing (secondary)
Planning: forecasting requirements and availabilities, gap analysis, action planning, core/flexible workforce
Retention: involuntary turnover, outplacement counseling, alternative dispute resolution
Retention: voluntary turnover, job satisfaction, withdrawal, alternatives
Retention: measurement
Labor supply and demand
Succession planning

SECONDARY HR CONTENT AREAS

CORPORATE/SOCIAL RESPONSIBILITY AND SUSTAINABILITY (SECONDARY)

- Corporate philanthropy
- Ethics (required)
- Diversity (required)
- Financial transparency
- Employee relations and employment practices
 - Participative decision-making
- Supply chain management
- Governance
- Community/employee engagement
- Green management
- Business case for CSR
- Reputation and brand enhancement
- Accountability and transparency
- Risk management
- Linking organizational culture and corporate values

DOWNSIZING/RIGHTSIZING (SECONDARY)

- Employment downsizing
- Alternatives to employment downsizing
- Strategies for long-term success
- Why downsizing happens
- When downsizing is the answer
- Effectively managing a downsizing effort
- Alternatives to downsizing
- Consequences of employment downsizing
- Approaches to reducing staff size
- Identifying and eliminating unnecessary work
- Prioritizing jobs for combining, streamlining or eliminating
- Identifying selection criteria for making downsizing/rightsizing decisions
- Importance of focusing on individual jobs vs. individual staff members
- Layoffs
- Reductions in force

HR CAREER PLANNING (SECONDARY)

- Definition of a career
- Balancing work and life
- Career management systems
- Company policies to accommodate work and nonwork activities
- Coping with job loss

- Developing leader skills
 - Authentic leadership
 - Contingency theory
 - Ethical decision-making
 - Leader-member exchange theory
 - Path-goal theory
 - Situational approach
 - Skills approach
 - Style approach
 - Team leadership
 - Trait approach
 - Transformational leadership
- Plateauing
- Skills obsolescence
- Career development

HR INFORMATION SYSTEMS (SECONDARY)

- Conducting systems needs assessments
- Determining system specifications
- Selecting an HR information system
- Using HR data for enterprise management
- Issues to consider when selecting HRIS software

MERGERS AND ACQUISITIONS (SECONDARY)

- Conducting HR due diligence
- Integrating HR systems
- Assimilating work cultures
- Integrating compensation and benefits structures
- Merging workplace cultures
- Integrating performance management systems
- Cultural compatibility
 - Address cultural differences
 - Degree of internal integration
 - Autonomy
 - Adaptability
 - Employee trust
 - Diversity
- Integration
 - Communication
 - Employee anxiety
 - Rumors
 - Redundancy
 - Downsizing
 - Morale

OUTSOURCING (SECONDARY)

- Creating an outsourcing strategy
- Preparing a request for information (RFI) or request for proposal (RFP)
- Identifying third-party providers (contractors)
- Evaluating proposals from contractors
- Conducting cost-benefit analyses
- Negotiating contract terms
- Retaining management rights
- Importance of legal review of contracts
- Managing vendor/staff relationships
- Managing a vendor's performance under the contract terms
- Managing communications and deliverables
- Evaluating effectiveness of outsourcing efforts

WORKPLACE HEALTH, SAFETY AND SECURITY (SECONDARY)

- OSHA citations and penalties (required)
- Disaster preparation, continuity and recovery planning
- Employee health
- Inspection
- Protection from retaliation
- Safety management
- Security concerns at work
- Communicable diseases
- Data security
- Testing for substance abuse
- Ergonomics
- Monitoring, surveillance, privacy

APPENDIX B

Additional Skill Development and Competency Lists

The following topics were suggested by HR faculty and HR practitioners who participated in SHRM’s research and revalidation surveys about HR curriculum design. When given the opportunity to write in additional topic areas not specifically addressed in the research, these topics were suggested for students who want to broaden their studies:

- 360-degree feedback
- Accident prevention
- Addressing morale while downsizing/rightsizing
- Aligning HR practices with organization’s customer strategy
- Analytics—quantitative decision-making
- Appraisal methods
- Assessing risk associated with HR decisions
- Attitudinal structuring
- Basic mathematic skills
- Basic problem-solving skills
- Basic work ethics
- Basic writing and persuasion skills
- Basics of salary administration, including market pricing and salary surveys
- Being politically savvy
- Branding the HR function
- Budgeting
- Bullying in the workforce
- Business communications
- Business etiquette
- Business writing
- Career stages
- Career transitioning/changing careers
- Changes in HR law
- Coaching and counseling skills
- Communicating with C-suite executives
- Communication skills: verbal and written
- Complaint investigation
- Complex problem-solving skills
- Confidentiality issues
- Conflict management
- Contingent workforce issues
- Corporate universities
- Corporate wellness plans

Cost-benefit analysis
Creating employee satisfaction surveys
Creative thinking
Criminal convictions and employment decisions
Crisis management
Critical thinking
Cultural diversity in the U.S.
Cultural sensitivity
Current affairs in shaping business decisions
Current issues in international HRM
Customer service skills
Data mining—quantitative analysis for HRM
Dealing with ambiguity
Development, design and implementation of training programs
Disability as a diversity issue
Diversity programs
Documentation—importance of
Drug-free workplace programs
Dual-career couples
Effects of interruptions—voluntary vs. involuntary
Effective survey design
Effective use of a contingent workforce
Electronic application process
Emotional and relational intelligence
Employee/employer rights and responsibilities
Employee relations issues
Environmental scanning
Ethics business strategy
Evidence-based management
Facilitator skill development
Falsification of employment information
Familiarity with business cycles
Familiarity with payroll laws
Family concerns related to cross-border assignments
Finance and accounting
Financial reports and connecting with HR
Flexible spending plans
Flexible work arrangements
Generational differences
Global benefits
Global talent shortages
Grievance/complaint prevention
Handling difficult situations and conversations
Health care reform
Health care cost containment
Hiring veterans

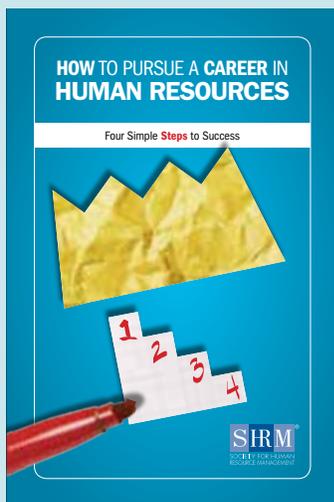
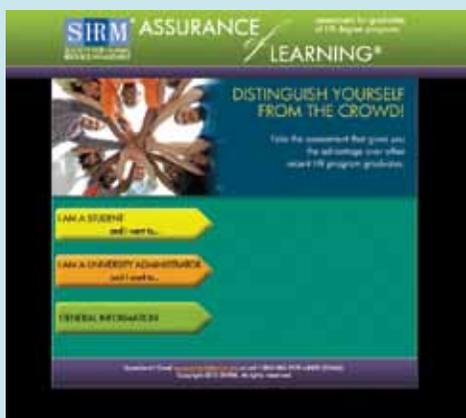
History of labor relations
How to conduct an investigation
How to manage up
How to effectively market HR agendas internally
How to set up an HR department
HRM in other settings (e.g., nonprofits, religion)
HR supply chain management
HR technology
Identify theft and fraud
Immigration issues
Immigration law
Implementing creativity in the workplace
Industry-specific variations in HR functions
Influence of immigration
Innovative thinking
In-patriots
Instructional design (ADDIE model)
International HRM perspectives
International labor relations
Internships
Interviewing skills
Intra-organizational bargaining
Knowledge management
Layoff management
Lean methodology and Six Sigma methodology
Legal interview techniques/practices
Leadership and motivation training
Making presentations to the board
Managing after a hostile takeover
Managing client relationships
Managing databases
Managing remote staff
Managing telecommuting and other flexible work arrangements
Managing “tribal knowledge”
Managing teams
Managing temporary staffing needs
Managing virtual teams
Managing workplace bullying and incivility
Managing your supervisor
Managing your work ethic
Mental/emotional wellness
Mentoring
Multicultural conflict
New health care laws
New-hire orientation
Organizational learning

Older Workers Benefit Protection Act
Onboarding new hires
Online recruitment
Organizational transparency vs. protecting organizational information
Outsource vs. in-house decisions
Outsourcing (as it differs from offshoring)
Preparing for mediations or arbitrations
Political diversity
Presentation skills (oral communication skills)
Privacy issues in the workplace
Proprietary information/noncompete agreements
Problem-solving skills
Processing visas
Project management
Reading and interpreting profit/loss statements
Records retention
Recruitment and selecting the right fit for the job
Relationship management with internal and external clients
Relocation issues
Reporting channels for sexual harassment and discrimination/disputes
Retaliation avoidance
Retention of quality employees
Social diversity
Social justice
Social media in advancing HR
Social networking strategies
Soft skills: conflict resolution
Soft skills: time management
Sourcing metrics
Stock options
Strategic thinking
Systems theory, specifically understanding how decisions affect every aspect of the organization
Team performance
Teamwork and interpersonal skills
Telecommuting sustainability
Total rewards for retaining top performers
Toxic leadership
Transnational employment systems
Union avoidance/prevention
Use and understanding of HRIS operations
Utility analysis: payoffs from staffing, training
Utilization of focus groups

Vendor negotiations
Violence in the workplace
Virtual HR globalization
Workforce demographics
Working cross-functionally and collaboratively
Written communication skills
Writing a business case
Writing a contingency plan
Writing an employee handbook
Writing policies and procedures
Writing proposals
Writing a white paper

Appendix C

Useful SHRM Links



About SHRM's Academic Initiative

www.shrm.org/Education/hrededucation/Pages/default.aspx#about

Current List of Case Studies and Learning Modules to download

www.shrm.org/Education/hrededucation/Pages/cases.aspx

SHRM Assurance of Learning® Assessment

www2.shrm.org/assuranceoflearning/index.html

HR Program Directory: List of HR Degree Programs that Align with SHRM's Guidelines

www.shrm.org/Education/hrededucation/Pages/HRProgramDirectory.aspx

HR Career Brochure: How to Pursue a Career in Human Resources: Four Simple Steps to Success

www.shrm.org/Education/hrededucation/Pages/HowtoPursueaCareerinHumanResourcesFourSimpleStepstoSuccess.aspx

SHRM Foundation: Additional Teaching Resources and Scholarships

www.shrm.org/about/foundation/Pages/default.aspx

SHRM's HR Competency Model Initiative

www.shrm.org/HRCompetencies/Pages/default.aspx

SHRM Student Programs: Information on Student Chapters, Regional Conferences and Case-Solving Competitions

www.shrm.org/Communities/SHRMChapters/Pages/default.aspx

SHRM's Resources for HR Educators

www.shrm.org/Education/hrededucation/Pages/default.aspx

- HRM Teaching Conference
- State of HR Education Study
- Cases and Learning Modules to Download

State of HR Education Study

www.shrm.org/Education/hrededucation/Pages/SOHERE.aspx

APPENDIX D

ACKNOWLEDGMENTS

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