

STRATEGIC HR MANAGEMENT
INSTRUCTOR'S MANUAL

SHRMTM

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Integrating a Human Resource Information System: A Module with Case

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Integrating a Human Resource Information System: A Module with Case

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Syllabus

Integrating a Human Resource Management Information System (HRIS): A Learning Module and Case Study

INSTRUCTOR

Name	Title
Office	Hours
Phone	E-mail
Instant Messenger	
Classroom	

OVERVIEW

This module introduces HR students and professionals to human resource management systems (HRIS) and project management and demonstrates the integration of these areas.

LEARNING OBJECTIVES

At the end of this module, students will be able to:

- Describe the historical development of HRIS.
- Describe project management concepts as related to an HRIS integration project.
- Apply project management techniques to an HRIS integration process.
- Understand the business decisions that can be used with HRIS.
- Describe global issues such as laws and cultures that affect HRIS.
- Refine skills of analysis, synthesis and communication concerning issues and ideas related to HRIS systems integration and project management.

MODULE DURATION

This module is designed to be taught over four 50-minute classes. It can be adjusted as needed for classes of a different duration.

COURSE EXPECTATIONS

Attendance and participation are essential to a successful learning experience. You are expected to actively participate in all parts of this course. A classroom is an environment to discuss and present new and creative ideas. Please extend the classroom etiquette to our virtual online environment.

All written assignments are expected to be in APA style unless otherwise noted by the instructor. Papers should be typed, double-spaced, using a 12-point font and one-inch margins. Make sure to place your last name, the name of the course and assignment name in the title when you submit your work.

For information on APA style, please see:

Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

ACADEMIC INTEGRITY

Place comments here that are appropriate to your institution.

INTELLECTUAL PROPERTY

All materials in this course are copyrighted, including the course web site, syllabus, assignments, handouts and examinations. Copying course materials without the permission of the professor is prohibited.

SUGGESTED READINGS FOR STUDENTS

Ball, K. S. (2001). The use of human resource information systems: A survey. *Personnel Review*, 30(6), 677-693.

Bedell, M. D., Floyd, B. D., Nicols, K. M., & Ellis, R. (2007). Enterprise resource planning software in the human resource classroom. *Journal of Management Education*, 31(1), 43-63.

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- Teo, T. S. H., Lim, G. S., & Fedric, S.A. (2007). The adoption and diffusion of human resources information systems in Singapore. *Asia Pacific Journal of Human Resources*, 45(1), 44-62.

Module Outline

Class 1: Introduction to the class and overview of learning objectives.

HRIS – Human Resource Information Systems

1. HRIS defined.
2. History of HRIS.
3. Who uses HRIS? How is it used?
4. Benefits of HRIS.
5. Terminology:
 - a. HRIS.
 - b. ERB.
 - c. SAP.

Class 2: Project Management

1. Project management:
 - a. Definition.
 - b. Characteristics.
2. Process of project management:
3. Linear process:
 - a. Waterfall model.
 - b. Examples.
4. Cyclical project management process:
 - a. Preferred for software development.
5. DANS Software development method:
 - a. Blend of linear and cyclical.
 - b. DANS process.
6. Project management tools:
 - a. Charts: Gantt, PERT, Fishbone, Event Chain, Run Chart.

7. Project Management Software:

- a. Desktop.
- b. Web-based.
- c. Open source.

Class 3: Managing Projects and HRIS

1. Managing a project.

2. Project team members and tasks:

- a. Project sponsor.
- b. Organizational management.
- c. Project manager.
- d. Team members.

3. Communication.

4. Project managers and leadership:

- a. Initiation.
- b. Project planning.
- c. Project execution.
- d. Project control.
- e. Closure and evaluation.

5. Issues of project management for integrating an HRIS.

Class 4: HRIS Implementation

1. Uses of HRIS:

- a. Traditional/administrative.
- b. Analytical.
- c. HRIS in business decision-making.

2. Application of HRIS in HR functional areas:

- a. Strategic management.
- b. Workforce planning and employment.
- c. HR development.
- d. Total rewards.
- e. Employee and labor relations.

- f. Risk management.
3. Legal issues:
 - a. Employee information.
 - b. Privacy.
 - c. Security of data.
 4. U.S. laws:
 - a. Fair Credit Reporting Act (FCRA).
 - b. Electronic Communications Privacy Act.
 - c. Health Insurance Portability and Accountability Act (HIPAA).
 - d. Sarbanes-Oxley Act.
 5. Globalization:
 - a. European Union Protection Directive.
 - b. Canadian Privacy Laws.
 6. Conflicts in globalization.
 7. HR's role in change management.

Organizations in the Press (OIP) Discussion Board

The discussion board is intended to promote student engagement, peer interaction and understanding of the materials. There is no prescribed length for postings; however, the quality of your thoughts is critical. It is expected that students will monitor and post on the board throughout the week. This is an ongoing, asynchronous conversation, not a one-time stating of your thoughts. Students offering substandard or limited responses will be prompted to offer additional thoughts or risk losing points.

Students will enrich their understanding of organizations by frequently making connections between principles discussed in class and actual situations in the working environment. In addition to relating class issues to their own work situation, students can make connections by noting articles in the press about project management and HRIS issues.

The instructor will assign one topic to each student, and the student will choose an article from the press relating to his or her assigned topic. Students should post the article for the entire class. The post should include a one-paragraph abstract of the article. In addition to the abstract, three discussion questions should be provided for class members to respond to generate discussion. Each student will be challenged to facilitate one online discussion on his or her assigned topic. Each class member must also participate in the online discussion every week. Consistent and substantial participation is expected (I expect more than just 'good job,' 'nice post' or 'great

points’). Discussions in the initial post can include, but are not limited to the following:

Briefly state the key issues in the article.

What additional information can you add?

What connections can be made to the course information?

What information is missing that would help better describe, explain or predict the situation?

How can this relate to practice?

HRIS Case Study/Case Analysis

Cases are representations of reality that place the student in the role of a participant in the situation. Case analysis is a task common to many forms of professional education in which students are asked to examine life-like situations and suggest solutions to business dilemmas. Cases may include a problem, a set of events or a particular situation in which something is clearly wrong. In this HRIS case study, students are asked to identify the basic problem and support the diagnosis with material from the case and the course. Many cases have no clearly defined problem. In the analysis of such cases, the major task is explaining what is occurring and why.

Students should read the case and answer the questions at the end. Answers should be between five and 10 pages. Papers should be typed, double-spaced, using a 12-point font and one-inch margins. Make sure you place your last name, the name of the course and assignment name in the title when you submit your work. Appropriately reference your paper in APA style.

Evaluation

Students will be evaluated on:

Discussion boards.

HRIS case analysis paper.

Involvement (class and online).

Notes to the Instructor



PLEASE NOTE: A student workbook does not exist for this integrated learning module/case study. You may create a student workbook by extracting those items students will need in order to complete the case.

Discussion Board Assignment. The discussion board assignment is designed to be an ongoing activity throughout the course. However, if you prefer not to use an online discussion board, the same assignment could be adapted to the classroom by requiring students to provide an article that addresses the same issues that would be identified on the discussion board. Students would then lead a short in-class discussion on the article.

Some possible topics:

Privacy Issues

1. What are U.S. organizations doing to ensure the security of employee information in HRIS data bases?
2. Further discussion of U.S. laws regarding the protection of employee data.
3. How do other countries regulate the protection of employee information?
4. Research privacy laws in other countries and discuss what organizations are doing internationally with regard to protection of employee data.

Project Management

1. Find examples of project management systems used in organizations. Who uses what and why?
2. What factors would be involved in an organization's choice of a project management system?

HRIS

1. Research available HRIS and discuss advantages and disadvantages of the different systems.
2. How is HRIS different in small organizations from those used in large organizations?

HRIS Case Study – This assignment is intended to be a written paper. As time allows, it would be helpful to use the case as a class discussion either before or after students turn in their written analysis.

Possible Discussion Board Questions

- 1. What are your perceptions of an HRIS? In your own words, describe why an organization might want to implement an HRIS.**

The answer to this question will vary based on the type of organization and experiences of the students. Brainstorming is encouraged. This activity will give the instructor an idea of where the students stand in terms of knowledge and background.

.....

- 2. List an HRIS you have heard about and describe the functions it offers.**

This question will generate a list of HRIS. Functions might include core administration, training and recruitment.

3. What can an HRIS do for an organization?

Student responses to this question will vary but students should note the ways an HRIS system would affect HR. Students will most likely address administrative issues, training and recruitment.

.....

4. List why your organization would want to use or does use an HRIS (if you have limited work experience, interview HR business professionals to help you).

The answers to this question are integrated in the lecture topics.

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5. What is the difference between a stand-alone and an enterprise resource planning (ERP) system?

.....

6. Provide specific examples of HRIS systems and provide the details (costs, system requirements and web site resources, etc.). What are the strengths? What are the weaknesses? Respond to other students' posts.

The answers to this question will be found from online research and will be based on the specific systems students find. This could range from SAP to open source systems.

.....

7. What are the desired skills for a person to have in order to effectively lead the implementation of an HRIS?

See lecture notes and have students provide information based on their knowledge.

.....

8. As a group, decide which HRIS is a good choice for a large organization and which one is best for a small organization.

Responses will range from a large system like SAP to a small, open source system.

.....

9. What is the hardest for the HR professional to control: time, cost or scope?

Time might be the hardest because payroll and administrative issues must occur in a timely manner. Other issues that affect time may include reporting to state and federal agencies.

10. What can the HR professional do to ensure success in time, cost and scope?

Making sure they are involved in the decisions with their IT professionals to understand the context of decisions.

11. There are many project management tools. This discussion board will help you explore resources available to support a project manager. Provide an example of a project management tool and how it could be used. Provide one software resource and list the strengths and weaknesses.

Answers are available from online research.

12. Create a list of critical risks and contingencies for an HRIS implementation. As a virtual team or individually, create an outline of how each phase of project management is affected.

Risks are based on the phases. Each phase may generate different risks; however, you will notice that they typically relate to time, cost and scope.

HRIS Case Study

Learning Objectives

By the end of this case, students will:

- Understand how time, cost and scope affect the project management of an HRIS integration.
- Identify potential problems in a global integration of an HRIS.
- Identify cultural issues present in a global integration of an HRIS.
- Describe why evaluation is important and how it could be done when integrating an HRIS.
- Identify the skills needed by employees when participating in a global HRIS integration.
- Analyze the case and identify lessons learned from the global integration of an HRIS.

Background

A global energy company incorporated in the United States has approximately 54,000 employees in more than 180 countries. The U.S.-based human resource information system (HRIS) currently houses approximately 20,000 employee records and tracks both bi-monthly and bi-weekly payrolls. The system also tracks employees who are represented by a variety of unions. The U.S.-based HRIS is owned and operated by the HR functional group but supported by a different HR group within the information technology (IT) department. The IT support group has approximately 140 employees and contractors. The HR IT support manager reports to the IT support manager with a dotted line to the global HR manager.

There are plans to integrate the European division's HRIS into the U.S.-based HRIS. The European division's HRIS houses approximately 1,000 employee records and one union representing a small percentage of the 1,000 employees. The European HRIS is owned and supported by the HR group whose manager reports to the global HR manager.

At the same time of the HRIS integration, a merger has caused changes to the existing U.S.-based HRIS. In addition, another part of the company is about to bring in 88 countries into the U.S.-based enterprise resource planning (ERP) system, including the HR portion. The integrations have different timelines for completion, and coordination is critical so that changes that affect each of the integrations do not create problems that affect the current production system.

Description of Project Team

The HR department in London owns and supports the European HRIS for the portion of the company that will be integrated into the U.S. HRIS. Their current system lacks proper controls and received an unsatisfactory internal audit. It was determined that the system would require extensive changes and that it would be more cost effective to replace the system than to make the changes.

The London-based HR office selected an HRIS implementation partner, Limited Experience, Inc., to facilitate the integration. The firm has no knowledge of the U.S.-based system and has relatively little experience with integrating part of an HRIS into an already existing system.

The London-based HR office has provided the project manager for the integration, Frankie. Frankie has knowledge of the European HRIS but no experience with IT projects and the current U.S.-based HRIS. Limited Experience, Inc. has provided a co-project manager, Pat. Pat has never led a project of this size nor does Pat have knowledge of the U.S. system or how current HR projects would affect their project. In the end, Frankie and Pat ended up being co-project managers, though Frankie was more of the lead.

Lyn was also hired by the London office to be the technical team lead. Lyn has no experience as a technical team lead on an IT project that uses this HRIS software and does not know the culture of the London-based group or the U.S.-based group. Lyn comes from an organization where it is acceptable to yell at employees who do not meet expectations. This is not the culture for the HR organization in either London or the United States. Lyn also has no experience with the U.S. software or the U.S. technical team's processes.

A U.S.-based senior design analyst, Jamie, was added to the team on a consultation basis. Jamie travels between London and the United States, spending approximately 50 percent of the time in each location. Jamie has led similar projects, is familiar with other concurrent HR projects and is knowledgeable about the production support processes. Jamie has no knowledge of the London-based HRIS. Jamie's responsibility is to inform the project and HR leadership of any design issues that may cause concerns with the current production system or the concurrent projects.

The project team consists of people from various HR groups within Europe. None of these team members have previous HR IT project experience. There are also people from the project implementation partner company on the team.

Challenges of Integration

For one of the first steps of the project, the team documented the current HR processes and systems. As the team went through each process, the team member assigned to that particular area would describe and chart the current processes and the differences between the European and U.S. processes. After this documentation was completed, the project team invited subject matter experts (SMEs) to meetings lasting from half a day to three days to discuss the current processes and the effects of changing from the European processes to the U.S. processes. The U.S. senior

design analyst attended as many of these meetings as possible to ensure that the project team understood the current processes. However, the design analyst would often need to ask someone from the U.S. support team to clarify specific details. Because of the time difference between the London and U.S. teams, this often involved at least a one-day delay.

When certain processes—such as reporting, payroll and interfaces—were analyzed or discussed, the senior design analyst encouraged that these areas be reviewed. These areas were not reviewed in an appropriate manner because the project team manager (Frankie) and co-manager (Pat) were adamant that these areas didn't need to be reviewed at the time. They said that reporting would be reviewed at each of the various SMEs meetings and that payroll was being outsourced and did not need to be reviewed at the project-team level.

It was discovered much later in the project that reporting should have been analyzed earlier; much of the reporting is based on management needs and does not necessarily need to be created for a particular area. Also, many of the codes that were used for reporting were not appropriate or consistent. For example, the U.S. Equal Employment Opportunity report with the designation of African American was not relevant for European employees. Also, employees on family leave are designated as “on leave” for U.S. reporting, while European reporting requires they be designated as “active,” per HR Revenue and Customs (previously called the Inland Revenue Office).

It was also later discovered that the payroll process should have been analyzed. Master data was collected in the HRIS, and certain fields had to be sent to an outsourced company. The data needed to be interfaced back to the financial system for reporting requirements. In addition, audit and control requirements necessitated that additional payroll data be interfaced back to the new integrated HRIS. Also, the confidentiality of the payroll data required that specific encryption software be used. The outsourced company had never used the encryption software used in the U.S. system. At the end of the project, the outsourced company realized it had to obtain the encryption software, train their technical team to use it and design a process that would meet the U.S. technical team's standards. This required some project team members to travel to the United States to work with the U.S. network support team.

As the project team progressed from documenting current processes and the effect of using U.S. processes, a methodology was created to determine what new coding would be acceptable for the global integration. If the project team leaders, the senior design analyst (with agreement from concurrent project team leaders) and the HR production support manager agreed on the new process, the coding or technical decision was implemented. If there was no consensus, project team leaders and the senior design analyst would present options to the global HR manager and the HR IT support manager. The issues were often technical and complex. The project team would schedule meetings at times when the senior design analyst was unable to attend and then present the issue in a way that their preferred outcome would

be approved. In many cases, the decisions turned out to be unworkable and were reversed, causing additional delays.

One of the most difficult decisions during the integration was determining if a change was a legal requirement. SMEs would often say that the current process was required by law, but when they were asked to provide the actual law, it turned out that it was not a legal requirement but a preferred solution by current managers or employees. Some U.S. processes also thought to be legal requirements turned out not to be the case.

When the online interface for the HRIS was being designed, various issues arose. One issue was language. At the start of the project, it was thought that language would not be an issue because both groups spoke and wrote English. However, the spelling of many words was different, such as “center” or “centre” and sometimes different terms were used for the same meaning. It was decided to use U.S. English, a decision that was not popular with the project team.

Another challenge of the online interface for the HRIS was to decide which data could be changed online by employees. When a U.S. employee wanted to change an address, he or she could not change that information online because it may involve benefits changes. For example, if an employee moved from California to Texas, her current health care provider may not be available in Texas, requiring the employee to coordinate the address change with a medical plan choice. In addition, some address changes needed to allow for a new home address for tax purposes (versus a work address for a tax location) in the system. For example, if an Atlanta, Georgia, employee moved to Aiken, South Carolina, so that his home address was in South Carolina and his work address was in Georgia, this tax combination may not be in the system, requiring a system change that would need to be created, tested and moved to production before the address change could be made. In Europe, however, address changes did not affect benefits or tax data.

As the project team moved to the coding and testing phases of the project, it became apparent that having only one U.S. representative on the team was not sufficient. Many decisions required involving multiple members of the current production support team. After various members met together, one person or a few people created the changes in the test system and tested the procedure. It would often take many tries before a successful test. By the end of the project, most of the London team spent two to four weeks in the United States to resolve issues that couldn't be resolved with team members “across the pond.” When the system went live, the current U.S. production support team sent a team to London to help resolve issues that arose during the first two weeks of implementation. They had not met the entire project team or most of the SMEs located in London. During the time they spent in London, members of the U.S. production support team tried to quickly resolve production issues from the implementation, worked with new people and adjusted to the time difference. They also had to coordinate times to meet with their U.S.-based counterparts. Because of the time difference, these meetings often occurred during the U.S.-based team's off hours.

What hours support would be available and who would provide what level of support was a lively discussion. In the first couple of weeks after going live, the U.S. support teams had representatives in Europe and were able to provide support during their work day. Once that time had passed, adequate support had to be provided for a much longer time than had previously been required.

Conclusions

The project was about three months late, over budget, and many items had to be fixed when the system went live. Despite this, the London-based team had a party to celebrate their success, which included a dinner at an expensive restaurant and a limo ride home if necessary. They also received a handsome bonus. The U.S. team members and the global HR manager were not invited to the celebration or given bonuses. After the senior design analyst found out about the celebration, a U.S. celebration (consisting of a lunch) was held and a similar bonus awarded. The London project managers were invited but were unable to travel at the time. The hot topic at the celebration lunch was how future project teams should be formed when other HR areas wanted to integrate their current system.

The length of the answers to the questions should be between 5-10 pages. Please use the instruction from the syllabus for style and format.

If time allows, have students discuss these questions in small groups prior to the writing assignment.

Questions

1. What are the major issues presented that affected the time, cost and scope of the project?
2. What are the minor problems presented that affected the integration?
3. What are the cultural issues that are interwoven in this project that affected HR or IT?
4. What type of evaluation/closure would help in this project?
5. Who should be involved in future global integration projects? What skills should team members have and how should they be selected?
6. If you were to create some of your own “lessons learned,” what might they be and how would they affect future projects?

References for Learning Module and Case

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Teaching Notes for Course Module Slides

Slide 1 – Title Slide

Slide 2 – Objectives

Slide 3 – Purpose of Lesson

The instructor should inform students why it is important to learn the material and connect the topic to themselves. This would be different depending on the group of students and their specific backgrounds.

Why: Connect the concept to the learner. Explain why students should be interested in this topic.

All HR practices are affected by information technology. It is imperative that HR students, as future HR professionals, understand how an HRIS is used in an organization.

What: Deliver information and expert knowledge. Explain what is going to be learned.

In this class, students will learn project management skills and the basics of an HRIS.

How: Develop skills and fluency. Explain what students will be doing to develop their skills.

Students will analyze and write a report on a case study using project management skills to integrate an HRIS system. In addition, students will participate in class (or online) discussions to broaden understanding of the topic and practice decision-making skills.

If: Provide an opportunity for authentic performance. Tell them how this topic will help them if they learn it in a real business environment.

Working independently or in teams, students will practice HR skills and demonstrate project management and decision-making skills in a real-world HRIS integration scenario.

Slide 4 – Why Are these Topics Together?

Project management skills are needed when integrating an HRIS system. The HR professional must understand how project management works. This match of project management and HRIS knowledge is critical for anyone who is going to lead an HRIS integration project. Having just the technical knowledge or just the project management knowledge is not enough for project success.

Slide 5 – Title Slide – HRIS / Section 1

Slide 6 – HRIS

This slide provides a brief overview of the topics to be covered in the class.

Slide 7 – HRIS Defined

Sources:

Hendrickson, A. R. (Summer 2003). Human resource information systems: Backbone technology of contemporary human resources. *Journal of Labor Research*, 24, 3, 381-394.

Tannenbaum, S. I. (1990). HRIS information: User group implications. *Journal of Systems Management*, 41, 1, 27-32, 36.

Slide 8 – HRIS Not Just Technology

It's interesting to note how Hendrickson broadens the definition of HRIS from beyond technology to include people, policies and procedures (Hendrickson, 2003).

Slide 9 – History of HRIS – Early (Pre-WWII)

Early HR (then called personnel) practices were limited to employee record keeping and were provided as a service to the organization. There was no HRIS as we know it today. Personnel record keeping was done by hand, often using a system as simple as an index card file. The personnel department was typically small, with little authority and limited interaction with the organization's business mission (Hendrickson, 2003).

The instructor could supplement the history slides by using additional information from a basic HRIS or HR text that covers HRIS.

Slide 10 – History of HRIS – Between 1945 and 1960

After WWII, organizations became more aware of human resource issues, recognizing the importance of employee morale to the success of organizations. Formal selection and development processes were developed but there was little real change from the original responsibility of the personnel department—that of record keeping. Record keeping was still done by hand, and pre-1960, HR information systems hardly gave a hint of what they would become with the advent of workplace technology (Hendrickson, 2003).

Slide 11 – History of HRIS – Early (1960 to 1980)

In the late 1960s and 1970s, the term “human resource management” replaced “personnel,” and by 1974, the new term, human resource management, appeared in media headlines and was eventually shortened to just HR.

Between 1960 and 1980, organizations firmly integrated HR into their core business missions. At the same time, employer regulatory reporting requirements increased significantly. Large organizations used mainframe computers to maintain organization databases, and technology-based human resource information systems (HRIS) provided an efficient solution for the increased record keeping and reporting required by government regulation. The HR department became one of the most

important users of the organization's computer systems, though the primary task was still record keeping (Hendrickson, 2003).

Slide 12 – History of HRIS – Contemporary HRIS

(Hendrickson, 2003).

Slide 13 – Who Uses HRIS and How Is It Used?

Contemporary HRIS must be versatile enough to meet the needs of multiple stakeholders. HRIS is commonly used by HR professionals as well as by managers in functional areas. All have different needs for the information provided by a central data system.

Slide 14 – Who Uses HRIS and How Is It Used?

As organizations add self-service centers, employees use the HRIS for benefit selection and enrollment. Career planning and records of training and development can be maintained by the employee themselves, keeping the records up-to-date and saving labor, and therefore cost, for the HR department.

Slide 15 – Benefits of HRIS

Efficiency

According to Hendrickson (2003), increased efficiency is an HRIS benefit. Both time and cost efficiency can be addressed with the ability to do more transactions with fewer fixed resources. This can specifically be seen in areas such as payroll and benefits.

Effectiveness

In terms of accuracy, the HRIS helps in transactions. Additionally, the technology can be used to simplify processes (Hendrickson, 2003). Some information is only available through technology. Many types of computer-based training, Internet access to the recruitment world and the use of certain programs to assess employees in the hiring process are only available for those with technology-rich environments.

Slide 16 – HRIS Terminology

Sources:

Mondy, R.W. (2008). *Human Resource Management*. Pearson Prentice Hall.

Wailgum, T. (April 2008). ABC: An introduction to ERP. *CIO Executive Council*. Retrieved from http://www.cio.com/article/40323/ABC_An_Introduction_to_ERP?contentId=40323&slug=and.

Slide 17 – HRIS Terminology

HRIS systems:

SAP – www.sap.com (retrieved 7-1-08).

Stand alone HRIS systems:

People-Trak (www.people-trak.com).

ERP integrated systems:

SAP (www.sap.com).

Hexaware (www.hexaware.com).

Slide 18 – Discussion Topics

- Provide specific examples of HRIS systems and provide the details (costs, system requirements and web site resources, etc.).
- What are the strengths of the systems?
- What are the weaknesses of the systems?
- Respond to other students' examples.
- As a group, decide which HRIS is best for a large organization and which one is best for a small organization.

Slide 19 – Discussion Activity

- What are your perceptions of an HRIS?

Possible discussion topics:

- List HRIS software you have heard of and what functions they can complete.
- What can an HRIS do for an organization?
- List why your organization would want or uses an HRIS.

This slide can be used by the instructor to facilitate a class or online discussion. Responses to the discussion questions will vary based on the type of organization. The instructor should be able to determine the appropriateness of answers based on knowledge.

Slide 20 – Title Slide – Project Management / Section 2

Slide 21 – Project Management

There are a number of accepted definitions of project management. They all refer to a project as a planned and coordinated activity that has a specific timeline and objectives. Generally, a project is a one-time event.

Slide 22 – Project Management – Project Characteristics

Projects are generally carried out by a team comprised of people from different backgrounds, each of whom contributes knowledge and skills in his or her area of expertise. An organization may establish a project team using individuals from different departments of the organization.

A project always has a desired result. When a project is completed, something new has been accomplished—a new product is launched, new software is developed, or a new process is implemented.

Resources are always limited, particularly in time and money. Good project planning requires an accurate assessment of project costs and a schedule projection for

completion. It is imperative that the team monitor budget and scheduling during all phases of the project, because success depends on staying within budget and meeting projected deadlines.

Since a project always results in something new, a characteristic of a project is that success is never guaranteed. There is always uncertainty and risk. Will the new product be well received in the marketplace? Will the new software function as expected? Will the new process generate a positive return on investment? Even if the project team reaches the desired goal, will it accomplish the task on time and within budget? Projects have many variables, and uncertainty and risk are simply a part of the process.

Source: Baars, W. (July 2007). *Project Management Handbook, Version 1.1*. DANS – Data Archiving and Networked Services, The Hague, http://www.dans.knaw.nl/en/dans_publicaties/wb_0/naam_15/C%3A%5CDocuments+and+Settings%5Cjetskesc%5CWerkplaats_1%5CAttachments%5Chandbook_def_english.pdf.

Note: If the website address doesn't work, you can download the entire handbook from www.dans.knaw.nl/en/. From that page, scroll down the green bar on the left and click on DANS Publications. From there, scroll to bottom of the page and click on "Project Management Handbook: Read More." At the next screen, click on "free download." Be patient; this is an 83-page document and may take some time to download.

Slide 23 – The Process of Project Management/Life Cycle

Through research, several models of project management have been identified. Some models are linear, with projects moving sequentially through four to six distinct stages. Other models are cyclical, indicating that a project may move back and forth between stages as needed with some overlap in the process.

The model on this slide is an example of a linear model of project management.

See: <http://www.bgsu.edu/departments/envh/projmanage/sld003.htm>.

Slide 24 – The Process of Project Management/MPMM Life Cycle

The process designed by MPMM identifies four stages of project management with four subsections completed after each stage. Since the four phases and subsections are completed sequentially, this is another linear model of project management.

MPMM stands for Method 123 Project Management Methodology. It is a software that can be purchased to manage projects based on the life cycle methodology identified through the four phases.

Source: www.mpmm.com/project-management-methodology.php

Slide 25 – The Process of Project Management/The Rational Unified Process (RUP)

The Rational Unified Process (RUP), originally designed by IBM for software development, is structured in phases that represent the four major stages that

a project goes through from inception to completion. Within each phase are subsections (called disciplines) that represent the activities taking place throughout the project.

Source: Ambler, S. W. (2005) *A manager's introduction to the Rational Unified Process (RUP)*. EBSCO. Retrieved July 1, 2008, from <http://www.ambysoft.com/unifiedprocess/agileUP.html>.

Slide 26 – The Process of Project Management / DANS

DANS stands for Data Archiving and Networked Services.

DANS identifies a traditional six-phase linear process of project management with a critical decision point after completion of each stage. The decision point is a time to record the current status of the project and an opportunity to reconsider the project phases and make any necessary corrections. These decisions are often “go/no go” moments that call for determining whether to proceed with the project or discontinue it.

Source: Baars, W. (2007).

Slide 27 – Project Management Systems for Software Development

The four previous slides depicted linear project management systems, also called waterfall models because each stage occurs sequentially. Just as a waterfall moves in only one direction, the pure waterfall method does not allow returning to a phase after it has been completed.

For a number of reasons, a cyclical method of project management is preferred for software development (Baars, 2006).

Slide 28 – Cyclical Project Management

According to Baars, in cyclical project management, the project goal is pursued in brief, consecutive cycles. Each cycle is relatively short, preferably lasting less than one month. A portion of the project is carried out within each cycle. This is fundamentally different from the waterfall method, in which activities take place within their own separate phases. In addition, the waterfall method prescribes only single moments for definition, design, implementation and testing. In the cyclical method, this occurs many times in sequence (Baars, 2006, Fig. 9).

Slide 29 – Project Management

The DANS software development method is a blend of linear and cyclical project management methods intended to achieve the benefits of both models. The initial phase is represented as a linear process followed by a cyclical phase where team members can move freely back and forth through the process, implementing procedures as needed, until completion of the project.

Slide 30 – PM Tools – Gantt Chart

Project managers use a variety of planning and scheduling tools. This slide is an example of a Gantt Chart (developed by Charles Gantt in 1917), which is a simple

horizontal bar chart depicting the sequence of tasks necessary to complete a project. Each task is represented by a horizontal bar, the length corresponding to the time allotted for completion. A Gantt Chart is an excellent visual depiction of the time when specific tasks must start and when they must be completed.

Source: Kidasa Software, <http://www.ganttchart.com/Examples.html> (retrieved August 2008).

Slide 31 – PM Tools – PERT Chart

The program evaluation review technique (PERT) was originally developed by the U.S. Navy in the 1950s to manage large, complex projects that had a high degree of task dependency. A PERT chart is typically used to identify the sequence of tasks and to show which tasks must be completed before other tasks may be started. Tasks that must be completed in sequence are called dependent or serial tasks and those that may be completed independent of other tasks are referred to as parallel or concurrent tasks.

Source: NetMBA, <http://www.netmba.com/operations/project/pert/> (retrieved August 2008).

Slide 32 – PM Tools – Fishbone Diagram

The fishbone diagram (the Ishikawa diagram) is a chart that shows cause and effect. It is a tool used to identify the root causes of quality problems.

Source: Vanderbilt University Engineer Management Program, <http://mot.vuse.vanderbilt.edu/mt322/Ishikawa.htm> (retrieved August 2008).

Slide 33 – PM Tools – Event Chain

The event chain diagram is similar to a Gantt chart in its use of horizontal bars to depict the sequence of activities. A risk event chain diagram includes the use of red arrows to identify risk events that may occur in the sequence of activities. Risk events may be associated with certain tasks or at certain time intervals on the event chain. This diagram gives a visual model of risks and uncertainties.

Source: Max Wideman.com, www.maxwideman.com/guests/event_chain/tracking.htm (retrieved August 2008).

For more information on Event Chain Methodology see Intaver University at http://www.intaver.com/Articles/Article_EventChainMethodology.pdf.

Slide 34 – PM Tools – Run Chart

A run chart plots a series of events over a period of time. Events are plotted on the horizontal axis of the diagram and then linked to give a visual of high and low points over a specified period of time. A run chart is often used for tracking activities over time.

Source: Clemson University, <http://deming.eng.clemson.edu/pub/tutorials/qctools/runm.htm> (retrieved August 2008).

Slide 35 – Project Management Software

There are a number of project management software applications available that provide helpful tracking and reporting systems for the project manager. Some are desktop applications available for purchase that can be loaded onto the individual's computer. Desktop systems are most commonly used by small businesses where projects are managed by one or two employees. They would not be practical for large organizations with complex projects managed by a large project team whose members are located at various geographic sites.

Microsoft Project is a desktop system that works much like other Microsoft Office products. It costs between \$600 to \$1,000, depending on the system chosen and the features available. You can learn more about this software at <http://www.office.microsoft.com/en-us/project/default.aspx>.

Cerebral Project is another desktop system available for purchase and is priced between \$200 and \$400. You can learn more about this software at <http://www.cerebralproject.com/>.

Web-based systems are available online and are generally used for larger, more complex projects where members of the project team may be located in different geographic locations. In a web-based system, there is no need for client-side software. Web-based systems are purchased through licensing fees that include an initial payment plus annual charges. There are a variety of price ranges available, depending on the system used. Some systems even provide on-site consulting, but the process can be expensive.

@Task is a web-based system used by large organizations such as Boeing, Cisco Systems, Johnson and Johnson and Walt Disney. You can learn more about this system at <http://www.attask.com/>.

Project Insight is another web-based system appropriate for project teams at multiple locations. You can learn more about this system at <http://www.projectinsight.net/>.

Open-source systems are free to the public and available online. Kplato is an example of an open source. You can learn more about this system at <http://www.koffice.org/kplato/>. Openwork Bench is another open-source system and can be found at <http://www.openworkbench.org/>.

dotProject is a free system that is managed, maintained, developed and supported by volunteers and users. You can learn more about this system at <http://dotproject.net/>.

Slide 36 – Discussion Topics

- Provide an example of a project management tool and discuss how it could be used.
- Provide one software resource and identify its strengths and weaknesses.

These discussion topics can be used either in the classroom or on the discussion board.

Slide 37 – Discussion Activity

- Discuss what you see as the most important role for HR in project management.
- What can an HR professional do to insure project success?

This slide can be used by the instructor to facilitate a class or online discussion. Students will have a variety of answers to these questions.

HR's role in a project varies depending on the nature of the project. For example, if the project is to implement new legal requirements based on a change in legislation, this is likely to be an HR-managed project. HR will plan and implement the change, communicate the change to employees, train managers in new responsibilities (if necessary) and, finally, ensure that compliance and reporting of the new legislation is maintained.

If the project is a major organizational change, such as a merger, HR is likely to be a key player in planning and managing the project. HR will be responsible for the staffing changes that may occur as a result of the merger. The HR department will likely act as a clearinghouse for necessary employee information because of its role in communicating changes to staff and facilitating acceptance of the change process.

It is important that HR professionals understand the project management process; one could argue that nearly every activity in an organization could be called a “project.” The HR professional's ability to organize systems, manage people and facilitate communication will be invaluable to the success of any organizational project.

Source: SHRM Learning System. (2008). Module One: Strategic Management, 121.

Slide 38 – Title Slide – Managing Projects and HRIS / Section 3

Slide 39 – Managing Projects

Project managers direct functions along five parameters known as control factors. Gantt and PERT charts are often used to schedule time and tasks.

Experienced project managers take a pragmatic attitude toward quality levels during a project, realizing that projects striving to achieve the highest possible levels of quality are often at the greatest risk of never being completed. Therefore, “good enough is good.”

Communication is essential among project team members. It is also important that other stakeholders be kept informed of progress on the project. Regular progress reports are an expected part of the process.

Slide 40 – People and the Project

There are a variety of stakeholders involved in every project. The project usually starts with a project sponsor whose role is to win support for the project from senior management. From there, senior management assesses the risks of the project and approves the resources necessary for completion. Throughout the life cycle of the project, the sponsor continues to report progress to senior management and remains

a vital link between the organization and the project team. Because of his or her continuing support for the project, the project sponsor is sometimes called the project champion or cheerleader.

Source: SHRM Learning System. (2008). Module One: Strategic Management, 1-22–1-24.

Slide 41 – People and the Project

There are a number of responsibilities in managing a project. Generally, the responsibilities fall within one of the three categories:

1. Interpersonal: The project manager is the leader of the team and a liaison between the team members and the rest of the stakeholders.
2. Informational: The project manager is the spokesperson for the project. He or she ensures open communication between team members and communicates information about the progress of the project to others in the organization.
3. Decisional: The project manager allocates resources, assigns tasks, resolves conflict and encourages progress toward completion.

Source: SHRM Learning System. (2008). Module One: Strategic Management, 1-22–1-24.

Slide 42 – People and the Project

The project team consists of people with the skills necessary to complete the tasks required by the project. There should be team members representing a variety of departments within the organization, depending on what is needed as dictated by the nature of the project. For integration of an HRIS process, there should be HR staff on the team as well as members from the IT department. A project team for a long-term complicated project for a multi-national organization might include team members from a variety of disciplines as well as from dispersed geographic sites within the organization.

Slide 43 – Communication

Projects are more about people than technology. A successful project manager must foster communication among the team and ensure that progress is communicated as needed to various stakeholders.

A communication plan should be agreed on during the project kick-off meeting. This should establish the parameters of communication among team members. The plan should provide methods for regular communication among team members. It should answer the following questions:

- When should formal communication take place?
- What should be communicated?
- How will it be communicated?
- Who is responsible?

The kick-off meeting should also review the scope of the project and ensure that the technical requirements of the project can be met.

If the project involves international team members or stakeholders, the issue of language must be addressed. Does communication need to be in multiple languages? If so, what language(s) will be used for project information and reporting?

It is important that all stakeholders receive regular communication on the progress of the project, or the team may find that support for the project diminishes over time. The project manager or the team must decide who is responsible for communicating with the stakeholders, how often communication should occur and how it will occur.

Slide 44 – Leadership

Studies indicate that effective project management is more than simply bringing the project in on time, on budget and to scope. According to research by Brill, Bishop and Walker, the number one skill of an effective project manager is problem-solving expertise, followed by leadership ability.

Research also indicates that the soft skills of managing people, such as team work, communication, negotiation and conflict resolution, are equally—if not more—important than the technical and administrative skills organizations generally look for in a project manager. This research further reiterates the idea that a project is more about people than technology.

Source: Brill, J. M, Bishop, M. J., & Walker, A. E. (2006). The competencies and characteristics required of an effective project manager: A web-based Delphi Study. *Educational Technology Research and Development*, 54, 2, 115-140.

Slide 45 – Project Management and HRIS

Imagine integrating an HRIS database of 45,000 employees with an additional HRIS containing data for another 35,000 employees. It's a huge undertaking! Even in smaller organizations, the prospect of changing systems is a daunting task.

A common mistake made by business leaders is underestimating the complexity of such a conversion. HRIS experts estimate that conversions take anywhere from four months to several years, depending on the scope of the systems involved.

So how do we do it and who should be on the team?

Team members with previous PM experience could lend valuable insight into the process and can warn of unforeseen bumps in the road. HR leaders should be included because they will know what HR information is necessary and how it will ultimately be used by the organization. IT representatives should be included as well because they have the technical expertise to make it all happen. Experts recommend that HR and IT representatives share leadership of the project team because a conversion of this sort needs the expertise of both. It is also helpful to have representation from other areas of the organization because no department works in a vacuum and the success of the HRIS conversion will affect everyone.

Source: Arnold, J. T. (June 2007). Moving to a new HRIS. *HR Magazine*, 52, 6, 125-132.

Slide 46 – PM Phases in an HRIS Implementation

This slide provides an overview of project management phases in an HRIS implementation. Notice that these are the same phases listed earlier in the Project Management Life Cycle.

Slide 47 – Initiation

Project initiation is the first phase of the project life cycle. This is where the idea for the project is born. During the initiation phase, goals and objectives are identified for the project, the scope is determined, and the project gets underway.

It is important to get the support of senior management from the outset. This is done by building a business case for the project and conducting a feasibility study. The feasibility study will answer the following questions:

- Why does the organization need this project?
- Can we do this?
- Is it feasible?

Once support is obtained from senior management, the project is off and running.

Larger projects will require a written project charter describing sponsorship of the project and how the project is aligned with organizational strategy. The charter details the benefits of the project, its scope and desired outcomes. At completion, this becomes the basis for measurement and evaluation of the project's success.

The next step is to appoint the project team and establish the project office. In many cases, the office is a virtual portal that serves as an information hub for the project and the go-to place for team members to manage resources, information and issues.

A phase review is conducted at the end of initiation to ensure that all processes have been completed before moving on to the next step—project planning.

Sources: Method 123 Project Management Methodology, www.mpmmm.com/project-management-methodology.php (retrieved August 2008).

SHRM Learning System. (2008). Module One: Strategic Management, 1-22 – 1-24.

Slide 48 – Project Planning

The project planning phase begins after the project is defined and the team appointed. This phase involves creating a plan for the numerous issues that must be managed by the team throughout the project.

Resource plan:

People: Assign project team.

Financial: Determine resources needed and make the resources available.

Time: Establish the timeline and schedule the activities needed to complete the project.

Quality plan: Determine what level of quality is expected throughout the project and how it will be measured.

Risk: Identify the risks that are possible in the project and determine how the organization will manage those risks.

Communication plan: How will communication be handled throughout the implementation of this project? How often will communication be provided? Who will be responsible for communication and what stakeholders need to be informed?

Procurement: What materials are needed to complete the project? Who will supply the materials and what is the timeline for delivery of supplies?

Contact suppliers: What is the plan for contacting suppliers and coordinating receipt of needed materials and supplies? Who is responsible and what is the timeline?

Contingency plan: What actions will be taken if the project gets off track? When will go/no-go decisions be made?

Perform review of planning: At the end of each project phase, there is always a review to ensure that the project is on track before moving to the next phase.

Source: Method 123 Project Management Methodology, www.mppmm.com/project-management-methodology.php (retrieved August 2008).

Slide 49 – Project Execution

It is now time to follow the plan. Team members must monitor all aspects of the project to ensure that the project is completed within the parameters of the original plan. This phase clearly demonstrates the need for good planning. If the plan is poorly crafted, project execution is difficult. However, if the team carefully planned all aspects of the project, a plan will already be in place describing how to respond, for example, if quality drifts below acceptable standards. If there was a good risk analysis during the planning phase and risk occurs during execution, there will be a plan in place to manage the problem.

Slide 50 – Project Execution

The last slide highlighted the importance of good planning for project execution. Even with the best of planning, though, unexpected issues may arise. If the organization is the victim of a natural disaster, the unexpected death of key personnel or other horrific event, the project will not be immune. As much as possible, organizations must have plans in place and trained personnel to manage unexpected events.

Every project, no matter how small, results in change in the organization. Not everyone embraces change. Some people will react immediately and see the change as a traumatic event for which adjustment is difficult. Expect and be prepared to manage some resistance to the change generated by the project.

As with every other phase of the project, execution ends with a review to ensure the project is on track to a successful completion.

Slide 51 – Project Control

Project control is really not a separate phase of the project but a process that occurs throughout the execution phase. Although the project manager has overall responsibility for control and, therefore, the success of the project, team members have some control responsibilities because they are responsible for their own work progress.

As part of project planning, baselines are set for each process within the project. Periodically, as the project is executed, progress is measured and the actual performance is compared to the projected performance. If measurements indicate that performance has deviated from the plan, team members must take corrective action to get the project back on track. Management is responsible for reviewing and approving (or rejecting) changes that affect the project scope, timing, cost and quality. If the project is integration of an HRIS, HR representatives on the project team should monitor the project closely through the execution and control phase of the project.

Source: American Academy of Project Management, www.projectmanagementcertification.org (retrieved August, 2008).

Slide 52 – Closure/Evaluation

Management is responsible for validating completion of goals and objectives and verifying the customer acceptance of the finished project. Once all the deliverables have been produced and the customer has accepted the final product, the project is ready for closure.

Any unfinished or open items will be reviewed and closed out, including the accounting/financial files on the project. Project data should be archived for use in future projects.

A review should be conducted as part of the evaluation process to determine whether the intended improvements or benefits were realized. All stakeholders should participate in the project evaluation. Lastly, there should be a review of project lessons learned, with reports posted and made available to stakeholders for use in future projects or for continuous improvement.

Source: [www.Method 123 Project Management Methodology, www.mppmm.com/project-management-methodology.php](http://www.Method123.com/Project-Management-Methodology) (retrieved August 2008).

Slide 53 – Specifics of PM to an HRIS Integration

The following are examples of issues specific or unique to project management of an HRIS integration. Students may identify other issues to add to the summary.

Initiation: Sometimes it can be mandated, rather than optional, for HR to be involved in the initiation phase of the project.

Planning: HR may need to accommodate different payrolls. It is not recommended to implement a major change during union negotiations.

Execution/Controlling: In HR systems, consideration must be given to confidentiality of data when testing systems.

Closure/Evaluation: Communicating the changes could affect every employee in the organization; therefore, evaluation is critical.

Slide 54 – Engagement Exercise

This engagement exercise can be used as an active learning activity either through teamwork or individual work that is shared with the class.

Slide 55 – Title Slide – HRIS Implementation / Section 4

Slide 56 – Traditional HRIS/Administrative Uses

HR information systems were traditionally used for administrative record keeping of employee information. However, as organizations moved away from manual data storage systems to more sophisticated IT systems, the focus of technology has been to provide tools for organizations to use information more effectively.

Administrative uses:

- Monitoring absences.
- Salary structures.
- Training information.
- Recruitment.
- Media response.
- Current information.
- Medical information.
- Global administration.

Slide 57 – HRIS in Business Decision-Making/Analytical Processes

As HR transitions to a more strategic role in contemporary organizations, the goal of the HRIS has changed dramatically. Information technology systems are no longer viewed as merely depositories of data but are now expected to provide tools and real-time information that supports the organization's strategic objectives. These systems must integrate information from a variety of sources and have the ability to analyze data in a number of ways.

Analytical processes provided by HRIS:

- Budget control.
- Applicant tracking and screening.
- Skills matching.

- Appraisals.
- Feedback.
- Manpower planning.
- Succession planning.
- Skills monitoring.
- Training needs analysis.

Slide 58 – Why Not More? HRIS in Business Decision-Making

This slide outlines reasons organizations are not using HRIS in business decision-making.

HR information systems can be as complex or as costly as needed by the organization. The complexity of the system is determined by the amount of information the organization needs to store and analyze to operate efficiently. Small organizations may need only basic information, such as maintenance of payroll records. Larger organizations may want considerably more information for effective management of HR functions. Larger organizations have the advantage in that they can amortize the cost of the system over a large number of employees. However, as relatively inexpensive off-the-shelf systems have become available, more small organizations are incorporating IT systems into their daily operations.

Organizational culture may or may not promote the use of HRIS in decision-making. If HR is a key player in the strategic management of the organization, an HRIS is likely to be a key element in the decision process.

Technology is increasingly integrated in business functions. Just as organizations have moved to IT systems for accounting and financial management, IT systems designed for HR processes are becoming more common in organizations of all sizes.

Another barrier to the use of HRIS is the assumption that HR and IT simply don't mix. Of course, it is a stereotype to assume that HR managers have limited IT skills and that IT staff have limited HR skills! But the stereotype exists, and it can get in the way of successful HRIS implementation. However, as systems have become more user-friendly, they have been more readily implemented in all organizational areas.

Source: SHRM Learning System. (2008). Module One: Strategic Management, 1-38 – 1-41.

Slide 59 – Application of HRIS

These are examples of some of the HRIS applications in the HR functional areas. There are other applications for HRIS that are not listed here.

Source: SHRM Learning System. (2008). Module One: Strategic Management, 1-38 – 1-41.

Slide 60 – Application of HRIS

These are additional examples of some of HRIS applications in the HR functional areas. There are other applications for HRIS that are not listed here.

Source: SHRM Learning System. (2008). Module One: Strategic Management, 1-38 – 1-41.

Slide 61 – Legal Aspects of Data

The growing reliance on technology to assist HR functions has led to increased concern about security breaches in employee personal information. From the recruitment of a potential employee to the exit process, organizations maintain personal information about employees. What information should be gathered? How should it be used? Who should have access to confidential data? How do we safeguard information? There are no easy answers, but these are all questions that must be addressed through a joint effort by the organization's privacy officers, HR managers and IT staff. Privacy concerns limit access to personnel information to only those employees who need to know and only for uses that are directly job-related.

With an increasing concern about identity theft, at least 38 states have introduced legislation restricting the use of Social Security numbers. In response, many organizations have dropped the use of Social Security numbers and are using alternate forms of employee identification.

Source: HR Focus. (November 2006). Balancing HR systems with employee privacy. HRFocus, 11-13.

Sotto, L. J., & McCarthy, E. M. (January 2007). An employer's guide to U.S. workplace privacy issues. The Computer and Internet Lawyer, 24, 1.

Slide 62 – Data Security Issues

Privacy law is growing and changing throughout the world with no clear standards. Multi-national organizations face a conflicting assortment of privacy laws from one country to another. Even in the United States, there is no single law that addresses the protection of employee information. Instead, privacy is regulated by an assortment of state regulations and case law that can differ from one district to the next.

As information is made available to employees and vendors at various sites around the globe, the possibility of a security breach increases.

Source: HR Focus. (November 2006). Balancing HR systems with employee privacy. HRFocus, 11-13.

Slide 63 – U.S. Laws and Employee Privacy

The Fair Credit Reporting Act (FCRA) generally comes into play during recruitment and selection when employers conduct background checks on prospective employees. According to HRFocus, more than 90 percent of personal information enters an HRIS system at the recruitment phase. FCRA protects the privacy of background information, requires written authorization from the prospective employee to obtain

a consumer report and requires notification of the employee when an adverse action is taken by the employer based on information received from a consumer reporting agency. For more information about FCRA, go to:

- Electronic Privacy Information Center, www.epic.org/privacy/financial/fcra.html (retrieved August 2008).
- Society for Human Resource Management, http://www.shrm.org/hrresources/lrpt_published/CMS_000983.asp (retrieved August 2008).

The Electronic Communications Privacy Act protects the employment records of federal employees from disclosure without prior authorization. For more about the Act, go to:

- Society for Human Resource Management, http://www.shrm.org/hrresources/lrpt_published/CMS_000948.asp (retrieved August 2008).
- AOL Legal Department, <http://legal.web.aol.com/resources/legislation/ecpa.html> (retrieved August 2008).

HIPAA provides employees with privacy protection in the electronic transmission of health information. If an employer is the sponsor of a health care plan for its employees, HIPAA compliance may be required. For more information about HIPAA, please see:

- Society for Human Resource Management, http://www.shrm.org/hrresources/whitepapers_published/CMS_002842.asp (retrieved August 2008).
- Centers for Medicare & Medicaid Services, <http://www.cms.hhs.gov/HIPAAGenInfo/> (retrieved August 2008).

The Sarbanes-Oxley Act of 2002 covers both insider trading and whistleblowing issues. It is intended to offer privacy protection and to prohibit retaliation against whistleblowers. For more about Sarbanes-Oxley, go to:

- Society for Human Resource Management, http://www.shrm.org/hrresources/lrpt_published/CMS_001022.asp (retrieved August 2008).
- Sarbanes-Oxley Resources, <http://www.sarbanesoxleyresources.com/> (retrieved August 2008).

Each of these laws can be examined in more detail in HRIS or HR text books.

Slide 64 – Globalization and Employee Privacy

The European Union (EU) passed the Data Protection Directive in 1998 regulating the electronic processing and transfer of personal data. Since its passage, many European countries have passed additional privacy laws. U.S. organizations doing business with EU countries must abide by the EU Directive as well as the various, and sometimes conflicting, privacy laws required by individual European countries.

Under the EU Directive, individuals have the right to access and correct personal data. The directive also restricts the transfer of personal data to countries that

do not ensure the required level of data protection. The EU has not said that the United States is out of compliance with the level of data protection required by the directive, but because the United States has no overarching data privacy law, the EU has also not said the United States has met the European standard. This can present a significant dilemma for transfer of employee data within the HRIS of a multi-national organization.

Canada is the U.S.'s biggest trading partner, and many U.S.-based organizations grapple with the conflicts inherent in Canadian privacy law, a system complicated by both federal rules and provincial regulations.

Source: Frauenheim, E. (May 8, 2006). Many U.S. multinationals doing little to meet overseas employee data privacy rules. *Workforce Management*, 48-51.

Slide 65 – Conflicts of Globalization

Some examples of HR conflicts caused by differing privacy regulations.

Many U.S. organizations collect data on race and ethnicity for affirmative action compliance and reporting. A Canadian law says that in certain sectors (banking and aviation) organizations must have a legitimate purpose for collecting, using and disclosing employee's personal information. Consequently, U.S. organizations operating in Canada must forego collecting employee demographic information that is commonplace in the United States.

The EU restriction on the transfer of personal data to countries that do not ensure an "adequate level of protection" can create a significant barrier to a multi-national organization that maintains employee information in EU countries as well as in the United States.

Anonymous hotlines commonly found in the United States in an effort to comply with whistleblowing protections of the U.S. Sarbanes-Oxley Act may, in EU countries, violate the data privacy rights of people accused of wrongdoing.

What's an organization to do? The U. S. Department of Commerce established the Safe Harbor program that allows U.S. organizations to certify "adequate" privacy protection as defined by the EU Directive. The Safe Harbor program was accepted and approved by the EU in 2000.

Source: Export.gov, www.export.gov/safeharbor/ (retrieved August 2008).

Slide 66 – Other Issues in Globalization

Language barriers: For example, the difference between U.K. English and U.S. English. In Belgium, depending on which part of the country you live in, you can choose to communicate in Dutch or French. In the capital city, Brussels, employees must select if they receive HR information in either Dutch or French.

Processes differ slightly, certainly in the area of employee benefits.

Government regulations and reporting, differences in what can be included in reports vary among countries.

Terminology may change across national boundaries.

Cultural difference across borders is a topic that could encompass another course entirely. Suffice it to say that there are a number of cultural differences that affect multi-national organizations. A significant difference is the cultural attitudes toward the group as opposed to the individual. American culture is very much a culture of the individual, with less regard for the collective. Notice how American business likes to honor the employee of the month or how American television is saturated with reality programs where the one survivor beats out all the other contestants. Many other cultures, particularly Asian cultures, are far more oriented toward the collective and would find it embarrassing to single out one winner or one employee of the month.

Slide 67 – Change Management and HR – Integrating HRIS

Recognize that integrating an HRIS is a big project and a major change for the organization. Expect some employees, both management and staff, to resist change and be prepared to deal with resistance. HR must support change and facilitate the flow of communication between upper management, the project team, the rest of the staff and all stakeholders involved. It will take some time before success is apparent. Be patient!

Source: SHRM Learning System. (2008). Module One: Strategic Management, 1-31.

Slide 68 – Conclusions

Have students read the case study. If time allows, have students discuss the answers. Finally, have students respond to the case study questions and return their completed assignments by a certain date (to be determined by the instructor).

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