



SHRM HUMAN RESOURCE CURRICULUM

Guidebook and Templates for
Undergraduate and Graduate Programs

PROJECT TEAM

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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. Today, the breadth and depth of business knowledge, as well as the mastery of management skills required of HR professionals, are unprecedented.

The Association to Advance Collegiate Schools of Business (AACSB International) and the Society for Human Resource Management (SHRM) believe that the human resource student is best prepared for a career in HR when HR is taught within the business context.

AACSB takes its role in aligning management education with the interests of society seriously, and therefore SHRM's initiative to strengthen HR degree programs is of enormous interest to AACSB, with its network of more than 1,500 business schools worldwide dedicated to advancing quality management education.

The guidebook and associated templates developed by SHRM are the result of a highly interactive, ongoing process involving practitioner and academic communities. These guidelines are flexible and focused on outcomes, with the goal to assist educators to realign curricula and courses, publicize their programs and measure results. The goal of this guidebook is to strengthen business and HR education worldwide. AACSB commends SHRM for its leadership in guiding HR education and encourages business schools to use the guidebook and templates to develop and reformulate their HR degree programs.

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AACSB International



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INTRODUCTION

ELEVATING THE QUALITY OF 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 HR profession. The competitive nature of today's global marketplace and the increasingly strategic nature of the profession demand a higher level of readiness. To become an HR professional, one must be well prepared. A critical first step is earning a well-rounded, robust undergraduate or graduate degree in human resources.

Many choices will be made throughout the career progression of an HR professional. To advance the level of preparedness necessary to enter the HR field, SHRM's strategy regarding HR education focuses on a certain path for students. Choosing to follow an HR career path requires a strong interest in—and dedication to—life-long learning.

Once the decision is made to pursue HR as a career, SHRM believes that a critical step is to receive a formal education in HR, including through HR internships and other HR-specific experiential learning activities. After earning a degree and securing employment in the HR field, gaining HR-related work experience leads to career progression. Throughout this process, a key goal is to earn professional HR credentials. The SHRM certification exams offer an opportunity to gain certification and pursue continued learning through the recertification process. As the nature and content of the profession change and evolve, learning throughout one's career is essential (see Figure 1).

Figure 1: How to Pursue a Career in Human Resources: Six Simple Steps to Success



2018 HR CONTENT AREAS AT A GLANCE

Anchored in extensive research, 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. 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 2018 guidebook and templates are based. Table 1A summarizes the required and secondary HR content areas to include in an HR degree program. To complement the SHRM Competency Model, the most current edition of the guidelines (2018) now includes the SHRM competencies as part of the requirement for the HR degree program to qualify for alignment with the SHRM HR curriculum guidelines (please see Tables 1A and 1B).

Table 1A: HR Content Areas

Required Content Areas	Secondary Content Areas
Change Management	Downsizing/Rightsizing
Compensation and Benefits*	Mergers and Acquisitions
Employee and Labor Relations	Outsourcing
Employment Law	Sustainability/Corporate Social Responsibility
Globalization	
HR Career Planning	
HR's Role in Organizations	
Human Resource Information Systems (HRIS)	
Job Analysis and Job Design	
Managing a Diverse Workforce	
Metrics and Measurement of HR	
Organizational Development	
Performance Management	
Staffing (Recruitment and Selection)	
Strategic HR	
Training and Development	
Workforce Planning and Talent Management	
Workplace Health, Safety and Security	

*Exact language used during data collection was "Total Rewards (Compensation, Benefits)"

Table 1B: SHRM Competencies

Required Competency Areas
Business Acumen
Communication
Consultation
Critical Evaluation
Ethical Practice
Global and Cultural Effectiveness
Leadership and Navigation
Relationship Management

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. The studies showed that organizations want to know how to acquire, grow and retain HR professionals with a degree in HR. In addition, organizations seek HR professionals who know how to execute competitive and strategic human resource practices. Based on this work, in 2006, SHRM created the *HR Curriculum Guidebook and Templates*, focusing on how professional organizations and academic programs educate students to prepare them for a career in HR.

The role of HR professionals in organizations has transitioned from transactional, technical and administrative, to strategic for the development and accomplishment of organizational goals and objectives. Overall, due to the changing nature of work—including knowledge-based industries and global competition for talent—human capital is now viewed as a key asset in organizations. At the same time, there have been changes in the knowledge, skills, abilities (KSAs) and competencies required of HR professionals. Reflective of the changing nature and role of the human resource function, HR education must prepare future HR professionals with the essential competencies to meet the demands of the HR field. As seen later in the guidebook (sections “Key Results of the 2017 Curriculum Guidelines Revalidation Study” and “Appendix A”), the eight SHRM competencies are now part of the requirements for an HR degree program to align with the curriculum guidelines.

DEVELOPMENT OF THE SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES

The 2004 SHRM Symposium on the Future of HR Education, which brought together HR academicians, experienced practitioners and students, contributed to the development of the *HR Curriculum Guidebook and Templates*. A key finding 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 pointed to a lack of clear and acceptable standards in HR education.

The 2005 SHRM Symposium on the Future of Strategic HR also contributed to the development of the guidebook and templates. Senior-level HR practice leaders, academicians and consultants concluded that not enough barriers were in place to prevent those who were ill-prepared to practice HR from entering the field.

Since 2005, academic programs in HR have made great strides and responded to the needs in the employment marketplace. There is now a fairly common agreement on a defined set of HR content areas, knowledge and competencies that HR graduates should possess to enter the HR field. As more HR programs are offered in colleges and universities, SHRM’s experience working with universities shows that interest in human resources as a profession—and as a major area of study—has grown, with a greater agreement between academicians and practitioners regarding what an education in HR should cover. Degree programs increasingly offer 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.

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.

Over the years, an emphasis on business knowledge of HR professionals has become more prominent. 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 curriculum. 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. HR practitioners and academicians said that a degree in business with a concentration in HR was more valuable than a degree in HR without the business emphasis. The results of current research support the emphasis on studying HR within a business degree and show that a business-based HR degree is increasingly important.

To ensure that new HR professionals enter the world of work equipped with adequate knowledge, skills and competencies to succeed in the workplace, SHRM and universities have an obligation to attract students to HR as a profession early in their career development. With an HR degree from a university that offers a complete, robust and HR-specific educational curriculum—coupled with opportunities through internships and other HR-specific work experiences—students are better prepared to meet the expectations of employers and embark on the pathway that leads to life-long learning in the discipline.

STATE OF HR EDUCATION (SOHRE) LONGITUDINAL STUDY

From 2009 to 2013, SHRM collaborated 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 assessed 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 from the perspective of HR students, graduates and professionals in other business fields. In the last two years of the study, faculty were surveyed. To help ensure an accurate assessment of member perceptions of HR education, the study sought to identify and define parameters surrounding HR education regarding the following items: 1) undergraduate and graduate degree course offerings and requirements; 2) experiential, or internship, components included with HR programs; and 3) perceptions of the field of HR from HR and non-HR perspectives. Among the key findings were the following:

- Across all years of the survey, findings indicated that course of study, accreditation, facilities and resources, and job placement of graduates have consistently remained as the top indicators of program quality among students.
- Most respondents who are pursuing, or have received, graduate degrees in HR do so because a) it is part of their career plan; b) they want to enter the field of HR; or c) they need a graduate degree to advance in their careers.
- 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.
- The faculty study results indicated that in a majority of business programs, an HR course was required as part of the business core curriculum.

Overall, these results suggest that a large portion of survey respondents learned about HR as a career track through noneducational experiences (e.g., by working with HR representatives at a job).

SHRM REVALIDATION OF THE HR CURRICULUM GUIDELINES

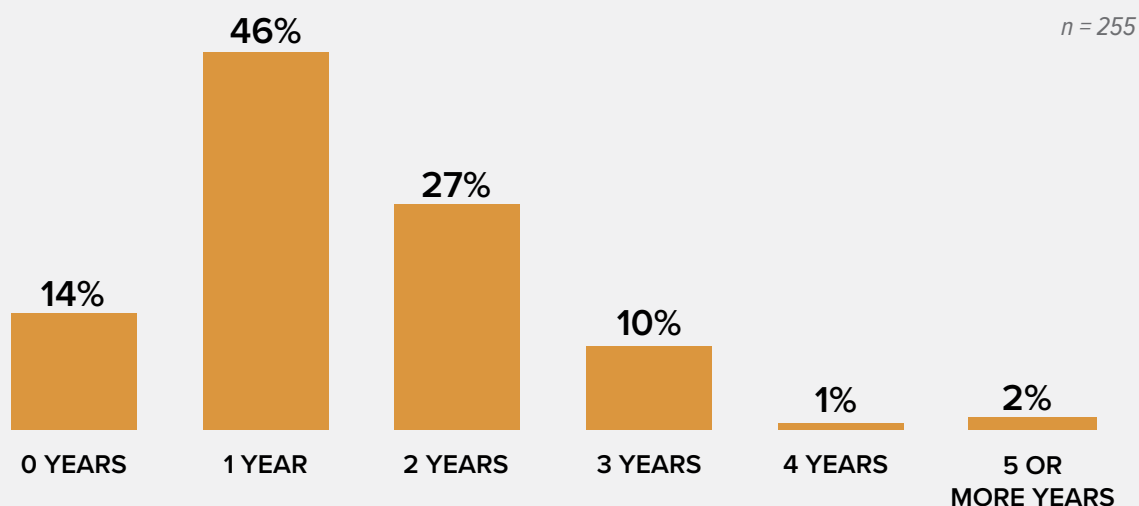
SHRM continued its research on the topic of HR education in 2007-2010, 2012-13 and 2017. This publication (the 2018 guidebook and templates) is the current, updated publication, based on the 2017 Curriculum Guidebook Revalidation Study, titled “Preparing to Enter the Field of Human Resources.” The revalidation study was conducted among 1) academicians in HR degree programs, and 2) HR professionals (manager level or higher) employed by organizations operating in the United States. The survey instruments 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. Data from this research are highlighted throughout this publication.

Particularly noteworthy from the 2017 Curriculum Guidebook Revalidation Study is input from HR practitioners who hire recent graduates for entry-level work (see Figure 2). Of those surveyed, 14% of employers will hire without experience; 46% say one year of experience is preferred; and 27% prefer at least two years of experience for an entry-level position in HR.

PARTICIPATION IN INTERNSHIPS: WHY INTERNSHIPS ARE IMPORTANT

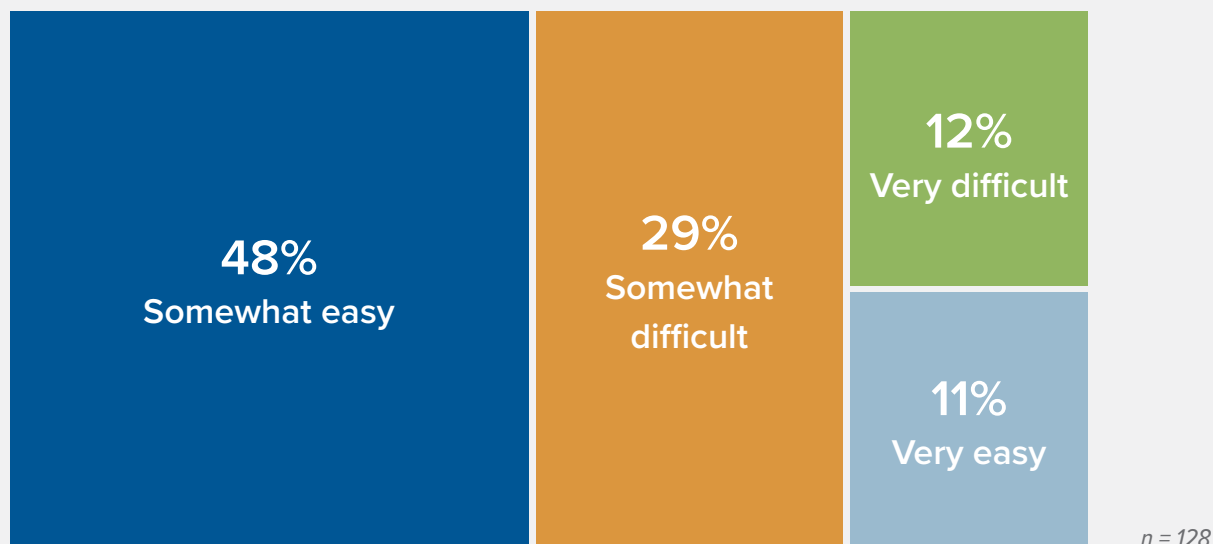
Any discussion of HR education would be incomplete without acknowledging the importance of internships. SHRM strongly believes that internships, along with other HR-specific experiential learning activities, provide excellent practical learning opportunities for students and will give new entrants into the field an advantage over those who do not have an internship experience. SHRM strongly encourages practitioners to make internships available and recommends that students take advantage of them, despite certain constraints. These constraints include the limited number of paid internships (versus unpaid internships), geographic constraints, limited number of formal internships for all students, and internships that do not provide a quality and meaningful internship experience. SHRM highly recommends internships and encourages universities to require them for graduation.

Figure 2: Years of HR-Specific Work Experience Needed for Entry-Level HR Positions



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. Increasingly, emerging professionals with HR degrees but without HR work experience cannot compete with non-HR-degreed candidates who have HR work experience. HR-specific experiential learning activities—outside of formal internship programs—provide important learning opportunities. Internships are potentially the most valuable source of experience for students and the reason SHRM strongly supports internships for students as well as classroom and experiential learning. The 2017 survey of universities shows a wide spectrum in connecting students to internships with companies. For example, 11% of schools note that it is very easy to connect students with HR-related internships, whereas 12% find it to be very difficult (see Figure 3).

Figure 3: Matching Students with Companies for HR-Focused Internships



DEVELOPMENT OF THE SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES

To define a common set of parameters for HR education, SHRM began with a series of studies in 2004 and continued through 2015. These studies showed that there are many educational programs offering HR-related degrees; however, 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. The 2004 SHRM Symposium on the Future of HR Education and the 2005 SHRM Symposium on the Future of Strategic HR led to the initial guidelines, published in early 2006.

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. Thirteen 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, recent studies confirm that survey respondents agree that degree programs and their content have changed over time to keep pace with the HR profession as it evolves.

Multiple focus groups, consisting of HR academicians and practitioners (members and nonmembers of SHRM) reviewed and provided very detailed comments on the original *HR Curriculum Guidebook and Templates*. 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 gap between what is being taught and what HR practitioners are looking for from students entering the HR field has narrowed significantly, especially regarding the study of 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 selected to be part of the panels by a 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 public policy issues.

An important shift has occurred in recent years. 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. In response, SHRM has sought to solve the lack of business acumen and savvy among graduates of HR degree programs. The current research studies, however, show that the gap between what is being taught and what HR practitioners are looking for from recent graduates entering the HR field has narrowed significantly, especially regarding the study of HR within the context and framework of business.

The 2017 research efforts focused on these issues as well. The 2017 study found that employers have specific expectations for new HR graduates and their experience when considering HR candidates (see Figure 4). The top three experiences preferred by employers are 1) HR-related work experience, part-time or full-time (non-internship/practicum); 2) HR undergraduate program internships; and 3) directed HR work- or research-related projects.

Figure 4: What Employers Look for When Evaluating Entry-Level HR Candidates

Rank	Experience
1st	HR-related work experience, part-time or full-time (non-internship/practicum)
2nd	HR undergraduate program internships
3rd	Directed HR work- or research-related projects
4th	HR graduate program internships
5th	Independent study/projects supervised by a faculty member or HR professional
6th	HR-related work/study assignments
7th	HR-related volunteer role

SHRM COMPETENCY MODEL

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. This effort yielded results that indicated a more in-depth and universal approach was needed to define HR competencies for practitioners at various stages of an HR career, not just at the senior level.

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 involving thousands of HR professionals across the globe, SHRM created a comprehensive HR competency model. In 2012, in its worldwide survey of more than 32,000 HR professionals, SHRM confirmed the relevance, importance and generalizability of the model. Also in 2012, SHRM gathered ratings from a diverse sample of more than 800 HR professionals and their supervisors across a variety of corporate settings to establish a link between proficiency in the SHRM-defined competencies and successful job performance. Along with the SHRM Competency Model, SHRM developed the SHRM Diagnostic™ - 180 Tool for individuals to measure their own competencies as they move forward in their HR career (shrm.org/competencytools).

Competencies are an effective way to explain what people need to know and do behaviorally to be successful in their work. HR is no exception. Because competencies serve as a useful framework for educating HR professionals in the knowledge, skills and abilities they need to be successful, SHRM

has integrated competencies into the *HR Curriculum Guidebook and Templates for Undergraduate and Graduate Programs*. To accomplish this, SHRM used the nine competencies defined in the SHRM Body of Competencies and Knowledge™ (SHRM BoCK™), which is based on the SHRM Competency Model. The model defines eight key behavioral competencies (Ethical Practice, Leadership and Navigation, Business Acumen, Relationship Management, Communication, Consultation, Critical Evaluation, and Global and Cultural Effectiveness) and one technical competency (HR Expertise) and serves as a comprehensive roadmap for developing the capabilities HR professionals need to advance their careers and improve their workplace effectiveness. The BoCK serves as the foundation to the SHRM Certified Professional (SHRM-CP®) and SHRM Senior Certified Professional (SHRM-SCP®) certifications as well as many of the professional development programs that SHRM and others provide.

In 2014, SHRM conducted a knowledge specification exercise to further develop the HR Expertise (HR Knowledge) technical competency. First, SHRM performed an extensive review of past academic and employer surveys as well as existing literature on HR knowledge, including textbooks, curricula, syllabi and other educator resources, to determine the universe of knowledge that HR professionals need to perform their jobs. Second, SHRM established in 2014 a BoCK Advisory Panel of 19 HR and business leaders from various industries, including retail, research, consulting, health care and manufacturing. This panel reviewed the proposed content and framework of the HR Expertise competency to ensure its accuracy and comprehensiveness.

As SHRM continues to conduct its research into the competencies necessary for success in HR, it will make updates to the curriculum guidelines to reflect the evidence established through these studies.

SHRM CERTIFICATION EXAMS

SHRM's competency-based certifications, SHRM-CP and SHRM-SCP, are the premier professional certifications in the human resources field, with more than 110,000 HR professionals in 105 countries holding a SHRM credential. Built upon the SHRM BoCK and the SHRM Competency Model, the SHRM-CP and SHRM-SCP are accredited by the Buros Center for Testing and are the global standard for HR certification.

As part of its ongoing commitment to the HR profession, SHRM introduced its student eligibility program for certification. The program, which began with the 2017 winter testing window, allows students enrolled in a bachelor's or master's HR degree program at an educational institution aligned to SHRM's curriculum guidelines the opportunity to apply for the SHRM-CP exam. To be eligible to participate in SHRM's student eligibility program, students must:

- Be enrolled in the final year of study in an HR undergraduate or graduate degree program that aligns with SHRM's curriculum guidelines.
- Be a student in good standing (as defined by the university).
- Have a minimum of 500 hours of relevant HR experience. Relevant HR experiences include:
 - Participating in an internship in HR.
 - Completing an HR work-study assignment.
 - Directed HR-related work projects.
 - Directed HR-related research projects.
 - Supervised independent study in HR.
 - Working part time or full time in HR.

After determining that a bachelor's or master's degree program in HR aligns with SHRM's curriculum guidelines, SHRM will provide the university with information about how to participate in the special academic eligibility program website section for its students. Direct questions to AcademicEligibility@shrm.org or search for Student SHRM-CP Eligibility at shrm.org/certification.

HR CURRICULUM 2018: 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 to better reflect terminology used in HR degree programs in the higher education marketplace. As the nature of HR education evolves, SHRM has continued its research on the topic of HR education in 2009-2017. The 2018 guidebook is anchored in research as the basis to formulate its content.

The 2018 guidelines for undergraduate and graduate degree 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 HR curriculum guidebook and templates, which is the basis of SHRM’s academic initiatives:

1. Survey of academicians and employers conducted in spring 2017 for the curriculum guidelines revalidation, “Preparing to Enter the Field of Human Resources”.
2. Surveys of academicians, students and HR practitioners about undergraduate HR curricula conducted in fall 2012 under the Curriculum Guidebook Revalidation Study.
3. Surveys of academicians, students and HR practitioners about graduate HR curricula conducted in fall 2012 under the Curriculum Guidebook Revalidation Study.
4. Multiple focus groups of academicians who teach HR (conducted in 2009).
5. Eleven years of experience working with more than 460 HR degree programs at over 350 universities and colleges that have aligned with the guidelines or adopted the SHRM curriculum.
6. SHRM’s 2008 Managing Your HR Career Survey Report.
7. State of HR Education Longitudinal Study.
8. SHRM assessment development research.
9. Conclusions from the 2005 SHRM Symposium on the Future of Strategic HR.
10. Conclusions from the 2004 SHRM Symposium on the Future of HR Education.

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.

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 various forces influence change in curriculum design. As 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.

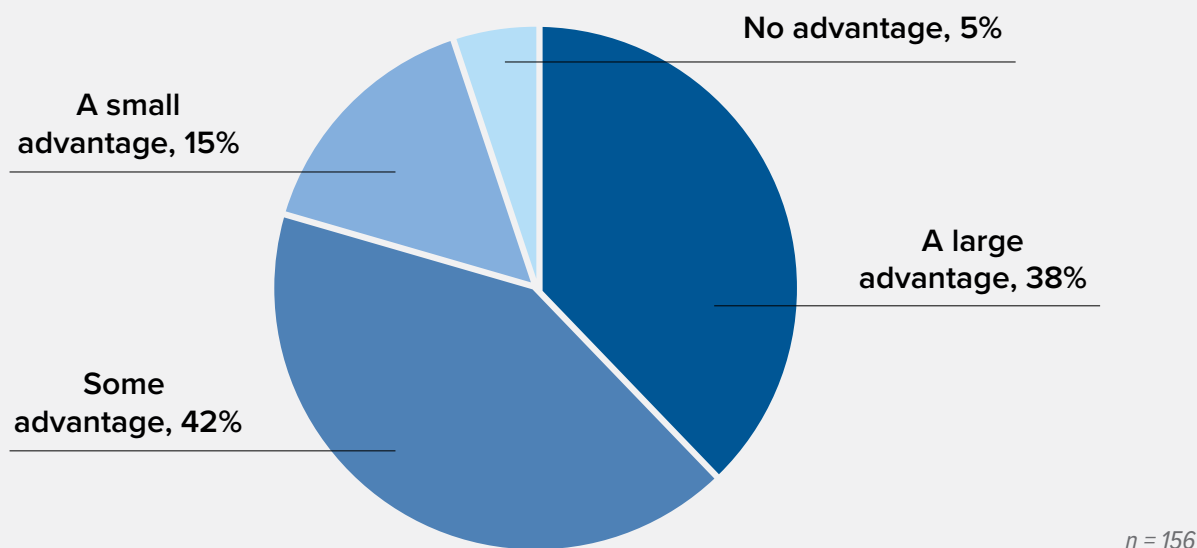
Faculty may not have as much time for course development as they once did. Therefore, part of SHRM's overall academic initiative is dedicated to developing HR-specific content based on these guidelines for faculty to use to supplement existing or create new HR degree programs. Currently, more than 75 HR-specific case studies and learning modules are available to faculty on the SHRM website to download and use.

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 level of difficulty in getting proposed changes approved. SHRM's research shows that faculty members are 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.

Since 2006, SHRM has worked with many universities to modify or build HR degree programs structured around these guidelines. In 2017, almost two-thirds (60%) 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 5).

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 5: Academicians Agree: SHRM-Aligned HR Programs Offer a Competitive Advantage



OVERARCHING TENETS OF THE SHRM HR CURRICULUM GUIDELINES

The design of the *SHRM HR Curriculum Guidebook and Templates* is based on the following three principles to increase the likelihood of continuing change in HR education; the focus is on outcomes.

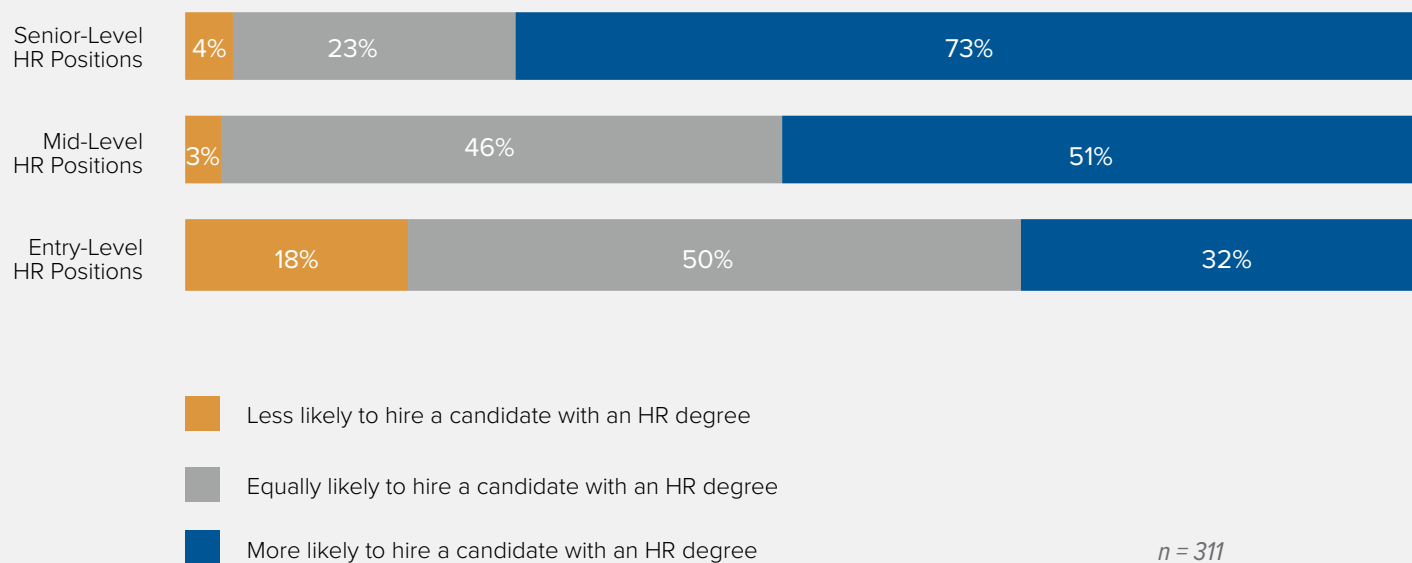
- **Build on the familiar.** The guidelines provide options to modify but not completely redirect teaching efforts, so that faculty may readily or more easily adapt HR coursework to align with the guidelines.
- **Focus on HR, not on other elements of the degree program.** SHRM recognizes that in most 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 HR curriculum 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 2017, more than 350 schools and 460 HR degree programs have been acknowledged by SHRM as following these guidelines—and more than 30 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 the SHRM HR curriculum 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. The 2017 Curriculum Guidebook Revalidation Study found that employers are more likely to hire mid and senior-level candidates with an HR degree for an HR position. For entry-level HR positions, employers are equally likely to hire a candidate with an HR degree (see Figure 6).

Figure 6: Employers Are More Likely to Hire HR Candidates with an HR Degree



SHRM's 2008 survey titled "Managing Your HR Career" asked early-career HR professionals if they experienced any challenges when entering the profession without an HR education background. 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 course or curriculum change. This combination of flexibility and standardization has become organic, and universities now proactively seek to adopt the same level of standardization with SHRM's HR curriculum guidelines as their colleagues at other universities have already done. Consequently, the final chapter of this guidebook includes information about the analysis of the HR degree program's alignment with the SHRM HR curriculum guidelines (a free service from SHRM), along with the benefits of aligning with the guidelines.

SHRM has long recognized the importance of embedding HR knowledge in terms of the organizational and business context it supports. The results from the spring 2017 curriculum guidelines revalidation, *Preparing to Enter the Field of Human Resources*, 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 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 its curriculum guidelines over the past 12 years are 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 outside of business 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 HR curriculum guidelines require that standard business core courses must be part of the degree program requirements for the program to be aligned with the 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 to improve business performance. Appendix B provides a wide variety of business topics that both practitioners and academicians offer as samples of topics that students should gain awareness of before graduating, to the extent possible, in an individual degree program, through independent study or experiential learning.

SHRM considers both undergraduate and graduate HR degree programs for alignment. The guidelines do not apply to doctoral or certificate programs. The research, the analysis, the alignment and a student's eligibility to take the SHRM-CP in the final year of study are all based on employers' stated preference for graduates who have earned a degree. Thus, SHRM does not review certificate programs for alignment.

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 to improve business performance.

KEY RESULTS OF THE 2017 SHRM CURRICULUM GUIDEBOOK REVALIDATION STUDY

This section presents the minimum required and secondary HR content areas identified by the research, including the SHRM competencies (required beginning in 2018), followed by information about the current study. Required and secondary content areas, and the SHRM competencies, are summarized in Table 1A and Table 1B at the end of this section.

SHRM COMPETENCIES

The eight behavioral competencies from the SHRM Competency Model are now part of the requirements for alignment with the SHRM HR curriculum guidelines. (Please refer to Appendix A for the definitions.)

- Business Acumen.
- Communication.
- Consultation.
- Critical Evaluation.
- Ethical Practice.
- Global and Cultural Effectiveness.
- Leadership and Navigation.
- Relationship Management.

REQUIRED HR CONTENT AREAS

The 2017 Curriculum Revalidation Study identified the following HR content areas that should be taught through required coursework in an HR degree program. They are presented in alphabetical order below and are also located, with subtopics, in Appendix A.

- Change management.
- Compensation and benefits.
- Employee and labor relations.
- Employment law.
- Globalization.
- HR career planning.
- HR's role in organizations.
- Human resource information systems (HRIS).
- Job analysis and job design.
- Managing a diverse workforce.
- Metrics and measurement of HR.
- Organizational development.
- Performance management.
- Staffing (Recruitment and Selection)

- Strategic HR.
- Training and development.
- Workforce planning and talent management.
- Workplace health, safety and security.

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

SECONDARY HR CONTENT AREAS

The following four (secondary) 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. These secondary topics appear in alphabetical order. To the extent possible, students should gain access to these topic areas through coursework or experiential learning.

- Downsizing/rightsizing.
- Mergers and acquisitions.
- Outsourcing.
- Sustainability/corporate social responsibility.

SHRM has noted that universities aim to differentiate themselves in the HR higher education market. Consequently, some universities select focal points for their degree programs based on areas of expertise and/or individual faculty areas of interest and research. 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 that there are different ways in which schools may want to make their programs unique to attract students who 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 2017 Curriculum Guidebook Revalidation Study, a survey was conducted among members of the HR academic community and HR professionals employed by organizations operating in the United States. The survey instruments for these groups included questions such as 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 the value of HR internships.

For the survey of academicians, SHRM selected a sample of 609 from the SHRM academic member population. Academicians received an e-mailed hyperlink to the survey on February 10, 2017. E-mails were successfully delivered to 539 academicians, and 176 responses were received, yielding a 33% response rate. The survey remained open for four weeks, and six e-mail reminders were sent to nonrespondents during that time.

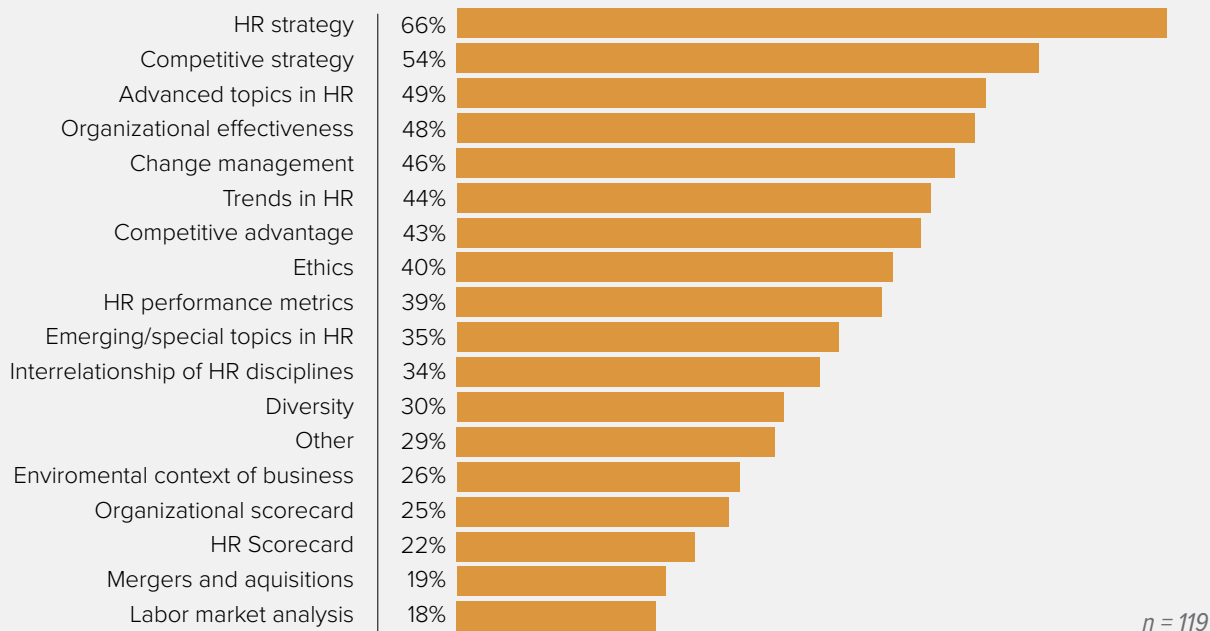
For the survey of HR professionals, SHRM selected a sample of 5,000 HR professionals (manager level

or higher) from the SHRM member population. The HR professionals received an e-mailed hyperlink to the survey on March 8, 2017. E-mails were successfully delivered to 4,222 HR professionals, and 318 responses were received, yielding an 8% response rate. The survey remained open for three weeks, and six 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 21 HR and business content areas and were asked to evaluate the degree to which each was valuable for undergraduate and graduate HR degree programs. There was much overlap between *undergraduate and graduate* program responses. Based on this input, SHRM has identified 17 HR content areas that all HR students must master through required coursework, as well as the eight SHRM competencies. Four content areas comprise secondary content areas recommended for study. Faculty also were asked what content they taught in their capstone course (see Figure 7).

All content areas may be taught at different levels, different lengths and with different emphases, depending on whether the program is at the undergraduate or graduate level. Content areas do

Figure 7: Content Areas Covered in HR Capstone Course



not always translate into distinct courses per se, but SHRM expects that each HR content area, and the eight SHRM competencies, should be included as elements in required courses that focus on the links among HR, business focus and strategic issues important to organizations. Minimum required content areas were derived from and identified by using multiple quantitative and qualitative research methods.

Sample course templates, provided in the next chapter, include a combination of required and secondary HR content areas. These sample 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 to incorporate and leverage their current resources available for curriculum design. Appendix A includes robust subtopic 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 1A: HR Content Areas

Required Content Areas	Secondary Content Areas
Change Management	Downsizing/Rightsizing
Compensation and Benefits*	Mergers and Acquisitions
Employee and Labor Relations	Outsourcing
Employment Law	Sustainability/Corporate Social Responsibility
Globalization	
HR Career Planning	
HR's Role in Organizations	
Human Resource Information Systems (HRIS)	
Job Analysis and Job Design	
Managing a Diverse Workforce	
Metrics and Measurement of HR	
Organizational Development	
Performance Management	
Staffing (Recruitment and Selection)	
Strategic HR	
Training and Development	
Workforce Planning and Talent Management	
Workplace Health, Safety and Security	

*Exact language used during data collection was "Total Rewards (Compensation, Benefits)"

Table 1B: SHRM Competencies

Required Competency Areas
Business Acumen
Communication
Consultation
Critical Evaluation
Ethical Practice
Global and Cultural Effectiveness
Leadership and Navigation
Relationship Management

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. These examples are not intended to be prescriptive in nature but instead to provide a general guideline to allow universities maximum flexibility to build an HR curriculum that leverages 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 2017 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 an 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 courses.
- The program is in a semester, quarter or trimester system.
- 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.

UNDERGRADUATE CURRICULUM

SAMPLE COURSE OUTLINE 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Organizational context of human resources

- Business acumen (SHRM competency)
- Communication (SHRM competency)
- Ethical issues in HR management
- Ethical practice (SHRM competency)
- HR career planning
- HR objectives and HR's role in the organization
- Job analysis and job design
- HR planning
- Legislation affecting HR
- Trends in HR management

Managing compensation and benefits

Managing a diverse workforce

Overview of employee relations

Overview of global HRM

- Global and cultural effectiveness (SHRM competency)

Overview of HRIS

Overview of labor relations and unionized work environments

Overview of metrics and measurement

Overview of performance management

Overview of the staffing management function

Overview of training and development

Overview of workplace health, safety and security

Strategic HR

SAMPLE COURSE OUTLINE 2: STAFFING, RECRUITING AND PERFORMANCE MANAGEMENT

Employee relations

- Career development as a retention tool
- Employment laws governing the employment relationships
- Managing a multigenerational workforce
- Relationship management (SHRM competency)
- Resolving disputes and complaints
- Workplace privacy

HR's role in staffing management

- Consultation (SHRM competency)

Performance management

- Communicating performance expectations
- Disciplinary actions, performance improvement and terminations
- Evaluating employee performance
- Linking performance with compensation and benefits

Recruitment

- At-will doctrine
- Hiring and employee discharge practices
- Negligent hiring
- Recruiting for diversity
- Reference checking
- Tracking applicants via HR information systems

Selection

- Calculating adverse impact
- Calculating staffing metrics and yield ratios
- Organization entry, socialization and onboarding
- Regulatory and compliance matters

SAMPLE COURSE OUTLINE 3: EMPLOYMENT LAW

Overview of employment law

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

Fair Labor Standards Act of 1938 (FLSA)

Family and Medical Leave Act of 1993 (FMLA)

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

Occupational Safety and Health Act of 1970 (OSHA)

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

Title VII of the Civil Rights Act of 1964 and 1991

Unlawful harassment

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

SAMPLE COURSE OUTLINE 4: TRAINING AND DEVELOPMENT

Introduction to training and development

- Conducting training
- Evaluating training
- Calculating training return on investment (ROI)
- Linking performance and career development needs to training

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.*

Understanding the organization

- ADDIE model
 - Assessment; design; development; implementation; evaluation
 - Learning styles
- Conducting needs assessments and SWOT analysis
- Linking organizational strategy with training and development strategies
- Training as competitive advantage

SAMPLE COURSE OUTLINE 5: MANAGING COMPENSATION AND BENEFITS

Managing compensation

- Compliance and regulatory issues that affect pay
- Creating and communicating a compensation philosophy: domestic vs. global
- Base pay system and levels
- Calculating pay increases
 - Merit pay, pay-for-performance, Incentives/bonuses
 - Profit sharing
- Internal equity issues
 - Comparatios and progress toward midpoint
- Market-based strategies
 - Lead, lag or match market rate
 - Analyzing and interpreting salary survey data
- Role of job analysis/job design in compensation decisions
- Salary compression
- Compliance and regulatory issues that affect pay

Managing employee benefits

- (Cost control, monitoring future obligations, action planning, strategic planning)
- Educational benefits
- Life insurance
- Employee assistance programs
- Family-friendly benefits
- Domestic partner benefits
- Outsourcing benefits administration

Statutory vs. voluntary benefits

- COBRA, HIPAA, ERISA, FLSA
- Defined benefit and defined contribution plans
- Employee assistance/wellness programs
- Federal insurance programs (Old-Age, Survivor, and Disability Insurance (OASDI), Medicare)
- Health and wellness benefits
- Paid time off
- Regulatory issues in benefits management
- Retirement plans
- Types of health care plans (HMOs, PPOs, fee-for- service, consumer- directed; HSAs)
- Vacation, sick leave, personal leave
- Workers' compensation

SAMPLE COURSE OUTLINE 6: STRATEGIC HR MANAGEMENT CAPSTONE

Change management

Communication (SHRM competency)

Competitive strategy

- Competitive advantage
- Consultation (SHRM competency)
 - Role of the HR professional as internal consultant
- Critical evaluation (SHRM competency)
- Ethical practice (SHRM competency)
- Global and cultural effectiveness (SHRM competency)
- HR performance metrics

HR strategy: Interrelationship of HR disciplines

- Advanced topics in HR sustainability
- Leadership and navigation (SHRM competency)
- Organizational development
- Organizational effectiveness
- Trends in HR

Managing workforce changes

- Mergers and acquisitions
- Outsourcing
- Rightsizing/downsizing

Sustainability/corporate social responsibility

- Environmental context of business

ELECTIVES

Faculty can use the additional skill development 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 courses.
- The program is in a semester, quarter or trimester system.
- 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.

GRADUATE CURRICULUM

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

- Analyzing HR metrics
 - Critical evaluation (SHRM competency)
 - Business acumen (SHRM competency)
 - Linking HR to the organizational scorecard
 - Leveraging human resource information systems data to manage human capital
- Compensation and benefits
 - Compensation and benefits philosophy and structure
 - Job analysis and job design
- Employment law
 - Americans with Disabilities Act of 1990 and as amended in 2008
 - 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)
- HR's role in organizations
 - Ethical decision-making in human resources
 - Communication (SHRM competency)
 - Consultation (SHRM competency)
 - Ethical practice (SHRM competency)
 - Employment relationships and the legal environment
- HR within the global business environment
 - Global and cultural effectiveness (SHRM competency)
- Strategic human resource management
 - Organizational development
 - Linking individual and team performance to organizational outcomes
 - Managing human capital assets for competitive advantage
- Workforce planning and talent management
 - Consultation (SHRM competency)
 - Creating a strategic staffing plan
 - Labor market analysis, trends and forecasting
 - Legally compliant recruitment, selection and staff management strategies

SAMPLE COURSE OUTLINE 2: MANAGING INDIVIDUAL AND TEAM PERFORMANCE

- Communicating performance expectations
 - Linking performance to compensation, incentives and rewards
 - Measuring performance
- Developing leaders
 - Career planning
 - Leadership and navigation (SHRM competency)
 - Succession planning
 - 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
- Relationship management (SHRM competency)
 - Assimilating employees, contractors and temporary workers
 - Building and managing teams
 - Managing a diverse workforce
 - Managing employment relationships

SAMPLE COURSE OUTLINE 3: MANAGING CHANGE FOR COMPETITIVE ADVANTAGE

- Change management
 - Leading change
- Ethical practice (SHRM competency)
 - Leadership and navigation (SHRM competency)
 - Managing workplace reform
 - Sustainability/corporate social responsibility
 - Value proposition of human capital initiatives
- HR implications of mergers and acquisitions
 - Global environment of business; global and cultural effectiveness (SHRM competency)
 - Integrating people management structures and systems pre- and post-merger
 - Managing downsizing and rightsizing
- Legal implications of workforce expansion and contraction
- Managing workforce adjustments and transitions
- Measuring and communicating the worth and value of human resources
 - Critical evaluation (SHRM competency)

SAMPLE COURSE OUTLINE 4: MANAGING RISK IN HUMAN RESOURCES

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

SAMPLE COURSE OUTLINE 5: TRAINING AND DEVELOPMENT OF HUMAN RESOURCES

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

SAMPLE COURSE OUTLINE 6: STRATEGIC HRM (CAPSTONE)

- Organizational effectiveness
 - Change management
 - Communication (SHRM competency)
 - Quality management
 - Risk management
- Strategic management and strategy formulation
 - Communicating strategy to staff
 - Competitive strategy
 - Competitive advantage
 - Competitive differentiators
 - Ethical practice (SHRM competency)
 - Global HRM
 - Global and cultural effectiveness (SHRM competency)
 - Linking HR strategy to organizational strategy
 - Role of values in strategy formulation
 - Strategy implementation
- Trends in HR mission and vision

ELECTIVES

Faculty can use the additional skill development 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 OR MASTER OF ARTS 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.
- A Master of Science in HRM (MSHRM), or Master of Arts, 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 courses.
- The program is in a semester, quarter or trimester system.
- 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
 - Communicating a total rewards philosophy
 - Compensation and benefits structures
- Incentive compensation
- Legal issues regarding compensation and workforce adjustments
 - Managing compensation and benefits in employee separations
- Managing a change in compensation structure
- Pay for performance and merit pay systems
 - Controlling benefits costs
 - Health and welfare benefits
 - Measurement: cost/benefit analyses
 - Outsourcing compensation and benefits functions
- Special compensation situations
 - Commission sales
 - Executives
 - Golden parachutes

SAMPLE COURSE OUTLINE 2: GLOBAL HR

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

SAMPLE COURSE OUTLINE 3: EMPLOYMENT LAW

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

SAMPLE COURSE OUTLINE 4: LABOR MANAGEMENT RELATIONS

- Collective bargaining issues
 - Mandatory issues
 - Nonmandatory issues
 - Union security clauses
- Collective bargaining process
 - Good faith bargaining
- Employee engagement and involvement strategies
- Grievances
 - Unfair labor practices
- Managing union organizing policies and handbooks
- Negotiation skills
- Strikes, boycotts and work stoppages
- 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
- Union decertification and deauthorization

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

Bona Fide Occupational Qualifications (BFOQs)

Creating an employment brand

Environmental considerations

- Communicating adverse employment decisions
- External and internal recruitment strategies
- External influences on staffing
- Labor markets, unions, the economy and technology
- Reference/background checks
- Pre-employment screenings
- Post-offer screenings
- Structured interviewing

Job offers: employment-at-will, contracts, authorization to work

Performance appraisals

- Appraisal feedback
- Diagnosing problems
- Managing performance
- Performance improvement programs

Career development

- Competency models
- Employee development: formal education, experience, assessment
- On-the-job training (OJT)
- Role of training in succession planning

Workforce planning and talent development

- Labor supply and demand
- 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
- Succession planning

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

Balanced scorecard

- Accountability and transparency
- Calculating and interpreting yield ratios
- Calculating return on investment (ROI)
- Forecasting and projections
- HR scorecard
- Governance
- Organizational scorecard

Business acumen (SHRM competency)

- Analyzing and interpreting metrics
- Benchmarking HR
- Quantitative analysis

Research design and methodology

Research theory

Reputation and brand enhancement

Risk management

Supply chain management

Trend and ratio analysis

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

Change management

- Adjusting to change within the organization
- Communication and building trust
- Coping strategies for employees
- Creating a foundation for problem-solving
- Dimensions of change
- HR as ethical change agent
- Leading, planning and implementing change
- Stages of change management

Consultation (SHRM competency)

Decision-making

Equity, ethics and fairness in the workplace

Ethical practice (SHRM competency)

Managing diverse groups and work teams

- Individual, group and organizational dynamics

Productive work environments

Role of power and influence in human resources

Leadership

- Communication styles
- Leadership development
- Leadership, motivation and individual behavior
- Leadership and navigation (SHRM competency)

Organizational development

- Communication (SHRM competency)
- 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
- Theories and strategies for developing an organizational behavior model
- Training employees to meet current and future job demands
- Workplace culture and trust building

ELECTIVES

Faculty can use the additional skill development 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.

ANALYZING YOUR UNIVERSITY'S HR DEGREE PROGRAM FOR ALIGNMENT

The 2017 Curriculum Guidebook Revalidation Study asked academicians about their familiarity with SHRM's HR Curriculum Guidebook and Templates. Well over half of respondents (87%) stated they were familiar with the guidelines and knew that their HR degree program aligns with the SHRM HR curriculum guidelines. In prior revalidation studies of the curriculum guidebook, HR academicians identified the following reasons as the top three benefits of aligning an HR degree program with the guidelines:

- It standardizes what students know upon graduation from the program and their level of 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 the curriculum analysis, which takes approximately two to three weeks. This independent review, which is open to U.S.-based and international universities, may provide an opportunity for faculty to gain additional support for their programs when requesting resources within their school or when seeking approval of curriculum changes.

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

Once the HR degree program (undergraduate or graduate) is determined to align with the SHRM HR curriculum guidelines, the college or university will be notified by e-mail. The school will receive an official letter of alignment and a certificate of alignment, along with a marketing paragraph. The HR degree program will be posted in the SHRM HR Program Directory. Colleges and universities will be required to renew this alignment periodically; SHRM will send a renewal application with the instructions on what documentation to provide.

IMPORTANT: The SHRM logo may not be used by the college or university in its marketing materials or on its website in relation to alignment.

To request the alignment application, please write to alignment@shrm.org.

Appendix A

Required and Secondary HR Content Areas, and the SHRM Competencies

Appendix A includes the required and secondary HR content area topic lists. These content lists were compiled based on the 2017 Curriculum Guidebook Revalidation Study. The topic lists below—with subtopics—were compiled from a variety of sources, including the following:

- SHRM 2017 Curriculum Guidebook Revalidation Study, titled *Preparing to Enter the Field of Human Resources*.
- 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.
- SHRM Competency Model.

Please see Tables 1A and 1B (page 20) for the 2018 HR content areas and SHRM competencies.

The following lists present the required HR content areas, the secondary content areas and the SHRM competencies (including definitions).

REQUIRED HR CONTENT AREAS

CHANGE MANAGEMENT

Adjusting to change within the organization
 Building trust
 Coaching
 Commitment
 Coping strategies for employees
 Creating a foundation for problem-solving
 Culture
 Dimensions of change
 Experimentation
 Implementing change
 Involvement
 Leading change
 Planning change strategy
 Stages of change management

COMPENSATION AND BENEFITS

Compensation

Compensation of special groups (e.g., executives, sales, contingent workers, management)
 Determining pay increases
 Development of a base pay system
 Developing pay levels
 External competitiveness strategies
 Fair Labor Standards Act (FLSA)
 Geographic location
 Internal alignment strategies
 Job evaluation point factor system
 Labor market competition
 Legal constraints on pay issues
 Market compensation surveys
 Market pressures
 Minimum wage/overtime
 Monitoring compensation costs
 Motivation theories: equity theory, reinforcement theory, agency theory, expectancy theory
 Pay discrimination and dissimilar jobs
 Pay grades
 Pay programs: merit pay, pay-for-performance, incentives/bonuses, profit sharing, group incentives/gainsharing, balanced scorecard
 Prevailing wage
 Role of job analysis/job design/job descriptions in determining compensation
 Skill-based pay
 Team rewards
 Union role in wage and salary administration

Employee Benefits

Cost-benefit analysis
 Domestic partner benefits
 Early retirement programs and buy-out

Educational benefits
 Employee assistance/wellness programs
 Family-oriented benefits
 Flexible spending account
 Family and Medical Leave Act (FMLA)
 Child care
 Elder care
 Federal insurance programs (Old-Age, Survivor, and Disability Insurance (OASDI), Medicare)
 Financial benefits (gainsharing, group incentives, team awards, merit pay/bonuses)
 Global employee benefits
 Health-care cost containment
 Managing employee benefits (cost control, monitoring future obligations, action planning, strategic planning)
 Health care plans (multiple payer/single payer, universal health care systems, HMOs, PPOs, fee-for-service, consumer-directed HSAs)
 Affordable Care Act (2010)
 Life insurance
 Long-term care
 Nonqualified plans for highly paid and executive employees
 Outsourcing
 Paid leave plans
 Private group insurance
 Regulation of health insurance programs (COBRA, HIPAA, Health Maintenance Organization Act of 1973)
 Regulation of retirement plans (FLSA, ERISA, Pension Protection Act of 2006)
 Sabbaticals
 Severance pay
 Statutory vs. voluntary benefits
 Survivor's benefits
 Social Security
 Time off and other benefits
 Types of retirement plans (defined benefit, defined contribution, hybrid plans)
 Unemployment insurance
 Wellness programs
 Workers' compensation

EMPLOYEE AND LABOR RELATIONS

Alternative dispute resolution
 Alternative dispute resolution: negotiation,
 American Federation of Labor and Congress of
 Attendance
 Attitude surveys
 Closed shops
 Cognitive biases
 Collective bargaining issues
 Collective bargaining process
 Communication

Conflict
 Conflict management
 Contract negotiation
 Disciplinary actions: demotion, disciplinary termination
 Distributive bargaining
 Employee engagement
 Employee involvement
 Employee records
 Employee retention
 Fairness
 Framing
 Grievance management
 Industrial Organizations (AFL-CIO)
 Integrative negotiation
 International negotiation
 Investigations
 Managing teams
 Managing union organizing policies and handbooks
 Managing/creating a positive organizational culture
 Measuring and monitoring job satisfaction
 Measuring involuntary turnover
 mediation and arbitration
 Mutual adjustment
 National Labor Relations Act (NLRA)
 Negotiation skills
 Interdependence
 Mutual agreement
 Posting requirements
 Principles of justice
 Procedural justice
 Promotion
 Recognition
 Right-to-work laws
 Service awards
 Strikes, boycotts and work stoppages
 Unfair labor practices
 Union decertification and deauthorization
 Union membership
 Union organizing
 Union shops
 Union/management relations
 Union-related labor laws
 Value claiming
 Value creation

EMPLOYMENT LAW

Affordable Care Act (2010)
 Age Discrimination in Employment Act of 1967
 Americans with Disabilities Act of 1990 and as amended in 2008
 COBRA: Consolidated Omnibus Budget Reconciliation Act of 1985
 Employer Retirement Income Security Act of 1974 (ERISA)
 Equal Pay Act of 1963
 Executive Order 11246 (1965)

Fair Credit Reporting Act (FCRA)
 Fair Labor Standards Act of 1938 (FLSA)
 Family and Medical Leave Act of 1993 (FMLA)
 Genetic Information Nondiscrimination Act (GINA)
 Health Insurance Portability and Accountability Act (HIPAA) of 1996
 Immigration Reform and Control Act (IRCA)
 Labor Management Relations Act of 1947 (LMRA)
 Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
 Lilly Ledbetter Fair Pay Act
 National Labor Relations Act of 1935 (NLRA)
 Occupational Safety and Health Act of 1970 (OSHA)
 Pregnancy Discrimination Act of 1978
 Railway Labor Act of 1926 (RLA)
 Rehabilitation Act (1973)
 Title VII of the Civil Rights Act of 1964 and 1991
 Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
 Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)
 Agency relationships/quasi-contracts
 Citations and penalties
 Contractual and tort theories
 Disparate impact
 Disparate treatment
 Employee privacy
 Employer unfair labor practices
 Employment contracts
 Employment-at-will doctrine
 Enforcement agencies (EEOC, OFCCP)
 Negligent hiring
 Professional liability
 Types of discrimination
 Unlawful harassment
 Sexual
 Religious
 Disability
 Race
 Color
 Nation of origin
 Religious
 Whistle blowing/retaliation
 ADA (Reasonable accommodation)

GLOBALIZATION

Cross-border HR management
 Current issues in global HRM
 Dual-career families
 Family concerns related to cross-border assignment
 Host-country nationals (HCNs)
 Managing personal and family life for expatriates
 Parent-country nationals (PCNs)
 Third-country nationals (TCNs)

- Cross-cultural effectiveness
 - Cultural sensitivity
 - Cultural training
 - Hofstede's Cultural Dimensions
- European Union
- Immigration law
- Immigration issues
- Global benefits
 - Compensation (balance-sheet approach; home-based pay, host-based pay, localization)
- Global business environment
 - Global labor markets
 - Global talent shortages
 - Global security and terrorism
- Managing expatriates in global markets
 - Assessing and tracking career development of expatriates
 - Effective repatriation
 - Inshoring, offshoring, outsourcing
 - Repatriating employees post international assignment
- Managing virtual teams
- North American Free Trade Agreement (NAFTA)

HR CAREER PLANNING

- Balancing work and life
- Career management systems
- Career development
 - Definition of a career
 - Plateauing
 - Skills obsolescence
- Company policies to accommodate work and nonwork activities
- Coping with job loss
- Contingency theory
- Developing leader skills
 - Authentic leadership
- Ethical decision-making
 - Leader-member exchange theory
 - Path-goal theory
 - Situational approach
 - Skills approach
 - Style approach
 - Team leadership
 - Trait approach
 - Transformational leadership

HR'S ROLE IN ORGANIZATIONS

It is expected that faculty will discuss HR's role regarding each of the individual HR disciplines whenever an individual discipline is taught. This discussion 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.

HUMAN RESOURCE INFORMATION SYSTEMS (HRIS)

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

JOB ANALYSIS AND JOB DESIGN

- 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)
- Employment practices (recruitment, selection and placement)
- Job evaluation and compensation (grades, pay surveys and pay setting)
- Job/role design (roles, duties and responsibilities)
- HR planning (skill inventories and supply/demand forecasting)
- Organization design (missions, functions and other aspects of work units for horizontal and vertical differentiation)
- Performance management (performance criteria and appraisal)
- Training and development
 - Vocational and career counseling
 - Needs assessment
 - Career pathing
- Work flow analysis
 - Analyzing work inputs and outputs
- Work management (work processes and outsourcing)

MANAGING A DIVERSE WORKFORCE

- Affirmative action (AA)
- Aging workforce
- Business case for diversity
- Cultural competence
- Equal employment opportunity (EEO)
- Gay, lesbian, bisexual, transgender (GLBT)/sexual orientation issues
- Generational differences: the multigenerational workforce
- Glass ceiling

Individuals with disabilities
 Language issues
 Racial/ethnic diversity
 Religion
 Reverse discrimination

METRICS AND MEASUREMENT OF HR

Analyzing and interpreting metrics
 Balanced scorecard

- HR scorecard
- Organizational scorecard
- HR and organization level
- Measuring absenteeism
- Measuring turnover

 Benchmarking
 Calculating and interpreting yield ratios
 Economic value added
 Forecasting
 Quantitative analysis
 Return on investment (ROI)
 Trend and ratio analysis projections

ORGANIZATIONAL DEVELOPMENT

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

PERFORMANCE MANAGEMENT

Approaches to measuring performance

- Performance measure criteria
- Performance standards/goals
- Rater errors in performance measurement
- Reliability (interrater reliability)
- Validity

 Identifying and measuring employee performance

- Forced distribution
- Graphic rating scales
- Paired comparison
- Ranking

Performance appraisals

- Appraisal feedback
- Diagnosing problems
- Electronic monitoring
- Managing performance
- Performance improvement programs
- Process of performance management
- Sources of information (e.g., managers, peers, clients)

STAFFING (RECRUITMENT AND SELECTION)

Assessment methods

- Ability/job knowledge tests, assessment centers
- Contingent assessment methods: drug testing, medical exams
- Initial assessment methods: résumés, cover letters, application blanks, biographical information, reference/background checks, genetic screening, initial interviews, minimum qualifications
- Noncognitive assessments (e.g., personality assessments, integrity tests, situational judgment tests, interest inventories)

 Bona Fide Occupational Qualifications (BFOQs)
 Determining labor demand and supply

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

 Employment brand

- Image advertising

 Employment relationship: employees, contractors, temporary workers
 External influences on staffing: labor markets, unions, economic conditions, technology
 Internal recruitment: promotability ratings, managerial sponsorship, self/peer assessments, panels/review boards

- Internal recruitment: timing, open/closed/targeted recruitment, bona fide seniority

 Systems
 Interviews: situational, structured
 Online recruiting

- Electronic recruiting
- Use of social media in recruitment

 Selection decisions: ranking, grouping/banding, random selection

- Measurement concepts: predictors/criteria, reliability, validity
- Job offers: employment-at-will, contracts, authorization to work

Sources

External recruitment: recruiters, open vs. targeted recruitment, recruitment sources, applicant reactions, medium (electronic, advertisement)
Evaluating the quality of a source
Internal sources (employee referrals, posting, internal applicants)

STRATEGIC HR

Strategic management

Competitive advantage
Competitive strategy
Enhancing firm competitiveness
External growth strategy
Internal growth strategy
Mission and vision
Organizational effectiveness
Strategy implementation
Strategy formulation
Sustainability/corporate social responsibility

HR strategies

Ethics
HR liaison to the board of directors
Internal consulting
Linking HR strategy to organizational strategy
Measuring HR effectiveness
Quality management
The role of the chief human resource officer (CHRO)
Trends and forecasting in HR

TRAINING AND DEVELOPMENT

Business games and studies

Adventure learning
Creating a learning environment

Competency models

Learning theories: behaviorism, constructivism, cognitive models, adult learning, knowledge management
Training evaluation: Kirkpatrick's model

Evaluating training programs

Determining return on investment (ROI)

Human/intellectual capital

Role of training in succession planning

Needs assessment

Employee development: formal education, experience, assessment
Organizational analysis, person analysis, task analysis
Personality tests and inventories

Selecting training methods

Blended learning
Coaching
Cross-training
E-learning and use of technology in training
Hands-on methods
Internships
Job rotation
On-the-job training (OJT)
Self-management skills
Shadowing
Simulations

Transfer of training: design issues, facilitating transfer

Training resources

Outsourcing

WORKFORCE PLANNING AND TALENT MANAGEMENT

Downsizing/rightsizing

Labor supply and demand

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

Succession planning

Workforce dynamics

WORKPLACE HEALTH, SAFETY AND SECURITY

Creating a healthy work environment

Communicable diseases
Corporate wellness programs
Employee health
Job stress and burnout
Protection from retaliation
Reducing workforce violence
Work-life balance

OSHA citations and penalties

Data security
Inspection
Investigating and reporting accidents
Material Safety Data Sheets (MSDSs)
Monitoring, surveillance, privacy
Security concerns at work

Safety management

- Alcoholism, drug abuse
- Crisis management teams
- Disaster preparation, continuity and recovery planning
- Distracted driving
- Enforcing safety rules
- Ergonomics
- Proactive safety programs
- Testing for substance abuse

SECONDARY HR CONTENT AREAS**DOWNSIZING/RIGHTSIZING**

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

MERGERS AND ACQUISITIONS

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

OUTSOURCING

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

SUSTAINABILITY/CORPORATE RESPONSIBILITY

- Corporate philanthropy
 - Accountability and transparency
 - Business case for CSR
 - Community/employee
 - Ethics
 - Linking organizational culture and corporate values
 - Management commitment to CSR
 - Reputation and brand enhancement
- Employee relations and employment practices
- Financial transparency
- Governance
- Risk management
- Sustainability practices
 - Green management
 - Supply chain management

SHRM COMPETENCIES AND DEFINITIONS**Business Acumen**

The KSAOs needed to understand the organization's operations, functions and external environment, and to apply business tools and analyses that inform HR initiatives and operations consistent with the overall strategic direction of the organization.

Communication

The KSAOs needed to effectively craft and deliver concise and informative communications, to listen to and address the concerns of others, and to transfer and translate information from one level or unit of the organization to another.

Consultation

The KSAOs needed to work with organizational stakeholders in evaluating business challenges and identifying opportunities for the design, implementation and evaluation of change initiatives, and to build ongoing support for HR solutions that meet the changing needs of customers and the business.

Critical Evaluation

The KSAOs needed to collect and analyze qualitative and quantitative data, and to interpret and promote findings that evaluate HR initiatives and inform business decisions and recommendations.

Ethical Practice

The KSAOs needed to maintain high levels of personal and professional integrity, and to act as an ethical agent who promotes core values, integrity and accountability throughout the organization.

Global and Cultural Effectiveness

The KSAOs needed to value and consider the perspectives and backgrounds of all parties, to interact with others in a global context, and to promote a diverse and inclusive workplace.

Leadership and Navigation

The KSAO needed to navigate the organization and accomplish HR goals, to create a compelling vision and mission for HR that aligns with the strategic direction and culture of the organization, to lead and promote organizational change, to manage the implementation and execution of HR initiatives, and to promote the role of HR as a key business partner.

Relationship Management

The KSAOs needed to create and maintain a network of professional contacts within and outside the organization, to build and maintain relationships, to work as an effective member of a team, and to manage conflict while supporting the organization.

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	Critical thinking
Accident prevention	Cultural diversity in the U.S.
Addressing morale while downsizing/rightsizing	Cultural sensitivity
Aligning HR practices with organization's customer strategy	Current affairs in shaping business decisions
Analytics—quantitative decision-making	Current issues in international HRM
Appraisal methods	Customer service skills
Assessing risk associated with HR decisions	Data mining—quantitative analysis for HRM
Attitudinal structuring	Dealing with ambiguity
Basic mathematic skills	Development, design and implementation of training programs
Basic problem-solving skills	Disability as a diversity issue
Basic work ethics	Diversity programs
Basic writing and persuasion skills	Documentation, importance of
Basics of salary administration, including market pricing and salary surveys	Drug-free workplace programs
Being politically savvy	Dual-career couples
Branding the HR function	Effects of interruptions—voluntary vs. involuntary
Budgeting	Effective survey design
Bullying in the workforce	Effective use of a contingent workforce
Business communications	Electronic application process
Business etiquette	Emotional and relational intelligence
Business writing	Employee/employer rights and responsibilities
Career stages	Employee relations issues
Career transitioning/changing careers	Environmental scanning
Changes in HR law	Ethics business strategy
Coaching and counseling skills	Evidence-based management
Communicating with C-suite executives	Facilitator skill development
Communication skills: verbal and written	Falsification of employment information
Complaint investigation	Familiarity with business cycles
Complex problem-solving skills	Familiarity with payroll laws
Confidentiality issues	Family concerns related to cross-border assignments
Conflict management	Finance and accounting
Contingent workforce issues	Financial reports and connecting with HR
Corporate universities	Flexible spending plans
Corporate wellness plans	Flexible work arrangements
Cost-benefit analysis	Generational differences
Creating employee satisfaction surveys	Global benefits
Creative thinking	Global talent shortages
Criminal convictions and employment decisions	Grievance/complaint prevention
Crisis management	Handling difficult situations and conversations

<ul style="list-style-type: none"> Health care reform Health care cost containment Hiring veterans History of labor relations How to conduct an investigation How to effectively market HR agendas internally How to manage up 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 	<ul style="list-style-type: none"> 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
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Appendix C

Useful SHRM Links

HR Program Directory (list of HR degree programs that align with SHRM's HR Curriculum Guidelines):
shrm.org/academicinitiatives/students/pages/hrprogramdirectory.aspx

SHRM HR Curriculum Guidelines:
shrm.org/academicinitiatives/universities/pages/guidebook.aspx

Faculty Exclusives:
shrm.org/academicinitiatives/universities/teachingresources/Pages/TermsOfUse_Faculty.aspx

HR Career Brochure:
How to Pursue a Career in Human Resources: Six Simple Steps to Success:
shrm.org/academicinitiatives/about/Pages/simplestepshrcareer.aspx

SHRM Competency Model:
shrm.org/learningandcareer/competency-model/pages/default.aspx

SHRM Diagnostic Tools:
shrm.org/learningandcareer/competency-model/pages/competency-diagnostic-tools.aspx

SHRM Certification:
shrm.org/certification/about/Pages/default.aspx

SHRM-CP Student Eligibility Program:
shrm.org/certification/apply/eligibilitycriteria/pages/student-shrm-cp-eligibility.aspx

SHRM Learning System (certification preparation):
shrm.org/certification/learning/options/Pages/default.aspx

Appendix D

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ABOUT SHRM

Founded in 1948, the Society for Human Resource Management (SHRM) is the world's largest HR membership organization devoted to human resource management. Representing more than 285,000 members in over 165 countries, the Society is the leading provider of resources to serve the needs of HR professionals and advance the professional practice of human resource management. SHRM has more than 575 affiliated chapters within the United States and subsidiary offices in China, India and United Arab Emirates.

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