



SHRM HUMAN RESOURCE

CURRICULUM GUIDEBOOK

Guidebook and Templates for
Undergraduate and Graduate Programs



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Foreword

Driven by powerful changes in the business environment, organizations of all types—from startups to multinationals, not-for-profit to governmental, local to global—are demanding strategic leadership from human resource (HR) professionals. Today, the breadth and depth of business knowledge, as well as the mastery of management skills required of HR professionals, are unprecedented.

The Society for Human Resource Management (SHRM) believes that the HR student is best prepared for a career in HR when HR is taught within the business context as embodied in the SHRM Body of Applied Skills and Knowledge™ (SHRM BASK™).

SHRM takes its role in aligning management education seriously, and therefore, the initiative to strengthen HR degree programs is of enormous interest to SHRM. Since SHRM began this effort, accrediting bodies across the globe who have a network of schools worldwide have been and continue to be equally dedicated to advancing quality management education.

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



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INTRODUCTION

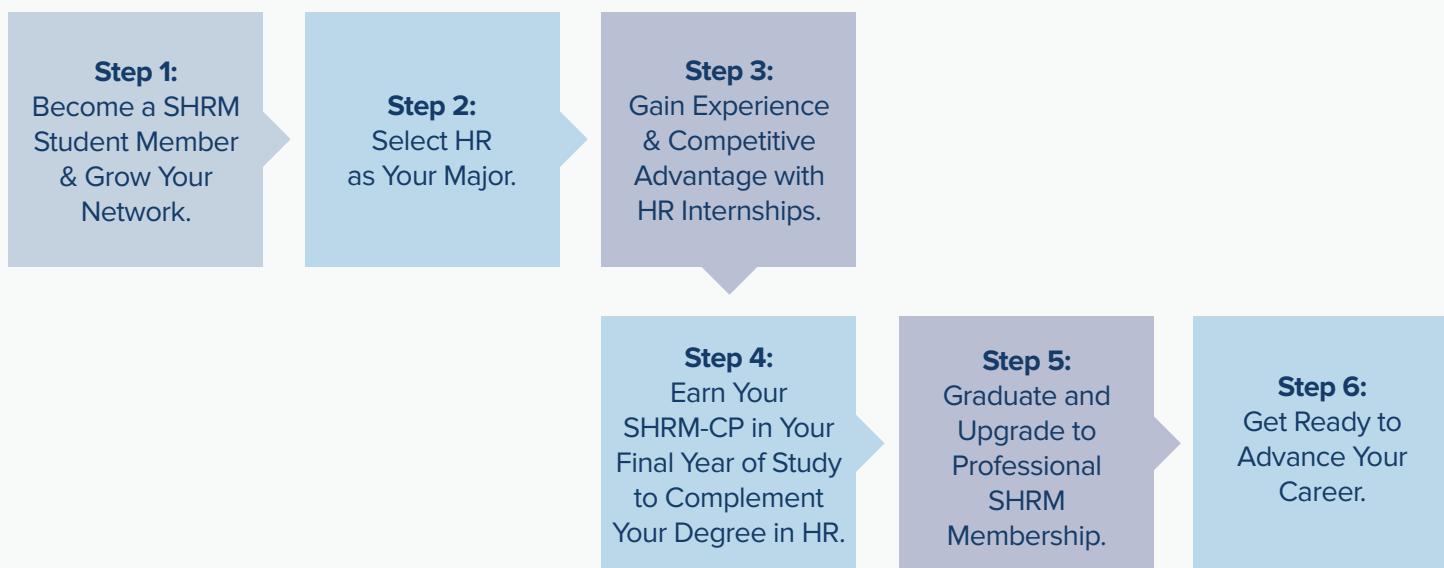
ELEVATING THE QUALITY OF EDUCATION IN HUMAN RESOURCE MANAGEMENT

The Society for Human Resource Management (SHRM) has long held an interest in attracting the best and the brightest talent to the HR profession. The competitive nature of today's global marketplace and the increasingly strategic nature of the profession demand a higher level of readiness. To become an HR professional, one must be well-prepared.

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

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

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



2022 HR CONTENT AREAS AT A GLANCE

Anchored in extensive research, this guidebook focuses on why it is important to define the parameters that should surround HR degree programs and sets out the framework for HR education. The majority of this guidebook describes the history of SHRM's academic initiative, the research that shaped it and the current research on which the 2022 guidebook and templates are based. Table 1A summarizes the required and secondary HR content areas to include in an HR degree program. The guidelines were revised in 2018 to complement the SHRM Competency Model, and the most current edition of the guidelines (2022) continues to include the SHRM competencies as part of the requirement for the HR degree program to qualify for alignment with the SHRM HR curriculum guidelines (please see Tables 1A and 1B). Note that the 2022 guidelines reflect the results of the revalidation research conducted in 2022 that reflects the evolution of the HR profession on the last four years. It will remain in effect until the research is revalidated again in approximately 2026.

Table 1A: HR Content Areas from the SHRM Body of Applied Skills and Knowledge (SHRM BASK)

HR Technical Expertise Competency

Required Content Areas	Secondary Content Areas
Change Management	Business Continuity/Disaster Planning
Corporate Social Responsibility	Mergers and Acquisitions
Customer Service (Internal and External)	Outsourcing
Downsizing/Rightsizing	
Employee Engagement and Retention	
Employee and Labor Relations	
Employment Law	
Ethical Decision Making	
Fostering Equity and Inclusion	
Global Workforce	
HR Career Planning	
HR's Role in Organizations	
Human Resource Information Systems (HRIS)	
Job Analysis and Job Design	
Metrics and Measurement of HR	
Organizational Development	
Performance Management	
Remote Workforce	
Staffing (Recruitment and Selection)	
Strategic HR	
Technology Management	
Total Rewards (Compensation and Benefits)	
Training and Development	
Workforce Planning and Talent Management	
Workplace Health, Safety and Security	

Table 1B: SHRM Behavioral Competencies from the SHRM Body of Applied Skills and Knowledge (SHRM BASK)

Required Behavioral Competency Areas
Analytical Aptitude
Business Acumen
Communication
Consultation
Diversity, Equity and Inclusion
Ethical Practice
Global Mindset
Leadership and Navigation
Relationship Management

SHRM RESEARCH ON HR EDUCATION

In 2004 and 2005, SHRM undertook a series of studies designed to define parameters for universities to use when creating or modifying a degree program in HR. The studies showed that organizations want to know how to acquire, grow and retain HR professionals who hold a degree in HR. In addition, organizations seek HR professionals who know how to execute competitive and strategic HR practices. Based on this work, in 2006, SHRM created the *HR Curriculum Guidebook and Templates*, focusing on how professional organizations and academic programs educate students to prepare them for a career in HR.

The role of HR professionals in organizations has transitioned from transactional, technical and administrative, to strategic for the development and accomplishment of organizational goals and objectives. Overall, due to the changing nature of work—including knowledge-based industries and global competition for talent—human capital is now viewed as a key asset in organizations. At the same time, there have been changes in the knowledge, skills, abilities (KSAs) competencies and the behavioral competencies required of HR professionals. Reflective of the changing nature and role of the HR function, HR education must prepare future HR professionals with both of these essential competencies to meet the demands of the HR field. As seen later in the guidebook (sections “Key Results of the 2022 Curriculum Guidelines Revalidation Study” and “Appendix A”), the one technical HR expertise competency and the nine behavioral competencies continue to be a part of the requirements for an HR degree program to align with the curriculum guidelines. These competencies are further defined in the SHRM Body of Applied Skills and Knowledge (SHRM BASK) from which these curriculum guidelines are derived.

DEVELOPMENT OF THE SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES

The 2004 SHRM Symposium on the Future of HR Education, which brought together HR academicians, experienced practitioners and students, contributed to the development of the *HR Curriculum Guidebook and Templates*. A key finding was a strong consensus that business and environmental changes would make the HR role of the future more strategic, especially as the nature of business becomes increasingly global. Symposium attendees pointed to a lack of clear and acceptable standards in HR education.

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

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

Degree programs are increasingly offering curriculum that better prepares future HR professionals to join the profession at the entry level and make meaningful and valuable contributions to an organization’s success from day one.

better prepares future HR professionals to join the profession at the entry level and make meaningful and valuable contributions to an organization's success from day one. Over the years, an emphasis on business knowledge of HR professionals has become more prominent. To solicit perceptions from academicians, students and practitioners of how well the curriculum prepared students for an HR career, in 2005, SHRM conducted quantitative studies of graduate and undergraduate HR curricula. HR practitioners, many who were in positions to hire new entrants to the HR field, overwhelmingly indicated the need for students to develop business knowledge outside of HR. HR practitioners and academicians said that a degree in business with a concentration in HR was more valuable than a degree in HR without the business emphasis. The results of current research support the emphasis on studying HR within a business degree and show that a business-based HR degree is increasingly important.

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

STATE OF HR EDUCATION (SOHRE) LONGITUDINAL STUDY

From 2009 to 2013, SHRM collaborated with the American Institutes for Research to conduct research on the current state of HR education. The goal of this research was to supplement SHRM's work that established a baseline for its academic initiative. The State of HR Education (SOHRE) Longitudinal Study assessed the experiences of recent students and graduates in HR and related fields in the classroom, internships and initial work experiences. This current study replicates some of the research questions included in the previous SOHRE studies to determine if thinking about and actions surrounding these elements have changed over time.

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

- Across all years of the survey, findings indicated that course of study, accreditation, facilities and resources, and job placement of graduates were top indicators of program quality among students.
- Most respondents who pursued, or received, graduate degrees in HR did so because a) it was part of their career plan; b) they wanted to enter the field of HR; or c) they needed a graduate degree to advance in their careers.
- Across all five years of the survey, more than half (64.1%) of students reported that a course in HR was part of the core business school curriculum.
- The faculty study results indicated that in a majority of business programs, an HR course was required as part of the business core curriculum.

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

SHRM REVALIDATION OF THE HR CURRICULUM GUIDELINES

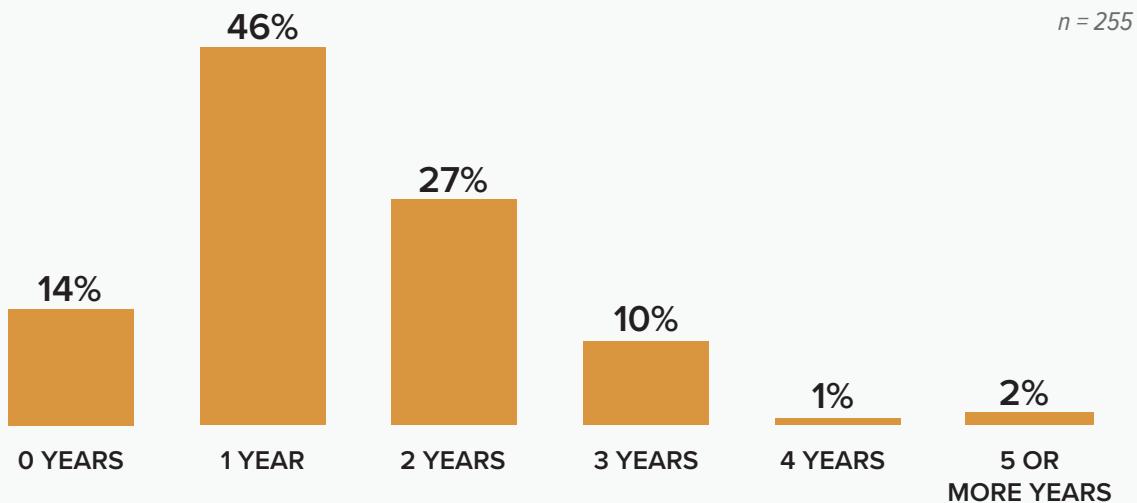
SHRM continued its research on the topic of HR education in 2007-2010, 2012-13, 2017, and 2022. This publication (the 2022 guidebook and templates) is the current, updated publication, based on the 2022 Curriculum Guidebook Revalidation Study, titled “Preparing to Enter the Field of Human Resources.” The revalidation study was conducted among 1) academicians in HR degree programs and 2) HR professionals employed by organizations operating in the United States. The survey instruments included questions regarding the value of education in various HR and business content areas, the level of preparedness of new HR professionals in various HR and business content areas, perceptions of the value of formal HR education, and perceptions of the value of HR internships. Data from this research are highlighted throughout this publication.

Particularly noteworthy from the 2022 Curriculum Guidebook Revalidation Study is input from HR practitioners who hire recent graduates for entry-level work (see Figure 2). Of the employers surveyed, 76% indicate that at least six months of experience is needed for an entry-level position in HR. In particular, 40% of employers say 6 to 12 months of experience is required, 31% say one to two years of experience is required and 6% prefer at least two years of experience for an entry-level position in HR.

PARTICIPATION IN INTERNSHIPS: WHY INTERNSHIPS ARE IMPORTANT

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

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



quality and meaningful internship experience. SHRM highly recommends internships and encourages universities to require them for graduation. SHRM's experience with and studies of its membership show that HR professionals often enter the field from various other educational and work experience backgrounds. Increasingly, emerging professionals with HR degrees but without HR work experience may be in the same applicant pool with non-HR-degreed candidates who have HR work experience. Therefore, HR-specific experiential learning activities—outside of formal internship programs—provide important learning opportunities to gain relevant HR work experience. Internships are potentially the most valuable source of experience for students and the reason SHRM strongly supports internships for students as well as classroom and experiential learning. The 2022 survey of universities shows a wide spectrum in connecting students to internships with companies. For example, 11% of schools note that it is very easy to connect students with HR-related internships, whereas 12% find it to be very difficult (see Figure 3).

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



DEVELOPMENT OF THE SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES

To define a common set of parameters for HR education, SHRM began with a series of studies in 2004 and continued through 2022. These studies showed that there are many educational programs offering HR-related degrees; however, both academicians and practitioners who participated in the original study admitted that little consistency existed among the majority of HR programs. A lack of industry standards and a lack of minimum knowledge requirements showed that various and divergent frameworks were used to create degree programs, wide variation existed in curricula and degrees offered, and differing skill levels were held by graduates of both undergraduate and graduate degree programs in HR. The 2004 SHRM Symposium on the Future of HR Education and the 2005 SHRM Symposium on the Future of Strategic HR led to the initial guidelines, published in early 2006.

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

Multiple focus groups, consisting of HR academicians and practitioners (members and nonmembers of SHRM) reviewed and provided very detailed comments on the original *HR Curriculum Guidebook and Templates*. Their feedback was incorporated into the earlier versions of this publication. HR academicians provided suggestions as to ways that the templates should be designed to increase the likelihood of faculty using them within their programs. HR practitioners provided guidance on what they considered to be minimum requirements for entering the HR field.

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

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

An important shift has occurred in recent years. Many of the practitioners who participated in the original studies believed that students were not adequately taught today's business realities and real-world problem-solving skills. In response, SHRM has sought to solve the lack of business acumen and savvy among graduates of HR degree programs. The current research studies, however, show that the gap between what is being taught and what HR practitioners are looking for from recent graduates entering the HR field has narrowed significantly, especially regarding the study of HR within the context and framework of business.

The 2022 research efforts focused on these issues as well. Both 2017 and 2022 studies found that employers have specific expectations for new HR graduates and their experience when considering HR candidates (see Figure 4). The top three experiences preferred by employers are 1) HR-related work experience, part time or full time (noninternship/practicum); 2) HR undergraduate program internships; and 3) directed HR work- or research-related projects.

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

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

EVOLUTION OF THE SHRM COMPETENCY MODEL TO THE SHRM BODY OF APPLIED SKILLS AND KNOWLEDGE (SHRM BASK)

In June and August of 2008, SHRM convened groups of HR practitioners, consultants and academicians with subject matter expertise in a variety of HR functional areas to identify the knowledge, skills, abilities and attributes that are most important for the role of the successful senior HR leader. This effort yielded results that indicated a more in-depth and universal approach was needed to define HR competencies for practitioners at various stages of an HR career, not just at the senior level.

In 2011, SHRM began the SHRM HR Competency Initiative. In keeping with its mission of serving and advancing the profession, SHRM set out to identify the core competencies needed to succeed as an HR professional. Through extensive research involving thousands of HR professionals across the globe, SHRM created a comprehensive HR competency model. In 2012, in its worldwide survey of more than 32,000 HR professionals, SHRM confirmed the relevance, importance and generalizability of the model. Also in 2012, SHRM gathered ratings from a diverse sample of more than 800 HR professionals and their supervisors across a variety of corporate settings to establish a link between proficiency in the SHRM-defined competencies and successful job performance.

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

has integrated competencies into the *HR Curriculum Guidebook and Templates for Undergraduate and Graduate Programs*. To accomplish this, SHRM used the 10 competencies defined in the SHRM Body of Applied Skills and Knowledge (SHRM BASK), which is based on the SHRM Competency Model. The model defines nine key behavioral competencies (*Diversity, Equity and Inclusion, Ethical Practice, Leadership and Navigation, Business Acumen, Relationship Management, Communication, Consultation, Analytical Aptitude, and Global Mindset*) and one technical competency (HR Expertise) and serves as a comprehensive road map for developing the capabilities HR professionals need to advance their careers and improve their workplace effectiveness. The SHRM BASK serves as the foundation to the SHRM Certified Professional (SHRM-CP®) and SHRM Senior Certified Professional (SHRM-SCP®) certifications as well as many of the professional development programs that SHRM and others provide—including these HR curriculum guidelines.

In 2014, SHRM conducted a knowledge specification exercise to further develop the HR Expertise (HR Knowledge) technical competency. First, SHRM performed an extensive review of past academic and employer surveys as well as existing literature on HR knowledge, including textbooks, curricula, syllabi and other educator resources, to determine the universe of knowledge that HR professionals need to perform their jobs.

Second, SHRM established in 2014 an Advisory Panel of 19 HR and business leaders from various industries, including retail, research, consulting, health care and manufacturing. This panel reviewed the proposed content and framework of the HR Expertise competency to ensure its accuracy and comprehensiveness.

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

SHRM CERTIFICATION EXAMS

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

As part of its ongoing commitment to the HR profession, SHRM integrated its student eligibility program into its 2022 exam eligibility criteria updates. Eligible students interested in testing for the SHRM-CP certification are not required to hold an HR title and do not need a degree or previous HR experience to apply; however, a basic working knowledge of HR practices and principles or enrollment in a degree from an Academically Aligned program is recommended. At the time of application, students are encouraged to be in or near their final year of study and in good standing (as defined by the university). Although HR experience is not required to take the SHRM-CP certification exam, students are encouraged to seek out various HR employment opportunities within any of the following areas:

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

Direct questions to certification@shrm.org or search for Student SHRM-CP Eligibility at shrm.org/certification.

HR CURRICULUM 2022: THE CHANGING NATURE OF HR EDUCATION

As with any new major venture to influence change, creation of the guidebook and templates reflects an iterative process. The HR profession is constantly changing, and the guidebook and templates must be regularly updated to reflect that fluidity. The 2006 guidebook was the first iteration and was based on research conducted in 2004 and 2005. In 2008, minor adjustments were made in the guidebook to better reflect terminology used in HR degree programs in the higher education marketplace. As the nature of HR education evolves, SHRM has continued its research on the topic of HR education in 2009-2022. The 2022 guidebook is anchored in research as the basis to formulate its content.

The 2022 guidelines for undergraduate and graduate degree programs are designed to assist university faculty, deans, program directors and other stakeholders to disseminate HR knowledge that will better prepare students and the organizations they will support. It represents SHRM's culmination of a multiyear effort to engage academic, student and practitioner communities to help address the critical challenges facing HR education today.

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

1. Survey of academicians and employers conducted in spring 2017 and again in spring 2022 for the curriculum guidelines revalidation, "Preparing to Enter the Field of Human Resources."
2. Surveys of academicians, students and HR practitioners about undergraduate HR curricula conducted in fall 2012 under the Curriculum Guidebook Revalidation Study.
3. Surveys of academicians, students and HR practitioners about graduate HR curricula conducted in fall 2012 under the Curriculum Guidebook Revalidation Study.
4. Multiple focus groups of academicians who teach HR (conducted in 2009).
5. Eleven years of experience working with more than 460 HR degree programs at over 350 universities and colleges that have aligned with the guidelines or adopted the SHRM curriculum.
6. SHRM's *2008 Managing Your HR Career Survey Report*.
7. State of HR Education Longitudinal Study.
8. SHRM assessment development research.
9. Conclusions from the 2005 SHRM Symposium on the Future of Strategic HR.
10. Conclusions from the 2004 SHRM Symposium on the Future of HR Education.

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

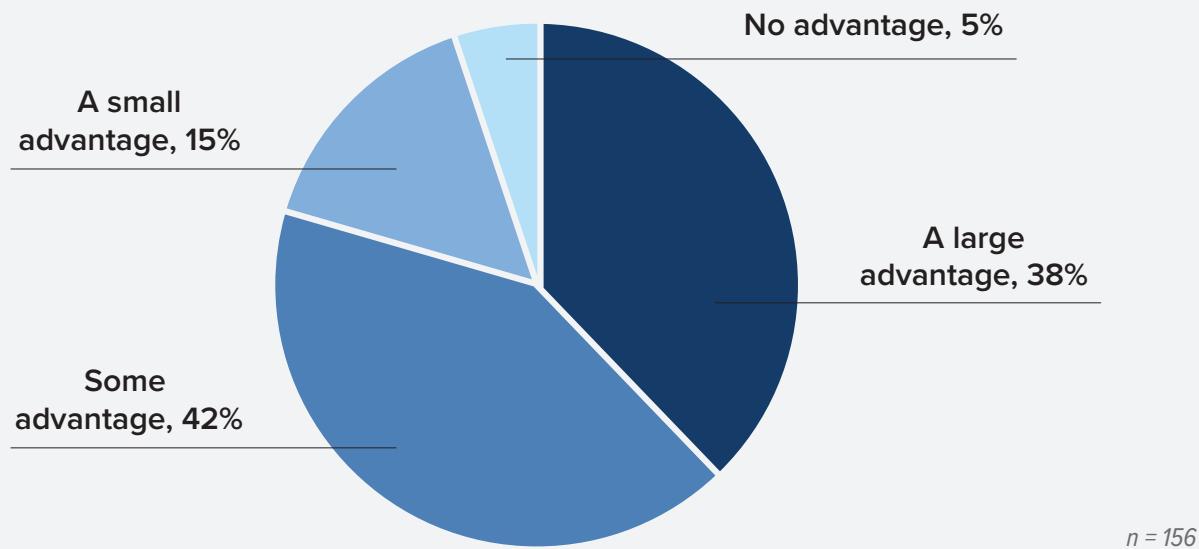
The SHRM HR curriculum templates offer an approach that can be used to modify HR curricula in the desired direction within the resource constraints faced by most faculty and university administrations today. It identifies opportunities and options for teaching HR content areas, skills and business issues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

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

In addition, university governance processes often require substantial investment of time and energy in moving major curriculum changes through a review process. Typically, changing the name or contents of a course requires multiple layers of review and approval. Faculty members are understandably concerned about the level of difficulty in getting proposed changes approved. SHRM's research shows that faculty members are passionate and concerned about the quality of their teaching and the extent to which they are preparing students for their future careers. In fact, many are deeply concerned about the future of human resource management. Moving the profession forward requires practical, workable suggestions for curriculum modification, and these guidelines offer solutions to address the curriculum modification issue.

Since 2006, SHRM has worked with many universities to modify or build HR degree programs structured around these guidelines. In 2022, 85% of surveyed faculty members viewed having the HR program recognized by SHRM as an advantage over schools that do not have SHRM-recognized HR programs (see Figure 5).

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

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

OVERARCHING TENETS OF THE SHRM HR CURRICULUM GUIDELINES

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

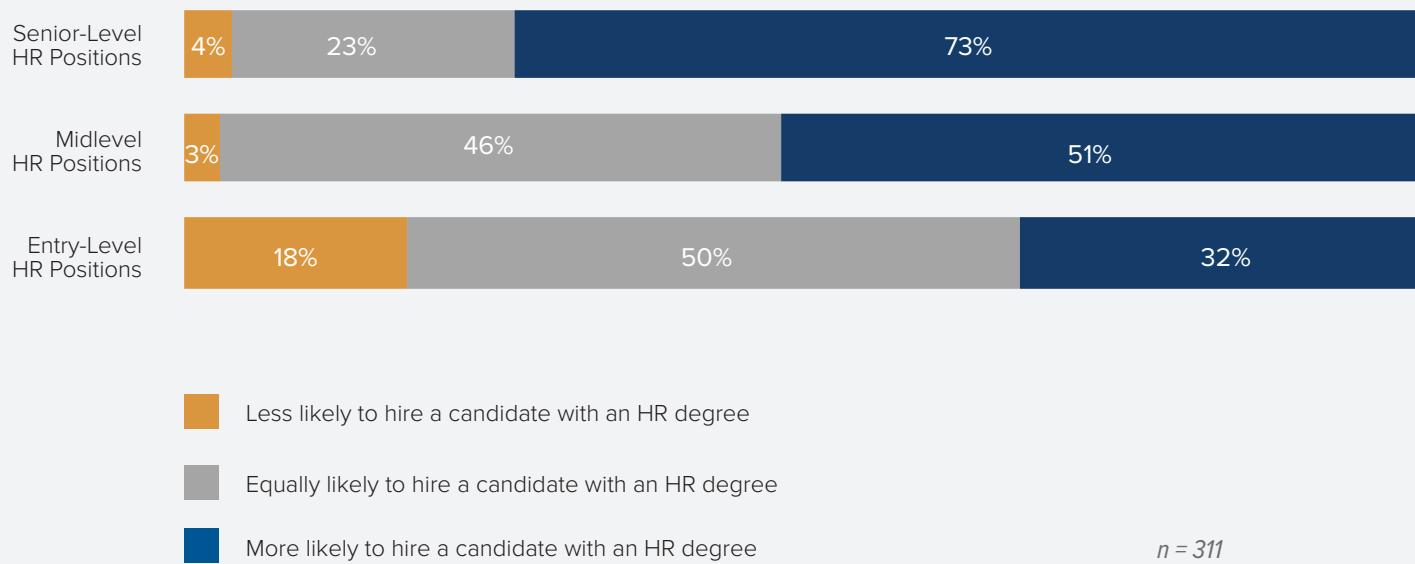
- **Build on the familiar.** The guidelines provide options to modify but not completely redirect teaching efforts, so that faculty may readily or more easily adapt HR coursework to align with the guidelines.
- **Focus on HR, not on other elements of the degree program.** SHRM recognizes that in most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

IMPORTANT ELEMENTS OF HR CURRICULUM

An important feature of the SHRM HR curriculum guidelines is that they offer HR academicians flexibility in devising HR courses and classes while providing a minimum level of standardization for HR instructional content. The modular approach to creating HR curriculum has been effective: Between 2006 and 2017, more than 494 schools—including more than 40 universities outside the United States—and 660 HR degree programs have been acknowledged by SHRM as following these guidelines. Appendix C provides a link to the HR Program Directory, listing all HR degree programs and the schools that align with the SHRM HR curriculum guidelines.

The movement toward standardization in curricula supports the need of hiring organizations that want to know what minimum level of HR content knowledge graduates have mastered. The 2022 Curriculum Guidebook Revalidation Study found that employers are more likely to hire midlevel and senior-level candidates with an HR degree for an HR position. For midlevel and entry-level HR positions, employers are equally likely to hire a candidate with an HR degree (see Figure 6).

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



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

Faculty members are in a good position to document and persuade other school faculty and administrators of the need for course or curriculum change. This combination of flexibility and standardization has become organic, and universities now proactively seek to adopt the same level of standardization with SHRM's HR curriculum guidelines as their colleagues at other universities have already done. Consequently, the final chapter of this guidebook includes information about the analysis of the HR degree program's alignment with the SHRM HR curriculum guidelines (a free service from SHRM), along with the benefits of aligning with the guidelines.

SHRM has long recognized the importance of embedding HR knowledge in terms of the organizational and business context it supports. The results from the spring 2022 curriculum guidelines revalidation, "Preparing to Enter the Field of Human Resources," support this assertion. Both academicians and practitioners agree that business knowledge is key to success in HR, and both groups view the acquisition of business knowledge while seeking a degree as important for students. Thus, a primary tenet of the SHRM curriculum guidebook and templates remains unchanged: It is assumed that all HR programs are housed within a business school or within a program that formally emphasizes a business foundation.

Most HR degree programs that SHRM has acknowledged as following its curriculum guidelines over the past 16 years are housed in the business school or taught within a program that includes business core curriculum as part of the general education requirements. However, SHRM realizes there are currently HR management and HR-related programs that are housed outside of business schools in universities and colleges, such as in the departments of psychology or industrial/organizational psychology, education, or as a free-standing HR or industrial relations program. Based on the research, if an HR degree program is housed in another school, SHRM's HR curriculum guidelines require that standard business core courses must be part of the degree program requirements for the program to be aligned with the guidelines. Several of the programs that currently follow the guidelines are free-standing programs that teach both HR and business core coursework.

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

SHRM considers both undergraduate and graduate HR degree programs for alignment. The guidelines do not apply to doctoral or certificate programs.

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

KEY RESULTS OF THE 2022 SHRM CURRICULUM GUIDEBOOK REVALIDATION STUDY

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

SHRM COMPETENCIES

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

- Analytical Aptitude.
- Business Acumen.
- Communication.
- Consultation.
- Diversity, Equity and Inclusion.
- Ethical Practice.
- Global Mindset.
- Leadership and Navigation.
- Relationship Management.

REQUIRED HR CONTENT AREAS

The 2022 Curriculum Revalidation Study identified the following HR content areas that should be taught through required coursework in an HR degree program. They are presented in alphabetical order below and are also located, with subtopics, in Appendix A.

- Change management.
- Corporate Social Responsibility.
- Customer Service (Internal and External)
- Downsizing/Rightsizing.
- Employee Engagement and Retention.
- Employee and Labor Relations.
- Employment Law.
- Ethical Decision Making.
- Fostering Equity and Inclusion.
- Global Workforce.
- Globalization.
- HR Career Planning.
- HR's Role in Organizations.
- Human Resource Information Systems (HRIS).
- Job Analysis and Job Design.

- Metrics and Measurement of HR.
- Organizational Development.
- Performance Management.
- Remote Workforce.
- Staffing (Recruitment and Selection).
- Strategic HR.
- Technology Management.
- Total Rewards (Compensation and Benefits).
- Training and Development.
- Workforce Planning and Talent Management.
- Workplace Health, Safety and Security.

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

SECONDARY HR CONTENT AREAS

The following three (secondary) HR topic areas were identified as those that hold value for graduates entering the marketplace, but to a lesser degree than those stipulated in the required HR content areas. These secondary topics appear in alphabetical order. To the extent possible, students should gain access to these topic areas through coursework or experiential learning.

- Business Continuity/Disaster Planning.
- Mergers and Acquisitions.
- Outsourcing.

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

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

As part of the 2022 Curriculum Guidebook Revalidation Study, a survey was conducted among members of the HR academic community and HR professionals employed by organizations operating in the United States. The survey instruments for these groups included questions such as the value of education in various HR and business content areas, the level of preparedness of new HR professionals in various HR and business content areas, perceptions of the value of formal HR education, and participation in and the value of HR internships.

For the survey of academicians, SHRM selected a sample of 570 from the SHRM academic member population. Academicians received an e-mailed hyperlink to the survey on March 28, 2022. E-mails were successfully delivered to 524 academicians, and 67 responses were received, yielding a 13% response rate. The survey remained open for four weeks, and five e-mail reminders were sent to nonrespondents during that time.

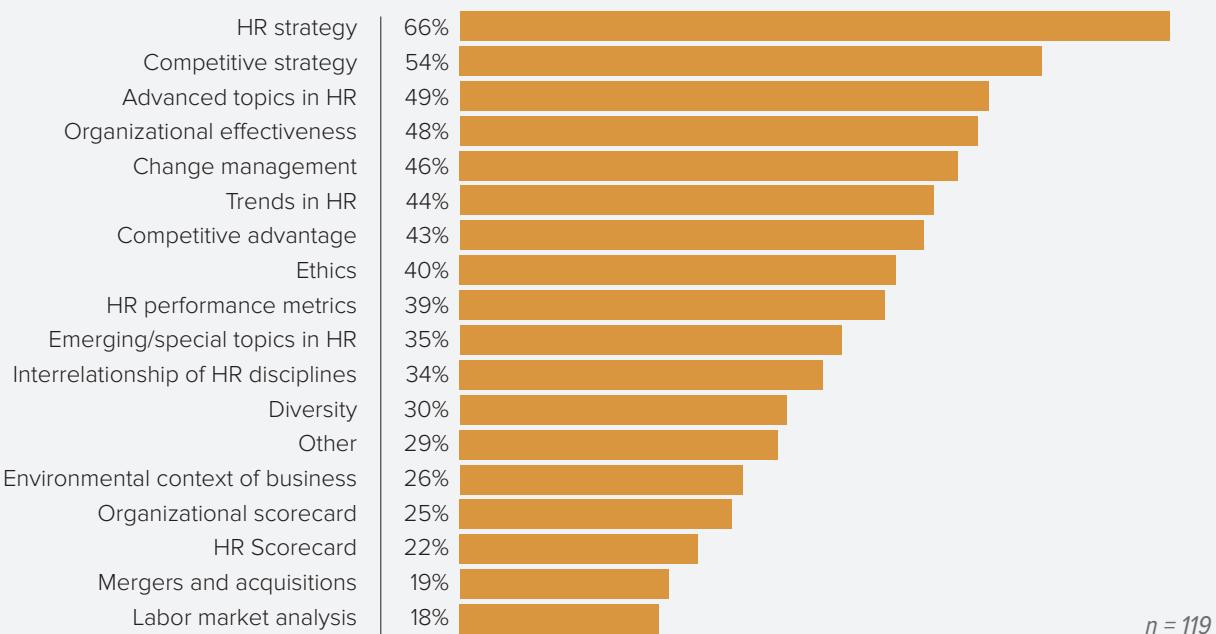
For the survey of HR professionals, SHRM selected a sample of 8,275 HR professionals from the SHRM

member population. The HR professionals received an e-mailed hyperlink to the survey on March 28, 2022. E-mails were successfully delivered to 8,128 HR professionals, and 147 responses were received, yielding a 2% response rate. The survey remained open for three weeks, and four e-mail reminders were sent to nonrespondents during that time.

Members of the HR academic community and HR professionals were presented with a list of 28 HR and business content areas and were asked to evaluate the degree to which each was valuable for undergraduate and graduate HR degree programs. There was much overlap between both undergraduate and graduate program responses and between academic and practitioner responses. Based on this input, SHRM has identified 25 HR content areas that all HR students must master through required coursework, as well as the nine SHRM competencies. Three content areas comprise secondary content areas recommended for study. Faculty also were asked what content they taught in their capstone course (see Figure 7).

All content areas may be taught at different levels, different lengths and with different emphases, depending on whether the program is at the undergraduate or graduate level. Content areas do not always translate into distinct courses per

Figure 7: Content Areas Covered in HR Capstone Course



se, but SHRM expects that each HR content area, and the nine SHRM competencies, should be included as elements in required courses that focus on the links among HR, business focus and strategic issues important to organizations. Minimum required content areas were derived from and identified by using multiple quantitative and qualitative research methods.

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

**Table 1A: HR Content Areas from the SHRM Body of Applied Skills and Knowledge (SHRM BASK)
HR Technical Expertise Competency**

Required Content Areas	Secondary Content Areas
Change Management	Business Continuity/Disaster Planning
Corporate Social Responsibility	Mergers and Acquisitions
Customer Service (Internal and External)	Outsourcing
Downsizing/Rightsizing	
Employee Engagement and Retention	
Employee and Labor Relations	
Employment Law	
Ethical Decision Making	
Fostering Equity and Inclusion	
Global Workforce	
HR Career Planning	
HR's Role in Organizations	
Human Resource Information Systems (HRIS)	
Job Analysis and Job Design	
Metrics and Measurement of HR	
Organizational Development	
Performance Management	
Remote Workforce	
Staffing (Recruitment and Selection)	
Strategic HR	
Technology Management	
Total Rewards (Compensation and Benefits)	
Training and Development	
Workforce Planning and Talent Management	
Workplace Health, Safety and Security	

Table 1B: SHRM Behavioral Competencies from the SHRM Body of Applied Skills and Knowledge (SHRM BASK)

Required Behavioral Competency Areas
Analytical Aptitude
Business Acumen
Communication
Consultation
Diversity, Equity and Inclusion
Ethical Practice
Global Mindset
Leadership and Navigation
Relationship Management

CURRICULUM TEMPLATES: SAMPLE COURSE OUTLINES FOR CREATING OR MODIFYING AN HR DEGREE PROGRAM

This section provides sample course outlines for various HR programs:

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

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

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

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

The following sample course outlines reflect the opinions of those who participated in the 2017 analysis of HR content areas to be included in HR degree programs. These content areas emerged in the research as those that are very valuable and thus the most critical for newly graduated HRM students to master during their degree program.

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

These assumptions apply:

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

SAMPLE COURSE OUTLINE 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Organizational context of human resources
 Business acumen (SHRM Behavioral Competency)
 Communication (SHRM Behavioral Competency)
 Diversity, equity and inclusion (SHRM Behavioral Competency)
 Ethical issues in HR management
 Ethical practice (SHRM Behavioral Competency)
 Global mindset (SHRM Behavioral Competency)
 HR career planning
 HR objectives and HR's role in the organization
 Job analysis and job design
 HR planning
 Legislation affecting HR
 Trends in HR management
 Managing compensation and benefits
 Managing a diverse workforce
 Overview of employee relations
 Overview of global HRM
 Overview of global HRM
 Global and cultural effectiveness
 Overview of HRIS
 Overview of labor relations and unionized work environments
 Overview of metrics and measurement
 Overview of performance management
 Overview of the staffing management function
 Overview of training and development
 Overview of workplace health, safety and security
 Strategic HR

SAMPLE COURSE OUTLINE 2: STAFFING, RECRUITING AND PERFORMANCE MANAGEMENT

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

HR's role in staffing management
 Consultation (SHRM Behavioral Competency)
 Performance management
 Communicating performance expectations
 Disciplinary actions, performance improvement and terminations
 Evaluating employee performance
 Linking performance with compensation and benefits

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

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

SAMPLE COURSE OUTLINE 3: EMPLOYMENT LAW

Overview of employment law
 Americans with Disabilities Act of 1990 and as amended in 2008 (ADA)
 Reasonable accommodation
 Fair Labor Standards Act of 1938 (FLSA)
 Family and Medical Leave Act of 1993 (FMLA)
 Labor laws
 Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
 National Labor Relations Act of 1935 (NLRA)
 Labor Management Relations Act of 1947 (LMRA)
 Employer unfair labor practices

Occupational Safety and Health Act of 1970 (OSHA Act)
 Staffing
 Employment contracts and the employment-at-will doctrine
 Disparate impact and disparate treatment
 Fair Credit Reporting Act (FCRA)
 Immigration Reform and Control Act (IRCA)
 Negligent hiring

Title VII of the Civil Rights Act of 1964 and 1991

Unlawful harassment

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

SAMPLE COURSE OUTLINE 4: TRAINING AND DEVELOPMENT

Introduction to training and development

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

Training and development project*

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

Understanding the organization

- ADDIE model
 - Assessment, design, development, implementation, evaluation
 - Learning styles
- Conducting needs assessments and SWOT (Strengths, weaknesses, opportunities, and threats) analysis
- Linking organizational strategy with training and development strategies
- Training as competitive advantage

SAMPLE COURSE OUTLINE 5: MANAGING TOTAL REWARDS

Managing compensation

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

Managing employee benefits

- (Cost control, monitoring future obligations, action planning, strategic planning)
- Domestic partner benefits
- Educational benefits

Employee assistance programs
Family-friendly benefits
Life insurance
Outsourcing benefits administration

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

SAMPLE COURSE OUTLINE 6: STRATEGIC HR MANAGEMENT CAPSTONE

Change management

Communication (SHRM Behavioral Competency)

Competitive strategy

- Analytical aptitude (SHRM Behavioral Competency)
- Competitive advantage
- Consultation (SHRM Behavioral Competency)
- Ethical practice (SHRM Behavioral Competency)
- Global mindset (SHRM Behavioral Competency)
- HR performance metrics
- Role of the HR professional as internal consultant

HR strategy: interrelationship of HR disciplines

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

Managing workforce changes

- Mergers and acquisitions
- Outsourcing
- Rightsizing/ downsizing

Sustainability/corporate social responsibility

- Environmental context of business

ELECTIVES

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

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

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

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

The following assumptions apply:

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

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

- Analyzing HR metrics
 - Analytical aptitude (SHRM Behavioral Competency)
 - Business acumen (SHRM Behavioral Competency)
 - Leveraging human resource information systems data to manage human capital
 - Linking HR to the organizational scorecard
- Compensation and benefits
 - Compensation and benefits philosophy and structure
 - Job analysis and job design
- Employment law
 - Americans with Disabilities Act of 1990 and as amended in 2008 (ADA)
 - Fair Labor Standards Act of 1938 (FLSA)
 - Family and Medical Leave Act of 1993 (FMLA)
 - Occupational Safety and Health Act of 1970 (OSHA Act)
 - Title VII of the Civil Rights Act of 1964 and 1991
 - Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)
- HR's role in organizations
 - Communication (SHRM Behavioral Competency)
 - Consultation (SHRM Behavioral Competency)
 - Employment relationships and the legal environment
 - Ethical decision-making in human resources
 - Ethical practice (SHRM Behavioral Competency)
- HR within the global business environment
 - Global and cultural effectiveness (SHRM Behavioral Competency)
- Strategic human resource management
 - Organizational development
 - Linking individual and team performance to organizational outcomes
 - Managing human capital assets for competitive advantage
- Workforce planning and talent management
 - Consultation (SHRM Behavioral Competency)
 - Creating a strategic staffing plan
 - Labor market analysis, trends and forecasting
 - Legally compliant recruitment, selection and staff management strategies

SAMPLE COURSE OUTLINE 2: MANAGING INDIVIDUAL AND TEAM PERFORMANCE

- Communicating performance expectations
 - Linking performance to compensation, incentives and rewards
 - Measuring performance
 - Developing leaders
 - Career planning
 - Leadership and navigation (SHRM Behavioral Competency)
 - Succession planning
 - Training and development
 - Managing performance in unionized environments
 - External influences on staffing: labor markets, unions, economic conditions, technology
 - Labor relations implications for individuals and teams
 - Relationship management (SHRM Behavioral Competency)
 - Assimilating employees, contractors and temporary workers
 - Building and managing teams
 - Managing a diverse workforce
 - Managing employment relationships
- ## **SAMPLE COURSE OUTLINE 3: MANAGING CHANGE FOR COMPETITIVE ADVANTAGE**
- Analytical aptitude (SHRM Behavioral Competency)
 - Change management
 - Leading change
 - Ethical practice (SHRM Behavioral Competency)
 - Leadership and navigation (SHRM Behavioral Competency)
 - Managing workplace reform
 - Sustainability/corporate social responsibility
 - Value proposition of human capital initiatives
 - HR implications of mergers and acquisitions
 - Global environment of business
 - Global mindset (SHRM Behavioral Competency)
 - Integrating people management structures and systems pre- and post-merger
 - Managing downsizing and rightsizing
 - Legal implications of workforce expansion and contraction
 - Managing workforce adjustments and transitions
 - Measuring and communicating the worth and value of human resources

SAMPLE COURSE OUTLINE 4: MANAGING RISK IN HUMAN RESOURCES

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

SAMPLE COURSE OUTLINE 5: TRAINING AND DEVELOPMENT OF HUMAN RESOURCES

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

SAMPLE COURSE OUTLINE 6: STRATEGIC HRM (CAPSTONE)

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

ELECTIVES

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

Graduate Curriculum: A Sample Template for Structuring a Master of Science or Master of Arts in Human Resource Management (Within a Business School)

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

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

The following assumptions apply:

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

SAMPLE COURSE OUTLINE 1: COMPENSATION

- Developing a total rewards strategy
 - Communicating a total rewards philosophy
 - Compensation and benefits structures
- Incentive compensation
- Legal issues regarding compensation and workforce adjustments
 - Managing compensation and benefits in employee separations
- Managing a change in compensation structure
- Pay for performance and merit pay systems
 - Controlling benefits costs
 - Health and welfare benefits
 - Measurement: cost-benefit analyses
 - Outsourcing compensation and benefits functions
- Special compensation situations
 - Commission sales
 - Executives
 - Golden parachutes

SAMPLE COURSE OUTLINE 2: GLOBAL HR

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

SAMPLE COURSE OUTLINE 3: EMPLOYMENT LAW

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

SAMPLE COURSE OUTLINE 4: LABOR MANAGEMENT RELATIONS

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

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

- Bona Fide Occupational Qualifications (BFOQs)
- Career development
 - Competency models
 - Employee development: formal education, experience, assessment
 - On-the-job training (OJT)
 - Role of training in succession planning
- Creating an employment brand
- Environmental considerations
 - Communicating adverse employment decisions
 - External and internal recruitment strategies
 - External influences on staffing
 - Labor markets, unions, the economy and technology
 - Post-offer screenings
 - Pre-employment screenings
 - Reference/background checks
 - Structured interviewing
- Job offers: employment-at-will, contracts, authorization to work
- Performance appraisals
 - Appraisal feedback
 - Diagnosing problems
 - Managing performance
 - Performance improvement programs
- Workforce planning and talent development
 - Labor supply and demand
 - Planning, forecasting, requirement and availabilities, gap analysis, action planning
 - Retention: involuntary turnover, outplacement consulting, alternative dispute resolution
 - Retention: measurement
 - Retention: voluntary turnover, job satisfaction, withdrawal, alternatives
 - Succession planning

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

- Balanced scorecard
 - Accountability and transparency
 - Calculating and interpreting yield ratios
 - Calculating return on investment (ROI)
 - Forecasting and projections
 - HR scorecard
 - Governance
 - Organizational scorecard
- Business acumen (SHRM Behavioral Competency)
 - Analyzing and interpreting metrics
 - Benchmarking HR
 - Quantitative analysis
- Reputation and brand enhancement
- Research design and methodology
- Research theory
- Risk management
- Supply chain management
- Trend and ratio analysis

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

- Change management
 - Adjusting to change within the organization
 - Communication and building trust
 - Coping strategies for employees
 - Creating a foundation for problem solving
 - Dimensions of change
 - HR as ethical change agent
 - Leading, planning and implementing change
 - Stages of change management
- Consultation (SHRM Behavioral Competency)
- Decision-making
- Diversity, equity and inclusion (SHRM Behavioral Competency)
- Equity, ethics and fairness in the workplace
- Ethical practice (SHRM Behavioral Competency)
- Managing diverse groups and work teams
 - Individual, group and organizational dynamics
- Role of power and influence in human resources

Leadership

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

Organizational development

- Communication (SHRM Behavioral Competency)
- Coaching
- Developing human resources
- Emotional intelligence
- Equipping the organization for present and future talent needs
- Improving organizational effectiveness
- Knowledge management
- Leadership development
- Measurement systems
- Ongoing performance and productivity initiatives
- Organizational effectiveness
- Organizational learning
- Organizational structure and job design
- Outsourcing employee development
- Social networking
- Succession planning
- Theories and strategies for developing an organizational behavior model
- Training employees to meet current and future job demands
- Workplace culture and trust building

ELECTIVES

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

ANALYZING YOUR UNIVERSITY'S HR DEGREE PROGRAM FOR ALIGNMENT

The 2022 Curriculum Guidebook Revalidation Study asked academicians about their familiarity with SHRM's *HR Curriculum Guidebook and Templates*. The vast majority of respondents (93%) stated they were familiar with the guidelines and knew that their HR degree program aligns with the SHRM HR curriculum guidelines. In prior revalidation studies of the curriculum guidebook, HR academicians identified the following reasons as the top three benefits of aligning an HR degree program with the guidelines:

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

There is no charge to complete the curriculum analysis, which takes approximately two to three weeks. This independent review, which is open to U.S.-based and international universities, may provide an opportunity for faculty to gain additional support for their programs when requesting resources within their school or when seeking approval of curriculum changes.

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

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

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

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

Appendix A

Required and Secondary HR Content Areas, and the SHRM Competencies

Appendix A includes the required and secondary HR content area topic lists. These content lists were compiled based on the 2022 Curriculum Guidebook Revalidation Study. The topic lists below—with subtopics—were compiled from a variety of sources, including the following:

- SHRM 2017 Curriculum Guidebook Revalidation Study, titled “Preparing to Enter the Field of Human Resources.”
- SHRM 2013 Curriculum Guidebook Revalidation Study.
- SHRM Assessment Development Study: From a list of over 150 of the top-selling books and textbooks from well-known university programs, SHRM reviewed the contents of the 12 highest-selling textbooks to develop a list of HR content areas to include in an assessment; this was done by surveying practitioners and academicians.
- SHRM taxonomy used to structure and organize HR content areas in the HR Knowledge Center and *SHRM Online*.
- SHRM Competency Model and its Revalidation Study.

Please see Tables 1A (page 21) and 1B (page 22) for the 2022 HR content areas and SHRM competencies.

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

REQUIRED HR CONTENT AREAS

CHANGE MANAGEMENT

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

COMPENSATION AND BENEFITS

Compensation

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

Employee Benefits

Cost-benefit analysis
 Domestic partner benefits
 Early retirement programs and buyout

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

EMPLOYEE AND LABOR RELATIONS

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

Conflict	Fair Credit Reporting Act (FCRA)
Conflict management	Fair Labor Standards Act of 1938 (FLSA)
Contract negotiation	Family and Medical Leave Act of 1993 (FMLA)
Disciplinary actions: demotion, disciplinary termination	Genetic Information Nondiscrimination Act (GINA)
Distributive bargaining	Health Insurance Portability and Accountability Act of 1996 (HIPAA)
Employee engagement	Immigration Reform and Control Act (IRCA)
Employee involvement	Labor Management Relations Act of 1947 (LMRA)
Employee records	Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
Employee retention	Lilly Ledbetter Fair Pay Act
Fairness	National Labor Relations Act of 1935 (NLRA)
Framing	Occupational Safety and Health Act of 1970 (OSHA Act)
Grievance management	Pregnancy Discrimination Act of 1978
Industrial organizations (AFL-CIO)	Railway Labor Act of 1926 (RLA)
Integrative negotiation	Rehabilitation Act (1973)
International negotiation	Title VII of the Civil Rights Act of 1964 and 1991
Investigations	Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
Managing teams	Worker Adjustment and Retraining Notification Act of 1988 (WARN Act)
Managing union organizing policies and handbooks	Agency relationships/quasi-contracts
Managing/creating a positive organizational culture	Citations and penalties
Measuring and monitoring job satisfaction	Contractual and tort theories
Measuring involuntary turnover	Disparate impact
Mediation and arbitration	Disparate treatment
Mutual adjustment	Employee privacy
National Labor Relations Act (NLRA)	Employer unfair labor practices
Negotiation skills	Employment contracts
Interdependence	Employment-at-will doctrine
Mutual agreement	Enforcement agencies (EEOC, OFCCP)
Posting requirements	Negligent hiring
Principles of justice	Professional liability
Procedural justice	Types of discrimination
Promotion	Unlawful harassment
Recognition	Sexual
Right-to-work laws	Religious
Service awards	Disability
Strikes, boycotts and work stoppages	Race
Unfair labor practices	Color
Union decertification and deauthorization	Nation of origin
Union membership	Religious
Union organizing	Whistleblowing/retaliation
Union shops	ADA (Reasonable accommodation)
Union/management relations	
Union-related labor laws	
Value claiming	
Value creation	
EMPLOYMENT LAW	
Affordable Care Act (2010)	
Age Discrimination in Employment Act of 1967 (ADEA)	
Americans with Disabilities Act of 1990 and as amended in 2008 (ADA)	
Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA)	
Employer Retirement Income Security Act of 1974 (ERISA)	
Equal Pay Act of 1963	
Executive Order 11246 (1965)	
GLOBALIZATION	
Cross-border HR management	
Current issues in global HRM	
Dual-career families	
Family concerns related to cross-border assignment	
Host-country nationals (HCNs)	
Managing personal and family life for expatriates	
Parent-country nationals (PCNs)	
Third-country nationals (TCNs)	

Cross-cultural effectiveness
 Cultural sensitivity
 Cultural training
 Hofstede's Cultural Dimensions

European Union
 Immigration law
 Immigration issues
 Global benefits
 Compensation (balance-sheet approach; home-based pay, host-based pay, localization)

Global business environment
 Global labor markets
 Global talent shortages
 Global security and terrorism

Managing expatriates in global markets
 Assessing and tracking career development of expatriates
 Effective repatriation
 Inshoring, offshoring, outsourcing
 Repatriating employees post international assignment

Managing virtual teams
 North American Free Trade Agreement (NAFTA)

HR CAREER PLANNING

Balancing work and life
 Career management systems
 Career development
 Definition of a career
 Plateauing
 Skills obsolescence

Company policies to accommodate work and nonwork activities
 Coping with job loss
 Contingency theory
 Developing leader skills
 Authentic leadership

Ethical decision-making
 Leader-member exchange theory
 Path-goal theory
 Situational approach
 Skills approach
 Style approach
 Team leadership
 Trait approach
 Transformational leadership

HR'S ROLE IN ORGANIZATIONS

It is expected that faculty will discuss HR's role regarding each of the individual HR disciplines whenever an individual discipline is taught. This discussion may take the form of describing HR's role in developing human capital, its effect on the

organization's success or the interplay among the various disciplines—meaning how decisions in one HR discipline affect other HR disciplines.

HUMAN RESOURCE INFORMATION SYSTEMS (HRIS)

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

JOB ANALYSIS AND JOB DESIGN

Compliance with legal requirements
 Equal employment (job-relatedness, bona fide occupational qualifications and the reasonable accommodation process)
 Equal pay (skill, effort, responsibility and working conditions) and comparable worth
 Overtime eligibility (exempt vs. nonexempt work)
 Ergonomics and workplace safety (work hazards and mitigation)

Employment practices (recruitment, selection and placement)
 Job evaluation and compensation (grades, pay surveys and pay setting)
 Job/role design (roles, duties and responsibilities)
 HR planning (skill inventories and supply/demand forecasting)
 Organization design (missions, functions and other aspects of work units for horizontal and vertical differentiation)
 Performance management (performance criteria and appraisal)

Training and development
 Vocational and career counseling
 Needs assessment
 Career pathing

Workflow analysis
 Analyzing work inputs and outputs
 Work management (work processes and outsourcing)

METRICS AND MEASUREMENT OF HR

Analyzing and interpreting metrics
 Balanced scorecard
 HR scorecard
 Organizational scorecard
 HR and organization level
 Measuring absenteeism
 Measuring turnover
 Benchmarking
 Calculating and interpreting yield ratios
 Economic value added

Forecasting
Quantitative analysis
Return on investment (ROI)
Trend and ratio analysis projections

ORGANIZATIONAL DEVELOPMENT

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

PERFORMANCE MANAGEMENT

Approaches to measuring performance
Performance measure criteria
Performance standards/goals
Rater errors in performance measurement
Reliability (interrater reliability)
Validity
Identifying and measuring employee performance
Forced distribution
Graphic rating scales
Paired comparison
Ranking

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

STAFFING (RECRUITMENT AND SELECTION)

Assessment methods
Ability/job knowledge tests, assessment centers
Contingent assessment methods: drug testing, medical exams
Initial assessment methods: resumes, cover letters, application blanks, biographical

information, reference/background checks, genetic screening, initial interviews, minimum qualifications

Noncognitive assessments (e.g., personality assessments, integrity tests, situational judgment tests, interest inventories)

Bona Fide Occupational Qualifications (BFOQs)

Determining labor demand and supply

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

Forecasting

Employment brand

Image advertising

Employment relationship: employees, contractors, temporary workers

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

Internal recruitment: promotability ratings, managerial sponsorship, self/peer assessments, panels/review boards

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

Interviews: situational, structured

Online recruiting

Electronic recruiting

Use of social media in recruitment

Selection decisions: ranking, grouping/banding, random selection

Measurement concepts: predictors/criteria, reliability, validity

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

Sources

External recruitment: recruiters, open vs. targeted recruitment, recruitment sources, applicant reactions, medium (electronic, advertisement)

Evaluating the quality of a source

Internal sources (employee referrals, posting, internal applicants)

STRATEGIC HR

Strategic management

Competitive advantage

Competitive strategy

Enhancing firm competitiveness

External growth strategy

Internal growth strategy

Mission and vision

Organizational effectiveness

Strategy implementation

Strategy formulation

Sustainability/corporate social responsibility

<p>HR strategies</p> <ul style="list-style-type: none"> Ethics HR liaison to the board of directors Internal consulting Linking HR strategy to organizational strategy Measuring HR effectiveness Quality management The role of the chief human resource officer (CHRO) Trends and forecasting in HR 	<ul style="list-style-type: none"> Retention: voluntary turnover, job satisfaction, withdrawal, alternatives Retention: measurement Succession planning Workforce dynamics
TRAINING AND DEVELOPMENT	
<p>Business games and studies</p> <ul style="list-style-type: none"> Adventure learning Creating a learning environment 	<p>WORKPLACE HEALTH, SAFETY AND SECURITY</p> <ul style="list-style-type: none"> Creating a healthy work environment Communicable diseases Corporate wellness programs Employee health Job stress and burnout Protection from retaliation Reducing workforce violence Work/life balance
<p>Competency models</p> <ul style="list-style-type: none"> Learning theories: behaviorism, constructivism, cognitive models, adult learning, knowledge management Training evaluation: Kirkpatrick's model 	<p>OSHA citations and penalties</p> <ul style="list-style-type: none"> Data security Inspection Investigating and reporting accidents Material Safety Data Sheets (MSDSs) Monitoring, surveillance, privacy Security concerns at work
<p>Evaluating training programs</p> <ul style="list-style-type: none"> Determining return on investment (ROI) 	<p>Safety management</p>
<p>Human/intellectual capital</p> <ul style="list-style-type: none"> Role of training in succession planning 	<ul style="list-style-type: none"> Alcoholism, drug abuse Crisis management teams Disaster preparation, continuity and recovery planning Distracted driving Enforcing safety rules Ergonomics Proactive safety programs Testing for substance abuse
<p>Needs assessment</p> <ul style="list-style-type: none"> Employee development: formal education, experience, assessment Organizational analysis, person analysis, task analysis Personality tests and inventories 	<p>SECONDARY HR CONTENT AREAS</p>
<p>Selecting training methods</p> <ul style="list-style-type: none"> Blended learning Coaching Cross-training E-learning and use of technology in training Hands-on methods Internships Job rotation On-the-job training (OJT) Self-management skills Shadowing Simulations 	<p>MERGERS AND ACQUISITIONS</p>
<p>Transfer of training: design issues, facilitating transfer</p>	<ul style="list-style-type: none"> Cultural compatibility
<p>Training resources</p> <ul style="list-style-type: none"> Outsourcing 	<ul style="list-style-type: none"> Adaptability
<p></p>	<ul style="list-style-type: none"> Assimilating work cultures
<p></p>	<ul style="list-style-type: none"> Cultural differences
<p></p>	<ul style="list-style-type: none"> Conducting HR due diligence
<p></p>	<ul style="list-style-type: none"> Degree of internal integration
<p></p>	<ul style="list-style-type: none"> Merging workplace cultures
<p></p>	<p>Integrating HR systems</p>
<p></p>	<ul style="list-style-type: none"> Integrating compensation and benefits structures
<p></p>	<ul style="list-style-type: none"> Integrating performance management systems
<p></p>	<p>Integration</p>
<p></p>	<ul style="list-style-type: none"> Autonomy
<p></p>	<ul style="list-style-type: none"> Communication
<p></p>	<ul style="list-style-type: none"> Diversity
<p></p>	<ul style="list-style-type: none"> Downsizing
<p></p>	<ul style="list-style-type: none"> Employee anxiety
<p></p>	<ul style="list-style-type: none"> Employee trust

Morale
Redundancy
Rumors

OUTSOURCING

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

CORPORATE SOCIAL RESPONSIBILITY

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

SHRM COMPETENCIES AND DEFINITIONS

Analytical Aptitude

The knowledge, skills, abilities and other characteristics (KSAOs) needed to collect and analyze qualitative and quantitative data, and to interpret and promote findings that evaluate HR initiatives and inform business decisions and recommendations.

Business Acumen

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

Communication

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

Consultation

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

Diversity, Equity and Inclusion

The KSAOs needed to create a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, feel a sense of belonging, and use their unique backgrounds and characteristics to contribute fully to the organization's success.

Ethical Practice

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

Global Mindset

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

Leadership and Navigation

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

Relationship Management

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

Appendix B

Additional Skill Development and Competency Lists

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

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

Health care reform	Outsource vs. in-house decisions
Health care cost containment	Outsourcing (as it differs from offshoring)
Hiring veterans	Preparing for mediations or arbitrations
History of labor relations	Political diversity
How to conduct an investigation	Presentation skills (oral communication skills)
How to effectively market HR agendas internally	Privacy issues in the workplace
How to manage up	Proprietary information/noncompete agreements
How to set up an HR department	Problem-solving skills
HRM in other settings (e.g., nonprofits, religion)	Processing visas
HR supply chain management	Project management
HR technology	Reading and interpreting profit/loss statements
Identify theft and fraud	Records retention
Immigration issues	Recruitment and selecting the right fit for the job
Immigration law	Relationship management with internal and external clients
Implementing creativity in the workplace	Relocation issues
Industry-specific variations in HR functions	Reporting channels for sexual harassment and discrimination/disputes
Influence of immigration	Retaliation avoidance
Innovative thinking	Retention of quality employees
In-patriots	Social diversity
Instructional design (ADDIE model)	Social justice
International HRM perspectives	Social media in advancing HR
International labor relations	Social networking strategies
Internships	Soft skills: conflict resolution
Interviewing skills	Soft skills: time management
Intraorganizational bargaining	Sourcing metrics
Knowledge management	Stock options
Layoff management	Strategic thinking
Lean methodology and Six Sigma methodology	Systems theory, specifically understanding how decisions affect every aspect of the organization
Legal interview techniques/practices	Team performance
Leadership and motivation training	Teamwork and interpersonal skills
Making presentations to the board	Telecommuting sustainability
Managing after a hostile takeover	Total rewards for retaining top performers
Managing client relationships	Toxic leadership
Managing databases	Transnational employment systems
Managing remote staff	Union avoidance/prevention
Managing telecommuting and other flexible work arrangements	Use and understanding of HRIS operations
Managing "tribal knowledge"	Utility analysis: payoffs from staffing, training
Managing teams	Utilization of focus groups
Managing temporary staffing needs	Vendor negotiations
Managing virtual teams	Violence in the workplace
Managing workplace bullying and incivility	Virtual HR globalization
Managing your supervisor	Workforce demographics
Managing your work ethic	Working cross-functionally and collaboratively
Mental/emotional wellness	Written communication skills
Mentoring	Writing a business case
Multicultural conflict	Writing a contingency plan
New health care laws	Writing an employee handbook
New-hire orientation	Writing policies and procedures
Organizational learning	Writing proposals
Older Workers Benefit Protection Act	Writing a white paper
Onboarding new hires	
Online recruitment	
Organizational transparency vs. protecting organizational information	

Appendix C

Useful SHRM Links

Academic Institution Program Directory (list of HR degree programs that align with SHRM's HR Curriculum Guidelines): https://portal.shrm.org/Education/Institution/Directory.aspx?_ga=2.181336103.1896570376.1655738323-1147105056.1643125399

SHRM HR Curriculum Guidelines:

shrm.org/academicinitiatives/universities/pages/guidebook.aspx

Faculty Exclusives:

shrm.org/academicinitiatives/universities/teachingresources/Pages/TermsOfUse_Faculty.aspx

HR Career Brochure:

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

shrm.org/academicinitiatives/about/Pages/simplestepshrcareer.aspx

SHRM Body of Applied Skills and Knowledge:

shrm.org/certification/about/body-of-applied-skills-and-knowledge/Pages/default.aspx

SHRM Diagnostic Tools:

shrm.org/learningandcareer/competency-model/pages/competency-diagnostic-tools.aspx

SHRM Certification:

[https://www.shrm.org/certification/about/Pages/default.aspx](http://www.shrm.org/certification/about/Pages/default.aspx)

SHRM-CP Student Eligibility:

[https://www.shrm.org/certification/apply/eligibility-criteria/Pages/student-eligibility.aspx](http://www.shrm.org/certification/apply/eligibility-criteria/Pages/student-eligibility.aspx)

SHRM Learning System (certification preparation):

shrm.org/certification/learning/options/Pages/default.aspx

Appendix D

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