

MGMT 562 Human Resource Information Systems
Moravian College Comenius Center

Instructor Information

Name: Rachel M. Cervin Kubel, M.S.Ed
Office Hours: Saturday 12-1 (immediately following class) or by appointment
Telephone: 610-751-2653
Email: kubelr@moravian.edu
Blackboard: <http://blackboard.moravian.edu/>

This course is offered in a blended format. This syllabus is distributed for your information at the beginning of the semester. The official course syllabus is held in Blackboard. Check that source frequently for updates and changes to this information and schedules.

Course Description: An examination of the strategic role of technology in the effective management of organizations, operationally and strategically. Human resource information systems concepts will be linked to HR activities such as performance management, compensation and benefits, employee communications and support, recruiting, equal employment opportunity and affirmative action, labor relations, training and talent management, and human resource planning, as well as enterprise computing needs. Need analysis, selection, evaluation, and implementation processes used when choosing an appropriate solution will also be examined.

General Description

Organizations today support the HR function with some level of technology – 97% of one survey's respondents indicated the HR department used at least some HR-related technology ("Control Costs," 2008). Some HR applications, administrative applications such as benefits management and application search management, are so widespread that they are seen as mature technologies. Human capital management (HCM) technologies such as talent and performance management, workforce planning, and workforce analytics, are seen as being in an early adoption phase ("HR Technology Trends," 2007). Web-based HR software systems increasingly are being used as self-service systems for both employees and managers making HR staff become the HR equivalent of IT help desk personnel. Most HRIS applications have the potential of freeing HR staff from daily routine to become more proactive and strategic in their contribution to their organizations.

The purpose of a Human Resource Information System (HRIS), or Human Resource Information Technology (HRIT), is to collect and distribute human resource-related information to support the making of HR and organizational decisions. HRIS can be used within organizations to increase productivity, support HR planning, and support organization-level strategy.

Our perspective in this course will be that HRIS creates benefits for organizations, particularly in the business value that they can create. We will examine how the HR function should align

HRIS investments with organizational strategy and how HR work processes, as well as other processes in the organization, can improve productivity and create strategic advantage for the organization. We will examine specific examples of HRIS systems not for their individual content but for how relational database systems, data mining techniques, collaborative software systems, including Web 2.0 applications, simulation modeling, and expert systems not only subsume routine content of HR jobs but also extend the value of HR to the organization. To reach this promised value, however, HR leaders must come to understand what is now the 21st century workforce and technology -- how knowledge and creative workers are best managed, how to master implementation issues arising with HRIS, and how to lead change as they strive to implement their technological vision. We will examine these issues as we review the information technologies focused on here.

MSHRM Program Learning Objectives Related to This Course

1. To develop students' abilities to integrate business skills (including but not limited to strategic management) into human resource management.
2. To provide students with a thorough understanding of the human resource management profession.
3. To impart knowledge of how to get, keep, and grow talent.
4. To develop in students the skills essential for creating personal credibility in a business environment.
5. To build students' understanding of the impact of the human resource management profession on business and society.

Course Learning Objectives

In this course, students will learn how to

1. Leverage knowledge management technology to create leading edge HR practices,
2. Use HR technology for delivery of HR-related services,
3. Design leading edge Internet and Intranet HR applications to create strategic value,
4. Facilitate use of HR technology systems by managers and employees,
5. Build tracking systems using information technology for HR measurement,
6. Understand trends in technology and their resultant applications to HR, and
7. Work with senior IS and IT management to understand the organization's overall IS/IT strategy and issues.

Required Information Sources

Articles

Various chapters and articles will be assigned for reading each week of the course as shown in **Appendix 1: Readings, Activities, and Assignments** of this syllabus. Unless otherwise noted, articles are available for downloading through the Reeves Library's databases. Each assigned chapter and article is noted on the assignment schedule in the appendix. Articles can be retrieved through links published in the 'Lessons' area of the 'Syllabus' section of the Blackboard site supporting this course. *Note: Articles listed in*

this syllabus are subject to change. Please refer to Blackboard for the most current readings.

Optional Information Sources

Texts

Kavanagh, M. J. & Thite, M. (2008). *Human resource information systems basics, applications, and future directions*. Thousand Oaks, CA: Sage Publications, Inc. Referred to below as Kavanagh & Thite.

The Wall Street Journal, or similar business publication. The world changes daily; the business world as quickly. You should keep up-to-date with the business world by reading or listening to respectable business journalism outlets. In addition to The Wall Street Journal, the daily MarketPlace on NPR is a superior source of business news, as is The Nightly Business Report on PBS. MarketPlace can be accessed via the Internet.

Journals and periodicals related to strategic human resource management available through Reeves Library include *Information Systems Management*, *HR Focus*, *HR Magazine*, *Human Resource Management Review*, and others.

Related Professional Organizations

Association for Talent Development – <http://www.td.org/>

International Association of Human Resource Information Management --
<http://www.ihrim.org/>

Society for Human Resource Management – <http://www.shrm.org/>

Assignments

Multimedia Application Review

Each student will prepare a brief review in the form of a video with audio. The review will describe the strengths and challenges of a particular HRIS software package or program based on personal experience and research. Each student is responsible for creating the video and posting it in a location accessible to the class. In addition, each student will submit a summary of important technological considerations for multimedia communications.

Course Learning Objectives Assessed with this Assignment

1. Leverage knowledge management technology to create leading edge HR practices.
2. Use HR technology for delivery of HR-related services.
5. Understand trends in technology and their resultant applications to HR.
7. Work with senior IS and IT management to understand the organization's overall IS/IT strategy and issues.

Trends In HRIS

Each student will choose from the following topic list to write a paper outlining current

trends and applications for that topic.

Recruiting

Knowledge management

ERP

Learning management

Talent mangementment

Course Learning Objectives Assessed with this Assignment

1. Leverage knowledge management technology to create leading edge HR practices.
2. Use HR technology for delivery of HR-related services.
5. Build tracking systems using information technology for HR measurement.

Case Studies

We will discuss relevant cases in class and online. You will be responsible for submitting an individually written paper that brings each case experience to a close; that paper will be submitted to the instructor and graded as noted below.

We will start the discussion of the case in class by engaging in steps one and two of Wertheim's case analysis model to introduce the case, define the problem, initiating divergent thinking about the case, and, finally, move into a convergent thinking mode to derive decisions.

Everyone is to be fully engaged in the in-class discussions. We will get a solid understanding of the case and the problems it presents in the classroom. That should put everyone on the same page and set the stage for your write-up of the case into a case report.

Wertheim's Model of Case Analysis

- 1. Comprehend the case situation.
- 2. Define the problem.
- 3. Identify the causes.
- 4. Generating alternative solutions.
- 5. Decision.
- 6. Taking action.

Wertheim, E. G. (n.d.). A model for case analysis and problem solving.
Retrieved September 15, 2008, from Northeastern University, College
of Business Administration Web site:
<http://web.cba.neu.edu/~ewertheim/introd/cases.htm>.

Following conclusion of the discussion, students will be responsible for writing a reflective

assessment that assesses the case, the conclusions of the discussion, and the learning the student achieved from the case experience. Appendix 3 contains the rubric used for grading the case write up. The written assessment will be due to the facilitator by the start of the next week's class meeting.

Course Learning Objectives Assessed with this Assignment

1. Leverage knowledge management technology to create leading edge HR practices.
3. Design leading edge Internet and Intranet HR applications to create strategic value.
4. Facilitate use of HR technology systems by managers and employees.
6. Understand trends in technology and their resultant applications to HR.
7. Work with senior IS and IT management to understand the organization's overall IS/IT strategy and issues.

Participation

Students are expected to actively participate in each class, teams, Blackboard, and assignments. Participation is defined as working actively within your assigned team(s), adding to the discussion of in-class activities whether role play debriefing, case analysis, or learning opportunities in the classroom, and posting responses to and questions for discussion threads in Blackboard.

It is critical for you to note that participation in Blackboard discussion threads means posting at least four days per week. What you post must be substantial in nature. That is, posting "I agree" as a response to another's posting does not count as participation. You must post comments that are substantive in nature and that further the discussion being conducted. Posting questions that raise important issues in the thread or ask for clarification of a posting are equally valid.

Please note that weekly assignments in discussion threads will be made unavailable after the close of the assignment. You cannot go back and retroactively add to the discussion.

Participation will be included as a part of the grade in this course; it will comprise 25% of your final grade. You will be assessed on your participation in the classroom (beyond just showing up to class) and your participation in discussion threads.

Grading Summary

Item	Number of Submissions	Portion of Final Grade
Participation	Frequent throughout the session both in class and online	25%
Multimedia Application Review	1	15%
Trends in HRIS	1	20%
Case Studies	2	20%
Wikis	Multiple throughout the session	20%

Other Important Information

Academic Honesty

Students are expected to comply with Moravian College's policy on academic honesty as found in the "Moravian College Comenius Center Graduate Academic Policies Handbook" (Handbook) when preparing assignments and reports, or taking quizzes and exams. The College's policy is stated on pages 16 to 19 of the Handbook. Please make yourself familiar with that policy. If you do not have a copy of the Handbook please request one from the Comenius Center office directly or through your instructor. You can also download a copy of the Handbook from the MBA Student Association Blackboard shell.

Discussing assigned materials with your peers prior to preparing a report is not cheating. These discussions can help you to gain a better understanding of the material being discussed in class and in your team. You are encouraged to discuss assigned work with your peers.

However, submitting any report, quiz, examination, or the like which is not your individual work is cheating. Plagiarizing from published sources or from other students' work and copying or cheating on quizzes or exams will not be tolerated. Furthermore, stealing newspapers, journals, or books from the Library, or defacing any of the same, is also a violation of the College's standards as discussed in the Handbook. You may use the work of others and not be accused of plagiarism if and only if you appropriately cite the work of others in your report, case, quiz, etc.

Please check the Handbook for further descriptions of violations of the academic honesty policy and for a statement of how suspected violations are dealt with in the Comenius Center. You are responsible for knowing and applying the policies.

Attendance

All students are expected to attend class each and every week. Class meetings are not only learning experiences but also team experiences in which you will be building working relationships with your team members, as well as getting team work done. Attendance is important! There will be limited time to make up work in this course, thus, two absences is the maximum you can occur without incurring a penalty to your final grade.

Should you be unable to attend for exceptional work or family reasons, you must notify the instructor by phone at 610-751-2653, or if she is not available, contact the Comenius Center office at 610-861-1400. We will discuss the circumstances of your absence and how you might be able to manage the work you will miss.

Blackboard

Barring significant unforeseen circumstances, all students are expected to utilize Blackboard for current course information and assignments throughout the term of the course, as well as assigned discussions. Lecture notes for the current week will be available on Blackboard by Thursday morning each week. You will be enrolled in Blackboard at the beginning of the course by the instructor.

Blackboard Software Requirements

The following web browsers and operating systems have been tested and certified to work or were found compatible with Blackboard 7.1. Other browsers may or may not work properly with Blackboard. For further information see http://home.moravian.edu/public/cit/_help/blackboard/documentation/supportedOS.asp.

MS IE 6.0 on MS Windows 2000 and XP

MS IE 5.2 on Mac OSX 10.2 and 10.3

Firefox 1.0x across all OS platforms

Netscape 7.1 across all OS platforms

Canceled Classes

Class may be canceled due to weather or some other reason. In the case of cancellation, the instructor will post an announcement on Blackboard to inform students of the cancellation. It is the student's responsibility to check Blackboard prior to each class period to determine if class is canceled.

Contact Information

Students are expected to maintain their contact information, especially telephone number and email address in the course Blackboard shell. To update this information go to "Tool" on the Blackboard menu then "Personal Information." You should list the email address to which you want any and all Moravian College information sent to you, as well as class information. Similarly, list the telephone number at which you prefer to be contacted. Updating this information in one Blackboard shell updates it in all shells. The contact information will be used to communicate with you about class, including cancellations due to weather, as well as for information from the Comenius Center.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Course Format

This course is being offered in a blended format. Each week we will meet in a classroom for three hours and meet asynchronously online for discussions and assignments. You are expected to participate in the class discussion, team work, assessment papers, and other activities in the classroom. You are further expected to participate in online discussions and activities that are part of weekly assignments. Plan to spend at least two and one-quarter (2.25) hours per week actively engaged in online discussions as part of class and team activities. Active engagement includes reading postings to discussion threads made by others in the class, reflecting on those postings, and posting initial and

reply comments to the threads. Online discussions will be used for both class discussions and team activities.

Disabilities

Students who wish to request accommodations in this class for a disability should contact the Office of Academic and Disability Support, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian's campus.

Expectations of Students

Students are expected to read assigned readings prior to class. Note that not all assigned reading will be covered in the weekly discussions, but students are still responsible for this material; if you are not clear on any of the assigned reading, it is your responsibility to raise questions during class. The readings in this class are also meant to provoke questions and alternative opinions from you! Any and all well considered and thoughtful opinions are valid and welcome.

Students are expected to ask questions and participate in discussions, in class and online. This is particularly true if you do not understand something in an assignment. No questions are stupid if you don't know the answer! I and your peers can only assume you understand the material if you have no questions. Don't hesitate to ask!

Students will be working throughout the semester in self-governing work teams. Each and every team member is expected to participate fully in the service learning projects executed by the teams – completing assigned work, participating actively in the team in various roles, including leadership, attending all team meetings, and the like.

Students are expected to behave in and out of class in a manner worthy of a professional. Silence your phone, and use only for class-related activities.

Grading Judgment

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for a course.

Inclement Weather

In the case of inclement weather, the instructor will post a message on Blackboard to inform students if the class is canceled. It is the student's responsibility to check

Blackboard prior to each class period for cancellations due to inclement weather.

Paper Formats

Unless noted otherwise in a specific assignment written papers must be no longer than five pages in length (five is an upper limit, less is acceptable), have one inch margins all around, be double spaced, and must include on the first page your name, date of submission, and course name and semester. You will be able to submit papers electronically through the assignment function or dropbox in Blackboard. Spelling and grammar always count!

Spam Filters

Are you using your workplace email for school? Is your workplace email your default address in Blackboard? If so, you might want to check with your IT department to make sure there will not be any issues with your spam filters!

Style Guide

The style guide designated for this course is that of the Academy of Management. A pdf file version of this document can be accessed through a link in Blackboard. You are expected to use the style guide to direct your use of citations, reference lists, and format beyond that specified here in the syllabus.

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

Workload

Students can expect to work at least three hours outside of class in reading, preparation, and project activities for each hour of class time. Class time includes both time spent in the class room (three hours) and time spent participating in online discussions in Blackboard. Therefore, plan for at least 15.75 hours of work per week outside of the classroom and online discussions.

References Used in Assembling this Syllabus

Control costs with streamlining & HRIT. (2008, January). *HRFocus*, 85(1), pp. 1, 11, 13-15.

HR technology trends to watch in 2007. (2007, January). *HRFocus*, 84(1), pp. 1, 11, 13-15.

McCullough, R. & Sims, R. R. (2007). A look at contemporary human resource management information systems. In R. R. Sims (Ed.), *Human resource management: Contemporary issues, challenges, and opportunities* (pp. 537-571). Charlotte, NC: Information Age Publishing.

Meade, J. G. (2003). *The human resources software handbook: Evaluating technology solution for your organization*. San Francisco: Jossey-Bass/Pfeiffer.

Walker, A. J. (Ed.). (2001). *Web-based human resources: The technologies and trends that are transforming HR*. New York: McGraw-Hill.

Appendix 1: Readings, Activities, and Assignments

Note: *All reading assignments are required unless otherwise noted. The readings list for each week comprises readings for the whole week, including those for in-class discussion and online discussion. Please refer to Blackboard for the most recent updates to the reading assignments.*

Week 1 – The strategic impact of HRIS – Creating and understanding concepts of strategic alignment.

Readings

- Boudreau, J., & Rice, S (2015). [Bright, shiny objects and the future of HR](#). (cover story). *Harvard Business Review*, 93(7/8), 72-78.
- Boudreau, J. W. (2015). [HR at the Tipping Point: The Paradoxical Future of Our Profession](#). *People & Strategy*, 38(4), 46-54.
- Hendrickson, A. R. (2003). [Backbone technology of contemporary human resources](#). *Journal of Labor Research*. 24(3), 381-393.
- Haines, V.Y. & Lafleur, G. (2008). Information technology usage and human resource roles and effectiveness. *Human Resource Management*. 47(3), 525-540. [Haines and LaFleur 2008.pdf](#)
- Marler, J. H. (2009). [Making human resources strategic by going to the Net: reality or myth?](#) *International Journal of Human Resources Management*, 20(3), 515-527. doi:10.1080/09585190802707276
- Weatherly, L. A. (2005). [Leveraging the shift to self-service – it's time to go strategic](#). (2005 Research Quarterly). Arlington, VA: Society for Human Resource Management.

Week 2 – Concepts by which HR can manage HRIS; value and benefit analysis.

Readings

- Higgins, J. (2013). [Getting to "Yes:" Building a Winning Business Case](#). *Workforce Solutions Review*, 4(4), 28-31.
- Jackson, R.A. (2012) [Facing IT risk head-on](#). (cover story). *Internal Auditor*, 69(4), 36-42.
- Jeffrey, M. & Leliveld, I. (2004, Spring). [Best practices in IT portfolio management](#). *MIT Sloan Management Review*, 45(3), 41-49.
- Schramm, J. (2006). [HR Technology Competencies: New Roles for HR Professionals](#). *HR Magazine*, 51(4), 1-10.
- Settle, Mark. (2012). [A SAAS-first approach to application portfolio management](#). *Siliconindia*, 15(8), 28-29.

Case: **Transforming Human Resources at Novartis: The Human Resources Information System (HRIS)**

In 2003, Norman Walker, head of HR at Novartis, received approval from the management board to implement a global human resources information system (HRIS). Although Walker had made substantial progress in transforming the HR function, much of their efforts remained transactional and not strategic. If successful, the implementation of HRIS would change the role and responsibilities of not only the HR organization but how it added value to the company. Since its formation in 1996, Dan Vasella, the CEO, had transformed the organization from one with slow-moving functional silos into a high-performance company. His goal was to make Novartis a "premier talent machine by 2005." The new global HRIS was a key element in this transformation. It was clear to Walker that this was a major organizational change effort, not simply an IT implementation. The case describes the changes Walker had already made and poses a set of challenges that need to be addressed to implement the new HRIS project.

<http://harvardbusinessonline.hbsp.harvard.edu/relay.jhtml?name=itemdetail&id=HR22>

Week 3 – Enterprise Resource Planning Systems (ERP) and relational databases.

Readings

Caterinicchia, D. (2005). [University HRs self-service solution](#). *HR Magazine*. 50(2), 105-109

Lengnick-Hall, C. A. & Lengnick-Hall, M. L. (2006). [HR, ERP, and knowledge for competitive advantage](#). *Human Resource Management*. 45(2), 179-194.

Mearian, Luca. (2012). [Enterprise IT now competing with apps stores, mobile devices](#). *Computer World*.

Roberts, Bill. (2007). [HRMS for the rest of us](#). *HR Magazine*. 52(7), 91-94.

Scobbo, N. (2013) Software-as-a-Service, [Enterprise Resource Planning Software and raising our expectations for successful implementations](#). *Workforce Solutions Review*, 4(6), 20-23.

Assignment: Multimedia Application Review

Week 4 – Talent management

Readings

Buckley, P., Minette, K., Joy, D., & Michaels, J. (2004). [The use of an automated employment recruiting and screening system for temporary professional employees: A case study](#). *Human Resource Management*. 43(2/3), 233-241.

Douthitt, S., & Mondore, S. (2013). [Creating a business-focused HR function with analytics and integrated talent management](#). *People & Strategy*, 36(4), 16-21.

Downs, L.J. (2012). Integrated talent management: Building a strategy one block at a time. *T+D*, 66(8), 42-47.

Girard, K. (2011). A talent for talent. *CFO*. 22(4), 27-28.

Zielinski, D. (2014). [Systems of engagement](#). *HR Magazine*, 59(8), 51-53.

Week 5 – The Role of HRIS in training and development

Readings

Brown, L., Murphy, E., & Wade, V. (2006). [Corporate e-learning: Human resource development implications for large and small organizations](#). *Human Resource*

- Development International*. 9(3), 415-427.
- Foreman, S. (2013). The xAPI and the LMS: What does the future hold? *Learning Solutions Magazine*. Retrieved from <http://www.learningsolutionsmag.com/articles/1271/the-xapi-and-the-lms-what-does-the-future-hold>.
- Lindenberg, S. (2014). Finding the right LMS fit. *T+D*, 68(4), 28-30.
- Lykins, L. (2012). Creating a Viable Mobile Learning Strategy Remains a Challenge. *T+D*. 66(6), 26.
- Moscato, D. (2005). [Using technology to get employees on board: Technology can help reduce the time it takes for a new hire to get up to speed](#). *HR Magazine*, 50(4), 107-109.
- Roberts, B. (2012). From E-Learning to Mobile Learning. *HR Magazine*, 57(8), 61-65.
- Upadhyaya, K.T., & Mallik, D. (2013). [E-learning as a socio-technical system: an insight into factors influencing its effectiveness](#). *Business Perspectives & Research*, 2(1). 1-12.

Week 6 – Knowledge management systems

Readings

- Easterby-Smith, M., & Mikhailava, I. (2011). Knowledge management: In perspective. *People Management*, 34-37.
- Ihrig, M., & MacMillan, I. (2015). [Managing your mission-critical knowledge](#). *Harvard Business Review*, 93(1/2). 80-87.
- Krishnaveni, R.R., & Sujatha, R.R. (2012). Communities of practice: an influencing factor for effective knowledge transfer in organizations. *IUP Journal of Knowledge Management*, 26-40.
- Meisinger, S. (2006). [Talent Management in A Knowledge-Based Economy](#). *HR Magazine*. 51(5), 10.
- Salisbury, M. & Plass, J. (2001). [A conceptual framework for a knowledge management system](#). *Human Resource Development International*. 4(4), 451-464.
- Talbot, D. (2008). [A technology surges](#). *Technology Review*. 111(2), 70-74.

Case: Global Knowledge Management at Danone

This case explores French consumer goods company Danone's novel approach to knowledge management. In 2007, Human Resource Chief (Executive Vice President) Franck Mougin assesses the company's knowledge-sharing tools and considers his options going Forward. Through informal knowledge marketplaces and sharing networks, Danone had helped managers connect with each other and share good practices peer-to-peer, rather than relying on traditional hierarchical lines of communication or IT repositories. From 2004 to 2007, Mougin and his team had found that 5,000 Danone managers around the world--the company conducted business in 120 countries--had shared about 640 now-documented good practices. In 2007, the strategic importance of saving time in a decentralized organization through adoption of colleagues' good practices was put to a test. Should the knowledge management tools be extended to include all employees and external partners on a regular basis? And on top of sharing good practices, could it be extended to include the creation of new solutions and processes? Would this require more

formalization of processes and more tracking of results? The case illustrates Mougin's options on taking knowledge management into the future of Danone.

<http://harvardbusinessonline.hbsp.harvard.edu/relay.jhtml?name=itemdetail&id=608107>

Week 7 – Collaborative and social networking systems

Readings

- Bologna, M. (2014). [Social media strategies in recruiting, hiring pose legal risks for employers](#). (cover story), *HR Focus*, 91(5), 1-4.
- Green, M. (2011). Better, smarter, faster: Web 3.0 and the future of learning. *T+D*, 65(4), 70-72.
- Hamer, S. (2013). [Creating an effective workplace social media policy](#). *HR Focus*, 90(10), 17-20.
- Leonard, B. (2011). Managing virtual teams. *HR Magazine*, 56(6), 38-42.
- Mathis, J. (2012). Stop using email for everything. *Macworld*. 29(8), 46-56.
- Selvam, A. (2012). The recruiting network. *Modern Healthcare*, 42(31), 36-37.

Week 8 – Implementing HRIS

Readings

- Barry, C. (2010, October 1). 7 steps to successful system implementation. Retrieved from <http://multichannelmerchant.com/opsandfulfillment/7-steps-to-successful-systems-implementation-01102010/>
- Jarche, H. (2014, February 26). Actually it's not complicated [Web log post]. Retrieved from <http://www.jarche.com/2014/02/actually-its-not-complicated/>
- Ruta, C. D. (2005). The application of change management theory to HR portal implementation in subsidiaries of multinational corporations. *Human Resource Management*. 44(1), 35-53.
- Sykes, T. A., Venkatesh, V., and Johnson, J. L. (2014). Enterprise system implementation and employee job performance: Understanding the role of advice networks. *MIS Quarterly*. 38(1), 51-72.

Trends in HRIS assignment due on the last day of class.

Appendix 2: Trends In HRIS Rubric

	Fails to meet expectations	Meets expectations	Exceeds expectations
Choice of topics relevant to HRIS			
Identify current trends or applications			
Identify information sources (blogs, journals, etc.) for following trends			
Identify potential risks in implementing			
Identify benefits to implementing			
Discuss research literature (if any) supporting current trends or best practices			
Written summary quality			

Appendix 3: Multimedia Application Review

	Fails to meet expectations	Meets expectations	Exceeds expectations
Choice of topics relevant to HRIS			
Review application strengths			
Review application weaknesses			
Discuss application use-cases			
Create playable audio and video presentation			
Post video accessible to all classmates			
Written paper identifies important considerations for using multimedia technology to communicate			

Appendix 4: Case Write Up Rubric

	Yes/No	Points Earned	Max Pts
Paper is a maximum of five pages			2
Paper is formatted with one inch margins			2
Paper is double spaced			2
Student Name is on paper			2
Date of submission is on paper			2
Course name is on paper			2
Semester is labeled on paper			2
	Completely/Mostly/Some	Points Earned	Max Pts
Spelling is correct			8
Grammar is correct			8
	Completely/Mostly/Some	Points Earned	Max Pts
Reflective practice model appropriately applied			15
Paper shows knowledge of readings beyond the case itself			15
Ideas of self and classmates are closely examined			20
Paper shows student learned & developed new knowledge			20
	Total Points Earned	0	100
	Score	0.0	

Concepts of reflection-in-practice and double loop learning assessed in this assignment.

- Reflection-in-practice is making sense, or new understanding, out of surprise.
- Reflection-in-practice causes us to reflect on what we know and how what we know is altered, or not, by outcomes.
- The process model of reflection-in-practice is observe – assess – reflect.
- Reflection is followed by development of a response – a new mental model or revision to existing mental models.
- Double loop learning is the examination of relationships between standards and outcomes, or the examination of the relationship between expectations, assumptions, written procedures, dogma and outcomes.
- Double loop learning requires questioning beyond the behavior to find out why the behavior occurred.