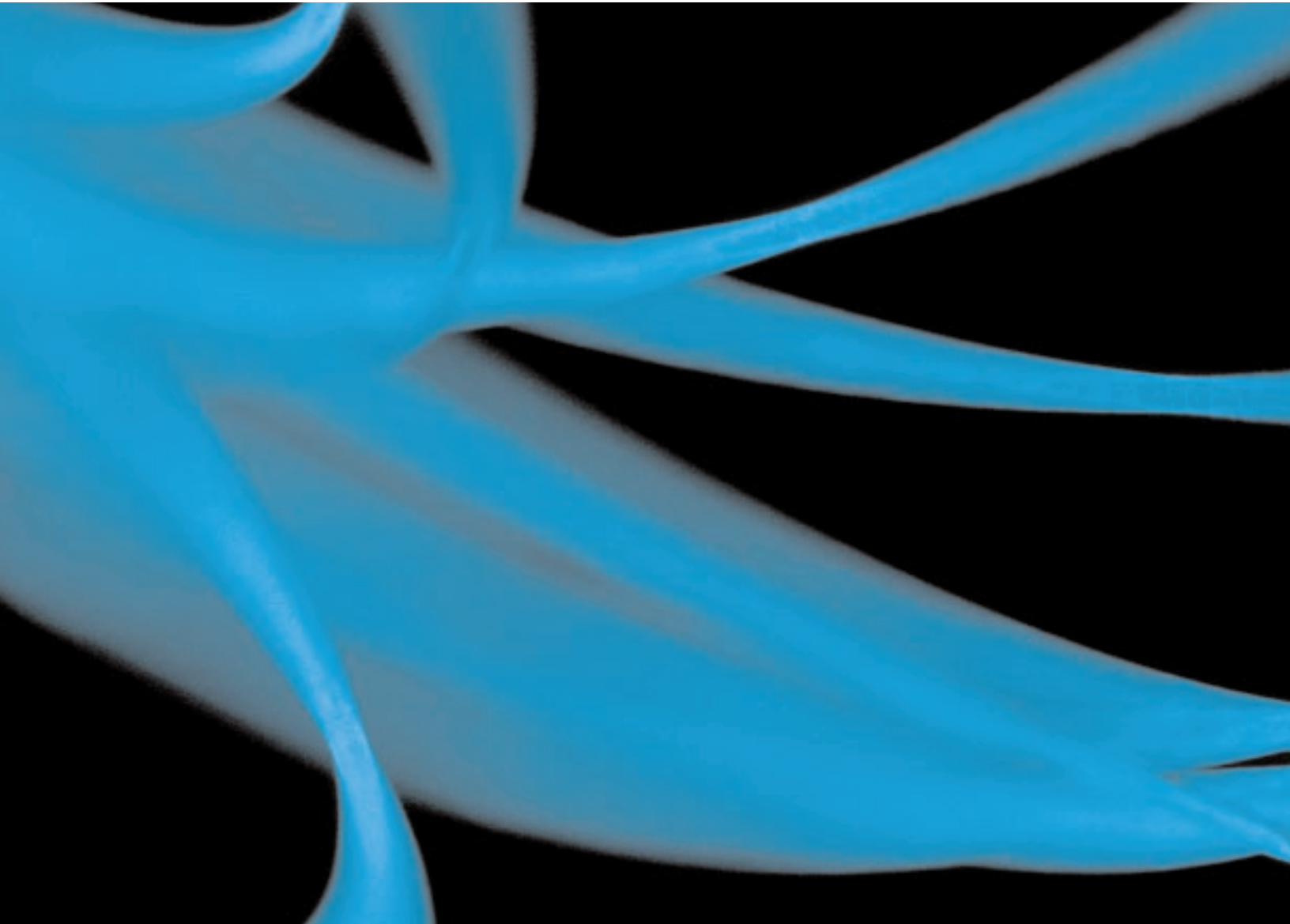


SHRM Research

SHRM®

Undergraduate HR Curriculum Study





SHRM® Undergraduate HR Curriculum Study

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SHRM Research

November 2003

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Undergraduate HR Curriculum Study

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Introduction

The Society for Human Resource Management (SHRM) is taking on a number of activities to advance the human resource profession. Our efforts will focus on providing the tools HR professionals need to help them as business leaders, and on building visibility for the contributions HR makes in organizational success. One of the initiatives SHRM is undertaking to positively impact the profession is in the study of a core curriculum for HR undergraduate programs.

During 2003, SHRM conducted a series of surveys with HR professionals, academics and undergraduate students. These surveys examined the current HR curriculum for undergraduates and how well it prepares or does not prepare students for a career in HR upon graduation. These surveys represent the second phase of our project and build on information we received during several focus groups conducted in late 2002.

This is an important project that will benefit students of human resource management and, therefore, have a substantial impact on the future of the profession. HR is a field in transition. The role of the HR professional has moved from a transactional role to a strategic one. The intent for this study is to identify the skills and education that are necessary to allow new HR professionals to acquire the foundation to prepare them for a strategic role.

The following results are reflective of current practice and are not necessarily where HR education needs to head in the future. The four sections of this report reflect the different groups that were part of this study—senior HR professionals, HR professionals, academics and undergraduate students.

The purpose of this study was to learn the percep-

tions and views of HR students, practitioners and academicians relative to the curriculum that is currently offered to undergraduate students of HR. In addition, these four constituencies were asked what knowledge they believed was necessary to be successful as well as what coursework was necessary to be successful in an entry-level job in HR. The four surveys had some common questions so that comparisons of perceptions could be made. Each survey also had questions that were unique to the perspective of the group responding. Thus, the four-pronged study had both comparative and unique components.

The HR profession may require some very different skills and competencies in the future and as a result it is important to learn what base of knowledge people currently believe is necessary. It may be that students, practitioners and academicians will need to modify their view of what it will take to be successful in order for those entering the field to be strategic earlier in their career and to have the impact on the business that HR is capable of making. It is currently believed that HR professionals must be more strategic to be successful and that broader business knowledge will be necessary for HR professionals to be competitive. However, to what degree does each of the three (surveyed) perspectives hold these beliefs?

Almost every popular business magazine and newspaper has made the claim that HR needs to be strategic, needs to fully measure what they do, and must be a business partner to help their organization be competitive. Numerous academic studies have examined the components of strategic HR, the practices that distinguish HR and add value to the organization, and identified important issues around

measurement and bottom-line contributions to HR. Unfortunately, no studies have examined how students beginning their careers in HR with an undergraduate degree will fare relative to what they need to study in order to be successful. This study examines those factors and then provides a set of conclusions and recommendations for what needs to occur for undergraduate students of HR to be better prepared to help lead the organizations for which they work.

A future research implication would be to collect data from chief HR officers in organizations to determine how their view matches with the current perspectives reported in this study. To the degree that these senior professionals have a clearer view of what future success will look like for HR professionals, the comparison and analysis of any gap would be interesting. If the HR profession is to be advanced in the eyes of the business community and as a profession on the whole, then HR professionals at all levels will need to examine current practices in light of where they need to go rather than where they currently are.

Supplemental Research

Subsequent to analyzing the data from students, practitioners and academicians, a follow-up survey was conducted with senior HR professionals. The results of the first three surveys showed considerable overlap between the perceptions of these three groups. As a result, an additional research question was posed. Would the results be different if we queried very senior HR professionals? Given that HR is a field in transition and we know that strategic HR management is important, as is the knowledge of business acumen, we felt that the results might be

different if the questions were posed to and analyzed by a different perspective.

To advance the HR profession, professionals must have a wide set of knowledge, skills and abilities to be successful. It may be that to start a career in the profession, more fundamental knowledge and skills are initially required. However, as HR professionals advance in their careers it may be the case that different knowledge, skills and abilities are needed to contribute on an advanced level. The follow-up study did show the perception that a strategic HR course was among the most important courses for an undergraduate to take, where this had not been shown previously. Many of the other results were fairly consistent, but a few additional differences have been noted in the text.

The group of senior HR professionals differed from the other HR professionals surveyed in both years of HR experience as well as overall education levels. Of the HR professionals who responded to the survey, 31% had 16 or more years of HR experience whereas 63% of the senior HR professionals had 16 or more years of HR experience. Forty-nine percent of HR professionals surveyed had 0-10 years of experience whereas only 13% of senior HR professionals had these levels, with only 1% in the 0-4 category and 12% in the 5-10 category. In terms of education, senior HR professionals also showed a greater percentage with undergraduate and graduate degrees.

In 2004, SHRM will be proceeding with the next phase of curriculum analysis and will be looking at graduate program curriculum. These programs often cater to working HR professionals and may be more instructive about what it takes to be successful in an HR career relative to the knowledge, skills and abilities one needs.

Methodology

In order to collect data from HR academicians, a link to the survey was posted to HRDIVNET, the listserv for the HR Division of the Academy of Management. At the time, approximately 535 individuals were registered with the listserv. In addition, the link was sent to the list of faculty advisors for SHRM student chapters around the country. At the time, approximately 340 individuals were on the advisor list. There were a total of 276 respondents to the survey. For the student survey, the link and invitation to participate were sent to the student chapter advisors with a request that they forward the link to their undergraduate students and ask that they com-

plete the survey. Four hundred ten responses were received. To reach the HR practitioners, a 2,500-person random sample was drawn from the SHRM membership database. Of these, 2,145 were successfully delivered. A 14% response rate was achieved with 293 respondents to the survey.

To reach the senior HR professionals, an internal list to SHRM was used whereby the senior-most HR professionals were identified at various employers. Eight hundred ninety-six invitations to participate in this survey were sent out. Of these, 771 were sent successfully. A 21% response rate was achieved with 161 respondents.

Academic Respondents

Education

The first question of the survey was repeated in all four surveys that were conducted. This question asked respondents to indicate the value of each of 20 knowledge, skills and abilities (KSAs) for a successful career in HR. Table 1 shows the results for academic respondents and indicates that all types of communication are highly valued as is Employment Law. Tables 2 and 3 show a comparison of valued KSAs across academicians, students

and HR professionals for the top three KSAs and the bottom three KSAs. There is a fair amount of convergence for the top three, but only one common denominator (Economics) among the bottom three. The individual results for students, HR professionals, and senior HR professionals will be presented in three successive sections covering students, HR professionals, and senior HR professionals.

Table 1 Please indicate the value of each of these KSAs (knowledge, skills and abilities) for a successful career in HR:

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value		
				High Value	Extremely High Value	
(n = 270 - 276)						
Communication Skills: Interpersonal	4.79	*	0%	1%	18%	81%
Employment Law	4.67	0%	0%	4%	26%	71%
Communication Skills: Written	4.65	0%	0%	2%	31%	67%
Communication Skills: Presentation	4.52	0%	0%	4%	39%	56%
Business Writing	4.45	*	*	7%	39%	54%
Business Ethics	4.44	1%	2%	7%	35%	56%
Management	4.39	0%	0%	7%	47%	47%
Leadership	4.26	1%	*	12%	45%	42%
Change Management	4.20	1%	2%	11%	51%	36%
Strategic Management	4.14	1%	2%	14%	49%	34%
General Negotiation Skills (not labor contracts)	4.09	*	1%	13%	61%	25%
Consulting Skills	4.00	*	4%	22%	44%	30%
Business Law	3.96	1%	5%	20%	44%	30%
Information Systems/Information Technology	3.77	*	4%	28%	52%	15%
Statistics	3.73	*	6%	28%	52%	14%
Global Business	3.52	2%	9%	35%	45%	10%
Finance	3.35	2%	13%	38%	40%	6%
Marketing	3.32	1%	14%	39%	42%	3%
Accounting	3.31	2%	14%	39%	41%	4%
Economics	3.14	3%	15%	50%	30%	2%

* Less than 1%.

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

Source: 2003 SHRM® Undergraduate Survey

Table 2		The top three KSAs as identified by academics, students, HR professionals and senior HR professionals for a successful career in HR:			
	Academics (n = 270 - 276)	Students (n = 410)	HR Professionals (n = 290 - 293)	Senior HR Professionals (n = 159 - 161)	
1	Communication Skills: Interpersonal	Communication Skills: Interpersonal	Communication Skills: Interpersonal	Communication Skills: Interpersonal	
2	Employment Law	Employment Law	Employment Law	Communication Skills: Written	
3	Communication Skills: Written	Business Ethics	Business Ethics	Employment Law	

Source: 2003 SHRM® Undergraduate Survey

Table 3		The bottom three KSAs as identified by academics, students, HR professionals and senior HR professionals for a successful career in HR:			
	Academics (n = 270 - 276)	Students (n = 410)	HR Professionals (n = 290 - 293)	Senior HR Professionals (n = 159 - 161)	
17	Marketing	Finance	Global Business	Accounting	
18	Accounting	Economics	Marketing	Global Business	
19	Economics	Accounting	Economics	Economics	

Source: 2003 SHRM® Undergraduate Survey

The second question asked respondents to indicate the value that students place on taking certain courses in HR. Table 4 shows the results for academicians and Tables 5 and 6 show the comparisons between academicians, students and HR practitioners for the top three courses and the bottom three courses, respectively. Employment Law was at the

top of all four lists and Global/International HR and Safety and Security were at the bottom of all four lists. The individual results for students, HR professionals, and senior HR professionals will be presented in three successive sections covering students, HR professionals, and senior HR professionals.

Table 4 Please indicate the value you place on undergraduate students taking courses in the following:

(n = 269 - 273)

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Employment Law	4.49	1%	1%	4%	36%	58%
Performance Management	4.29	*	*	11%	47%	41%
Compensation	4.24	*	2%	12%	43%	42%
Workforce Planning and Staffing	4.24	*	1%	15%	42%	42%
Employee Relations	4.23	*	3%	11%	47%	40%
Human Resource Development (e.g., Training and Development)	4.23	*	2%	12%	47%	40%
HR Strategy	4.20	1%	2%	15%	42%	40%
Negotiations	3.85	1%	4%	23%	53%	19%
Labor Relations	3.83	*	6%	24%	50%	20%
Human Resource Information Systems (HRIS)	3.82	0%	3%	28%	53%	16%
Conflict Management	3.80	1%	4%	26%	53%	17%
Global/International HR	3.61	2%	7%	32%	47%	12%
Safety and Security	3.57	2%	8%	34%	43%	13%

* Less than 1%.

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

Source: 2003 SHRM® Undergraduate Survey

Table 5 The top three courses as identified by academicians, students, HR professionals and senior HR professionals for a successful career in HR:

	Academicians (n = 269 - 273)	Students (n = 410)	HR Professionals (n = 287 - 292)	Senior HR Professionals (n = 159 - 161)
1	Employment Law	Employment Law	Employment Law	Employee Relations
2	Performance Management	Human Resource Development (e.g., Training & Development)	Employee Relations	Employment Law
3	Compensation	Business Ethics	Performance Management	HR Strategy

Source: 2003 SHRM® Undergraduate Survey

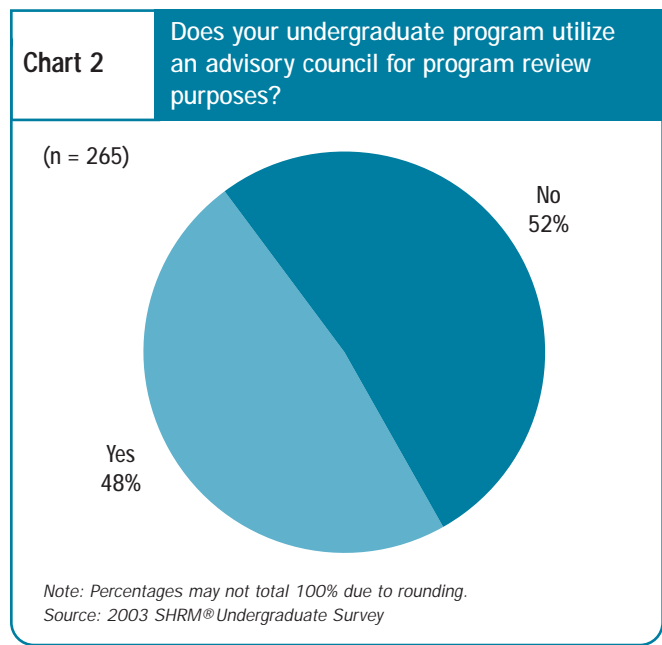
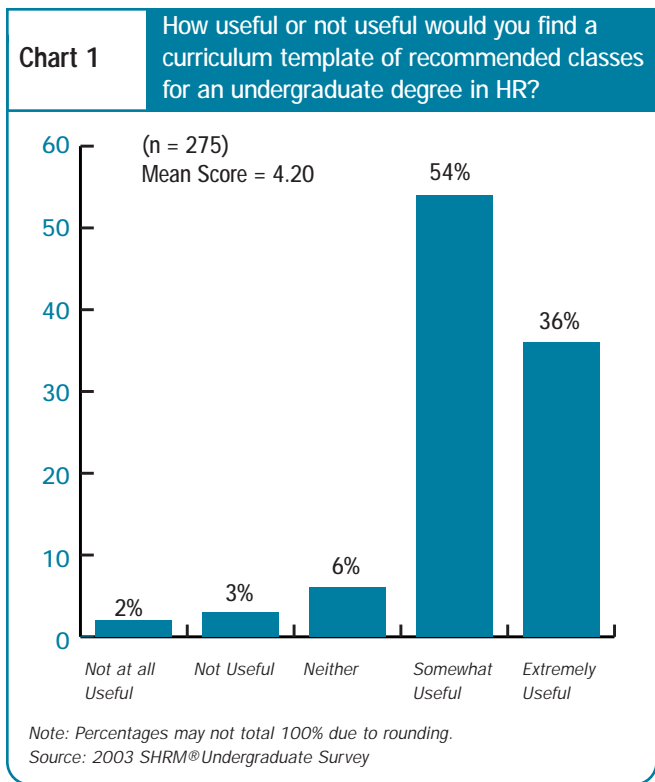
Table 6 The bottom three courses as identified by academics, students, HR professionals and senior HR professionals for a successful career in HR:

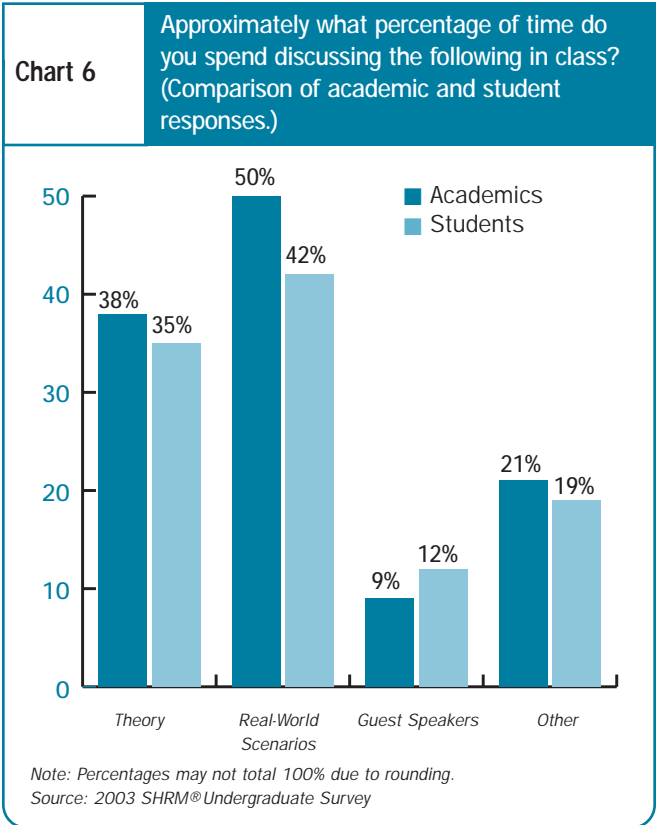
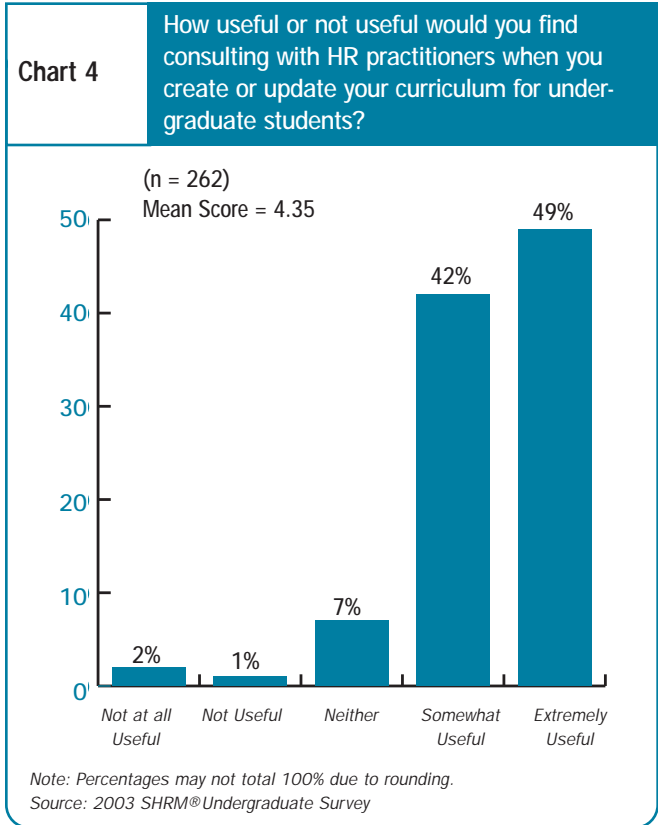
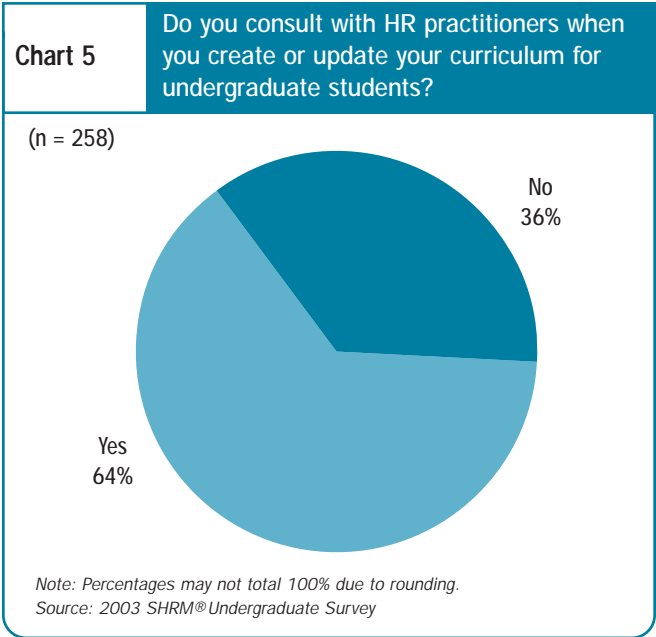
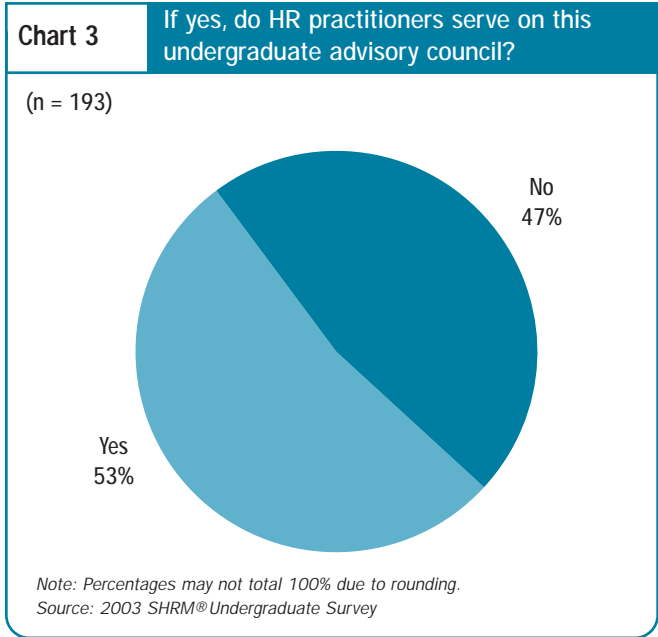
	Academics (n = 269 - 273)	Students (n = 410)	HR Professionals (n = 287 - 292)	Senior HR Professionals (n = 159 - 161)
17	Conflict Management	Negotiations	HRIS	Labor Relations
18	Global/International HR	Safety & Security	Safety & Security	Safety & Security
19	Safety & Security	Global/International HR	Global/International HR	Global/International HR

Source: 2003 SHRM® Undergraduate Survey

The following six charts show the results for a series of questions that asked academic respondents about the use of curriculum templates, practitioner advisory councils, and the breakdown of time spent on theory, real-world scenarios and guest speakers

in class. Most respondents indicated that assistance from advisory councils and HR professionals would be a plus and that they would find a curriculum template of recommended classes to be useful.





Faculty Professional Development

Chart 7

Have you had experience working for an organization in HR or a related field in the past five years?

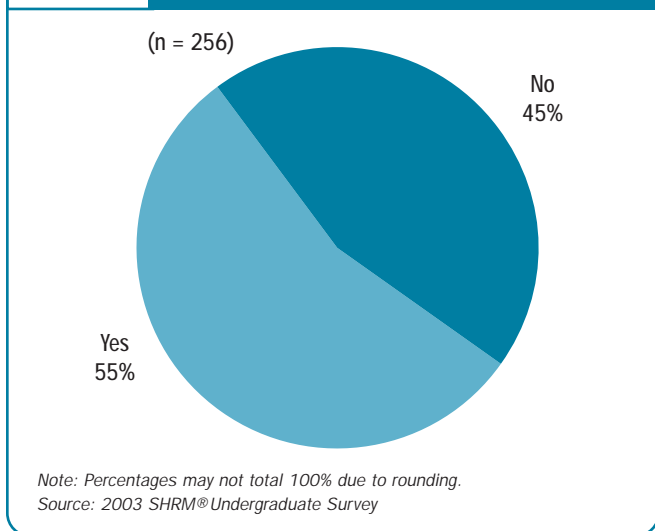


Chart 8

How strongly do you agree or disagree that faculty should have experience working in HR in order to bring real-life experiences into the classroom?

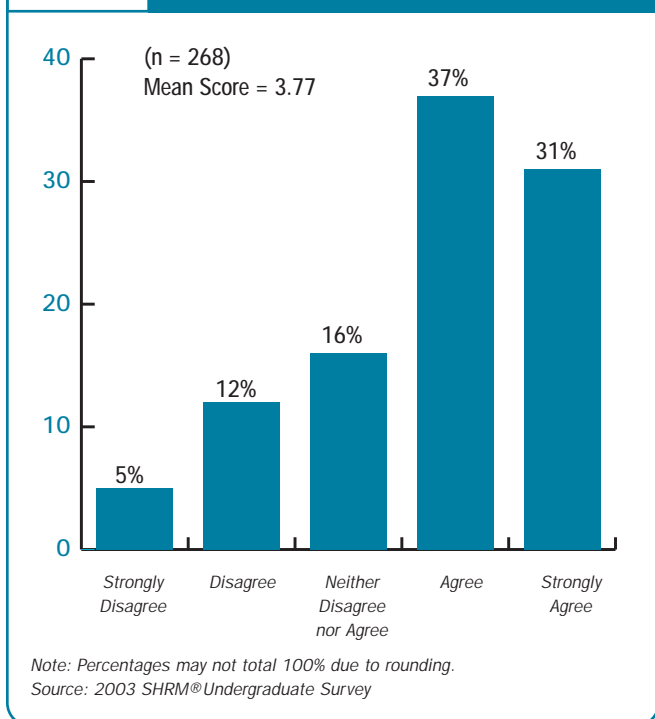
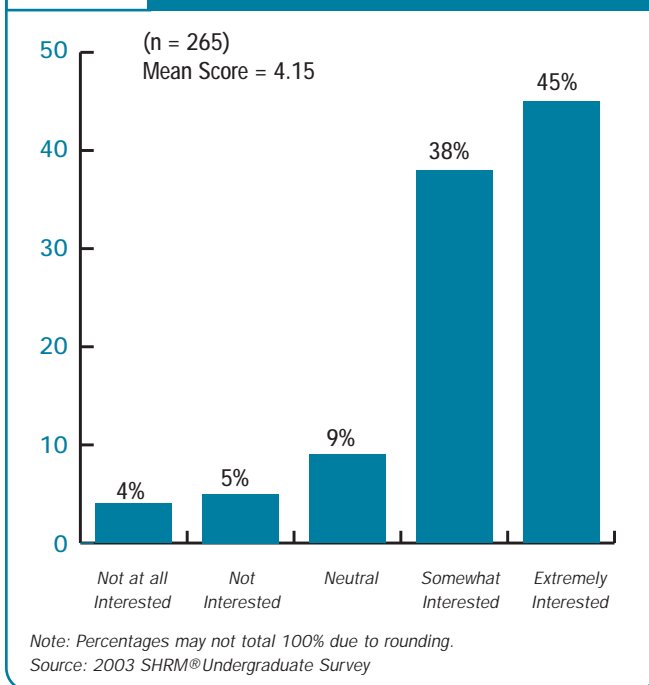


Chart 9

How interested would you be in a program that allowed faculty to gain work experience in HR (i.e., sabbatical program)?



Charts 7 through 9 show the results for three questions that asked about issues of faculty professional development. The majority of the respondents have had HR experience in the past five years and the majority agree that faculty should have this experience in order to be more effective in the classroom. Most would also be interested in a program, such as a planned sabbatical, that would help them gain this experience.

Internships

The next series of charts and tables asked respondents about internships for students. Most programs, as represented by the faculty who responded to the survey, do not require internships, but most faculty do encourage students to take internships. In addition, most programs do offer course credit for internships. Faculty are not sure if it is easy or difficult for students to obtain internships with almost one-quarter thinking it is easy, slightly more than one-quarter thinking it is difficult and almost half thinking it is neither easy nor difficult. Chart 14 indicates that exactly half of all faculty think that internships should be required and also shows a comparison of this question to student and HR practitioner responses. Almost two-thirds of students and HR practitioners, however, indicate that they think internships should be required.

More information on internships can be found in the Internship Toolkit at www.shrm.org/hrtools/toolkits/internshiptoolkit.asp. (This toolkit is available to members only.) Additional information and resources will be added to this toolkit in the future.

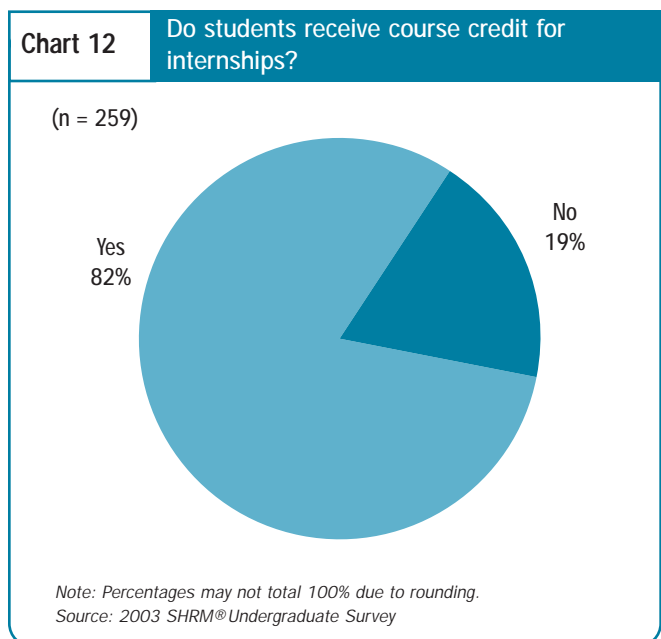
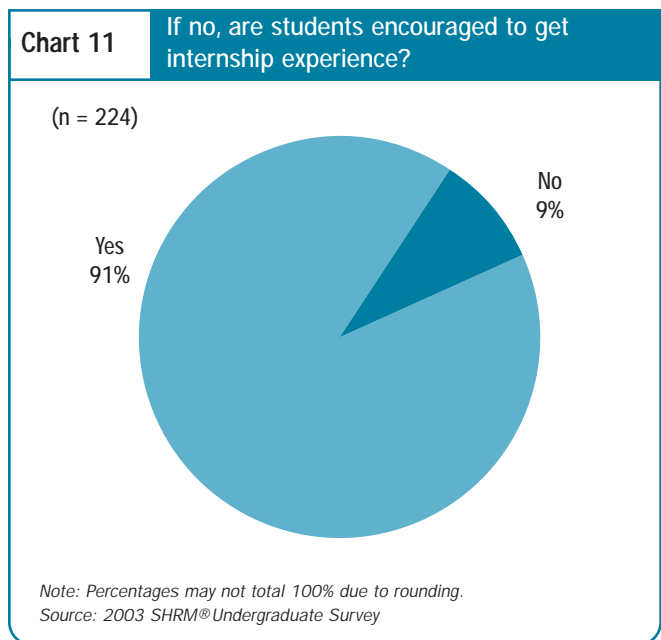
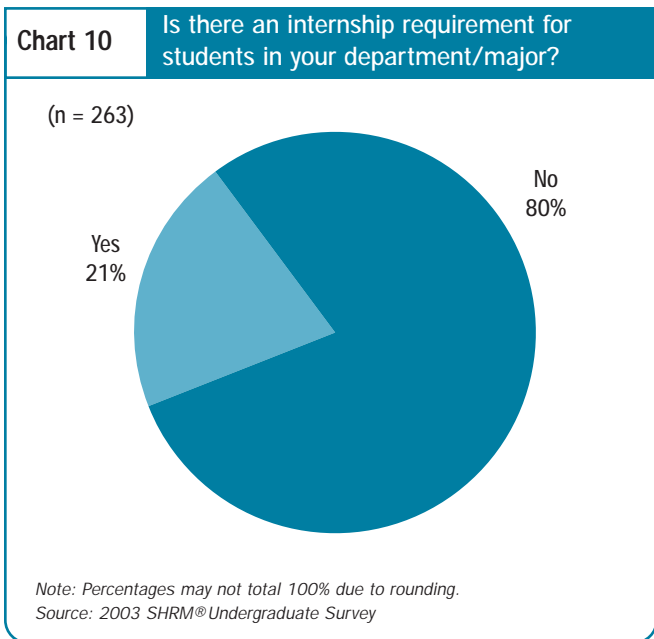


Table 7 Where do students go to when they want to sign up for internships?

(n = 261)

Internship Director	23%
Career Center Staff	21%
Faculty	19%
Students Secure Internships on Own	11%
Do not Know	7%
Cooperative Education Department	6%
Other	12%

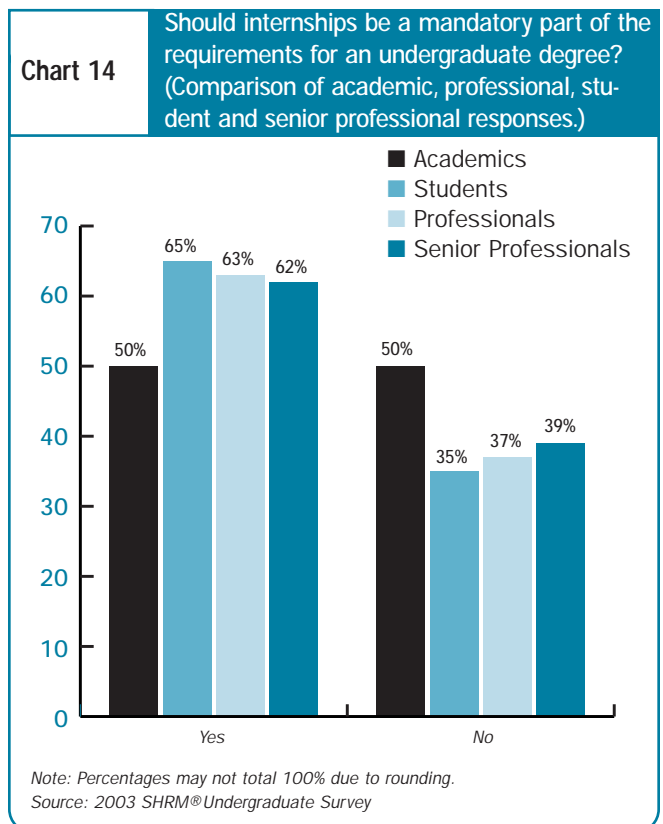
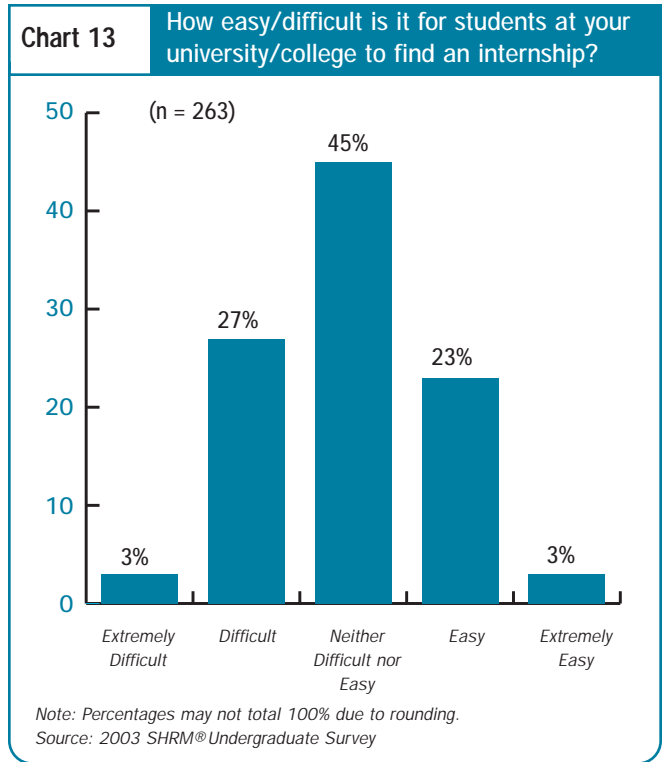
Source: 2003 SHRM® Undergraduate Survey

Table 8 Who handles your undergraduate internship program?

(n = 259)

Internship Director	24%
Career Center Staff	20%
HRM Faculty	17%
Other Faculty	9%
Do not Know	7%
Cooperative Education Department	5%
It is up to the Students	5%
No One	4%
Other	9%

Source: 2003 SHRM® Undergraduate Survey



Demographics

Table 9 What is your position?

(n = 269)

Professor	28%
Associate Professor	28%
Assistant Professor	22%
Instructor	7%
Adjunct Professor	6%
Visiting Professor	2%
Other	6%

Table 11 How would you describe yourself? (Please choose only one.)

(n = 265)

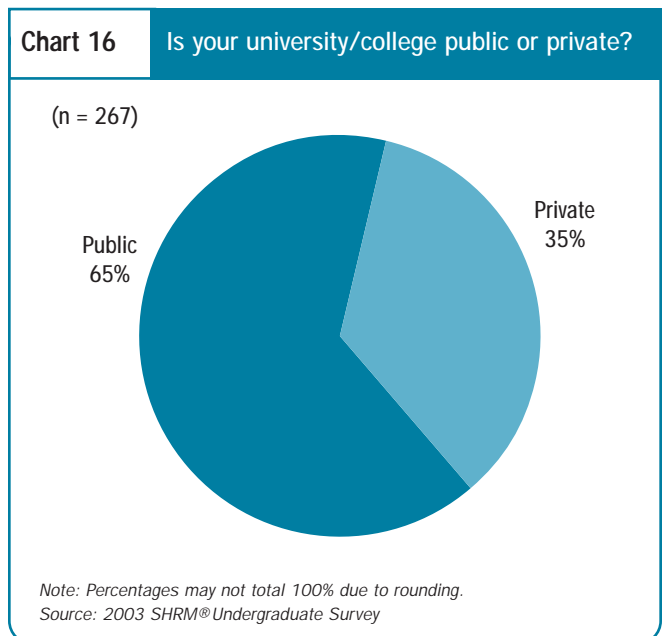
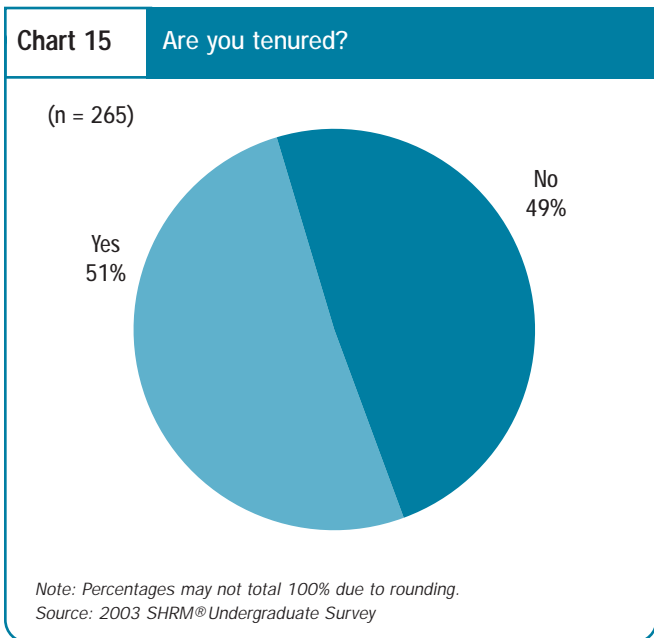
Full-Time Academic	86%
Part-Time Academic/Practitioner	5%
Part-Time Academic/Consultant	8%

Table 10 Which of the following do you have? (Please check ALL that apply.)

	n	% Indicated
Undergraduate Degree	116	42%
J.D.	8	3%
Graduate Degree	133	48%
Ph.D.	195	70%

Table 12 In what state is your university/college located?

Upper Midwest (IA, IL, IN, MI, MN, ND, OH, SD, WV, WI)	29%
Southeast (AL, DC, FL, GA, KY, MD, NC, SC, TN, VA)	22%
Northeast (CT, DE, MA, ME, NH, NJ, NY, PA, RI, VT)	20%
Lower Midwest/South Central (AR, KS, LA, MO, MS, NE, OK, TX)	16%
Southwest (AZ, CA, CO, HI, NM, NV, UT)	10%
Northwest (AK, ID, MT, OR, WA, WY)	3%



Student Respondents

Education

The following results are based upon the 410 respondents (out of 688) who indicated that they were either currently an undergraduate student or had completed their undergraduate degree in 2003. The other 278 respondents indicated that they were not undergraduate students.

The first question on the student survey was the same as the first question on the academican survey. Table 13 shows the results for student respondents. For a comparison with HR professionals and academicians, see Tables 2 and 3 under the academican section.

Table 13 Please indicate the value of each of these KSAs (knowledge, skills and abilities) for a successful career in HR:

(n = 410)	Mean	Extremely Low Value	Low Value	Neither	High	Extremely
				High nor Low Value	Value	High Value
Communication Skills: Interpersonal	4.76	0%	0%	2%	21%	77%
Employment Law	4.68	*	1%	5%	19%	75%
Business Ethics	4.62	*	1%	2%	32%	65%
Communication Skills: Written	4.58	0%	0%	3%	36%	61%
Leadership	4.52	0%	0%	3%	41%	55%
Management	4.51	0%	0%	3%	43%	54%
Communication Skills: Presentation	4.50	0%	*	3%	42%	54%
Business Writing	4.36	*	1%	7%	46%	46%
Business Law	4.33	*	3%	8%	42%	47%
Change Management	4.14	*	2%	15%	49%	34%
Consulting Skills	4.07	*	2%	17%	53%	28%
Strategic Management	4.07	1%	3%	17%	48%	32%
General Negotiation Skills (not labor contracts)	4.03	*	2%	18%	53%	27%
Information Systems/Information Technology	3.67	1%	6%	30%	50%	13%
Global Business	3.57	1%	9%	32%	47%	11%
Marketing	3.39	3%	10%	41%	40%	7%
Statistics	3.37	3%	12%	38%	38%	9%
Finance	3.22	3%	18%	38%	36%	5%
Economics	3.21	2%	15%	47%	32%	4%
Accounting	3.07	4%	20%	44%	27%	4%

* Less than 1%.

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

Source: 2003 SHRM® Undergraduate Survey

Table 14 presents the perceptions of students relative to the value of certain courses in HR. For a comparison of student, academician and HR practitioner

views on the value of these HR courses, see Tables 5 and 6 under the academician section.

Table 14 Please indicate the value you place on taking the following courses as part of an undergraduate degree:

(n = 269 - 273)

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Employment Law	4.56	0%	0%	6%	34%	61%
Human Resource Development (e.g., Training and Development)	4.54	1%	*	4%	35%	60%
Employee Relations	4.51	1%	1%	4%	39%	57%
HR Strategy	4.35	1%	2%	7%	45%	46%
Workforce Planning and Staffing	4.33	*	2%	8%	44%	46%
Compensation	4.28	1%	1%	10%	45%	43%
Conflict Management	4.25	1%	2%	11%	46%	41%
Labor Relations	4.23	1%	2%	11%	45%	41%
Performance Management	4.22	1%	2%	9%	51%	37%
Human Resource Information Systems (HRIS)	4.18	1%	3%	12%	45%	39%
Benefits	4.17	1%	3%	14%	43%	40%
Negotiations	4.08	1%	3%	12%	55%	29%
Safety and Security	3.94	1%	4%	21%	49%	26%
Global/International HR	3.87	2%	4%	25%	46%	24%

* Less than 1%.

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

Source: 2003 SHRM® Undergraduate Survey

Charts 17 and 18 as well as Table 15 explore student perceptions about the value of a degree in HR as well as the value of theory versus practical applications in the classroom. Comparisons with profes-

sionals and academicians are also noted. Not surprisingly, the students surveyed believe that a degree in HR would be valuable.

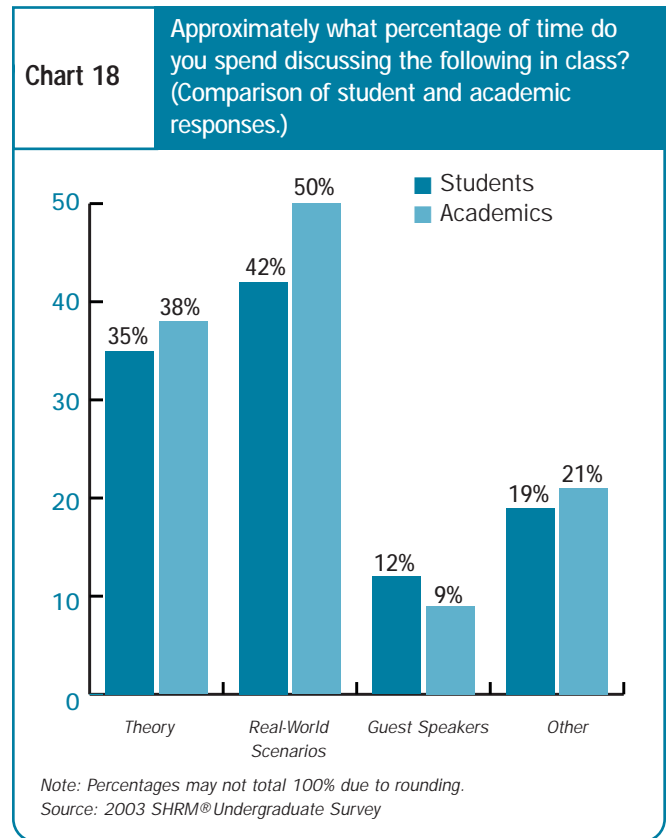
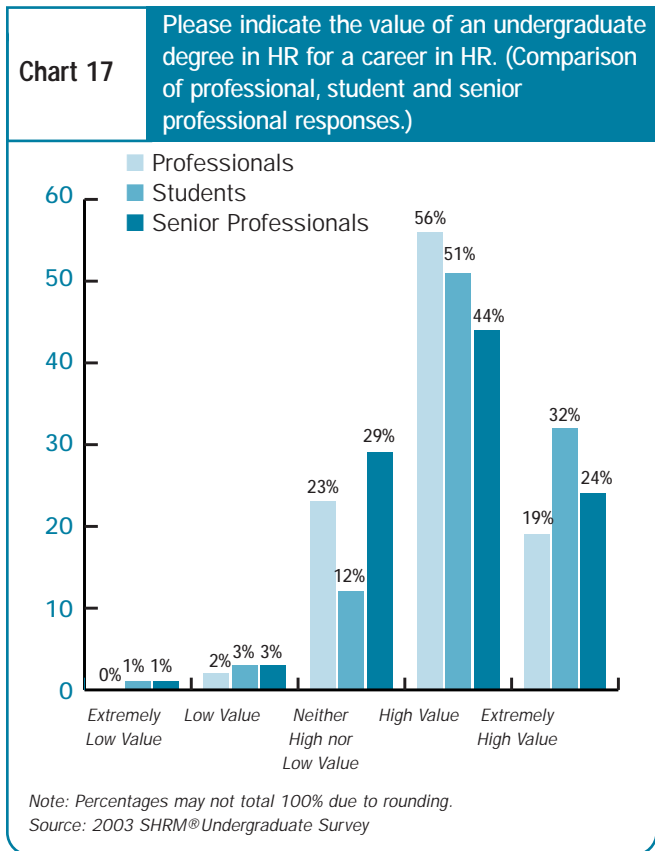


Table 15 Please indicate the value you place on learning the following:

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Practical Applications	4.69	*	*	3%	24%	73%
Theory	3.64	1%	7%	29%	54%	9%

* Less than 1%.
Source: 2003 SHRM® Undergraduate Survey

Internships

The following charts and tables show student responses to questions about internships in HR. Sixty-five percent believe that internships should be required but 59% indicated that it is difficult or extremely difficult to find an internship. This last view is much stronger and more negative than the academic view of how easy or difficult it is to find an internship.

More information on internships can be found in the Internship Toolkit at www.shrm.org/hrtools/toolkits/internshiptoolkit.asp. (This toolkit is available to members only.) Additional information and resources will be added to this toolkit in the future.

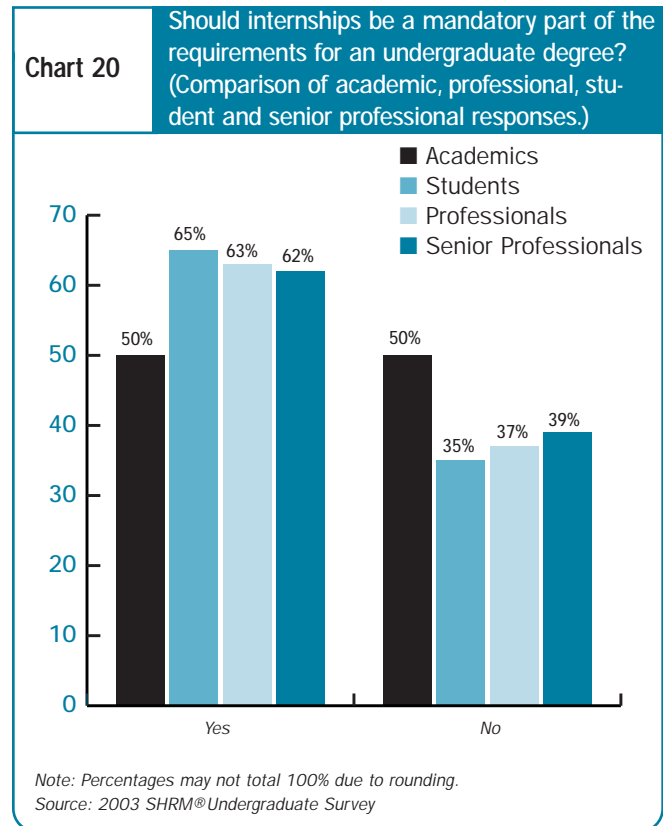
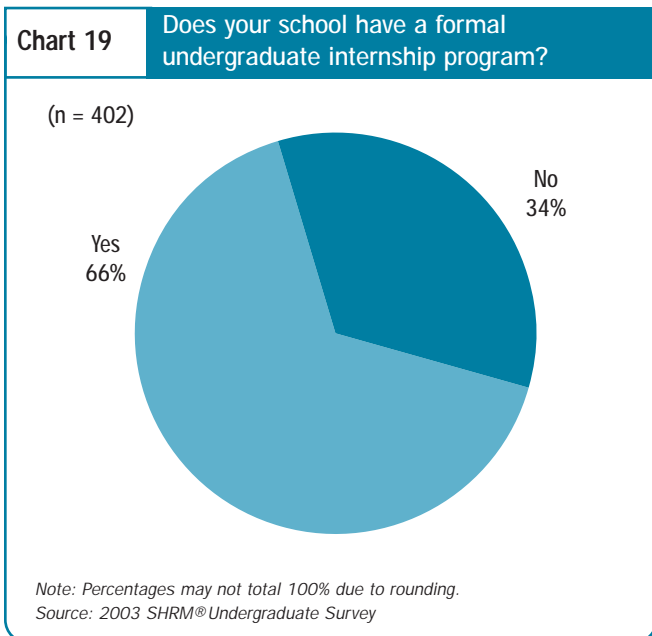


Table 16 Who handles your internship program for undergraduate students?

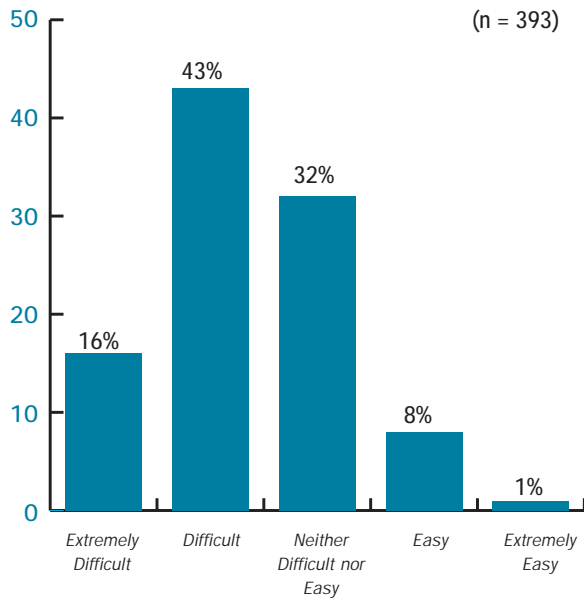
(n = 357)

Career Center Staff	26%
Do not Know	20%
Internship Director	18%
Faculty	15%
It Is up to the Students	9%
Cooperative Education Department	7%
No One	4%
Other	1%

Source: 2003 SHRM® Undergraduate Survey

Chart 21

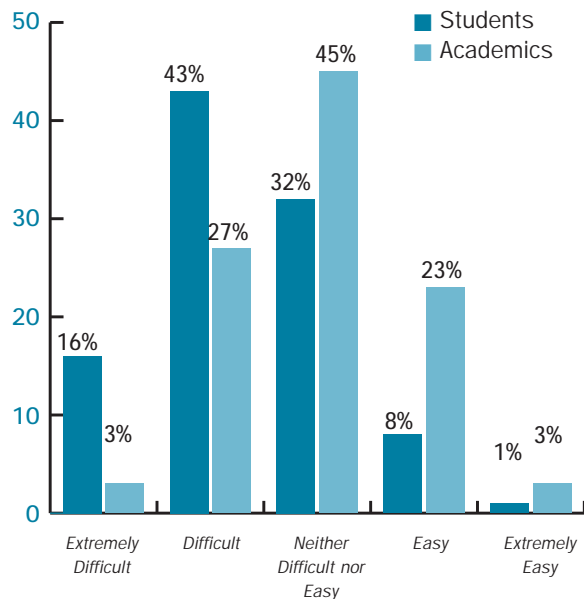
How easy/difficult do you find it is to find an internship?



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Chart 22

How easy/difficult is it to find an internship? (Comparison of student and academic responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 17

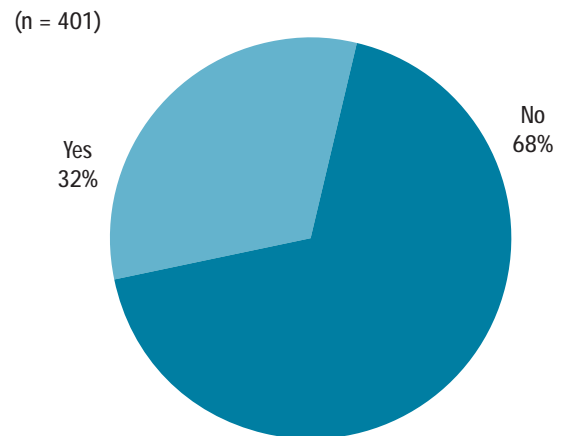
What percentage of time would you hope to spend on the following activities to make it a valuable experience if you were to intern at an organization?

	Mean
Functional Rotation (spend some time in more than one area of HR, for example, compensation, benefits, training, recruitment)	34%
Project Assignments (be involved in a specific project from start to finish, for example, developing a training class)	27%
Functional Specialization (spend all time in one area of HR learning tasks and duties of the job, for example, recruitment)	20%
Administrative/Clerical Duties (word processing, spreadsheets, filing, phones)	11%
Research	10%
Other	7%

Source: 2003 SHRM® Undergraduate Survey

Chart 23

Have you had an internship in HR?



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 18 How strongly do you agree or disagree that:

	Mean	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Faculty should have experience working in HR to bring real-life experiences into the classroom	4.41	1%	1%	8%	36%	54%
Students should have experience working in HR (e.g., as an intern) in order to secure employment upon graduation	3.76	3%	12%	19%	39%	28%

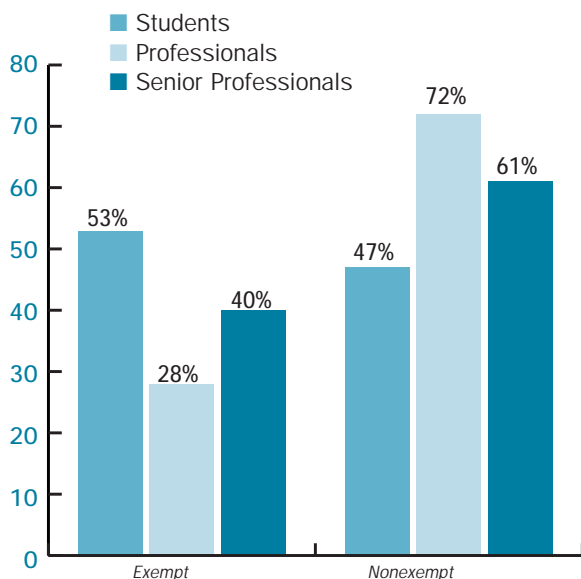
Source: 2003 SHRM® Undergraduate Survey

Entry-Level Position

A series of questions then explored the need for a degree in HR, whether or not an entry-level position should be exempt or nonexempt and how many years of experience are needed for an entry-level position.

Chart 24

Do you view an entry-level position in HR as exempt or nonexempt? (Comparison of student, professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 19

How many years of experience are needed for an entry-level position in HR?

Mean 1.44

Note: This was an open-ended question.
Source: 2003 SHRM® Undergraduate Survey

Table 20

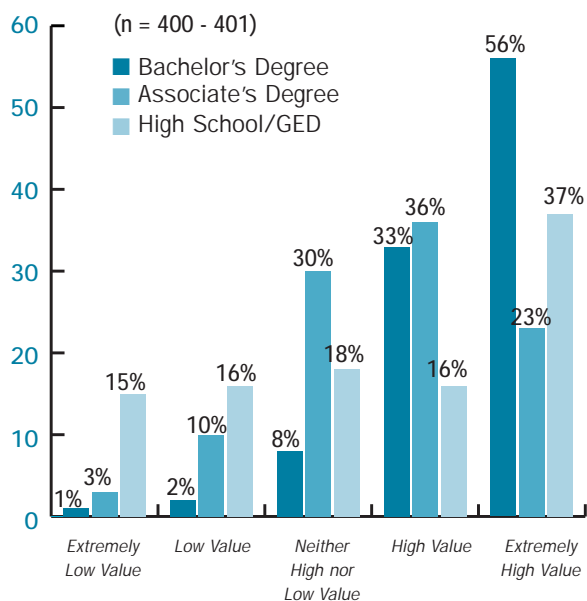
What type of degree is needed for an entry-level position in HR?

Bachelor's Degree	65%
Associate's Degree	22%
High School Degree/GED	10%
None	3%

Source: 2003 SHRM® Undergraduate Survey

Chart 25

How valuable are the following degrees for an entry-level position in HR?



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Demographics

Table 21 What is the year of your anticipated graduation?	
2003	57%
2004	36%
2005	8%
2006	7%
2007	1%

Table 23 What type of degree are you seeking?	
B.S.	34%
B.A.	26%
B.B.A.	20%
B.S.B.A.	12%
Associate's	2%
Other	7%

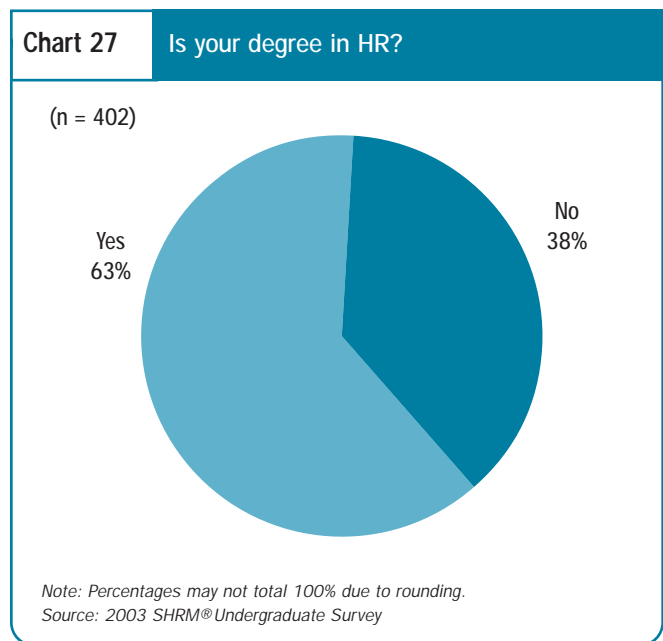
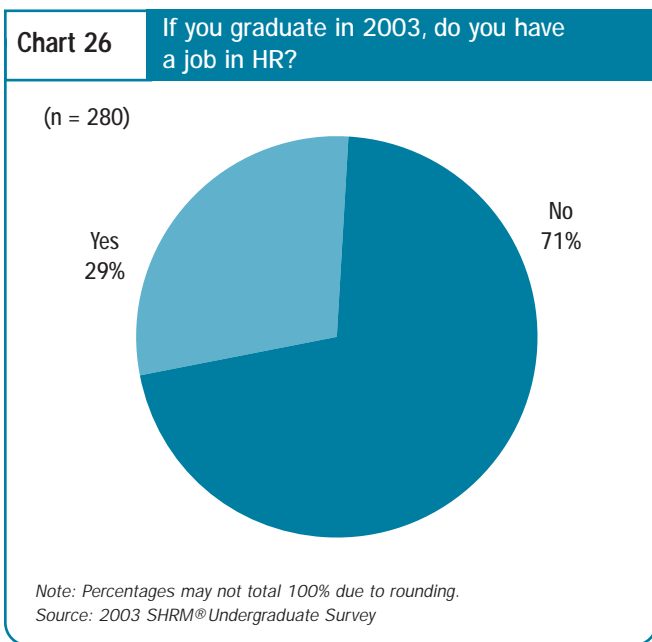


Table 22 In what state is your university/college located?	
Upper Midwest (IA, IL, IN, MI, MN, ND, OH, SD, WV, WI)	32%
Southeast (AL, DC, FL, GA, KY, MD, NC, SC, TN, VA)	16%
Northeast (CT, DE, MA, ME, NH, NJ, NY, PA, RI, VT)	16%
Lower Midwest/South Central (AR, KS, LA, MO, MS, NE, OK, TX)	13%
Southwest (AZ, CA, CO, HI, NM, NV, UT)	11%
Northwest (AK, ID, MT, OR, WA, WY)	6%

Table 24 Is your university/college public or private?	
(n = 402)	
Public	66%
Private	34%

*Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey*

HR Professional Respondents

Education

HR professionals were also asked the value of KSAs and certain HR courses. Tables 25 and 26 depict the results. Comparisons for the top and bottom three for each question were shown earlier in the report.

Table 25 Please indicate the value of each of these skills for a successful career in HR:

(n = 290 - 293)

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Communication Skills: Interpersonal	4.82	*	0%	*	16%	83%
Employment Law	4.68	*	*	2%	26%	71%
Business Ethics	4.64	*	*	1%	32%	66%
Communication Skills: Written	4.61	*	0%	1%	36%	63%
Leadership	4.50	*	0%	3%	42%	55%
Management	4.45	*	0%	6%	43%	51%
Communication Skills: Presentation	4.44	*	*	3%	48%	49%
Business Writing	4.37	*	*	6%	50%	44%
Change Management	4.22	*	1%	9%	55%	35%
Strategic Management	4.14	0%	3%	11%	54%	32%
Business Law	4.12	*	1%	16%	51%	31%
Consulting Skills	4.01	0%	2%	25%	42%	31%
General Negotiation Skills (not labor contracts)	3.97	*	2%	17%	59%	21%
Information Systems/Information Technology	3.47	1%	8%	41%	44%	6%
Finance	3.45	1%	5%	45%	46%	2%
Statistics	3.34	2%	12%	42%	38%	6%
Accounting	3.33	1%	11%	42%	42%	2%
Global Business	3.31	2%	9%	48%	38%	3%
Marketing	3.29	1%	11%	49%	35%	4%
Economics	3.12	2%	15%	52%	29%	1%

* Less than 1%.
 Note: Percentages may not total 100% due to rounding.
 Source: 2003 SHRM® Undergraduate Survey

Table 26

Please indicate the value you place on undergraduate students taking the following courses as part of an undergraduate degree:

(n = 287 - 292)

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Employment Law	4.57	*	0%	3%	36%	61%
Employee Relations	4.50	*	0%	2%	44%	53%
Performance Management	4.30	0%	1%	8%	52%	39%
HR Strategy	4.23	*	1%	10%	53%	36%
Conflict Management	4.22	0%	1%	12%	53%	35%
Compensation	4.14	*	1%	12%	58%	29%
Human Resource Development (e.g., Training and Development)	4.08	*	*	15%	61%	24%
Workforce Planning and Staffing	4.08	*	1%	15%	57%	27%
Negotiations	3.92	*	2%	25%	51%	22%
Labor Relations	3.87	1%	2%	23%	58%	16%
Human Resource Information Systems (HRIS)	3.79	*	5%	26%	55%	15%
Safety and Security	3.57	2%	4%	37%	50%	8%
Global/International HR	3.36	2%	8%	49%	35%	7%

* Less than 1%.

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

Source: 2003 SHRM® Undergraduate Survey

Several questions asked about the value of an undergraduate degree in HR. The results to these questions are shown in the following charts and table. An overwhelming majority agreed that an undergraduate degree in HR gives students a founda-

tion in HR and that it will assist them in their career in HR. The level of agreement was still at a majority for degrees in a field related to HR but not nearly as strong for degrees specializing in HR.

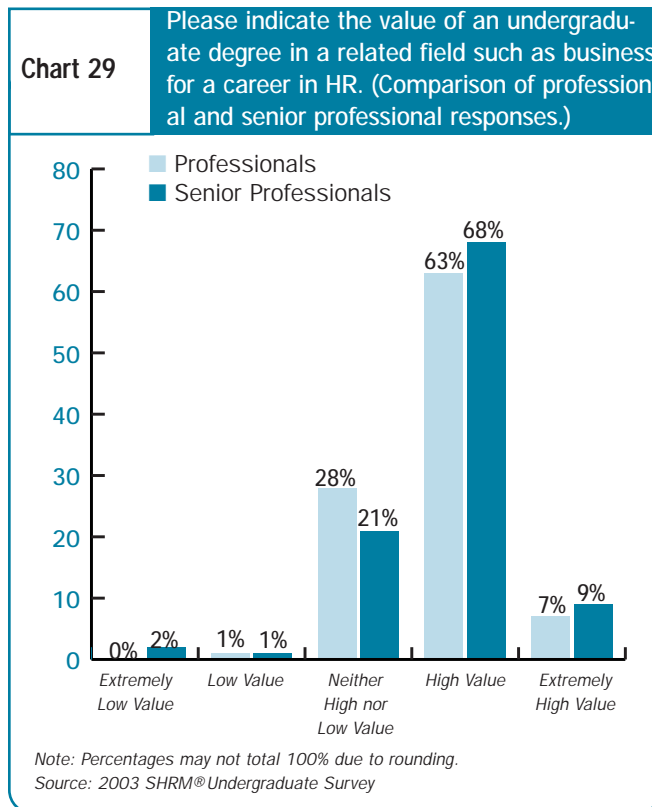
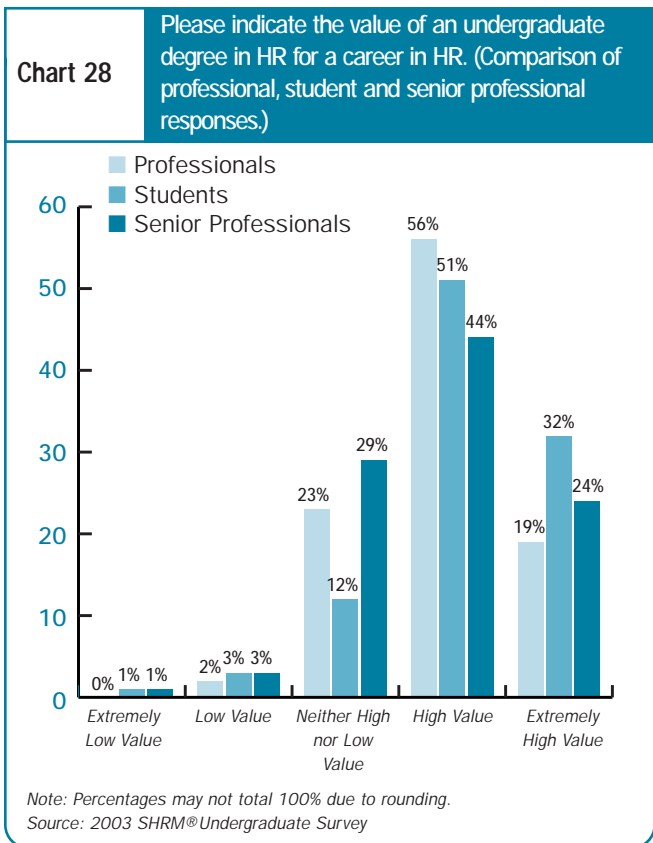


Table 27 How strongly do you agree or disagree with the following statements:

	n	Mean	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
An undergraduate degree in HR gives students a foundation in HR	290	4.33	0%	2%	7%	48%	43%
An undergraduate degree in HR will assist students in their careers in HR	289	4.24	0%	2%	11%	47%	39%
An undergraduate degree in a related field gives students a foundation in HR	289	3.38	*	11%	44%	40%	5%
An undergraduate degree in a related field will assist students in their careers in HR	288	3.72	0%	3%	31%	57%	9%

* Less than 1%.
Source: 2003 SHRM® Undergraduate Survey

Internships

A series of questions also asked HR professionals about internships for undergraduate students of HR. In addition to a majority thinking that one should be required, they also felt that it was a way for their organization to screen potential employees and that it would be helpful to have another person in the HR department without having to hire a full-time employee. However, only 19% of the respondents indicated that they offered an internship in HR. Table 31 indicates that HR professionals would have interns engage in a variety of activities if they were to have an intern program.

More information on internships can be found in the Internship Toolkit at www.shrm.org/hrtools/toolkits/internshiptoolkit.asp. (This toolkit is available to members only.) Additional information and resources will be added to this toolkit in the future.

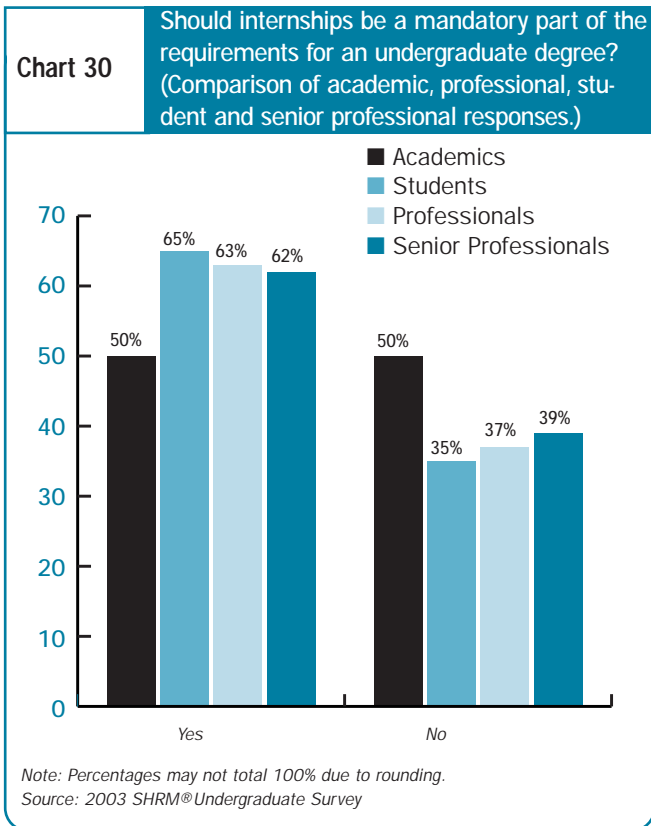


Table 28 How would an internship program add value to your organization?

(n = 293)

	% Indicated Value
It would help having an extra person in the HR department without having to hire a full-time employee	63%
It would allow my organization to screen potential employees	61%
It would allow my organization to give back to the community	55%

Source: 2003 SHRM® Undergraduate Survey

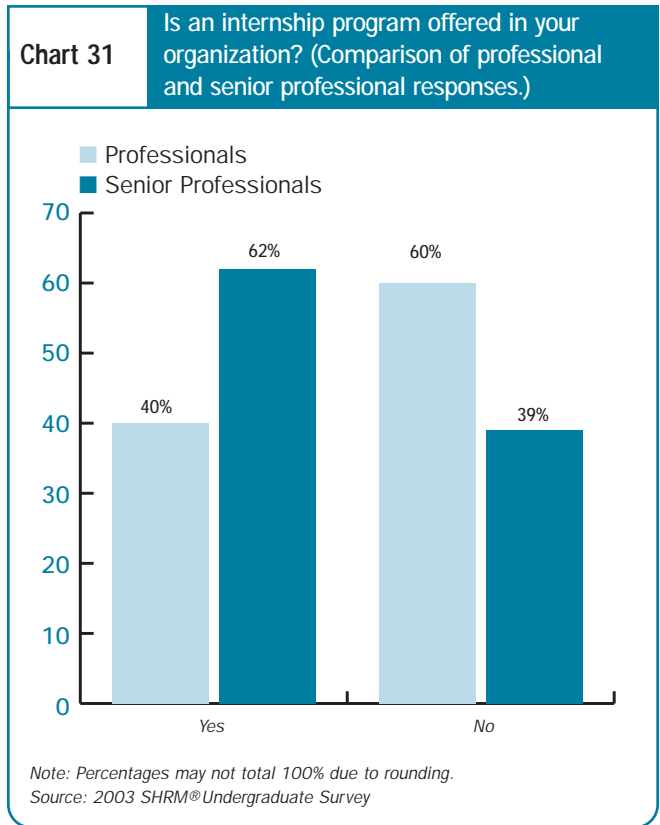
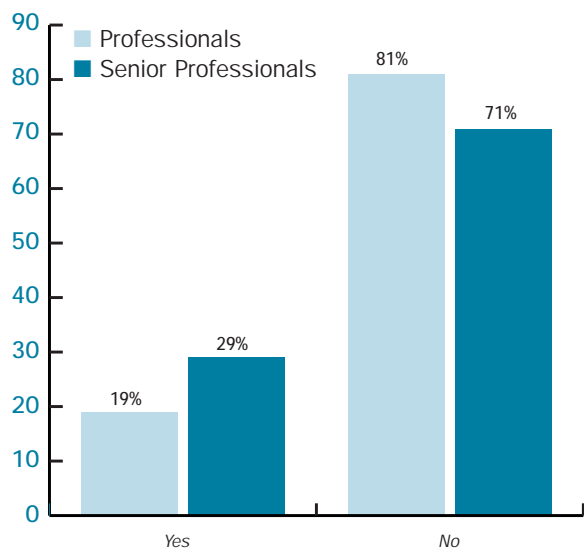


Chart 32

Would you or do you have internships specifically related to a specialty in HR such as an internship in compensation and benefits or recruiting? (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 29

If yes, please indicate the specialty areas:

Specialty Area	% Indicated in Area
Recruiting	13%
Employee Relations	11%
Training & Development	11%
Benefits	9%
Compensation	9%
Safety & Security	4%

Source: 2003 SHRM® Undergraduate Survey

Table 30

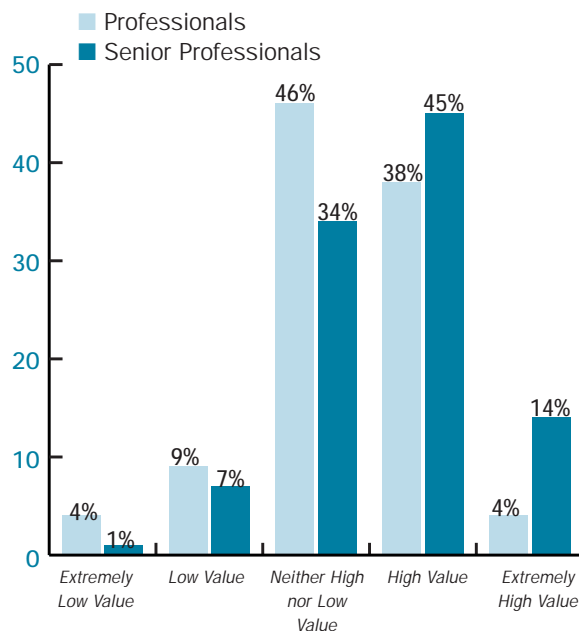
What is the value of teaching theory? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 219 - 220)	Senior HR Professionals (n = 161)
Provides a knowledge base in human resources	75%	76%
Develops critical thinking skills	75%	75%

Source: 2003 SHRM® Undergraduate Survey

Chart 33

Please indicate the value an internship program would have for your organization. (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 31 What percentage of time would you or do you have an intern spend on the following activities if you had a student intern at your organization? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 41 - 237)	Senior HR Professionals (n = 83 - 156)
Functional Rotation	29%	30%
Project Assignments	30%	35%
Functional Specialization	22%	24%
Administrative/Clerical	31%	30%
Research	14%	13%
Other	13%	10%

Source: 2003 SHRM® Undergraduate

Table 32 What percentage of time do you or would you have an intern spend with the following individuals at your organization? (Comparison of professional and senior professional responses.)

	Mean % HR Professionals	Mean % Senior HR Professionals
CEO	7%	6%
COO	7%	6%
CFO	9%	7%
VP HR	20%	20%
Manager, HR	49%	52%
Manager, Line	23%	23%
Manager, Specialty	23%	24%
Other	31%	29%

Source: 2003 SHRM® Undergraduate Survey

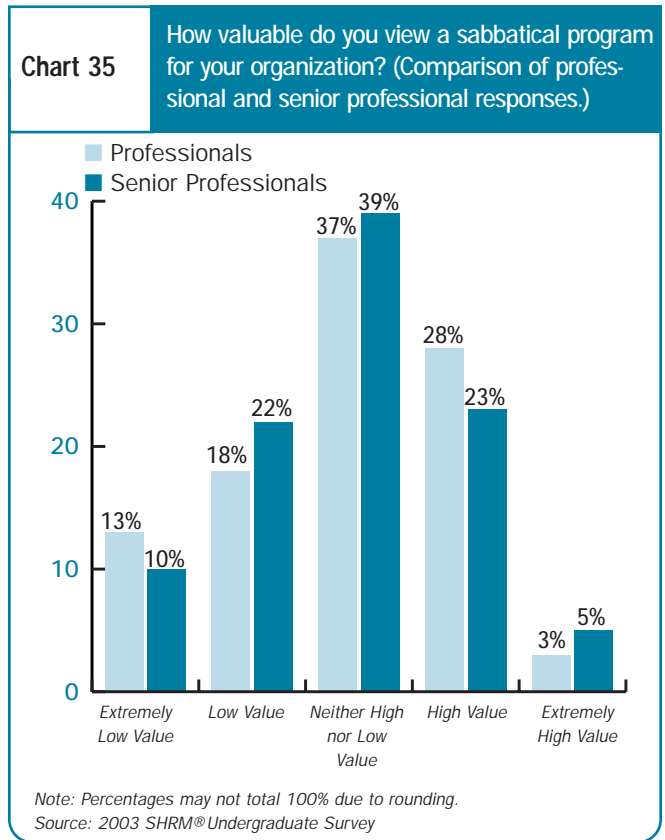
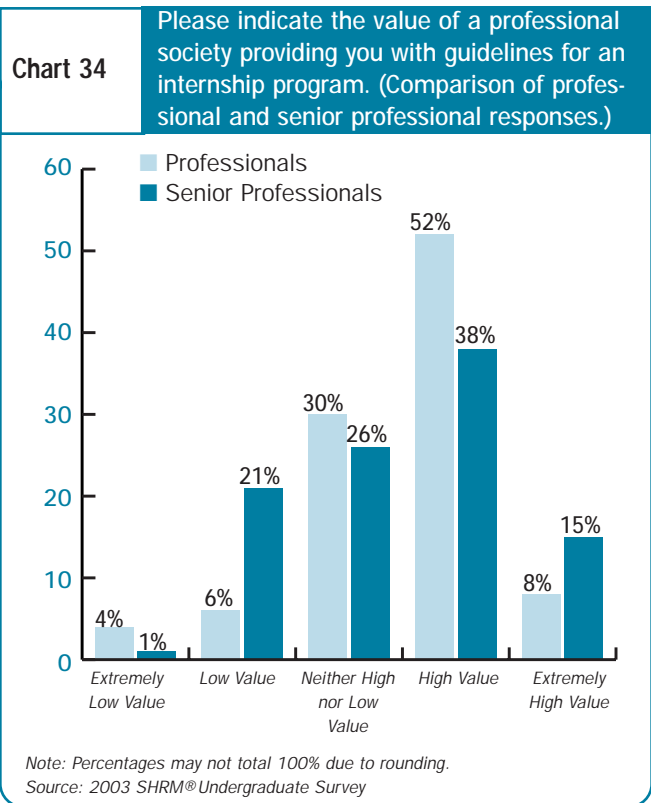
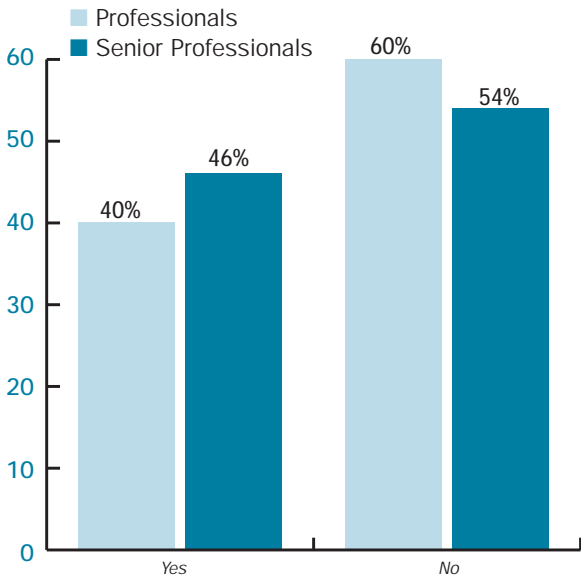


Chart 36

Would you consider having a sabbatical program where professors would work for a set amount of time to gain practical application to bring back to the classroom at your organization? (Comparison of professional and senior professional responses.)



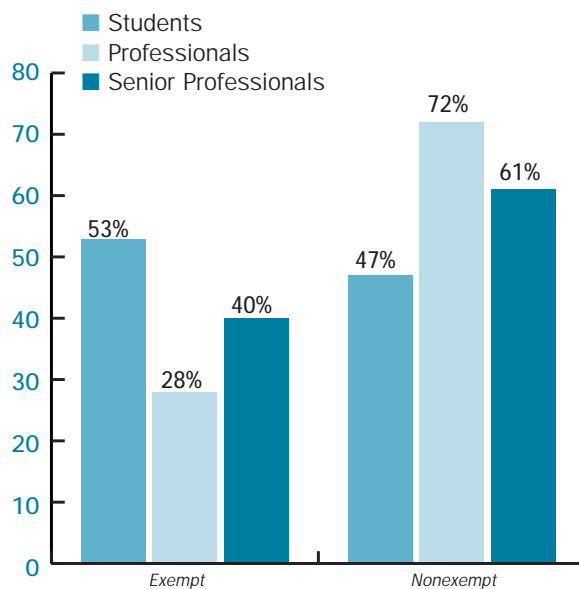
Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Entry-Level Position

Several questions covered HR professionals' views of entry-level positions in HR. The majority indicated that two years general experience or less would be needed to start in an entry-level position and the majority also said that one year or less in HR experience would be necessary. These results indicate the absolute imperative of providing avenues such as internships for HR students to gain experience.

Chart 37

Do you view an entry-level position in HR as exempt or nonexempt? (Comparison of student, professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 33 How many years of work experience are needed for an entry-level position in HR? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 284)	Senior HR Professionals (n = 156)
0 years	11%	16%
Less than 1 year	23%	16%
1 - 2 years	51%	60%
3 - 5 years	14%	8%
More than 5 years	1%	0%

Source: 2003 SHRM® Undergraduate Survey

Table 34 How many years of work experience in HR are needed for an entry-level position in HR? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 285)	Senior HR Professionals (n = 156)
0 years	20%	30%
Less than 1 year	37%	31%
1 - 2 years	39%	39%
3 - 5 years	3%	1%
More than 5 years	*	0%

* Less than 1%
Source: 2003 SHRM® Undergraduate Survey

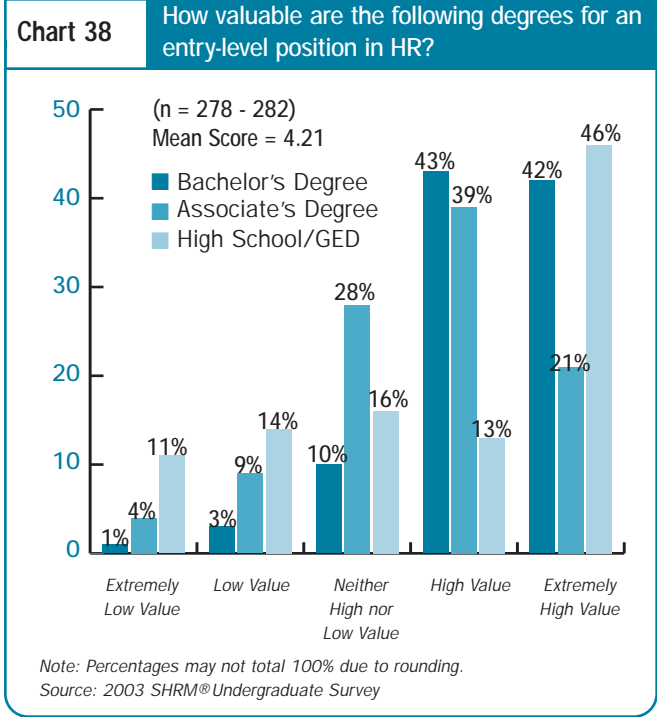


Table 35 What type of degree is required for an entry-level position in HR? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 284)	Senior HR Professionals (n = 156)
Bachelor's Degree in Business	22%	26%
Bachelor's Degree in Liberal Arts	10%	18%
Bachelor's Degree in HR	15%	10%
Associate's Degree	24%	18%
High School Degree/GED	25%	23%
None	4%	5%

Source: 2003 SHRM® Undergraduate Survey

Demographics

Table 36 How many people are employed at your organization?

n	Minimum	Maximum	Mean
280	3	120,000	5,418

Table 37 How many people are in your HR department?

n	Minimum	Maximum	Mean
278	0	1,200	31

Table 38 Which of the following do you have?

Undergraduate Degree	67%
Graduate Degree	40%
Ph.D.	3%
Law Degree	3%

Table 39 What field is your degree in?

Business	32%
HR	27%
Industrial Relations	2%
Psychology	7%
Other	32%

Table 40 How many years have you worked in the HR profession?

(n = 283)	
0 - 4 years	15%
5 - 10 years	34%
11 - 15 years	21%
16 - 20 years	15%
21 years or more	16%

Table 41 In what state is your organization located?

Upper Midwest (IA, IL, IN, MI, MN, ND, OH, SD, WV, WI)	25%
Southeast (AL, DC, FL, GA, KY, MD, NC, SC, TN, VA)	24%
Northeast (CT, DE, MA, ME, NH, NJ, NY, PA, RI, VT)	18%
Lower Midwest/South Central (AR, KS, LA, MO, MS, NE, OK, TX)	14%
Southwest (AZ, CA, CO, HI, NM, NV, UT)	14%
Northwest (AK, ID, MT, OR, WA, WY)	5%

Table 42 Which industry best describes this location's main business?

Services (Profit)	15%
Health	12%
Manufacturing (Durable Goods)	10%
Manufacturing (Nondurable Goods)	7%
Services (Nonprofit)	6%
Wholesale/Retail Trade	6%
Educational Services	5%
Finance	5%
Government	4%
High-Tech	4%
Insurance	3%
Transportation	3%
Construction & Mining/Oil & Gas	2%
Telecommunications	2%
Utilities	2%
Newspaper Publishing/Broadcasting	1%
Other	12%

Chart 39 Is your organization public or private?

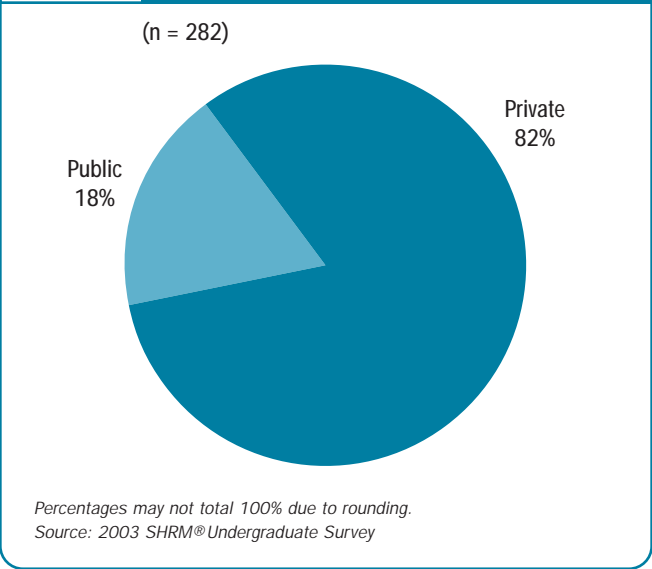
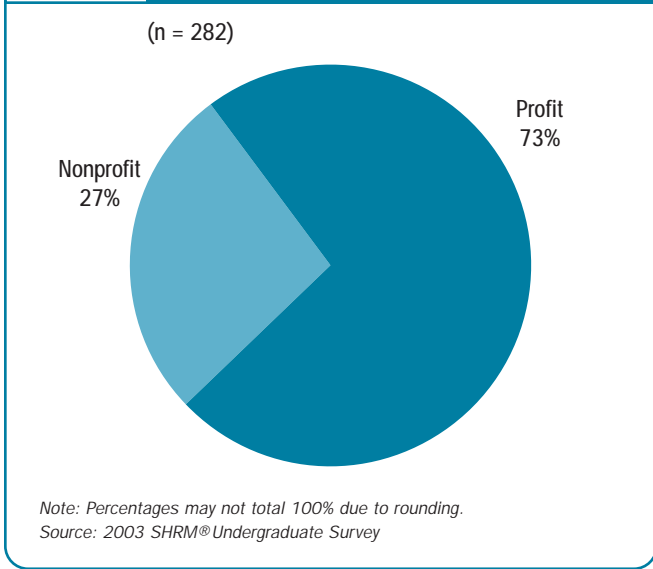


Chart 40 Is your organization profit or nonprofit?



Senior HR Professional Respondents

Education

Like the other three groups surveyed, senior HR professionals were asked the value of KSAs and certain HR courses. Tables 43 and 44 illustrate the results. Comparisons for the top and bottom three were shown earlier in this report on pages 2 and 3.

The only difference noted by senior HR profession-

als from other HR professionals is that written communication skills are perceived as more important than business ethics. As a practical matter, these last two were fairly close together in terms of actual means.

Unlike any of the three other studies, senior HR

Table 43 Please indicate the value of each of these KSAs (knowledge, skills and abilities) for a successful career in HR:

(n = 159 - 161)	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Communication Skills: Interpersonal	4.89	0%	0%	1%	10%	89%
Communication Skills: Written	4.75	0%	0%	1%	22%	76%
Employment Law	4.69	0%	0%	1%	30%	70%
Business Ethics	4.65	0%	0%	3%	29%	68%
Leadership	4.60	0%	0%	4%	33%	64%
Communication Skills: Presentation	4.52	0%	1%	3%	40%	56%
Management	4.49	0%	0%	3%	46%	51%
Business Writing	4.47	0%	1%	4%	42%	53%
Strategic Management	4.42	0%	0%	8%	42%	50%
Change Management	4.39	0%	0%	7%	48%	46%
Consulting Skills	4.31	1%	1%	12%	40%	47%
General Negotiation Skills (not labor contracts)	4.13	0%	1%	14%	55%	30%
Business Law	4.10	0%	2%	18%	48%	32%
Information Systems/Information Technology	3.71	1%	1%	35%	53%	10%
Finance	3.71	0%	6%	25%	62%	8%
Marketing	3.50	0%	6%	40%	50%	3%
Statistics	3.43	0%	11%	41%	44%	5%
Accounting	3.43	0%	12%	37%	48%	3%
Global Business	3.42	1%	7%	46%	44%	3%
Economics	3.24	0%	16%	45%	38%	1%

Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 44 Please indicate the value you place on undergraduate students taking courses in the following:

(n = 156 - 160)

	Mean	Extremely Low Value	Low Value	Neither High nor Low Value	High Value	Extremely High Value
Employee Relations	4.48	0%	0%	3%	45%	52%
Employment Law	4.40	0%	2%	4%	46%	48%
HR Strategy	4.30	0%	1%	13%	43%	44%
Performance Management	4.21	0%	1%	12%	54%	34%
Conflict Management	4.19	0%	1%	11%	56%	32%
Workforce Planning and Staffing	4.11	0%	2%	15%	54%	30%
Human Resource Development (e.g., Training and Development)	4.08	1%	1%	18%	49%	31%
Compensation	4.06	0%	3%	17%	52%	29%
Negotiations	3.92	0%	1%	24%	58%	18%
Human Resource Information Systems (HRIS)	3.88	0%	3%	20%	64%	14%
Labor Relations	3.87	0%	1%	25%	59%	15%
Safety and Security	3.52	1%	5%	40%	50%	4%
Global/International HR	3.46	1%	8%	39%	47%	5%

* Less than 1%.

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

Source: 2003 SHRM® Undergraduate Survey

professionals felt that HR strategy was an important course to take.

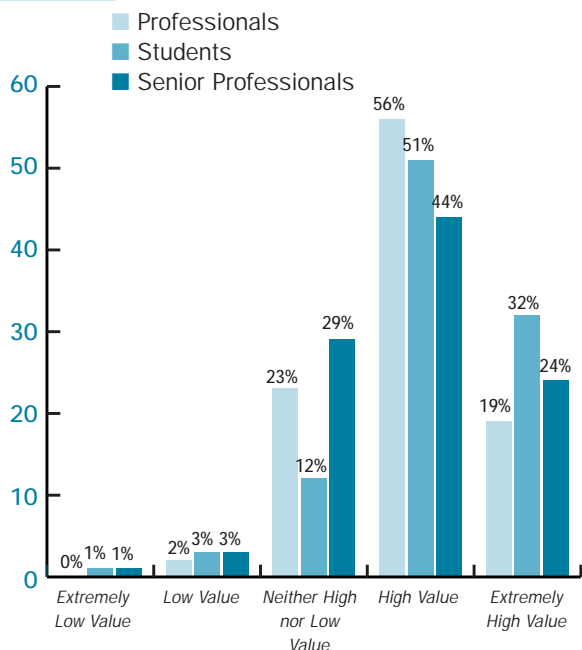
Although global HR and safety and security are clearly a common denominator for the least important courses, the four groups surveyed showed no agreement on any other topic.

The next several questions addressed the value of an undergraduate degree. The majority of respondents also agreed that an undergraduate degree in a

related field was important, even more so than a degree in HR with 77% placing a high or extremely high value on an undergraduate degree in a related field versus 68% in HR, as shown in Charts 41 and 42. Like the HR professionals, an overwhelming majority of the senior HR professionals surveyed agreed that an undergraduate degree in HR gives students a foundation in HR as well as assistance in their careers in HR.

Chart 41

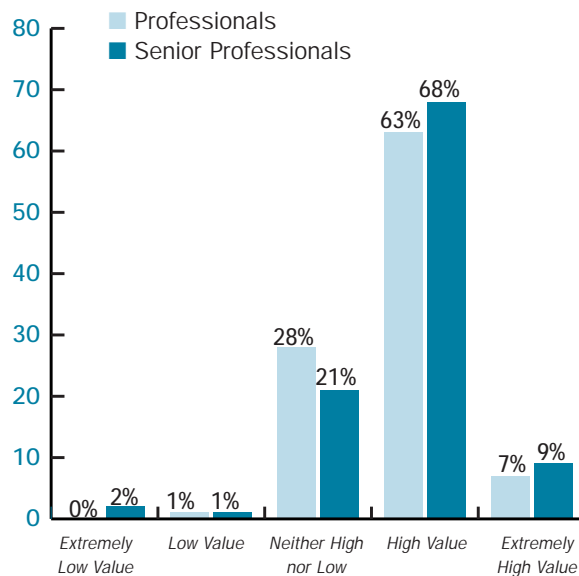
Please indicate the value of an undergraduate degree in HR for a career in HR. (Comparison of professional, student and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Chart 42

Please indicate the value of an undergraduate degree in a related field such as business for a career in HR. (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 45

How strongly do you agree or disagree with the following statements:

	n	Mean	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
An undergraduate degree in HR gives students a foundation in HR	161	4.26	0%	3%	7%	53%	38%
An undergraduate degree in HR will assist students in their career in HR	161	4.25	0%	3%	12%	42%	43%
An undergraduate degree in related field gives students a foundation in HR	161	3.47	1%	8%	36%	53%	2%
An undergraduate degree in related field will assist students in their career in HR	161	3.84	0%	4%	16%	72%	8%

Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Internships

Senior HR professionals were also asked a series of questions about internships for undergraduate students in HR. As shown in Charts 43, 44 and 45, the majority agreed that an internship should be a mandatory requirement for an undergraduate degree. What is also encouraging is that 62% of senior HR professionals offer an internship at their organization and 29% offer an internship in a specialty area.

Senior HR professionals believe that an internship program would add value because it would allow their organization to screen for potential employees as well as provide extra assistance in the HR department, as shown in Tables 46, 47 and 48. Furthermore, they would have an intern engage in a variety of activities as described in Table 49.

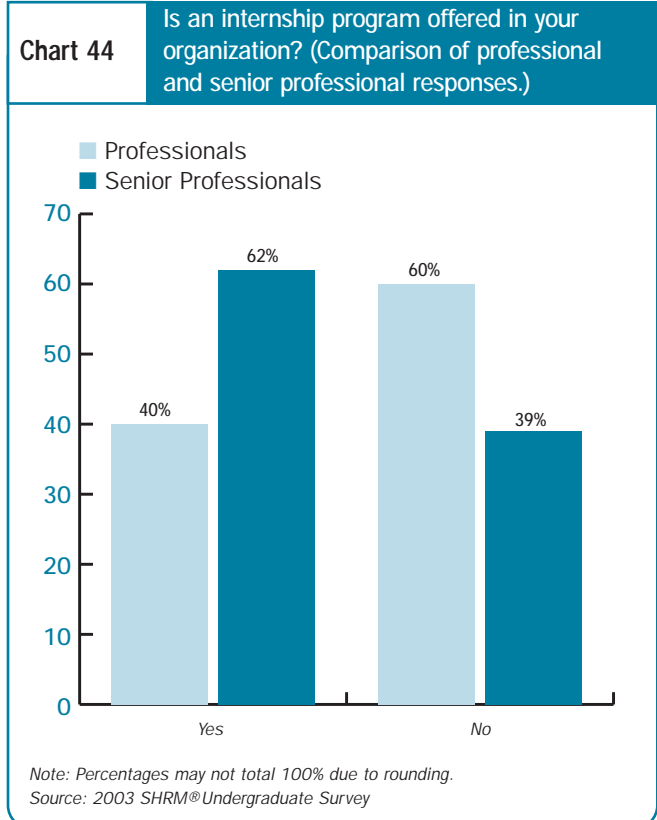
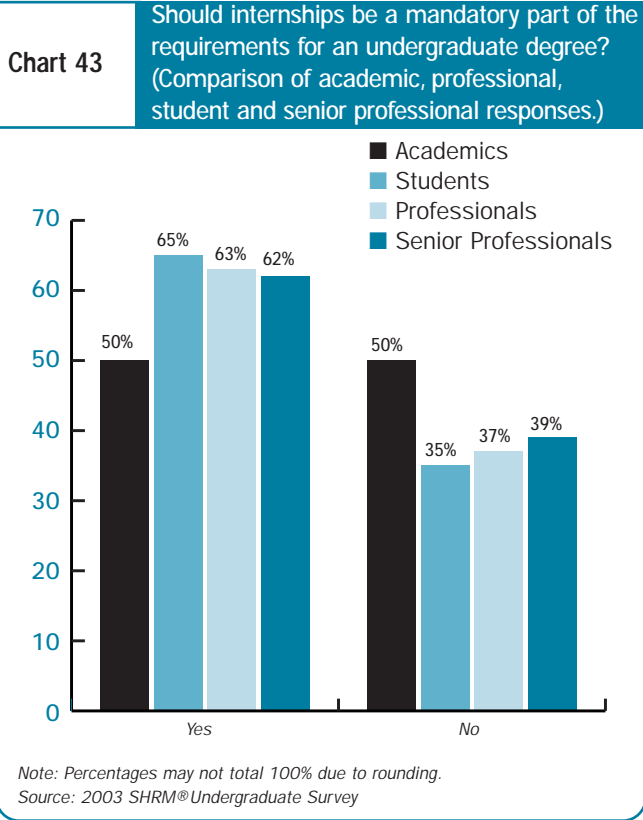
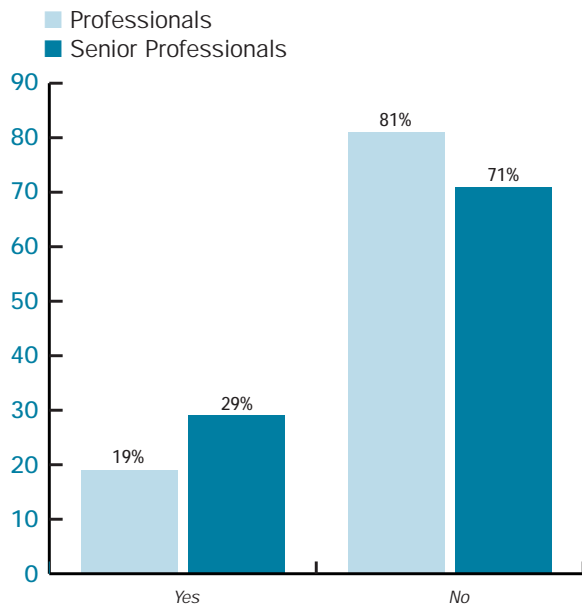


Chart 45

Would you or do you have internships specifically related to a specialty in HR such as an internship in compensation and benefits or recruiting? (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 46

If yes, please indicate the specialty areas: (Comparison of professional and senior professional responses.)

Specialty Area	HR Professionals: % Indicated in Area	Senior HR Professionals: % Indicated in Area
Benefits	9%	16%
Compensation	9%	16%
Employee Relations	11%	11%
Recruiting	13%	24%
Safety & Security	4%	6%
Training & Development	11%	20%

Source: 2003 SHRM® Undergraduate Survey

Table 47

What is the value of teaching theory? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 219 - 220)	Senior HR Professionals (n = 161)
Provides a knowledge base in human resources	75%	76%
Develops critical thinking skills	75%	75%

Source: 2003 SHRM® Undergraduate Survey

Table 48

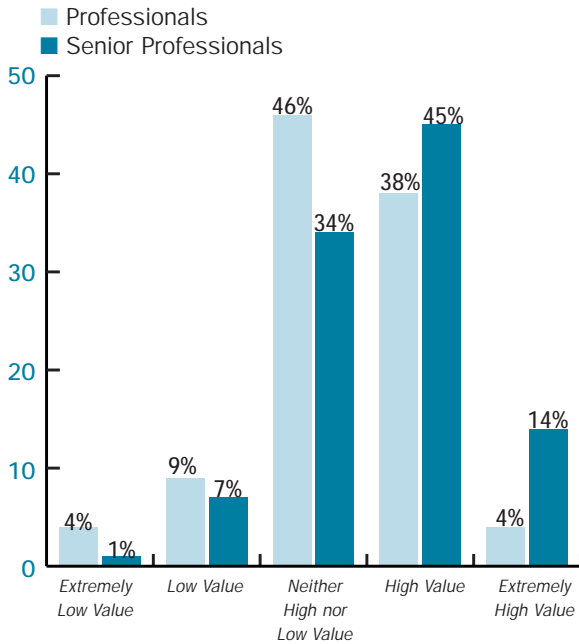
How would an internship program add value to your organization? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 293)	Senior HR Professionals (n = 161)
It would allow my organization to screen potential employees	61%	70%
It would help having an extra person in the HR department without having to hire a full-time employee	63%	70%
It would allow my organization to give back to the community	55%	59%

Source: 2003 SHRM® Undergraduate Survey

Chart 46

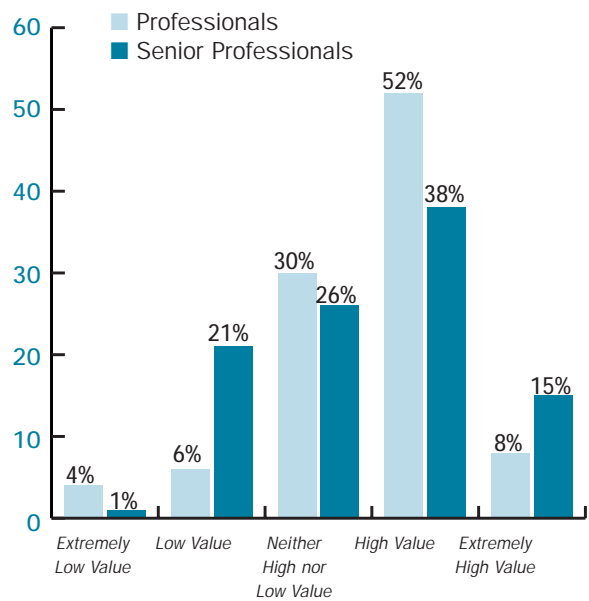
Please indicate the value an internship program would have for your organization. (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Chart 47

Please indicate the value of a professional society providing you with guidelines for an internship program. (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Table 49

What percentage of time would you or do you have an intern spend on the following activities if you had a student intern at your organization? (Comparison of professional and senior professional responses.)

	HR Professionals (n = 41 - 237)	Senior HR Professionals (n = 83 - 156)
Functional Rotation	29%	30%
Project Assignments	30%	35%
Functional Specialization	22%	24%
Administrative/Clerical	31%	30%
Research	14%	13%
Other	13%	10%

Source: 2003 SHRM® Undergraduate Survey

Table 50

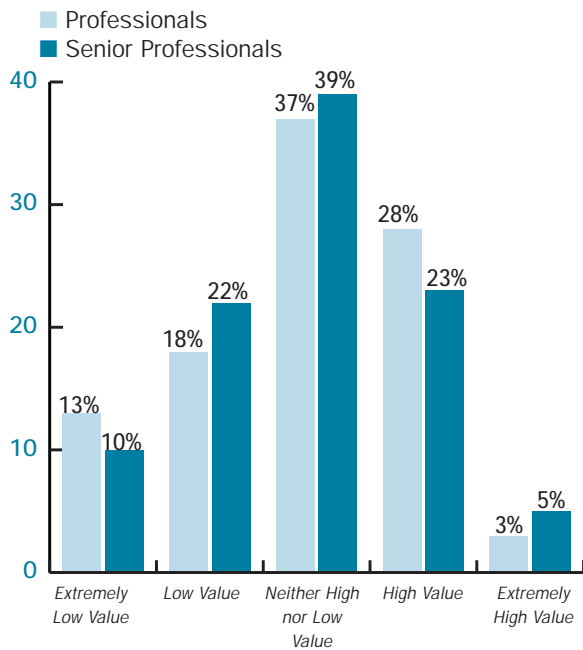
What percentage of time do you or would you have an intern spend with the following individuals at your organization? (Comparison of professional and senior professional responses.)

	Mean % HR Professionals	Mean % Senior HR Professionals
CEO	7%	6%
COO	7%	6%
CFO	9%	7%
VP, HR	20%	20%
Manager, HR	49%	52%
Manager, Line	23%	23%
Manager, Specialty	23%	24%
Other	31%	29%

Source: 2003 SHRM® Undergraduate Survey

Chart 48

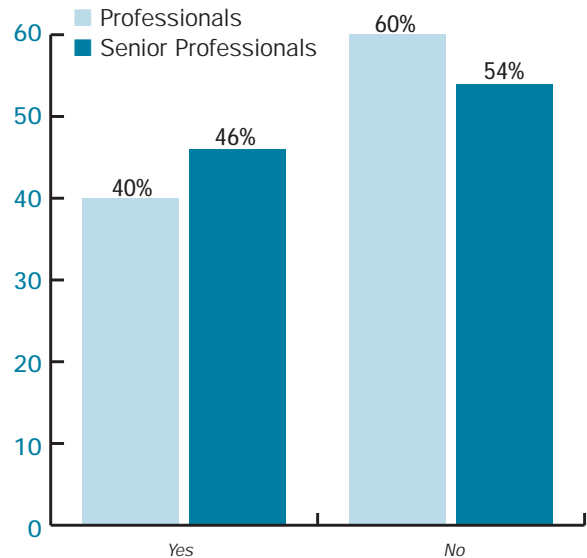
How valuable do you view a sabbatical program for your organization? (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Chart 49

Would you consider having a sabbatical program where professors would work for a set amount of time to gain practical application to bring back to the classroom at your organization? (Comparison of professional and senior professional responses.)



Note: Percentages may not total 100% due to rounding.
Source: 2003 SHRM® Undergraduate Survey

Entry-Level Position

Several questions addressed HR professionals' views on the definition or characteristics of an entry-level position, as shown in the following tables and charts. The majority indicated that two years or less of general work experience was needed and one year

or less of HR experience was needed to start an entry-level job. This finding reinforces the fact that HR students need to be given the opportunity for internships as well as other avenues to gain work experience in HR.

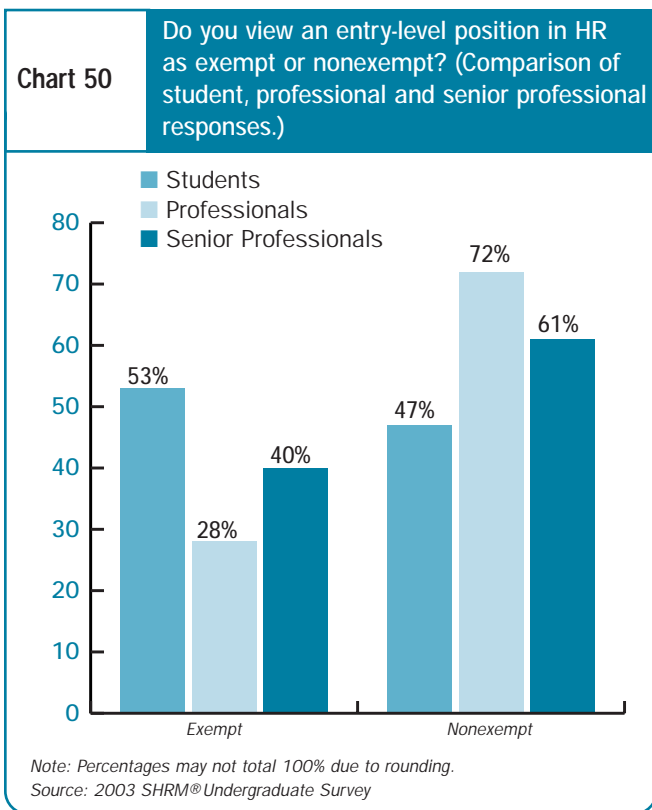


Table 52 How many years of work experience in HR are needed for an entry-level position in HR?

	HR Professionals (n = 285)	Senior HR Professionals (n = 156)
0 years	20%	30%
Less than 1 year	37%	31%
1 - 2 years	39%	39%
3 - 5 years	3%	1%
More than 5 years	*	0%

* Less than 1%
Source: 2003 SHRM® Undergraduate Survey

Table 51 How many years of work experience are needed for an entry-level position in HR?

	HR Professionals (n = 284)	Senior HR Professionals (n = 156)
0 years	11%	16%
Less than 1 year	23%	16%
1 - 2 years	51%	60%
3 - 5 years	14%	8%
More than 5 years	1%	0%

Source: 2003 SHRM® Undergraduate Survey

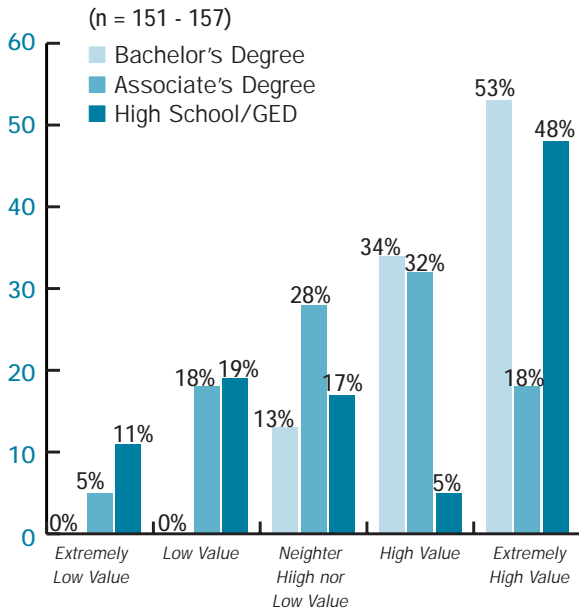
Table 53 What type of degree is required for an entry-level position in HR?

	HR Professionals (n = 284)	Senior HR Professionals (n = 156)
Bachelor's Degree in Business	22%	26%
Bachelor's Degree in Liberal Arts	10%	18%
Bachelor's Degree in HR	15%	10%
Associate's Degree	24%	18%
High School Degree/GED	25%	23%
None	4%	5%

Source: 2003 SHRM® Undergraduate Survey

Chart 51

How valuable are the following degrees for an entry-level position in HR?



Source: 2003 SHRM® Undergraduate Survey

Demographics

Table 54 How many people are employed at your organization?

n	Minimum	Maximum	Mean
152	88	140,000	8,373

Source: 2003 SHRM® Undergraduate Survey

Table 55 How many people are in your HR department?

n	Minimum	Maximum	Mean
149	1	400	10*

*The median was reported for this question due to the number of high responses and is a more accurate reflection of the midpoint.

Source: 2003 SHRM® Undergraduate Survey

Table 56 Which of the following do you have?

Degree	HR Professionals (n = 293)	Senior HR Professionals (n = 161)
Undergraduate Degree	67%	75%
Graduate Degree	40%	57%
Ph.D.	3%	4%
Law Degree	3%	4%

Source: 2003 SHRM® Undergraduate Survey

Table 57 What field is your degree in?

Field	HR Professionals (n = 293)	Senior HR Professionals (n = 156)
Business	32%	39%
Human Resources	27%	30%
Industrial Relations	2%	2%
Psychology	7%	4%
Other	32%	26%

Source: 2003 SHRM® Undergraduate Survey

Table 58 How many years have you worked in the HR profession?

	HR Professionals (n = 283)	Senior HR Professionals (n = 157)
0 - 4 years	15%	1%
5 - 10 years	34%	12%
11 - 15 years	21%	24%
16 - 20 years	15%	27%
21 years or more	16%	36%

Source: 2003 SHRM® Undergraduate Survey

Table 59 In what state is your organization located?

(n = 153)	
Upper Midwest (IL, IN, IA, MI, ND, OH, SD, WV, WI)	20%
Northeast (CT, DE, ME, MA, NH, NJ, NY, PA, RI, VT)	27%
Southeast (AL, DC, FL, GA, KY, MD, NC, SC, TN, VA)	43%
Lower Midwest/South Central (AR, KS, LA, MS, MO, NE, OK, TX)	5%
Southwest (AZ, CA, CO, HI, NV, NM, UT)	3%
Northwest (AK, ID, MT, OR, WA, WY)	1%

Source: 2003 SHRM® Undergraduate Survey

Table 60 Which industry best describes this location's main business?

(n = 161)	
Services (Profit)	20%
Finance	17%
Health	12%
Wholesale/Retail Trade	9%
Insurance	6%
Manufacturing (Durable Goods)	6%
Services (Nonprofit)	6%
Transportation	6%
Manufacturing (Nondurable Goods)	4%
Educational Services	2%
High-Tech	1%
Construction & Mining/Oil & Gas	1%
Government	1%
Telecommunications	1%
Utilities	1%
Other	6%

Source: 2003 SHRM® Undergraduate Survey

Chart 52 Is your organization public or private?

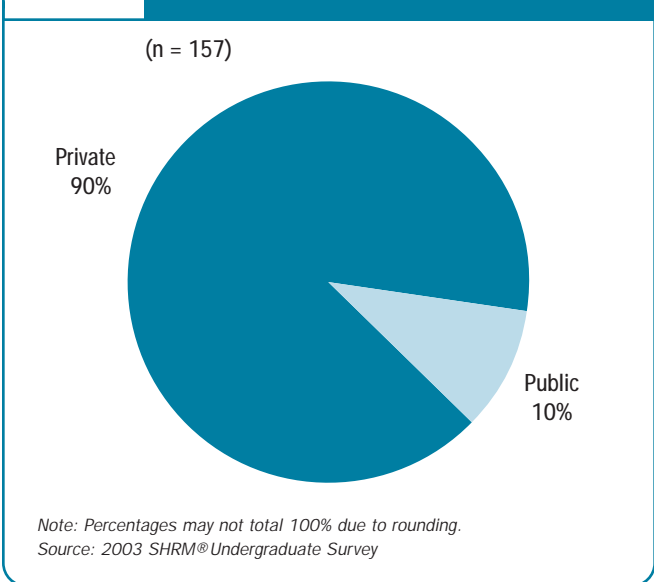


Chart 53 Is your organization profit or nonprofit?

