

Human Resource Information System and Technology

(HRM3703)

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INTRODUCTION

1.1 Welcome

This module is a compulsory module and it deals with very interesting and relevant topics. We refer to some resources that you can access via the Internet so make sure that you have Internet access. We also make use of a myUnisa module site for this module that you can also access via the internet on <http://my.unisa.ac.za>.

The main purpose of this study guide is to provide you with guidance to master the learning outcomes for this module. Work through the study guide in conjunction with the prescribed book (find the details of the book in tutorial letter 101). Also, refer to tutorial letter 101 for information on what is expected during the semester. The module consists of 18 Learning units that you will find in this study guide. Read the orientation information that you will find in learning unit 00 (in tutorial letter 101) thoroughly.

You will be using the myUnisa module site extensively and you will find additional information on the site. A number of tools are used on the site. As stated in tutorial letter 101 we advise that you familiarise yourself on the site before you start with your studies.

On the HRM3703 myUnisa module site on the Home page we explain where you should start. Please do that before you continue with this study guide and the prescribed book. Diarise the due dates for the submission of assignments and make sure that you submit those on time.

When using the study guide you will notice that we make use of a number of icons, see the list with explanations below.

1.2 Which icons will be used in the HRM3703 learning material?

As you work through the learning units and or this study guide you will see that we make use of a number of icons. We have provided a list of these icons and a brief explanation of each one below, keep this in mind when working through the learning units. It will give you an indication of our expectations or what you should do. We have listed these in alphabetical order:

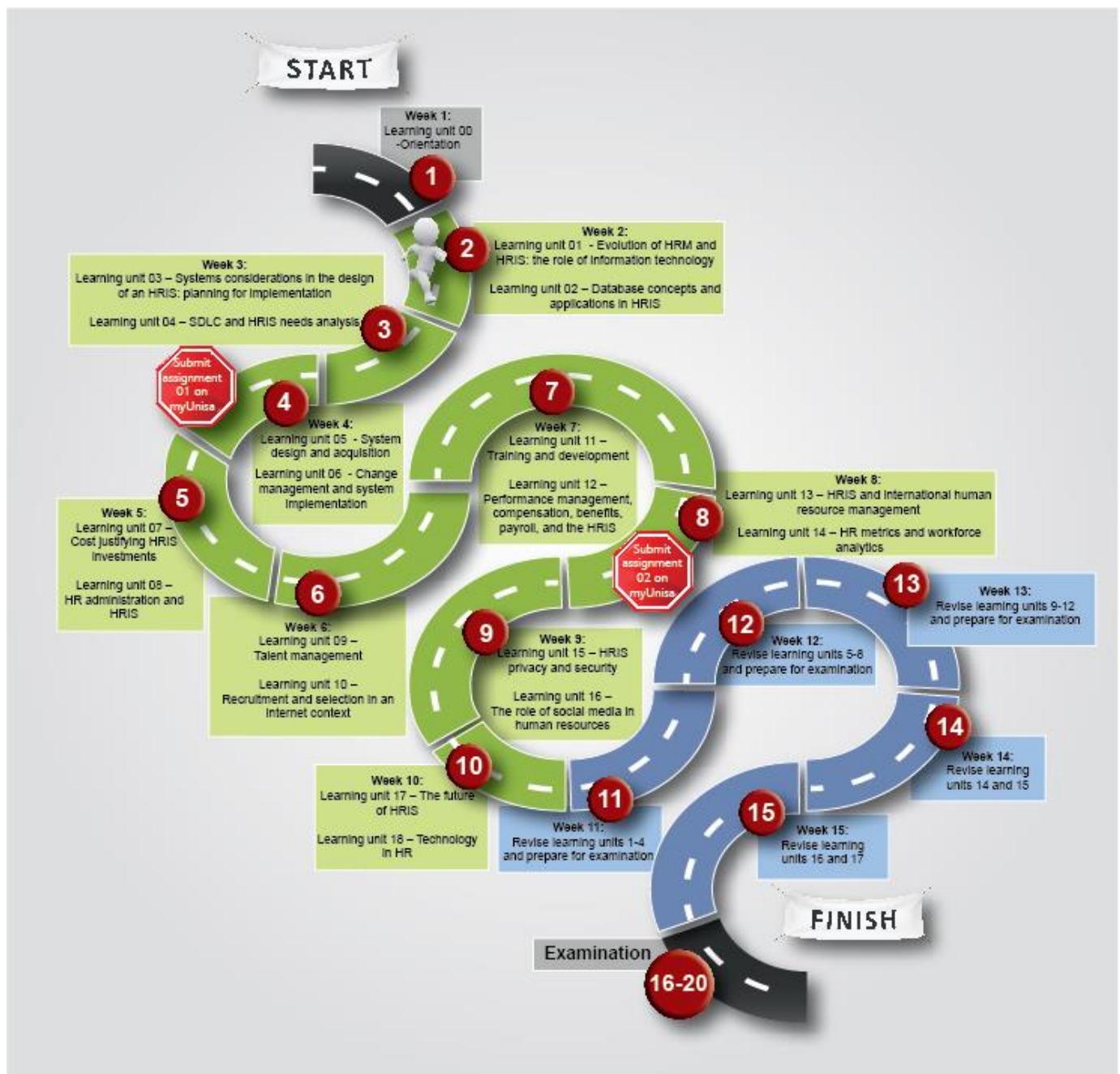
Icon	Description
	Activity This icon refers to activities that you must do in order to develop a deeper understanding of the learning material.
	Additional resources Here we suggest possible additional resources that may be used to achieve the outcomes relating to a learning unit.
	Blog This icon indicates that you are required to provide commentary or news on a particular subject – use this only when indicated.
	Discussion forum This icon indicates that you are required to engage in communication with your fellow students on a particular topic, normally we will create a specific forum for each item.
	Feedback This icon indicates that you will receive feedback on your answers to the self-assessment activities, activities, aspects you had to think about and/or questions.

Icon	Description
	Internet resources/Search the Internet This icon indicates that you are required to obtain information by accessing a suggested website or we provide you with information on a website that you should read/study.
	Key concepts The key concepts indicate which terms or keywords are important for a particular topic or learning unit.
	Learning outcomes The learning outcomes indicate which aspects of the particular learning unit you have to master and be able to demonstrate.
	Mind map Mind maps are used to help you see the relationship between various parts of the learning material.
	Reflection The reflection icon requires you to reflect on the important issues or problems dealt with in the learning material.
	Schedule The schedule outlines guidelines for weekly activities that should be completed when studying the module.
	Self-assessment When you see this icon, you will be required to test your knowledge, understanding and application of the material you have studied.
	Study This icon indicates which aspects of the study material you need to study and internalise.
	Think This icon indicates that we want you to think about something or implications of something before you continue with the learning material.

The development of this module would not have been possible without the support of our CoDs and my colleagues. I would also like to thank the late Mr Sam Rosslee for his valued inputs and insight during the development of this module, I have learnt so much from you Sam and I wanted to learn even more, rest in peace! The following people also played a very important role, Ms Glenda Buncombe who took care of the editing, Ms Michéle van Wyk and Ms Riana Rheeder for their inputs and ideas, Mr Dawid Kahts for assistance with figures, Mr Vusi Gumede for his assistance, Ms Tumi Kola, Ms Melissa van Niekerk who assisted with research for this module and Prof Mariëtte Coetzee. Thank you colleagues I really appreciate your effort, suggestions and input.

Where are we now? According to our schedule, this is week 2.

In tutorial letter 101, we included a visual overview of the module and what we will be dealing with during the semester divided into weeks. You will see this visual often in this study guide and we will indicate how we have progressed. The figurine will move from week to week.





LEARNING UNIT 01 – A brief history and overview of technology in HR

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This learning unit refers to chapter 1 in the prescribed book “A brief history and overview of technology in HR”. Use the 4th edition of the book.

1.1 Introduction and Learning Outcomes

INTRODUCTION

Do you think technology and human resource information systems (HRISs) have been around forever? Speak to family members or friends about this, or retired people or people who have been employed by the same company for a very long time, or your colleagues who have been at your company for a long time. Has the company always used computers and electronic means to administer HR-related matters? Did things change a lot after they started using computers for HR? Even if they have been using computers for a long time, you would probably have seen that many things have changed and evolved in the HR systems and how HR is administered.



LEARNING OUTCOMES

To understand where HR is today you need to understand where it has come from and how things have evolved. After you have completed this learning unit, you should be able to:

- describe the three typical types of HR activities
- explain the purpose and nature of an HRIS
- describe the differences between e-HRM and HRIS
- explain the value and risks associated with the use of an HRIS
- briefly describe the evolution of human resource management (HRM) (including the changing role of the HR professional)
- discuss the differences between the functionality of types of information systems in an HRIS
- discuss how the information from an HRIS can assist organisational decision-making functioning



STUDY

This learning unit refers to chapter 1 in your prescribed book **“Human Resource Information Systems – Basics, Applications and Future Directions”**. Make sure you use the fourth edition of this book.

Now move on to section 1.2 in learning unit 01.

1.2 What are the typical HR activities?



STUDY

See **“HR Activities”** in chapter 1 of the book. Did you note there are three types of activities?

- transactional HR activities
- traditional HR activities
- transformational HR activities



ADDITIONAL RESOURCES

Do you understand these three concepts? Can you provide examples of an activity for each of them? Here are a few of our examples, but you can add your own. (Go to Additional Resources on the HRM3703 myUnisa module site, look for the subfolder **“Learning unit 01”** and then the document **“Types of HR Activities”** if you want to use it to include your own additional information - the document is an MS Word document.) (We include the document below).

Types of HR Activities

Transactional HR activities

Changing your work records:

- basic information
- status
- contact details
- home address
- banking details
- relationships
- dependants, etc.

Note: Can you see that this sort of information is maintained online by most social media today and also by many organisations such as medical aids and banks? It is in your own interest to ensure that this information is correct and up to date!

Traditional HR activities

- selections and appointments
- payroll
- scheduling of training
- maintaining personnel files
- organisational structures, etc.

Note: Some organisations have made these self-service activities and developed them further to guide the process of routing transactions and processes. However, these are often more complex and often require some integration between different programs.

Transformational HR activities

- strategic HR management
- strategic workforce planning
- performance measurement and rewards
- managerial development
- other activities contributing directly to the success of the organisation

Note: These activities are more complex and managers can benefit the most by having HRIS support to execute them correctly. This is where this module comes in – it will help you understand and participate in this field.



STUDY

So what do each of these categories mean? Study chapter 1 of the prescribed book, “**HR Activities**”.

- **Transactional** – day-to-day transactions related mostly to record-keeping.
- **Traditional** – basic HR activities such as planning, recruitment, selection, compensation, training and performance management. When will these activities have value for organisations? Think about how these basic activities are used. You should realise that they ultimately all have an impact on achieving the objectives of the organisation.
- **Transformational** – these add value to the organisation, for example change, strategic redirection and increased innovation. What are the seven key themes in the evolution of strategic HRM discussed in the prescribed book? How applicable are these in your organisation today?

Can you imagine how long all these activities will take if they are all done manually without one central place to store and obtain/access such information? We will look at a detailed definition of a human resource information system (HRIS) later in this learning unit, but for now it is important that you realise that an HRIS is a system where all this information can be stored and accessed.

Why would one want to do this? Learn more in section 1.3 below.

1.3 What is the main purpose of an HRIS?



STUDY

You have already studied the section “**HR Activities**” in chapter 1 of the prescribed book.

One of the main purposes for designing, developing and implementing an HRIS is.....? To make it easier for you to understand we have briefly summarised this in the figure below:



So the use of technology (HRIS) reduces the time that HR has to spend on day-to-day tasks and gives them more time to focus on important traditional activities and then even more importantly transformational activities (those that really add value to the organisation).



STUDY

Study the section **“Technology and Human Resources”** and focus only on the sub-section **“What is an HRIS”** all the subsections in chapter 1 of the prescribed book. Also look at figure 1.1.

We have been referring to the term HRIS a lot. You might be wondering how we define an HRIS.



INTERNET RESOURCES/SEARCH THE INTERNET

We have up to now been referring to HRIS a lot and you might wonder how do we define an HRIS? Look at the following video on the internet (<https://www.youtube.com/watch?v=QCnbmgnucdl>) on YouTube for a brief introduction to the concept. Remember that you can wait a few seconds and then click on Skip Ad (if there is an advertisement), the video will then start to play.

You can also go to the following links on the internet if you need even more clarification:



INTERNET RESOURCES/SEARCH THE INTERNET

<https://www.thebalance.com/human-resources-information-system-hris-1918140>

<http://www.webopedia.com/TERM/H/HRIS.html>

<http://www.businessdictionary.com/definition/Human-Resource-Information-Systems-HRIS.html>

Now you know that **an HRIS is a computerised system used to acquire, store, retrieve, manipulate and distribute information about the human resources in an organisation. It includes computer hardware and HRIS software, which still have to be operated by people. Included in the system are forms, policies, procedures and data.** You will notice that the terms human resource information system and human resource management system (HRMS) are used interchangeably and are seen as the same.

Want more information? Click on the link that follows. Note that you won't be examined on the additional information on this site, only what is in your prescribed book. It is important, though, to understand what an HRIS is. You should therefore read more sources until you feel you grasp the concept well. Remember! You can consult sources such as Wikipedia, but these are not regarded as academic, peer-reviewed sites. Other sources are also available, but the information on this site below will give you a good overview of the basics.



INTERNET RESOURCES/SEARCH THE INTERNET

Here is another definition that you can look at on the internet:

http://en.wikipedia.org/wiki/Human_Resource_Information_Systems

Now that you understand the definition of HRIS, why do you think companies have moved away from paper systems? The key is that information has to be available promptly and it should be accurate. What do you think this information can be used for? You might agree that a variety of customers can use the information and the system can probably save a lot of time.

Do you understand the concept of HRIS? If you do, go to section 1.4. If you first want to test your understanding, do **self-assessment activity 1.1 for learning unit 01: “What is an HRIS?”** on the HRM3703 myUnisa course site.

Ensure that you know the definition of an HRIS and that you understand the difference between an HRIS and a normal IT system. Did you notice when you studied this sub-section that they also indicated how an HRIS can add value to an organisation?

Let us now look at e-HRM and HRIS.

1.4 What is e-HRM and does it differ from HRIS? Why do we need an HRIS?



STUDY

Study the section “**Technology and Human Resources**” and all the subsections in chapter 1 of the prescribed book (you have in the previous section studied the first sub-section).

1.4.1 What is e-HRM and does it differ from HRIS?

You might have heard about e-HRM and you might wonder if it is the same as HRIS. The simple answer is **NO!...** Electronic human resource management (e-HRM) reflects the **manner** in which HR is delivered, whereas HRIS reflects the **computerised system** used. E-HRM therefore refers to the fact that technology is used to deliver effective and efficient HR services. Organisations that apply e-HRM use technology as a tool to enable the HR function to function differently and more effectively. Refer to the section in chapter 1 “**e-HRM and HRIS**”, in your prescribed book. Make sure you understand the difference between the two.

Summarise this section using the mind-mapping technique or any other technique. (Remember that you will find more information on mind mapping under Additional Resources in the “Skills” folder.)

1.4.2 What is the value? Are there any risks?



STUDY

From what we have discussed so far, you will probably agree that an HRIS has several advantages. Study the section in chapter 1, “**The Value and Risks of HRIS**”. By now you should be able to discuss:

- all the advantages of an HRIS
- the factors influencing the ability of organisations to harness the potential of an HRIS.

Could a university and a coal mine use the same HRIS? Would you say that the products that the organisation produces affect the way it manages its human resources? Or would the HRIS be influenced by the sophistication of the HR support required by management? Why do you say so? Can you think of cost savings due to the use of an HRIS?



Think about this before you continue reading.



STUDY

There are different types of HRISs. You will probably agree that the same system won't meet the needs of every single organisation. Study **table 1.1** in chapter 1 of the prescribed book. There the authors have classified the information systems according to the level of organisational processing that the system supports. Look at this table carefully in your prescribed book and then search the internet to find examples of HRISs. Can you identify which type of system it is and also the major goals and focus of each system? Search for at least three different systems.



INTERNET RESOURCES/SEARCH THE INTERNET

When you use the internet you can use any search engine

(http://www.webopedia.com/TERM/S/search_engine.html) to find HRISs. You can also ask your family members or friends which system their company uses and then search for this system on the internet using the following key words: "human resource information systems".



DISCUSSION FORUM

Once you have found three systems, post the web links on the discussions tool on the HRM3703 myUnisa module site (**DISCUSSION FORUM 02 – Learning unit 01, the topic 1.6.2 – Examples of various HRISs**). Briefly below each web link, in one or two sentences, indicate the focus of each one - you will see that we have provided clear instructions on what we require from you. Please include all the required information.

1.5 How have HRM and HRIS evolved?



STUDY

Now that you understand what an HRIS is and you have looked at the different types of HRISs, you need to understand how HRM and information technology (IT) have evolved and how IT has played an increasing role in the HRM function. See chapter 1 of the prescribed book, **“Introduction”** and **“Evolution of HRM and HRIS”**, to find this information. When preparing for the **examination** you only have to focus on the sections dealing with “ERPs and strategic HRM” and “The Cloud and Mobile Technologies”, but include the other eras in your summary as well as it will give you a good understanding of how it has evolved.



ACTIVITY

Summarise this section in whatever format works for you. We have already discussed the assumptions that we make of your prior learning and knowledge. If you need to refer to this section again, do so now before you continue. We assume that you can draw mind maps. You will find a folder “Skills” under Additional Resources on the HRM3703 myUnisa module site. In this folder, you will find a subfolder “Mind mapping”. Find various tools to links and resources that will assist you.



ADDITIONAL RESOURCES

On myUnisa go to Additional Resources for HRM3703, then “Learning unit 01” and then “Examples of mind map frameworks”. You will find an example of a mind map framework for this learning unit, to help you, some frameworks have also been included that we compiled using mind mapping apps that you can download if you use an Apple or Android devices. (see Additional Resources then Learning unit 01 for these items).

For your convenience we are providing the MS Word document below:

The prescribed book gives a lengthy discussion on the various eras. We will only focus on the ERP and strategic HRM era (1990-2010) and “The Cloud” and mobile technology era (2010-present). Study these sections in your prescribed book. Now use the structure that follows and write brief notes about strategic HRM and the impact of technology and HRIS in this particular context. **(Go to Additional Resources, “Learning unit 01” and then “Strategic HRM and the impact of technology and HRIS” to find an MS word file that you can use as a framework.) (We include the document below).**

Strategic HRM and the impact of technology and HRIS

- *The changes during the 1990's:*
The people management function has become strategic in its importance and outlook and is geared to attract, retain and engage talent. This has led to the development of the HR balanced scorecard.
- *The HR balanced scorecard:*
- *The increased use of technology and the focus of HRM changed and shifted towards adding value to the organisation's product/service leading to the HR Department's emergence as a strategic partner, SHRM has become critically important. Summarise this below:*
(Include “Best-fit” and “Best-practice” approach to SHRM in your discussion)
- *How has SHRM evolved? Summarise this below:*
- *How does HR metrics fit into this picture? Summarise this below*
- *What is “The Cloud” and mobile technology? Summarise this section, refer to Web 2.0 and cloud-based HR systems*

If you have studied the section in the prescribed book mentioned above, you can continue. Typical aspects that you should have included in your structure are:

- the HR balanced scorecard
- how strategic HR has become critical
- “best-fit” vs “best practice” approach to strategic HRM
- examples of the importance of HR and the information provided by an HRIS (for example in HRP)
- the evolution of strategic HRM
- the critical characteristics of strategic HRM
- Web 2.0 and cloud-based HR systems



INTERNET RESOURCES/SEARCH THE INTERNET

Have you realised that it is not the strategy alone that will lead to a competitive advantage; rather, it is how well this has been implemented. Do you know what the HR balanced scorecard is? Read more on the internet about this in these links <http://www.simplehrguide.com/hr-balanced-scorecard.html>, <http://www.whatishumanresource.com/balanced-scorecard> and <https://www.shrm.org/resourcesandtools/tools-and-samples/hr-qa/pages/howcanthebalancedscorecardbeappliedtohumanresources.aspx>. You will only be examined on what you find in the prescribed book for this concept **not** on what you read in these articles they are provided to give you a better understanding if you need it.

Do you understand these concepts? If not, revise them and make sure you have mastered this section in the prescribed book. Now you can go to section 1.6 in learning unit 01.

1.6 What does “HRIS within the broader organisation and environment” mean?



STUDY

Study the section **“HRIS within the Broader Organization and Environment”** in chapter 1 of the prescribed book. During this semester you will learn more about HRISs and also the use of technology

in HR. **Figure 1.3** in chapter 1 of the prescribed book shows a model of an HRIS based on an organisational system. **This module will be structured largely around this figure, so it is very important that you understand all the elements in this figure well.**

Did you notice the following when you studied this figure?

- HR knowledge and IT knowledge feed into the HRIS.
- The HRIS is then used to support the HR programmes or functions, such as planning, recruitment and selection, training, performance management, compensation, labour relations and many other HR functions?

Remember that from the strategic management system and the strategic HRM systems business plans and goals and HR goals are derived. These are used to feed into the HR programmes or functions. However, many other factors also have an influence. One of the most important factors is the national culture environment. Here the legislation, labour market, societal concerns, the competition of the organisations, research in HRM and technology typically play a role. The other very important aspect that will have an influence is the corporate culture.



INTERNET RESOURCES/SEARCH THE INTERNET

If an organisation decides to implement an HRIS, it is also very important for it to evaluate the system against a number of aspects such as:

- return on investment (ROI) (<http://smallbusiness.chron.com/return-investment-human-resources-45590.html>)
- whether it adds value
- whether the system complies with legal requirements, etc.

This evaluation information should be fed back into the system. This might have an impact on the strategic goals and objectives, or the system might have to be adapted to better align with the overall strategic and HR objectives of the organisation. We will investigate some of these aspects in more detail during the semester.

You're almost at the end of the first learning unit. But now you need to do one activity. In the other learning units activities will form part of the various sections and we strongly advise you to complete all the activities in all the learning units for this module. Go to section 1.7 in this learning unit and do the **activity** there.

1.7 End of Learning unit 01 activity



ACTIVITY

Do activity 1.1 of learning unit 01 before you go to section 1.8.

Once you have done the activity, work through section 1.8 before you reflect on this unit by reading through section 1.9.



ACTIVITY 1.1

Turn to the table of contents in your prescribed book. See if you can find the four main parts of the book. Write down the heading for each part and read the title of each chapter in each part in the table of contents. Then look at the figure that follows. You have just completed the **section indicated by the arrow!** We will be referring to this diagram often during the semester. We will indicate our **progress** as we proceed. Look at the image. Then make detailed notes/summaries of the sections in the prescribed book that you have studied in this first learning unit.



LU 01 – A brief history and overview of technology in HR

LU 02 – Database concepts and applications in HRIS

LU 03 – Systems considerations in the design of an HRIS

PART I

HRIS: the backbone of modern HR

LU 04 – The systems development life cycle and HRIS needs analysis

LU 05 – System design and acquisition

LU 06 – Change management and implementation

LU 07 – Cost justifying HRIS investments

PART II

Managing HRIS implementations

LU 08 – HR administration and HRIS

LU 09 – Talent management

LU 10 – Recruitment and selection in an internet context

LU 11 – Training and development: Issues and HRIS applications

LU 12 – Performance management, compensation, benefits, payroll and HRIS

PART III

Electronic human resource management

LU 13 – HRIS and international HRM

LU 14 – HR metrics and workforce analytics

LU 15 – HRIS privacy and security

LU 16 – HRIS and social media

LU 17 – The future of HRIS: Emerging trends in HRM and IT

PART IV

Advanced HRIS application and future trends

LU 18 – HR and other related technology: The way forward

Remember that you will find a few examples of mind maps under Additional Resources. We used some of the mind-mapping tools that we shared with you to create these examples.



MIND MAP

You can compile your own one that suits your specific needs and learning style. Are you satisfied with your summary or mind map of the first learning unit? Now continue to section 1.8, then reflect on this unit by working through section 1.9.

1.8 Themes of the book

In the last section of this chapter in the prescribed book “Themes of the book” you will find a discussion on the central themes in the book that will be addressed in the chapters to follow. We have created a visual presentation of these themes to assist you in obtaining an overall view of this module.

The HRIS can provide very valuable information to decision-makers in the organisation and they can use this to make operational and strategic decisions. There are several factors that have an impact on the effectiveness of the HRIS and the success of the HR programmes and these are displayed in the figure below:



Keep these themes in mind when you study the remaining chapters in the prescribed book.

If you are satisfied that you understand the central themes, continue to reflect on learning unit 01. You will find this in section 1.9.

1.9 Reflection on learning unit 01

What is reflection?

Reflection is one of the most important skills for learning. You not only need to think about *what* you learnt, but also about *how* you learnt it. The following questions may help you get started:

- What did I learn?
- What impact did this learning have on me and how I view the world and HR?
- Does it change the way I feel about incorporating technology in HR?



INTERNET RESOURCES/SEARCH THE INTERNET

Think about HR as you know it at the moment, now look at this infographic (<http://visual.ly/evolution-hr>). If this was all true you will agree that things have evolved. Now imagine what this could look like after 20 years? Things have evolved and it will continue to do so.

Conclusion to learning unit 01

This learning unit is the first one in the module where we introduced you to HRM and HRIS. In this specific learning unit you have learnt more about:

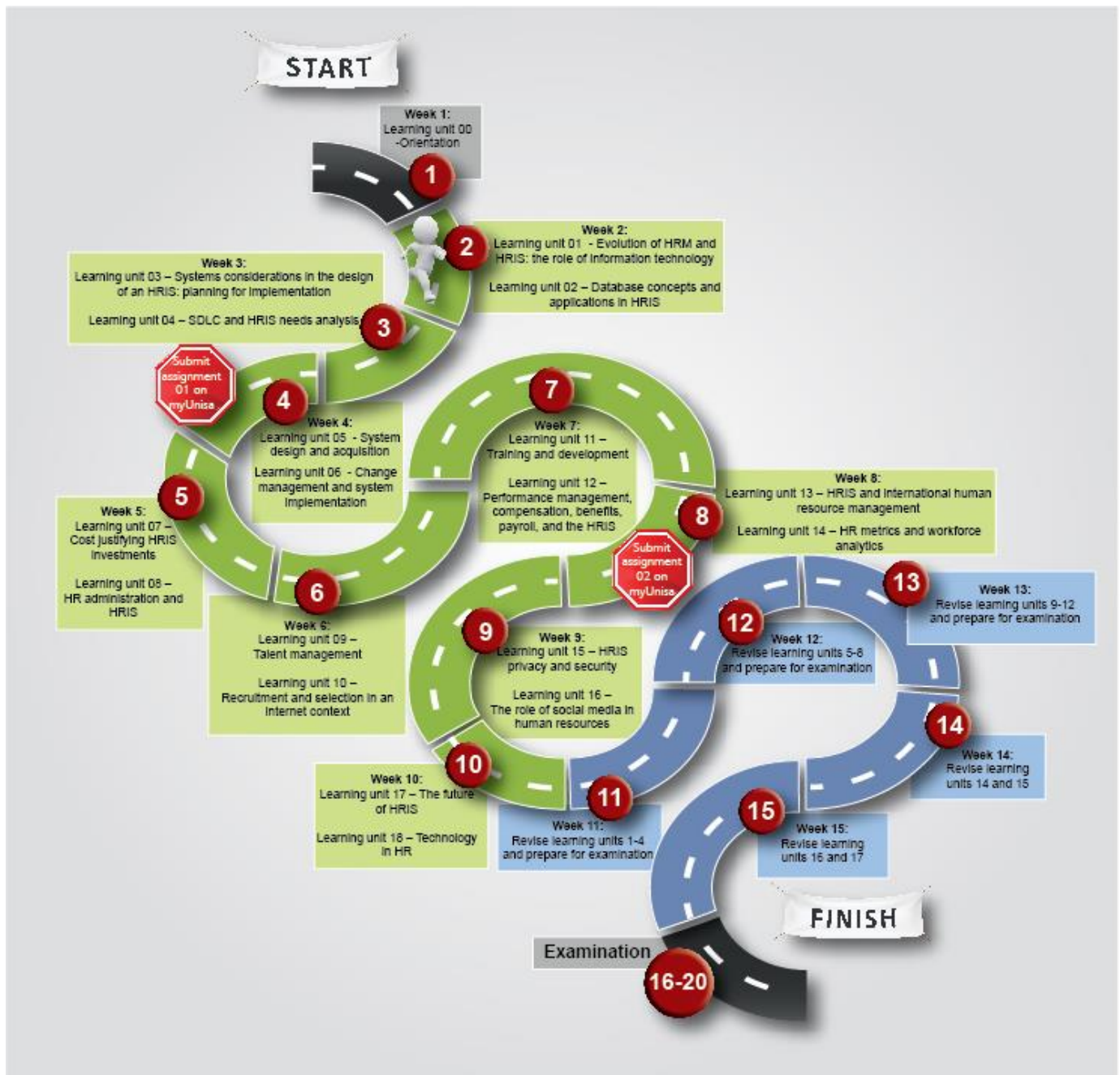
- the typical HR activities
- what an HRIS is and its purpose and nature
- how e-HRM and HRIS are linked and how they differ
- the advantages of using an HRIS and the risks
- different types of HRISs
- how HRM and HRIS have evolved
- HRIS within the broader organisation and environment – it is important for you understand this model and how an HRIS can assist an organisation in decision-making, as a large part of this module revolves around it

You should have drawn a mind map of this learning unit. If you do this and compile detailed notes and summaries, you should find your exam preparation much easier. Do this for each learning unit.

Have you completed all the sections, activities and assessments in learning unit 01? Then you can go to learning unit 02. There you will learn about database concepts and applications in HRIS. You must know about these to understand HRIS properly.



Where are we now? According to our schedule this is still **week 2**.





LEARNING UNIT 02 – Database Concepts and Applications in HRIS

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This learning unit refers to chapter 2 in the prescribed book “Database concepts and applications in HRIS”. Use the 4th edition of the book.

2.1 Introduction and learning outcomes

Introduction

Before studying database concepts and applications in HRIS, you need to understand some basic concepts. (You will learn more about this in activity 2.1 that you will find under additional resources in Learning unit 02 you will complete this activity later). A very important aspect of database concepts and applications in HRIS is the protection of information. This applies to information not only of companies and people in general, but also of employees. Unique legislation applicable to a particular country may be involved in the protection of information. You will learn more about this later. Can you think of reasons why this might be important? To get the creative juices flowing, click on these web links. If you can come up with a few ideas yourself, you don't have to click on these links.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.comparehris.com/privacy-in-the-workplace/>

http://www.businessknowledgesource.com/blog/how_to_protect_your_employees_personal_information_026167.html

In the following two articles you will find references to legislation that does not apply to South Africa, but the concepts are still important:

http://www.squirepattonboggs.com/~media/files/insights/events/2014/03/squire-sanders-labor-and-employment-seminar--nor_/files/presentation-top-data-protection--worries-for-hr_/fileattachment/topdataprotection-worriesforhrprofessionalsineur_.pdf

<https://hrtechcon.com/2016/10/18/the-world-of-data-protection-privacy-and-security-for-human-resource/>

But let's get back to basics first. What will you learn in this learning unit? The outcomes for this learning unit will help you understand these basic concepts better. This is important, because you need to understand these concepts to master the learning units that follow.



LEARNING OUTCOMES

After you have completed this learning unit you should be able to:

- differentiate between the terms data, information and knowledge
- identify problems with early database structures and discuss how these were overcome
- discuss the owners of data
- explain what a relational database is
- discuss the three types of data sharing and why these are important
- identify the different ways in which data can be delivered to the end user
- define the term "query" and discuss three types of queries
- discuss how queries are used to support decision making in organisations
- discuss the key steps in designing a simple database in MS Access
- identify the key fields in an HR database
- discuss how business intelligence software can support HR decision-making
- explain the difference between operational databases and data warehouses

Before you proceed with this learning unit we would like you to complete activity 2.1 first, please see the activity below.

You can do this activity in different ways:

- You can use the MSWord document as a basis.
- You may prefer to do the activity on a piece of paper.
- You could also use a smartphone, tablet or other device and use an app.

An MSWord version is available under additional resources.



ACTIVITY 2.1

Can you define the following concepts?

Concepts	
Data	Information
Database	Knowledge
Database management systems	



STUDY

Write down a simple definition of each of these concepts (refer to the sections "**Data, information and knowledge**" and "**Database management systems**" in your prescribed book. After you have done this look for definitions of these concepts online. See if you can identify the common themes for each concept. Before you proceed reading, write down the common themes for each of these concepts. You can use any format that you like but inserting the information into a table might be very useful. We have consulted a number of on-line sources and the prescribed book to compile the table below considering the information you listed in your table, did you also notice the following?

Concept	Themes
Data	Facts of transactions, values of qualitative or quantitative variables, facts and statistics together that occur on a daily basis.
Database	A collection of data stored on a computer that are systematically arranged for easy access, retrieval and manipulation of the information. A set of organised data.

Concept	Themes
Database management systems	Software that handles the storage, retrieval, and updating of data in a computer system, set of software applications combined with a database containing information. A set of software applications combined with a database.
Information	Interpreted data, facts provided or learnt about something or someone.
Knowledge	Information that has been given meaning, how, facts, information, and skills acquired through experience or education.

If you want to read more about the concepts you can do a search on the internet and visit websites such as www.wikipedia.org, www.collinsdictionary.com or even www.oxforddictionaries.com or any other source that you can find. Remember that you could also have consulted the glossary in your prescribed book towards the end of the book. Ensure that you understand all the concepts before you proceed with section 2.2 in learning unit 02 on this module site.

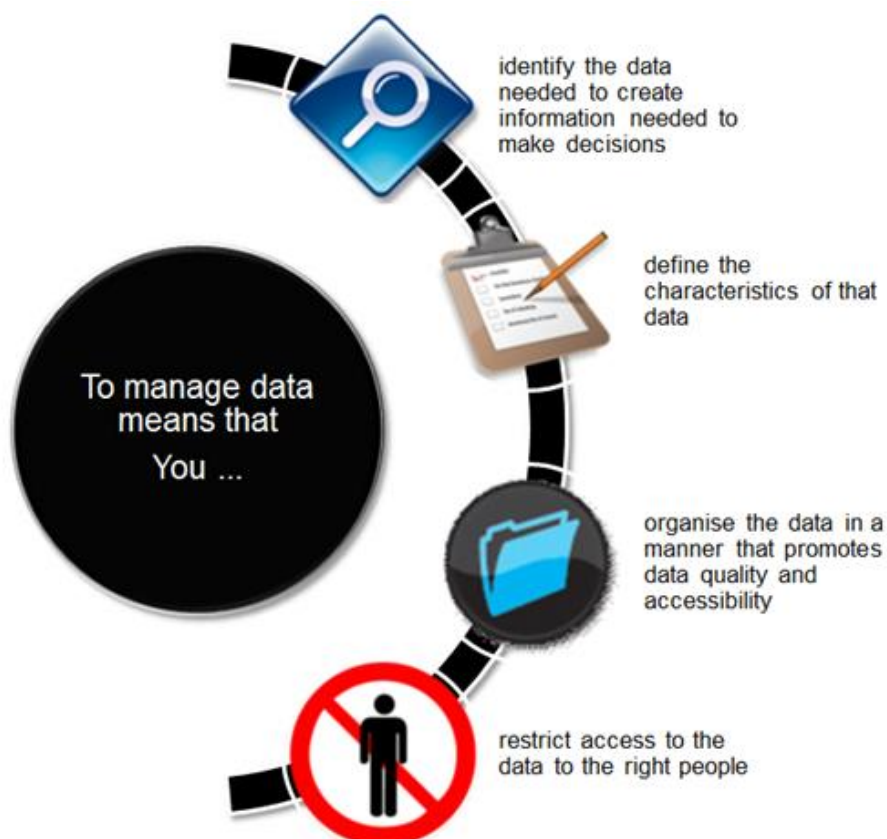
2.2 Database management systems (DBMS)

2.2.1 What is a database?

You know now that a database is a collection of data stored on a computer that is systematically arranged for easy access, retrieval and manipulation of the information. You have to understand this and the basic concepts discussed in activity 2.1 before you continue.

2.2.2 What is database management systems (DBMS)?

You have come across the concept of database management systems already. Are you now wondering what this means? The system helps organisations to effectively manage data electronically. So what does it mean to manage data? **Study the figure below:**



If these functions are performed effectively DBMS becomes an organisational resource. Look at the official definition of a DBMS in your prescribed book (remember also you have a glossary at the end of the book). A number of key terms describe this phenomenon, namely **self-descriptive store of interrelated data items** processed by more than one business application.



STUDY

Refer to **figure 2.1** in your prescribed book for a diagram of this.

Some **examples** to illustrate how DBMSs can be used in practice:

In a database all the “facts” or pieces of information of each employee are saved in fields. These fields are linked to the employee in an employee record. A field is the smallest unit of information that can be accessed, similar to a cell in a spreadsheet. It has a unique name, e.g. first name, surname, initials. By doing a search of all the information in a specific field, you can extract all the employees who meet certain criteria. For example, you can search the marital status field to extract the names of all the married employees. With a DBMS you can easily select a number of fields at once, e.g. all the employees who are single or divorced (marital status field), who are over 30 (age field) and who earn less than R5 000 per month (salary field). Only the names of those employees who meet all the criteria will be produced or included in the report. This is a much quicker way to find what you are looking for than paging through hundreds of employee files. With a DBMS you can also do “what-if” exercises with all the data in your database. For example, what if all the employees who live in a nearby town and who earn less than R5 000 per month were to get a transport allowance of R500 per month? Only employees who meet both criteria would be included to determine the total cost of this allowance. Management can then decide if they can afford such an allowance or not, based on an accurate estimate or if another alternative would be better.

2.2.3 What about early DBMSs?

Many years ago data was kept in organisations in many different places and on a variety of systems (paper, some basic computerised systems, etc.). The big breakthrough came when people realised that data should be kept in one central place to be shared by many people. Decisions thus had to be made about who had the “best” or “most correct data” and these people became the data owners. All subsequent decisions were based on this and this applies to DBMSs today.



STUDY

In chapter 2 of your prescribed book you will find a discussion on **early DBMSs**. Study this section.

In the past the aim of these systems was merely to mimic paper filing systems by creating electronic versions of these documents. The purpose was not to share information among users but merely to keep record of these items. These early systems were **file-oriented**. File-oriented systems had many shortcomings – see your prescribed book. Hierarchical and network database systems were therefore developed that worked on specific relationships. This was followed by a newer generation that we call relational database systems that made the sharing of data possible.

2.2.4 What is a relational DBMS?

In a traditional file-based system each file contains all the relevant information, e.g. date of birth, marital status, qualifications. If any of this information changes, each file must be updated with the new status. This means that many errors may be made. A relational database developed from the idea that data should only be stored in one place or “field” in a collection of tables and the same information should not be stored in any other place. This is called a relational database. Data is thus easily shared, unlike in a file-based system. With a relational database the data, e.g. marital status, date of birth, qualifications, is only carried in one field in a table. All the programmes/modules, i.e. pay, HR, training, etc. “look” in that specific field if they need this data.



INTERNET RESOURCES/SEARCH THE INTERNET

Currently object-oriented DBMSs (read more about this on the internet at www.dbms2.com/2011/05/21/object-oriented-database-management-systems-oodbms/) can handle many new types of data, including graphics, photographs, audio and video.



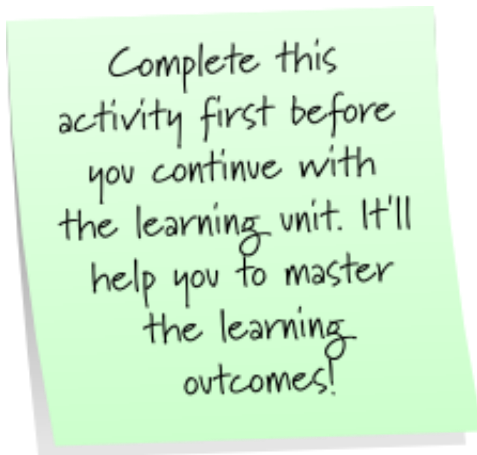
STUDY

Study the three types of data sharing in your prescribed book in “**Relational DBMS**”.

For data to be shared there has to be a change in end-user thinking. The end-users do not own and update all the data they use. Data from many data owners in different databases is used to find solutions and produce the organisational resource.

This also implies that those who enter the data (often referred to as the **data owners**) have to be responsible and ensure that the data they enter is correct.

Do activity 2.2 before you continue with section 2.3.



ACTIVITY 2.2

Do you understand DBMSs and relational DBMSs? To test yourself, make a list of facts about these systems. Use your prescribed book to “mark” or assess your answer. Before you continue, make the list first.

- Did you struggle to make the list?
- Did you omit important aspects?
- Did you include irrelevant information?

If you did any of these things, you probably need to revise this part of the learning unit before you go to the next section.

Don't read the feedback on activity 2.2 before you have properly attempted the activity.



FEEDBACK

Did you see that all types of DBMSs basically perform the same function, i.e. to turn data into an organisational resource? The primary functions of a DBMS are to create and maintain the database, maintain data integrity and security and prevent the loss of data. Types of DBMSs are classified by how data is structured. Does your list compare file-oriented data structures, hierarchical and network database systems as well as relational DBMSs? Have you noted the improvements that occurred as the DBMS developed and which problems were eliminated?

You can now go to section 2.3 where you will learn more about sharing data.

2.3 Data sharing between different functions, levels and locations

2.3.1 Can data be shared between different functions?

Do you think it's necessary to share data between various functions? Think about the data we discussed in section 2.2. It is very important to make decisions using accurate information. If the facts differ, different decision-makers using these facts could reach different conclusions and propose different solutions. If you can ensure that all decisions are based on the same accurate data, it will go a long way to finding the right solution.



STUDY

Study the section in your prescribed book **“Data sharing between different functions”**.

Now you should realise that data can be shared between different functions. You should also know what these integrated applications are called. For more information on this, refer to the website below. You won't be examined on the information on this website, only on the information in your prescribed book.



INTERNET RESOURCES/SEARCH THE INTERNET

For a definition of ERP click on the link below.

<http://www.webopedia.com/TERM/E/ERP.html>

2.3.2 Can data be shared between different levels?

Is it possible and necessary to share data between different levels? Do you think your manager would need access to the same type of information as the CEO, or HR manager, or your colleagues at the company?



STUDY

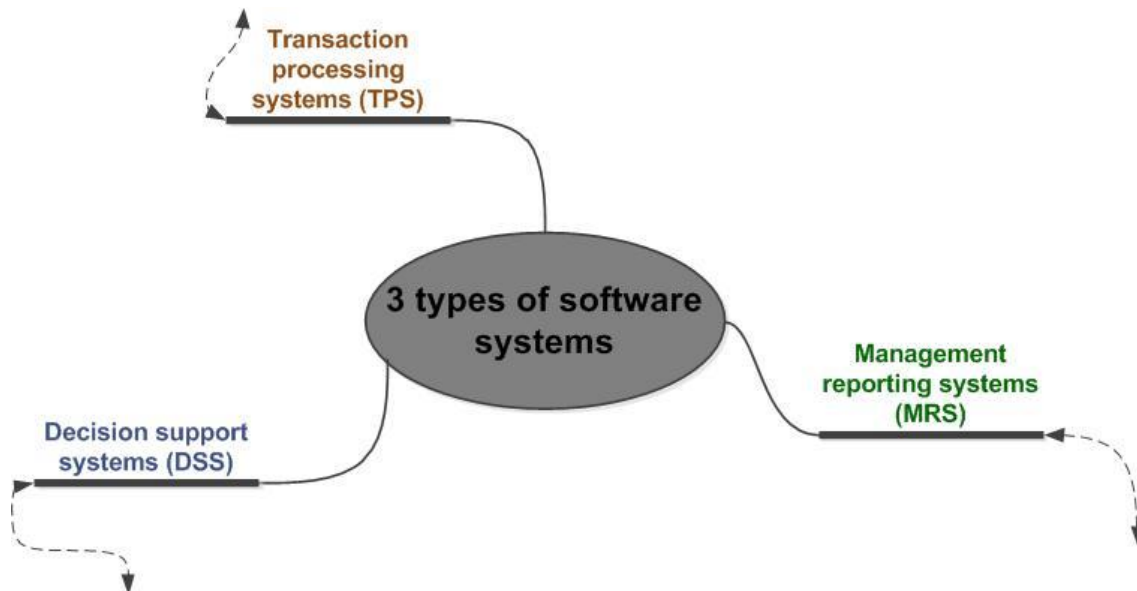
Refer to your prescribed book under **“Data Sharing Between Different Levels”**. There you will learn about:

- the different levels
- how things have evolved over the years
- how each level was used
- which level of employee used each one



MIND MAP

You need to be able to identify at least the following items (see the picture). You can use this picture as a basis to summarise the information for yourself.



Remember to include at least the following:

- what each system represents
- who typically uses this type of system
- characteristics of each system
- similarities or differences between the systems
- what each system can provide and to whom
- information obtained from each type of system

You have completed the summary/mind map. You understand the three types of software systems. You might now wonder if the data can also be shared across locations.

2.3.3 Can data be shared across locations?

With modern technology data can easily be shared between locations. But there are some issues, especially when these locations are in different countries and time zones. What issues will be affected or caused by these multiple locations?



STUDY

You will notice in the prescribed book that DBMSs and business applications are often broken down into components that are also called tiers. **Study this section** and **"Data sharing Across Locations"**. Make sure you understand this concept and how companies deal with it. You can even make a few notes on this before you continue

If you are satisfied that you grasp this, go to section 2.4.

2.4 What does all the jargon mean?

In this learning unit you have come across a lot of jargon (to see an explanation of the word jargon visit this website:

www.google.co.za/#output=search&client=psy-ab&q=what+does+the+term+jargon+mean%3F&rlz=1R2ADSA_enZA420&oq=what+does+the+term+jargon+mean%3F&gs_l=hp.3..0i22i30l4.3155.7622.0.8028.31.23.0.0.0.0.468.6431.2-5j12j2.19.0...0.0...1c.1.17.psy-ab.4LFpUrhT4rY&pbx=1&fp=1&bav=on.2,or.r_qf.&cad=b) or buzz words.

If you don't understand what the "jargon" means, move your mouse over the word in the previous sentence. A hyperlink will appear that you can follow to find with a brief explanation. To be able to understand the content and achieve the learning outcomes of this module, make sure you understand basic subject-specific terminology. Remember that there is a **glossary at the end of your prescribed book**. You can consult it at any time if you feel unsure about particular terminology.



INTERNET RESOURCES/SEARCH THE INTERNET

We have included a list of the key terms of DBMSs. Also consult your prescribed book and make sure you grasp each one. If you still don't understand them, search on the internet to find more definitions, e.g. www.wikipedia.org or other sites. Remember to link these terms with computer terminology when you look them up, otherwise you might end up accessing definitions of the terms that are relevant in a different context and environment.



KEY TERMS

- entities
- attributes
- tables
- relationships
- primary keys
- foreign keys
- queries
- the different kinds of queries:
 - select query
 - action query
 - cross-tab query
- forms
- reports



STUDY

Don't carry on until you fully understand all of these concepts. You will also find a **figure of a relational database structure** (figure 2.3) in chapter 2 of your prescribed book if you need more clarity.

If you are happy that you have mastered this section, go ahead with section 2.5. It deals with database management software.

2.5 Importance of database management software programmes.

2.5.1 Why do I need to know all this information?

DBMSs or HRISs will need computer software programs to run effectively. It is important to know that there are many software packages available. A particular organisation will choose software depending on its specific needs. Large organisations with many employees will normally use commercial software such as SAP, Oracle or DB2. These programs have been configured specifically for that organisation. However, a relational DBMS called Microsoft Access (or MS Access) (to find this on the internet, visit this website: http://en.wikipedia.org/wiki/MS_Access) can be used to perform many DBMS functions in a small to medium organisation.

The original concept of Access was for end-users to be able to "access" data from any source. Access can also import and export data to many formats, including Excel, Outlook, ASCII, dBase, Oracle, etc. It can also link to data in its existing location and use it for viewing, querying, editing and reporting. This allows the existing data to change while ensuring that Access uses the latest data.



STUDY

The prescribed book lists functions of MS Access in **"MS Access – An Illustrative Personal Database"**. You will also find a further discussion of some of the functions of this program.

How can you design an MS Access database?

2.5.2 Designing an MS Access database (you will not be examined on designing an MS Access database you only need to know the steps)



INTERNET RESOURCES/SEARCH THE INTERNET

Where do you start? Look on the www.microsoft.com website and search for designing an MS Access database. There are many manuals available with the basic steps. They include visuals of the actual screens that you will see when using MS Access. Look under “support” or “other”. For the purpose of this module you won’t be expected to do programming. But in your HR career you might have to work with experts when designing or customising a particular software program to suit the needs of your organisation. So you need to be able to understand and “speak” their language.

Go to <http://support.microsoft.com/kb/283698> on the internet. You can download a “manual” and scan through it if you wish.

Familiarise yourself with the section “Designing an MS Access Database” in chapter 2 of the prescribed book. Look specifically at the steps in the database design process – **you must only know and understand these steps for examination purposes.**

Do you have a friend, family member or colleague who has been involved in database design? Have they worked with consultants to customise such a product for their company? Ask them to tell you about the process.

<http://www.dbms2.com/2011/05/21/object-oriented-database-management-systems-oodbms/>

If you don’t know anyone, read more on this website

(www.databases.about.com/od/sampleaccessdatabases/a/Microsoft-Access-Sample-Database-Countries-Cities-And-Provinces.htm) to find an example online. Scroll down on the page. Search under the heading “Downloading the database”, as shown here. Click on “MONDIAL.accdb”. Remember that the links in the picture we have provided will not be active – you need to go to the link yourself.

Downloading the Database

The database is available as a free download at this link: [MONDIAL.accdb](#). The file is stored in [Microsoft Access 2007 ACCDB format](#).

You don’t **have** to access this database. We are just showing you a practical example of how this works. You will not be examined on the content of this file. We have also uploaded examples of Access databases in Additional Resources on the HRM3703 myUnisa module site under “Learning unit 02”. You can click on them to see what an MS Access database looks like.

Here is another example that you can access on the internet:

<http://databases.about.com/od/sampleaccessdatabases/a/Microsoft-Access-Sample-Database-Countries-Cities-And-Provinces.htm>

2.5.3 HR database applications using MS Access

What HR database applications are available that use MS Access? There are a variety of off-the-shelf products that **organisations** can use. Some of these are based on MS Access. Your prescribed book lists some under “HR Database Application using MS Access”. See if you can find additional products on the internet that are based on MS Access. Would you agree that there probably are other HR databases as well? Can you name a few?

2.5.4 Other HR databases

A variety of other HR database application programs are available. Some of these are discussed in your prescribed book in chapter 2. See what you can find when you do a search on the internet at www.google.co.za. Use the search terms “**HR database application programs**”. You might find some that sound familiar to you. If you are employed, see if the program that your company uses is on the list.

What about the other programs that are available? Do you think it is important to be aware of these? Why? What do you need to know about them?

2.5.5 Why do you need to know about the various programs?

You need to know what information the particular program that you choose or use can provide. You will thus have to know what tables and attributes (or fields) are in the database.



STUDY

Refer to **table 2.1** in your prescribed book for some of the items. Remember that this is not a complete list but it contains a number of fields in a typical HR database.

We discuss a few other important and related aspects in section 2.6.

2.6 Data integration: Data warehouses, business intelligence and data mining



STUDY

An organisation's ability to generate meaningful information to make good decisions is only as good as its underlying database. Study the section "**Data integration: Data warehouses, business intelligence and data mining**" in the prescribed book.

Metrics are measures of organisational performance derived from organisational data. We will be discussing HR metrics later. For now it is important to realise that if HR is to function as a true strategic business partner, certain methodology and metrics have to be used to monitor HRM data and thus improve organisational efficiency and effectiveness.

Where do we find all this information?

- In the organisation's **data warehouse**. A data warehouse is a special type of database that is optimised for reporting and analysing. It contains the raw data for the management decision support system.
Example: A data warehouse is very much like a central filing system. It is a central data repository that is made by combining data from one or more different sources. These warehouses store both current and historical data. They use the data to create trending reports for senior management, such as quarterly and annual comparisons. If storage space is limited, only some specific fields can be stored for future reference, e.g. names of all previous employees.
- **Business intelligence (BI)** is a broad term for business applications and technologies used to create data warehouses. They are also for analysing and providing access to this specialised data to help users make better decisions.
Example: Almost all commercial DBMSs have a BI capability. These are often provided as specific reports that prepare information and trends for recurring decision-making support. Most DBMSs also have a report writer which collates specific information for decision support in specific circumstances, e.g. who attended specific training courses in the last five years.
- **Data mining** is a concept that refers to statistical analysis of large data sets to identify recurring relationships.
Example: Through data mining you can establish in which area or suburb most of the employees working in your company live. You can then use this to form lift clubs to and from the Gautrain stations, for example, if a large number of the employees use the Gautrain every day to commute to work. This is a combination of the previous two concepts.

It is important to understand the difference between these terms before you complete activity 2.3.

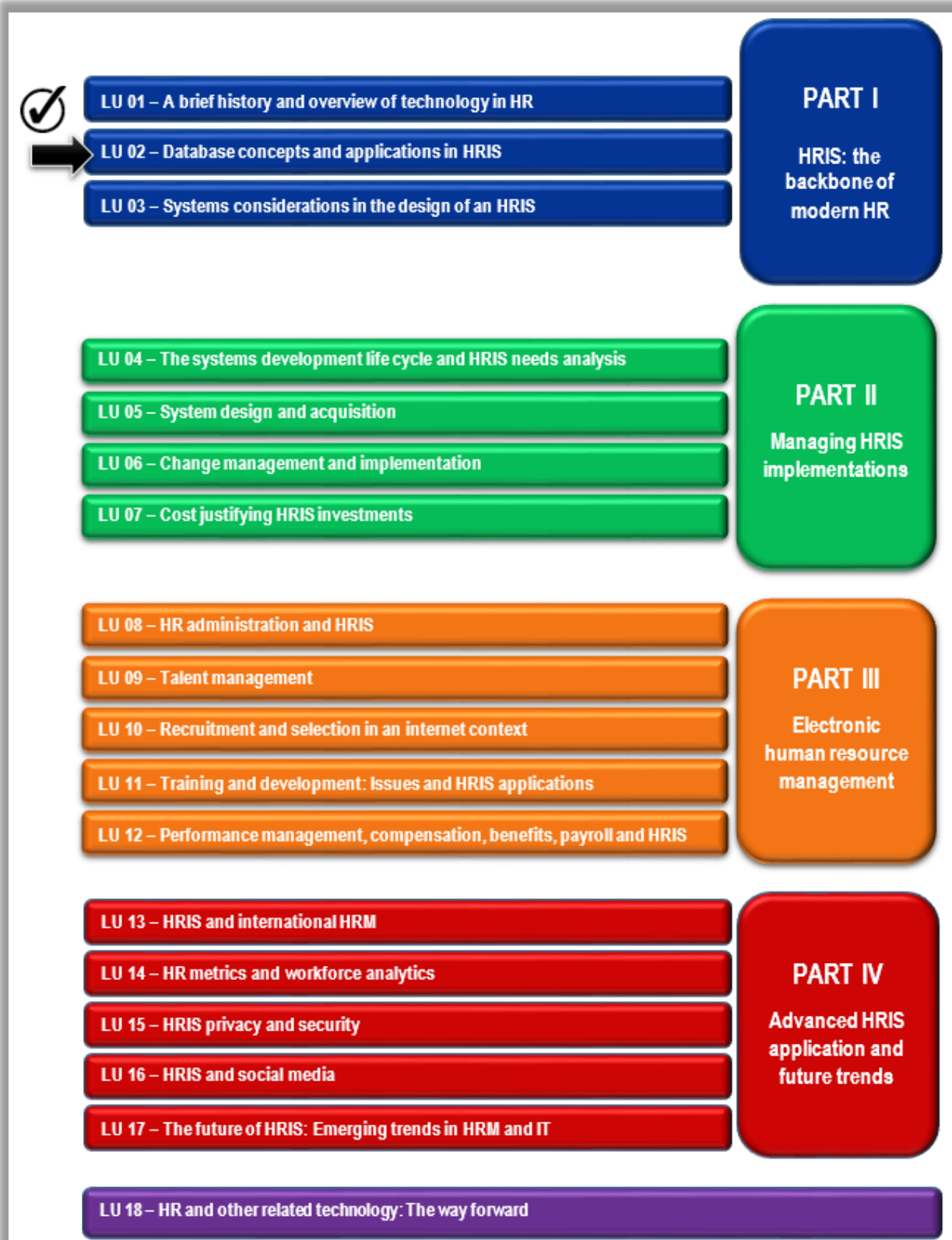


Complete this activity first before you continue with the learning unit. It'll help you to master the learning outcomes!



ACTIVITY 2.3

Remember in learning unit 01 we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted section that you have** now completed.





MIND MAP

Compile detailed notes/summaries of the sections in the prescribed book that you have studied in this second learning unit. After you have completed this you can reflect on this learning unit in section 2.7.

2.7 Reflection on learning unit 02



REFLECTION

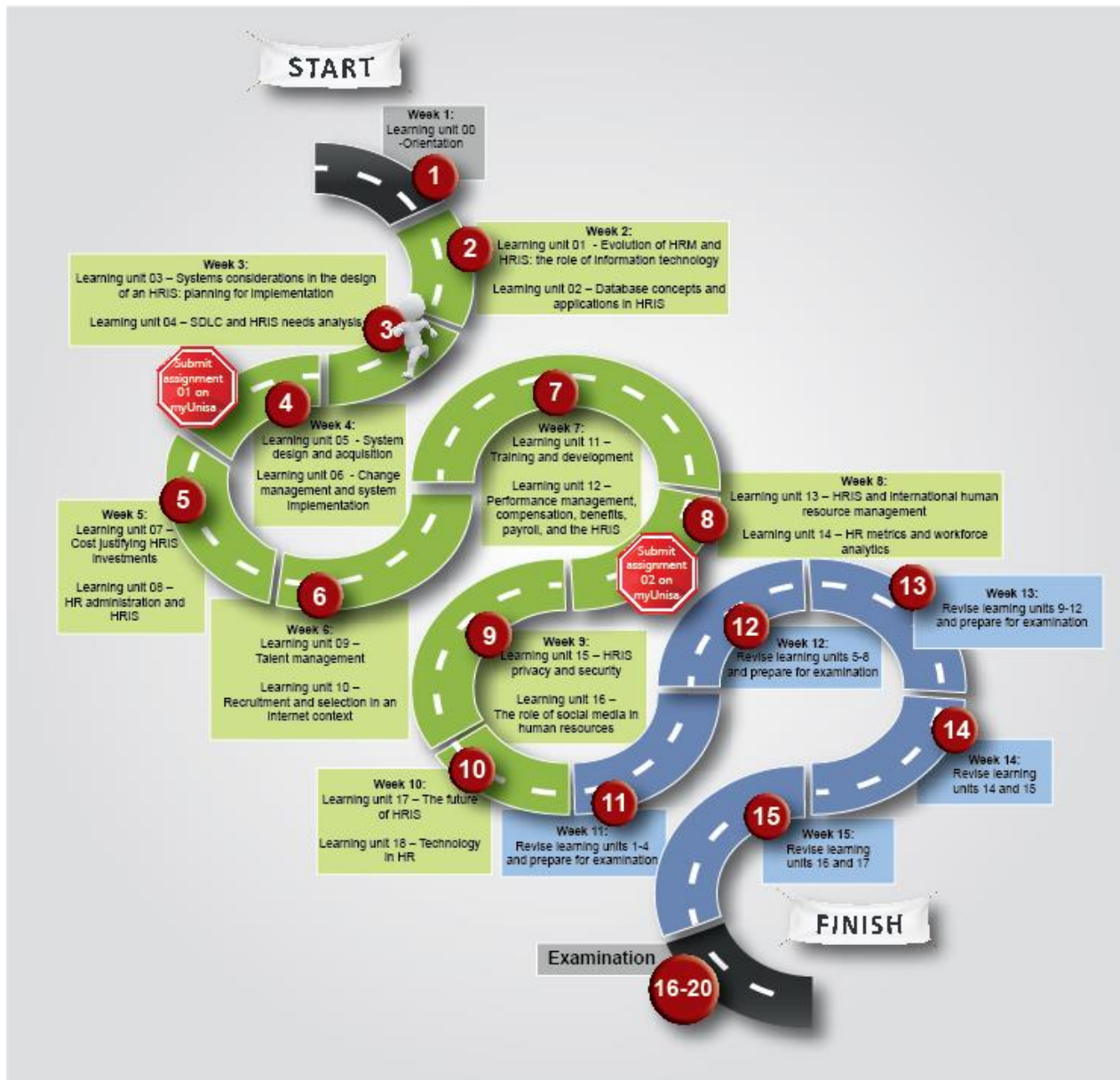
Do you understand the basic database concepts?
What are applications in HRIS?
Can you discuss the main functions of a database management system?
What is a relational database?
What is a query?
Discuss the three types of queries.
Identify the key fields in HR databases.
What are the differences between data warehouses, BI and data mining?
Discuss the key steps in designing a simple database in MS Access.

In this learning unit we discussed database concepts and the various applications in HRIS. You need to understand these concepts and how they are applied in HRIS. We assume that you understand them in the learning units that follow. By mastering these concepts you will be able to give valuable inputs when HRIS systems are implemented and designed for your organisation. You will be able to understand the technical language that the IT members of the project team use.

Do you feel unsure about any of the reflection questions? Then revise the particular section dealing with this aspect before you continue with learning unit 03.



Where are we now? According to our schedule this is **week 3**.





LEARNING UNIT 03 – Systems Considerations in the design of an HRIS

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3.3	Why and how do non-employees use an HRIS?	31
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This learning unit refers to chapter 3 in the prescribed book “Systems considerations in the design of an HRIS”. Use the 4th edition of the book.

3.1 Introduction and learning outcomes

Introduction

In the previous learning units you learnt about the evolution of HRIS and database concepts and applications in HRIS. In this learning unit we will look at the “Systems Considerations in the Design of a Human Resource Information System: (HRIS)”.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to:

- describe the different types of customers/users and their different needs using the HRIS
- discuss the differences between the five general hardware architectures
- discuss the main concepts of hardware and database security
- discuss best of breed HRIS acquisition
- explain the general steps that affect HRIS implementation
- identify the advantages and disadvantages of changing over from one system to another

Before we can start examining all of these aspects, make sure you understand the following:

- without valid processes and accurate and reliable information concerning this resource, HRIS cannot assist HRM in support of the decision-making.

- it is therefore imperative to understand what information could be required for decision-making, as only the data that is entered/captured can be used. Remember, you can only get out what you put in!
- the system design process includes the analysis of all such relevant data, processes and information that can further contribute to enhanced operational performance.
- you need to keep in mind the customer of the management information (MI), the process and the decision to be made.
- everything in HRM is a process designed to support the achievement of strategic organisational goals. The HRIS supports and helps manage these HR processes.
- a poorly implemented HRIS may result in an HRIS that fails to meet the needs of an organisation.
- successful HRIS implementation requires careful attention to every step in the system design process. If this is done properly, this process provides opportunities to improve the organisation and processes.

You also need to keep the four things in mind that the authors of the prescribed book highlights at the end of the introduction to chapter 3 in the prescribed book.

So who are the customers/users of an HRIS?



In the visual above we have briefly summarised them. Can you see that there are different groups of customers/users of an HRIS and that they all use the system for different purposes? Note that some users of an HRIS are from **within (employees)** the organisation and others are from **outside (nonemployees)**. Not all users from within the organisation will have equal access or even access to all the data and/or functions of the HRIS, and neither will the users from the outside. Before we start, can you think of one example of an employee and one a nonemployee that might be HRIS users?

Go to section 3.2 if you understand how the needs of customers/users differ.

3.2 Why and how do employees use an HRIS?



STUDY

Study the section **"HRIS customers/users: data importance"** in the prescribed book and all the subsections.

We will first have a look at the **employees in the organisation**.

Why and how do managers use an HRIS?

Think about an HRIS. Now write down the reasons and uses of an HRIS for managers in organisations. Think about your company or that of a family member or one that your friend works for, or, you can do a search on the internet. The term "managers" includes CEOs, directors and managers at various levels

in the organisation. The most important thing to remember is that they need: *real-time access to accurate data and to gather information to be used for making decisions about employees.*



STUDY

The HRIS can provide information about (among others) performance management related matters, recruitment, retention and employee development. These are just a few of the issues. Refer to the section in your prescribed book in chapter 3 that deals with **HRIS customers/users** and in particular the section dealing with **managers**. Study this section thoroughly. Once you have done so, write down why managers use an HRIS.

Why and how do **analysts (power users)** use an HRIS?

They are the most demanding users of the HRIS. Do you know why?



STUDY

Study the section dealing with this in chapter 3 of your prescribed book. Then think about the following:



The organisation you work for wants to know what the effect of a staggered general salary increase will be for following year if post grades 1 to 6 get 5%, 7 to 12 get 8% and the remainder 12%. The organisation currently has 120 vacant posts and a staff attrition rate of 10%. It plans to appoint half the critical losses as well as 50 apprentices during next year. The salary budget has been limited because of an economic downswing and HRM must remain within this limit.



FEEDBACK

So where did you start? We suggest that you start by determining how many employees there are per post grade grouping and what their annual salary is. Multiplying these figures by the proposed increase will give you an initial estimate of the total salary budget needs for the following year. However, before you finalise your projection, you must take staff turnover into account. Staff losses of 10% must be analysed to establish at what levels these usually occur (for a reduction of your estimated costs) and how many critical posts are normally involved (to add 50% of these to be recruited to your estimated budget costs). Vacant posts will have no effect unless you intend filling these with the 50 apprentices (another addition). (Remember to use your new salaries for these amendments.) Normally you would use the turnover data from a number of years, so that you exclude cyclic variances. Having done all this, you would present management with a few credible options (with details of the assumptions and facts utilised for each option). Should your estimate not fit within the budget limit, you could be asked to do the exercise again until the budget projection fits the approved limit.

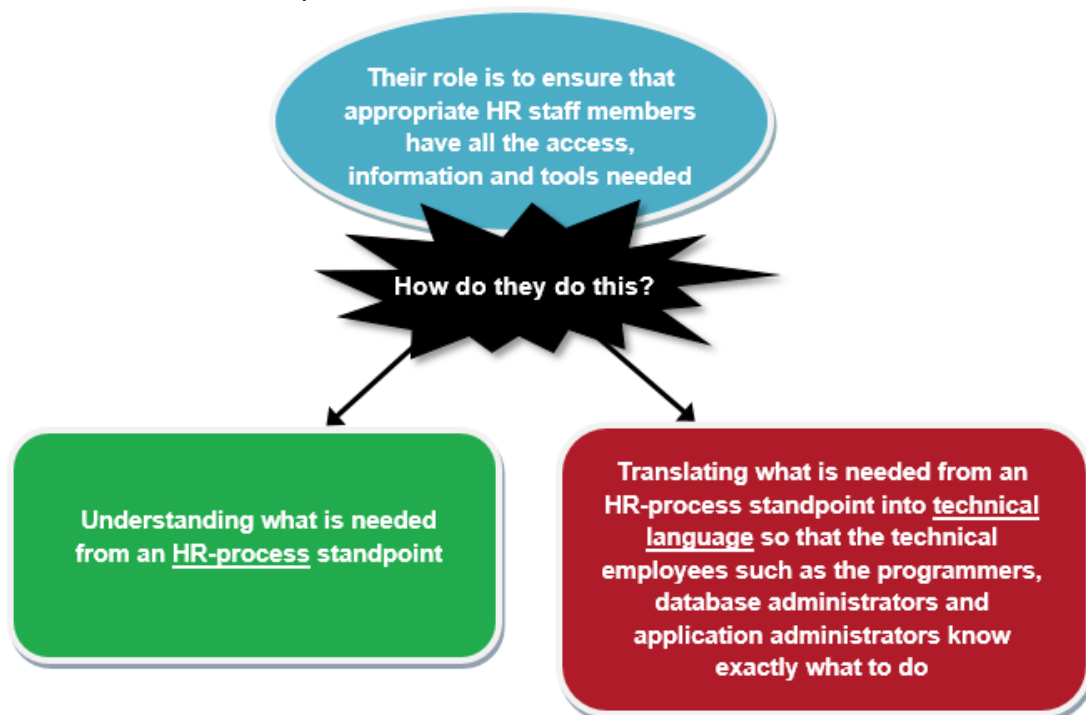


INTERNET RESOURCES/SEARCH THE INTERNET

Need more clarity on what HRIS analysts do? Click on this link (<http://www.wisegeek.com/what-does-a-hris-analyst-do.htm>). Once you fully understand the role of the HRIS analyst, continue to learn more about what technicians and HRIS experts do. Remember they all still fall under the employee category.

Why and how do **technicians/HRIS experts** use an HRIS?

The role of technicians/HRIS experts is twofold:



STUDY

Study the section on **Technicians (HRIS experts)** in chapter 3 in the prescribed book for more information and examples.

Why and how do **clerical employees** use an HRIS?

Clerical employees use the HRIS often during the day. They need to understand the process required to enter data into the HRIS and they often have to generate reports on the system.



STUDY

Refer to the section on **clerical employees** in chapter 3 in the prescribed book for more information and examples.

Why and how do **organisational employees** use an HRIS?

Organisational employees refer to all other employees in the organisation that use the HRIS. They are not involved in HRM and the chances of them making decisions related to HR is slim. They typically use the HRIS to manage their own personal information on the system. Examples are nurses, security officers or storemen who need to access a record to confirm identification, for example.



INTERNET RESOURCES/SEARCH THE INTERNET

You can read more about how employees can use an HRIS in chapter 3 of your prescribed book and at this link (http://en.wikipedia.org/wiki/Employee_self-service_ (web-based_application)).

An electronic self-service facility added to an HRIS is an extremely efficient way of empowering an employee. Employees no longer need to fill in forms to get HR staff to update their records or to apply for certain benefits. They can update or apply directly by gaining 24/7 access to their own records. This releases additional staff for other functions (such as HR) and prevents the loss of documents and applications forms, etc. The principle is the same as the automatic teller machines (ATMs) used by banks where customers can execute many self-service actions themselves.

Now that you know how organisational employees use the HRIS, learn about how non-employees can use the HRIS of the organisation. This is discussed in section 3.3. Go to this section if you fully understand which **employees** use the HRIS.

3.3 Why and how do nonemployees use an HRIS?



STUDY

Remember what you have learnt about employees in section **"HRIS customers/users: data importance"** in the prescribed book. Now let's look at the **nonemployees** using the HRIS. Study this section in the book. Two types of non-employees are identified, namely job seekers and sourcing partner organisations.

Why and how do job seekers use an HRIS?

How can job seekers use an HRIS when they are not part of the organisation? How do they get access to this system? You'll find a discussion on this in your prescribed book in the section called **"Nonemployees, job seekers"** in chapter 3. An increasing number of organisations are using technology to, for example, recruit candidates externally for vacant positions. If your organisation doesn't have another system of promotions, employees may also use the HRIS to apply for better positions, this will result in vacancies that job seekers can apply for by using the HRIS. These types of websites have specific characteristics. Learn more about this when studying the section in the prescribed book. Do you think there are other people external to the organisation besides job seekers who can also use the HRIS of the organisation? What about sourcing partner organisations?

Why and how do sourcing partner organisations use an HRIS?

This refers to, for example, recruitment agencies that need to recruit candidates for the organisation. They need accurate data such as an updated job description, the skills and competencies that the successful candidate should have, etc., to recommend the most suitable candidates for a particular job. Find more information on this in the prescribed book.

Can you think of any other information or other sourcing partners that may need access to an organisation's HRIS? What about training providers? What if your organisation has outsourced the payroll function? Clearly in these cases the security protocols have to be increased to ensure the privacy of employees and their information. (See section 3.7 below for more information.)

Why is the data so important and what data is important? Go to section 3.4 to find out.

3.4 What data is important?

You know now that there are different users of an HRIS. Each user or customer uses the HRIS for a different purpose or for different needs. They will therefore also only have access to the relevant elements of the HRIS for that purpose.

- Some people input data on the system.
- Others only use the data to create reports.

- Others critically analyse the data to establish trends, etc. for planning and decision-making purposes. Data analysis could also be used to improve organisational performance or to reduce absenteeism.

In essence, the information in the system is about current and potential employees (also often employees who have already left the organisation). It is used to ultimately achieve the organisation's goals. The information in an HRIS can be divided into **three** categories:



You'll find this information in the section **"Important Data"** in chapter 3 of the prescribed book. Do the self-assessment activity for learning unit 03 under the Self-assessment tool to test whether you understand the various types of data.

Now do you understand what data is important? If so, go to section 3.5, which will help you understand how all of this fits together. If you don't, revise this section before continuing.

3.5 How does this translate to computers and other hardware?



STUDY

Study the section **"HRIS Architecture"** and all the subsection in the prescribed book.

Many years ago personal computers (PCs) did not exist and companies used mainframe computers. These systems hosted applications such as payroll. All processing was done on the mainframe and not at the workstations. This was called **single-tier computing systems**. A few years later when PCs became available, organisations realised that HR didn't need such high-powered and expensive processing capabilities. Most of these functions and data processing actions were moved to local PCs. HRIS software vendors saw a gap in the market and developed HRIS software powered by PCs. This was called **two-tier architecture (or client-server architecture)**. See figure 3.1 in the prescribed book. Not sure what **architecture** means?



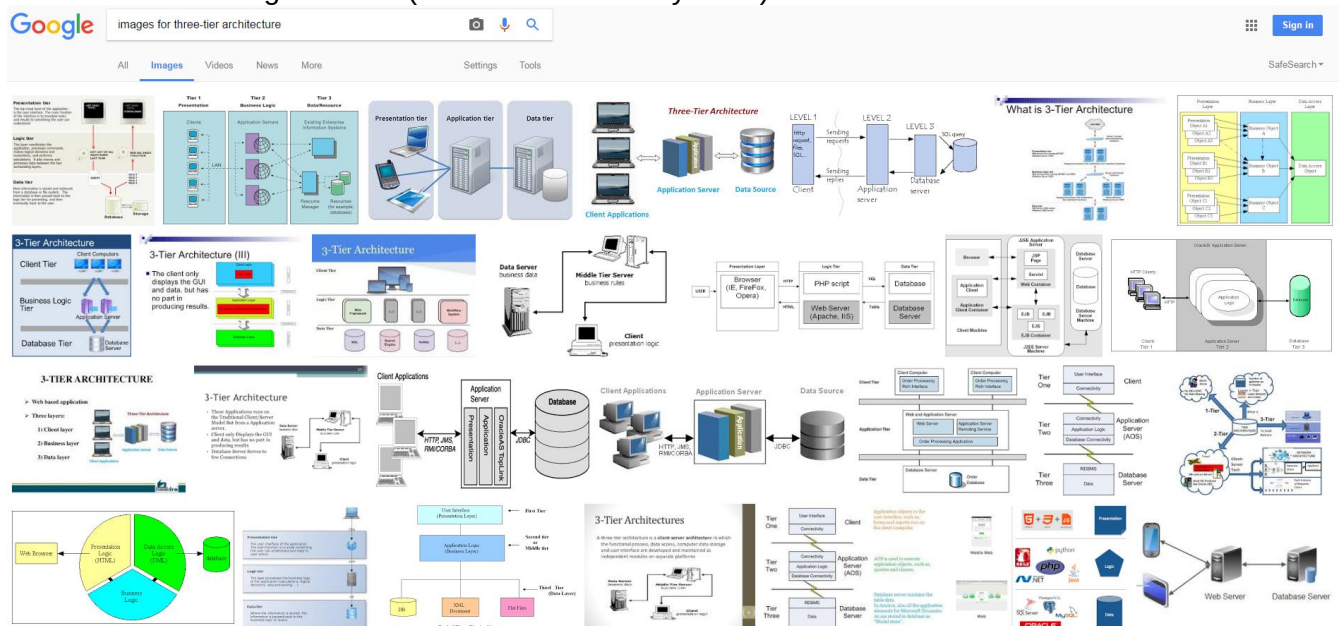
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Read the information in this link (http://en.wikipedia.org/wiki/Computer_architecture).

If you're interested, you can see more examples

(https://www.google.co.za/search?q=two+tier+architecture+images&rlz=1C2KMZB_enZA542ZA542&tbm=isch&tbo=u&source=univ&sa=X&ei=2e2AU4W_E-GV7AaL1YCICw&ved=0CCYQsAQ&biw=851&bih=743) of two-tiered architecture by looking at the information in this link. You can also do a search on any search engine on the internet using the term "two-tier architecture images". Remember in learning unit 02 you learnt that HR software applications are separated from database technology? The introduction of two-tiered architecture made this possible.

A third type of architecture that developed is three-tier architecture. This can be used in a database management system (DBMS) server and an application server. See figure 3.2 in your prescribed book for an example. You can also do an internet search using the term “three-tier architecture images”. We found this on a Google search (accessed on 11 May 2017):



STUDY

Study the section called “**Three-Tier Architecture**” in chapter 3 of the prescribed book carefully. You need to understand what three-tier architecture means. You also need to know what the terms listed here mean. If you’re interested in seeing how other sources define these terms, access these on the Internet. You’ll be redirected to other sources on the internet that provide definitions and explanations of these terms:

- Middleware (<http://www.collinsdictionary.com/dictionary/english/middleware?showCookiePolicy=true>)
- Bandwidth ([http://en.wikipedia.org/wiki/Bandwidth_\(computing\)](http://en.wikipedia.org/wiki/Bandwidth_(computing)))
- Operating systems (<http://www.gcflearnfree.org/computerbasics/2>)
- HTML (<http://en.wikipedia.org/wiki/HTML>)



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N-tier architecture followed after three-tier. You can find an example of this in figure 3.3 in your prescribed book. Or, again, you can search for this on the internet by using a search engine such as Google (www.google.co.za) or Yahoo (www.yahoo.com). Make sure you use the correct terminology to search for these images.



STUDY

You will also realize why these structures are called N-tier in your prescribed book in chapter 3, under “**N-Tier Architecture with Enterprise Resource Planning**”.

Now that you understand all the different architectures, learn more about what happens when other ERP components are added. Go to section 3.6.

3.6 What happens when other ERP components are added?



STUDY

Remember the section that you studied about **cloud computing** in chapter 3 of the book?

Do you know what **ERP** (http://en.wikipedia.org/wiki/Enterprise_resource_planning) means? It stands for **enterprise resource planning**. Typically, the HRIS interacts with other systems. For example, the payroll information affects the organisation's accounting system because the transactions should be reflected in the books of the company or the financial statements. This type of system is generally very expensive to purchase and implement. ERP system implementations impact on most areas of the business. This can lead to a lot of complexity in trying to satisfy many conflicting interdepartmental and business requirements. Examples of ERP systems are SAP, JD Edwards and Oracle. ERP vendors constantly strive to add functionality to their products, but they will probably not be able to meet an organisation's software needs completely. Other types of niche products, such as Time and Attendance systems, may have to be added.

Refer again to figure 3.3 for more information on this.

Once you have mastered the content in this section of the prescribed book, you should be able to explain what XML means. Can you do this? If your answer is yes, continue reading the next section about cloud computing.



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What is cloud computing?

This is a new type of architecture (<http://www.webopedia.com/sgsearch/results?cx=partner-pub-8768004398756183%3A6766915980&cof=FORID%3A10&ie=UTF-8&q=cloud+>) that is becoming very popular. The internet is used together with central remote servers that maintain applications and data. Cloud computing also means that software can be used on computers without actually having the software or hardware. It reduces the capital expense on these items for the organisation. Watch this video (<http://www.youtube.com/watch?v=RatEW8HU7WQ>) for an example. Read the section on cloud computing in chapter 3 of the prescribed book. Make sure you're familiar with the three general service categories recognised in cloud computing, namely (note we include links to further definitions that you can access if you want to)

Infrastructure as a service (IaaS) (www.webopedia.com/TERM/I/IaaS.html),
Platform as a Service (PaaS) (www.webopedia.com/TERM/P/PaaS.html) and
Software as a service (SaaS) (www.webopedia.com/TERM/S/SaaS.html).

If you want to know more about cloud computing and related terminology and additional terminology, go visit this website

(http://www.webopedia.com/quick_ref/cloud_computing_terms.asp).

If you open a free Google account, you can have access to Google Drive. This is a cloud storage service that includes certain software services while you are online. Learn more here

(www.gcflearnfree.org/googledriveanddocs).

As you know, more and more people have smart cell phones and or tablets. People who use this for work purposes are then also available even when they are not at the office.



STUDY

Study the subsection **"Mobile"** in the prescribed book.

Can you relate to this information or do you know someone who uses their own smart cell phone or tablet also for work purposes? We will learn even more about BYOD later in this module. For now it is important that you understand how this fits into the N-Tier model that we learnt about earlier.

Now that you know what cloud computing is all about and you have thought a bit about mobile devices, you might be very concerned about security and the security of data. Section 3.7 provides more information about this.

3.7 What about security in the HRIS context?



STUDY

Study the section **"HRIS Architecture"** and specifically the section about **security challenges** in the prescribed book.



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What about information security?

In an electronic and technology-driven environment, security is always a major concern. Within the HRIS context (and also cloud computing), this specifically relates to protecting the hardware, software and also the data that is available in the HRIS. The data should be protected from unauthorised use, access and modification. What information is disclosed and available and by whom must it be controlled. In the prescribed book reference is made to USA related legislation and auditing standards, you do not have to study this. Study the information provided here instead. Various reports, corporate governance guidelines and legislation govern this in South Africa, such as the King III report and the King IV draft report.

(<http://www.corconcepts.co.za/images/Publications/king%20iii%20implications%20for%20information%20governance.pdf> and

<https://www2.deloitte.com/za/en/pages/africa-centre-for-corporate-governance/articles/kingiv-report-on-corporate-governance.html>) as well as the ECT Act 25 of 2002 and the POPI Act

(<http://mg.co.za/article/2013-12-02-protection-of-personal-information-act-are-you-compliant/>) (we will discuss this in learning unit 16 again).

To learn more about the implications read the information in this link on the internet

(<http://www.kpmg.com/za/en/issuesandinsights/articlespublications/protection-of-personal-information-bill/pages/default.aspx>) (KPMG provides some insight) **(you will be examined on the POPI ACT, not the King Reports)**. To learn even more, read this on the internet (<http://www.michalsons.co.za/current-infosec-trends/182>).

Think about the company that you work for or any other company. If you are an employee, would you want just anyone to be able to access your personnel file or personal details? Would you want them to be able to change your details? What does your company do about this? If you're not currently employed, ask a family member or friend what their company does. If you read this on the internet (<https://www.thebalance.com/how-companies-can-protect-against-identity-theft-1918310>) and here (www.beyondidentitytheft.com/michelle-brown-identity-theft.html) to learn more about identity theft. For examination purposes you need to know what identity theft is and how HR can deal with it in terms of the HRIS. Here is an interesting video (www.youtube.com/watch?v=ziHI8htZV5g) about identity theft. (It's nearly 30 minutes long so only watch it when you have time and if you need more information to understand the concept – you can also perhaps use this video clip if you need to provide others with information on this. You won't be examined on it, but it illustrates the concept very clearly.)

You'll probably agree that companies will also need to have policies and practices in place about information security. In chapter 3 of the prescribed book, in the section on security challenges, you'll

find a list of situations that should at least be covered in the policies and procedures. Can you think of any other items to add to this list?



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Click on these links to read related articles or to view relevant slideshows. This will help you to add to the list if you're struggling:

- eHow security measures (http://www.ehow.com/list_6980316_security-measures-used-hris-system.html)
- HRIS mistakes (<http://www.hrlab.com/hris-mistakes.php>)
- HRIS update (<http://www.shrm.org/hrdisciplines/technology/articles/pages/hrisupdate.aspx>)



STUDY

Security should be maintained at various levels. Go to the section called **“Security challenges”** in chapter 3 of the prescribed book. When you study this section in the prescribed book, pay specific attention to the following:

- sensitive information and loss of data
- unauthorised updates
- unauthorised sharing of data
- sharing data with external organisations

Data security in terms of exposure of sensitive data (such as salary information), the "loss" of personal details such as identity numbers (or making this available outside the organisation), the possibility that people can update information such as salary amounts, sharing sensitive information and also making personal information available to suppliers or service providers. We will discuss HRIS and data security in more detail in learning unit 15. Just think about all the possible security risks of using an HRIS.

Once you have thought about this you can go to section 3.8.

3.8 What does best of breed mean?

The abbreviation BOB is often used for the term “best of breed”. So what does this mean? Organisations have specific needs. It's often difficult to find one HRIS that will meet all the needs of a particular organisation. As a result, organisations often have to combine products from various suppliers or vendors. We refer to this synergy of different elements of software applications into an HRIS as BOB architecture. The aim of this solution is that whatever is implemented should provide the best solution that will meet the specific needs of that particular organisation.

Three main aspects are important here. Can you think what these are?

1. There should be a need for a specialised solution or system. Organisations often choose a specific vendor because of critical operational requirements. But, HR has another one in mind with an HRIS solution that better suits the HR requirements of the organisation. A BOB architecture solution is then recommended.
2. There should be a universally agreed-on set of guidelines for the exchange and use of data among the various systems/solutions (syntactical level) so that the files can be shared or transmitted between the software applications. Often this is done by using a universally available third party, e.g. databases, simple text files (such as Excel) or XML.
3. The various applications/solutions/systems should all be able to communicate with one another, i.e. use the same computer “language”. They will then all be able to use the same data (semantic level) because the data will be tagged for use by other programs.

If these three aspects are addressed, the HRIS applications from the various solutions/vendors should be able to “speak” to one another. Data should then be interchangeable between the various systems or solutions. If there is no compatibility, the organisation won't be able to use a BOB system.

Organisations can use different BOB solutions that can be sourced from various vendors or suppliers:

- talent management
- collection of time information for timesheet and attendance purposes
- payroll
- benefits



STUDY

If you think about this list, you'll agree that the information collected for timesheet purposes can be used in the payroll application to determine the amount that a particular person should be paid for the time they worked during that particular month/period. This is just one example. Refer to the section in chapter 3 in your prescribed book called "**Best of Breed**" where you'll find more detailed information.



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Also briefly read the information on this website <http://www.hcamag.com/opinion/hr-technology-why-choose-a-bestofbreed-hris-over-an-integrated-erp-solution-60971.aspx>. You **won't be examined** on this information on this website.

Figure 3.4 in the prescribed book shows BOB architecture. If you want to view more examples of this architecture, use any search engine and type in "best-of-breed images" to find more examples. Do you understand BOB now? We hope so! Will you be able to explain in detail to your partner or family what BOB means? If so, you can go to section 3.9. If not revise this section again before you continue.

3.9 So where do you start if you want to implement a system?



STUDY

Study "**Planning for system implementation**" in the prescribed book.

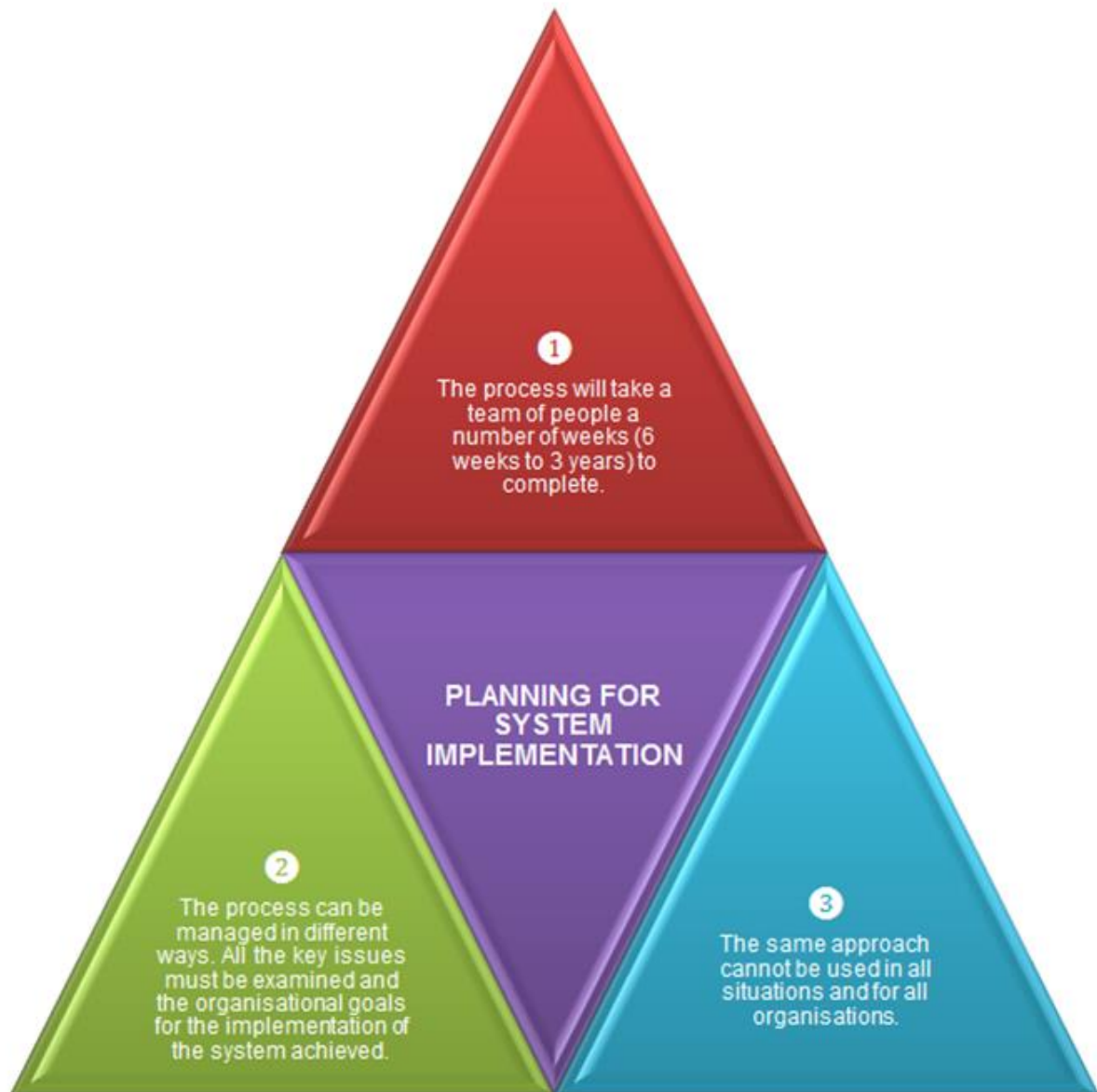
So where do you start if you want to implement a system?

Various authors have various views. For this module, we use the steps that the authors of your prescribed book propose. The first key step is planning. Simply put, a plan will guide you from where you are to where you want to be. Therefore, if you want to implement a system, you need an accurate assessment of where the organisation is now:

- Are the people ready (computer literate, etc.) for the implementation?
- Is the current hardware and storage capacity able to meet the infrastructure requirements?
- Is the CEO ready to divert/allocate funds to cover the implementation costs and then the running costs as well?
- Are the current systems compatible with the additional expansion?
- Do you have the competencies to implement and maintain the new system?

Without understanding the basics, you won't be able to draw up a realistic plan to implement any new system. Elements that you assumed are in place might first need to be implemented before the new system can work properly (see element 3 in the next diagram). The more comprehensively you understand this situation, the more unforeseen difficulties will be eliminated during the implementation of the system.

Remember the following three principles:



Who will be part of the team and what will they do? How will the change be managed? Learn more about this in learning unit 06 and in learning unit 07 you will learn more about cost-benefits analysis. You should now be ready to complete the last activity in this learning unit, activity 3.1. Thereafter you can reflect on what you have learnt, you find this in section 3.10.



ACTIVITY 3.1

Remember in learning unit 03 we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted section (with an arrow) that you have** now completed. Those indicated with a tick box have been completed prior to this learning unit.



LU 01 – A brief history and overview of technology in HR



LU 02 – Database concepts and applications in HRIS



LU 03 – Systems considerations in the design of an HRIS

PART I

HRIS: the backbone of modern HR

LU 04 – The systems development life cycle and HRIS needs analysis

LU 05 – System design and acquisition

LU 06 – Change management and implementation

LU 07 – Cost justifying HRIS investments

PART II

Managing HRIS implementations

LU 08 – HR administration and HRIS

LU 09 – Talent management

LU 10 – Recruitment and selection in an internet context

LU 11 – Training and development: Issues and HRIS applications

LU 12 – Performance management, compensation, benefits, payroll and HRIS

PART III

Electronic human resource management

LU 13 – HRIS and international HRM

LU 14 – HR metrics and workforce analytics

LU 15 – HRIS privacy and security

LU 16 – HRIS and social media

LU 17 – The future of HRIS: Emerging trends in HRM and IT

PART IV

Advanced HRIS application and future trends

LU 18 – HR and other related technology: The way forward



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this third unit. Then go to section 3.17, and then reflect on what you have learnt in this unit.

3.10 Reflection on learning unit 03



REFLECTION

Answer these questions ...

Do you understand the importance of data for HRIS customers and users?

Do you understand the various HRIS architectures?

What is BOB? Can you discuss it in detail?

How do you plan for system implementation?



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Look at the following for revision purposes:

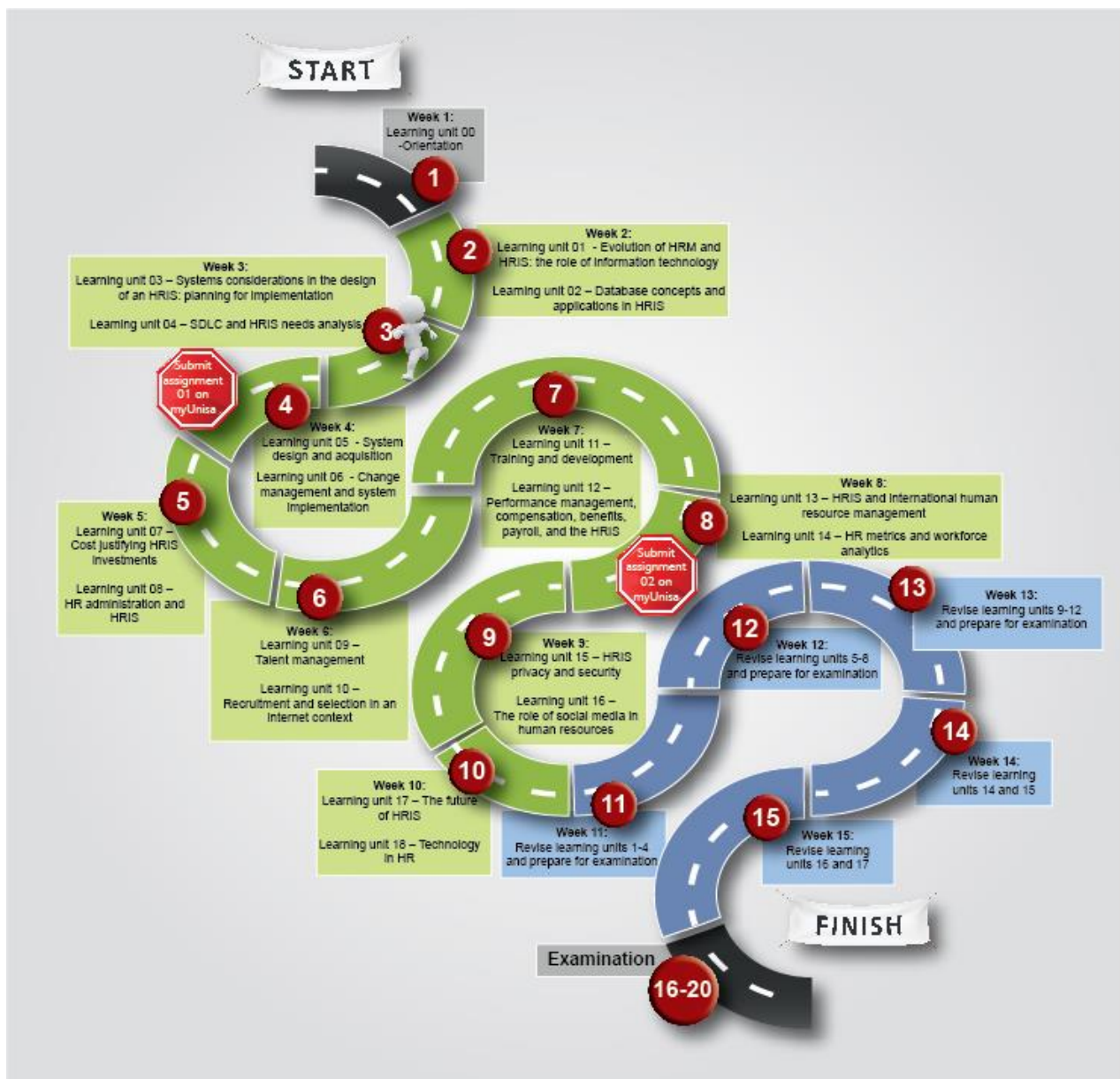
HRIS technology helps drive organisational success

(http://www.bestthinking.com/articles/business_and_finance/human_resources/employee_relations/human-resource-information-service-hris-technology-helps-drive-organizational-success)

In learning unit 04 we will look at the systems development life cycle and HRIS needs analysis.



Where are we now? According to our schedule, this is still **week 3**.





LEARNING UNIT 04 – The Systems Development Life Cycle and HRIS Needs analysis

TABLE OF CONTENTS

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This learning unit refers to chapter 4 in the prescribed book “The Systems Development Life Cycle and HRIS Needs analysis”. Use the 4th edition of the book.

4.1 Introduction and learning outcomes

Introduction

So far we have looked at

- the evolution of HRM and HRIS
- the role of IT
- the basic database concepts and applications in HRIS
- the systems considerations of an HRIS and how to plan for implementation

In this learning unit 04 (chapter 4 in the prescribed book) we focus on the HRIS needs analysis. We assume that you have already mastered the basic HRIS concepts. If you don't feel comfortable with them, revise these chapters again.



LEARNING OUTCOMES

What will you be able to do after studying this unit?

- discuss and define the systems development life cycle (SDLC)
- explain how the analysis phase of a SDLC informs the needs analysis process
- discuss the purpose of needs analysis and its importance
- discuss the main stages of needs analysis
- explain an HRIS needs analysis and its activities
- discuss the parties involved in an HRIS needs analysis
- discuss the key deliverables of an HRIS needs analysis



STUDY

Study the **introduction** to chapter 4 in the prescribed book.

Look specifically at the list of potential costs discussed in this section if proper planning is not done. Do you agree that this might be very costly for the organisation? Just think about this. Suppose you are the HR manager and you have implemented an HRIS which the users reject or do not use. This will not only reflect poorly on you, but just imagine all the time and effort (not even to mention the money) spent on this. After studying this section, you should agree that needs analysis is not an optional step – it is really crucial and compulsory.
Now go to section 4.2.

4.2 What is a SDLC?



STUDY

SDLC refers to the systems development life cycle. Refer to figure 4.1 in your prescribed book for a diagram of the SDLC. You can also find alternative representations in the link we mentioned previously, “**Systems Development Life Cycle (SDLC)**”. Note that in the book they do not discuss all the phases in the process.

In learning unit 03 we briefly discussed the system implementation process, whereas here the focus is on an accurate HRIS needs analysis in the SDLC framework. Although you will find different terminology when you consult other sources, the following central themes or steps or phases occur in the SDLC:

- Planning – includes long- and short-range planning
- Analysis – current capabilities are documented, new needs are identified and the scope of the HRIS is determined
- Design – the “blueprint” for the HRIS is developed (i.e. either to **create** a new system or **alter** a current system)
- Implementation – the HRIS is built, tested and made ready for “roll-out”
- Maintenance – the aim is to ensure that the system can be used in the long run and it includes evaluation of the system

You need to understand what each of these steps means in detail. Don’t continue until you fully understand all these phases (see the SDLC in the prescribed book). As for the remaining part of this learning unit, the focus will be on needs analysis.



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Read the cartoon in the link below - does it sound familiar?

http://www.umsl.edu/~sauterv/analysis/Fall2010Papers/Brugger/index.html_files/SDLC.jpg

Can you see that the customer’s requirements will not be met if the needs are not properly described and understood by all involved? Think about the implications when this happens... In section 4.3 we will look at analysis.

4.3 The SDLC analysis phase

When you studied section 4.2, you looked at the SDLC. In this section we will study the analysis phase in more detail. As HR professionals we have to be careful that we are not led or misled by HRIS vendors’ marketing campaigns. We cannot merely make a decision about the implementation of a particular HRIS based on the marketing material. We need to consider the specific needs of our organisation. Before deciding on an off-the-shelf product or designing a custom-built solution, we must take the needs of the organisation into account. If this is not done, the organisation may have to make changes to an implemented system to ensure that it “works” for the organisation. This is not only time consuming, but also costly. If an organisation conducts a proper needs analysis, it can use this information to find the correct solution to meet their needs.



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Remember that we discussed BOB solutions, implementing prewritten packaged software and the pros and cons of customisation (as opposed to configuration) in the previous learning unit. You may therefore ask the question: Do we need to spend time and money on a needs analysis if we are going to use a vanilla implementation? The answer is a definite "Yes, we do". This process is aimed at producing a high-quality system that works effectively and efficiently in the current and planned information environment (to access a further explanation read more on this website: http://en.wikipedia.org/wiki/Information_Technology). Clearly the more that is at stake owing to cost implications, the greater the level of complexity. The greater the risk of failure, the greater will be the need for a comprehensive, structured and methodical needs analysis. The needs analysis takes place before implementation, normally during the planning and analysis of the development project. It is an ongoing process. In your prescribed book in the introduction to chapter 4, a list of potential costs is included that will be the result of not planning and conducting a thorough needs analysis.



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We will be looking at a needs analysis from a systems development life cycle (SDLC) (see more information on this website: http://en.wikipedia.org/wiki/Systems_development_life-cycle) approach. Do you think you understand what needs analysis is? Can you name the five potential cost implications of not conducting a thorough needs analysis? If not, please take some time to consult other sources and research it further. Make sure that you are familiar with the meaning of needs analysis before continuing with this learning unit. We have included some links here to assist you if you have difficulty finding this on your own but we will only examine you on the content in the prescribed book:



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- Needs analysis (http://en.wikipedia.org/wiki/Needs_analysis)
- Software development cycle_ (<http://www.veracode.com/security/software-development-lifecycle>)
- SDLC (<http://searchsoftwarequality.techtarget.com/definition/systems-development-life-cycle>)

4.3.1 So what is a needs analysis?

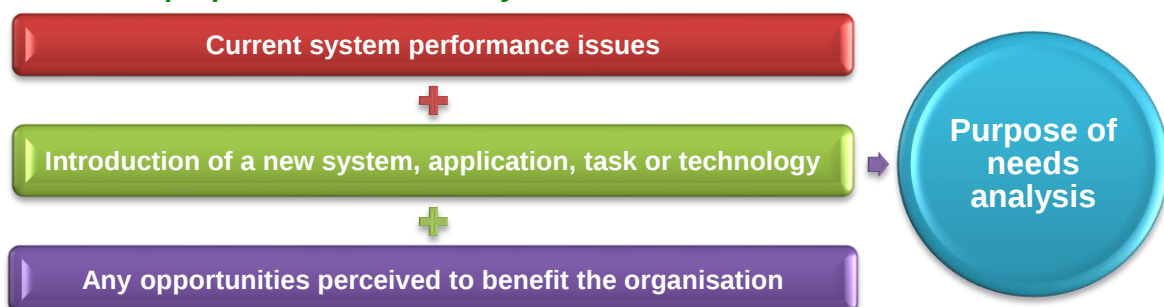
A needs analysis refers to the thorough gathering, prioritising and documenting of an organisation's HR information requirements. This information is used for the design that follows and the implementation of the HRIS.



STUDY

Study the sections "**Analysis**" and "**Needs Analysis**" and all its subsections in the prescribed book.

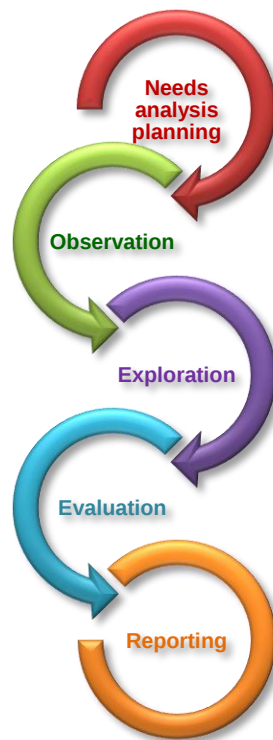
4.3.2 What is the purpose of a needs analysis?



What are the activities to be completed during the needs analysis phase? We have included this visually for you to make it easier. We will also discuss each of these in more detail.

4.3.2.1 Needs analysis planning

Four activities are important in this stage, as you learnt when you studied this section in the prescribed book. Complete page 1 of activity 4.1 before you continue. You will find an MSWord version of this under Additional Resources, Learning unit 4. The name of the file is Activity 4.1. When looking at the current situation, use figure 4.2 in the prescribed book as an example of a preliminary systems review document – remember that what you include in this document will depend on the organisation in question.



4.3.2.2 Observation

Here six aspects are important, as discussed in the prescribed book. During the observation stage the organisation considers the current systems and procedures and uses this information for making decisions later in the process. Now do page 2 of activity 4.1. Use the structure we provided as a point of departure and add more detail.

4.3.2.3 Exploration

This is the third stage. Here the organisation needs to collect data. This can be done using a variety of techniques. To help you to understand this section, do page 3 of activity 4.1, which you will find under Additional Resources on the HRM3703 myUnisa module site. Use the structure that we have provided and add more detail to make a complete summary. Also remember that you can see an example of an interview schedule in figure 4.3 in the prescribed book.

4.3.2.4 Evaluation

This is the fourth stage. Here the organisation needs to evaluate. To help you to understand this section, do page 4 in activity 4.1, which you will find under Additional Resources. Use the structure that we have provided and add more detail to make a complete summary.

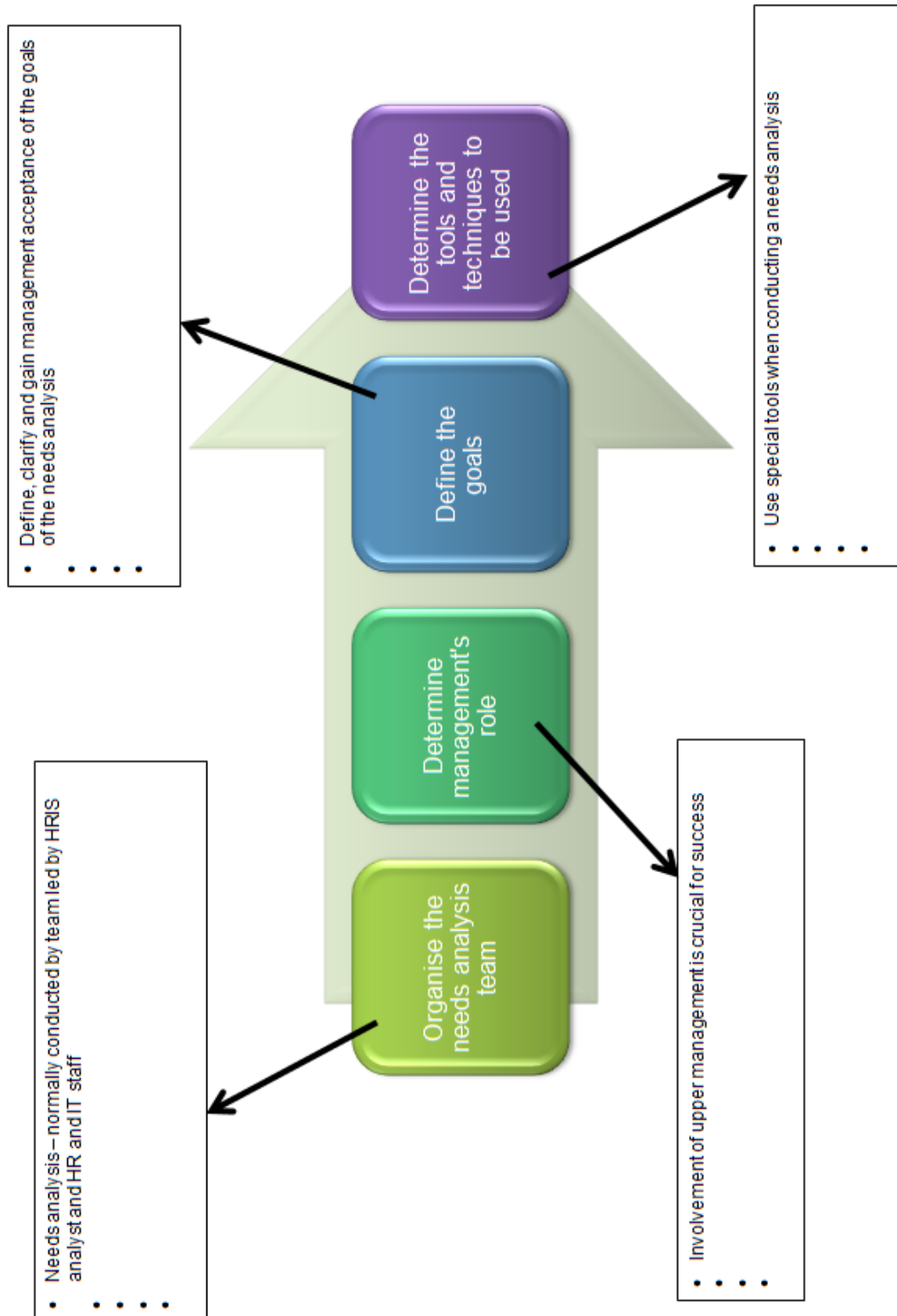
4.3.2.5 Reporting

This is the final stage. Here the organisation needs to report on the findings and this is used during the design phase of the SDLC. What is important here is that it must report on the current systems and processes and discuss how the new system can help resolve the problems. Refer to figure 4.4 in the prescribed book for an outline of such a report. We include all four pages of Activity 4.1 on the pages that follow.

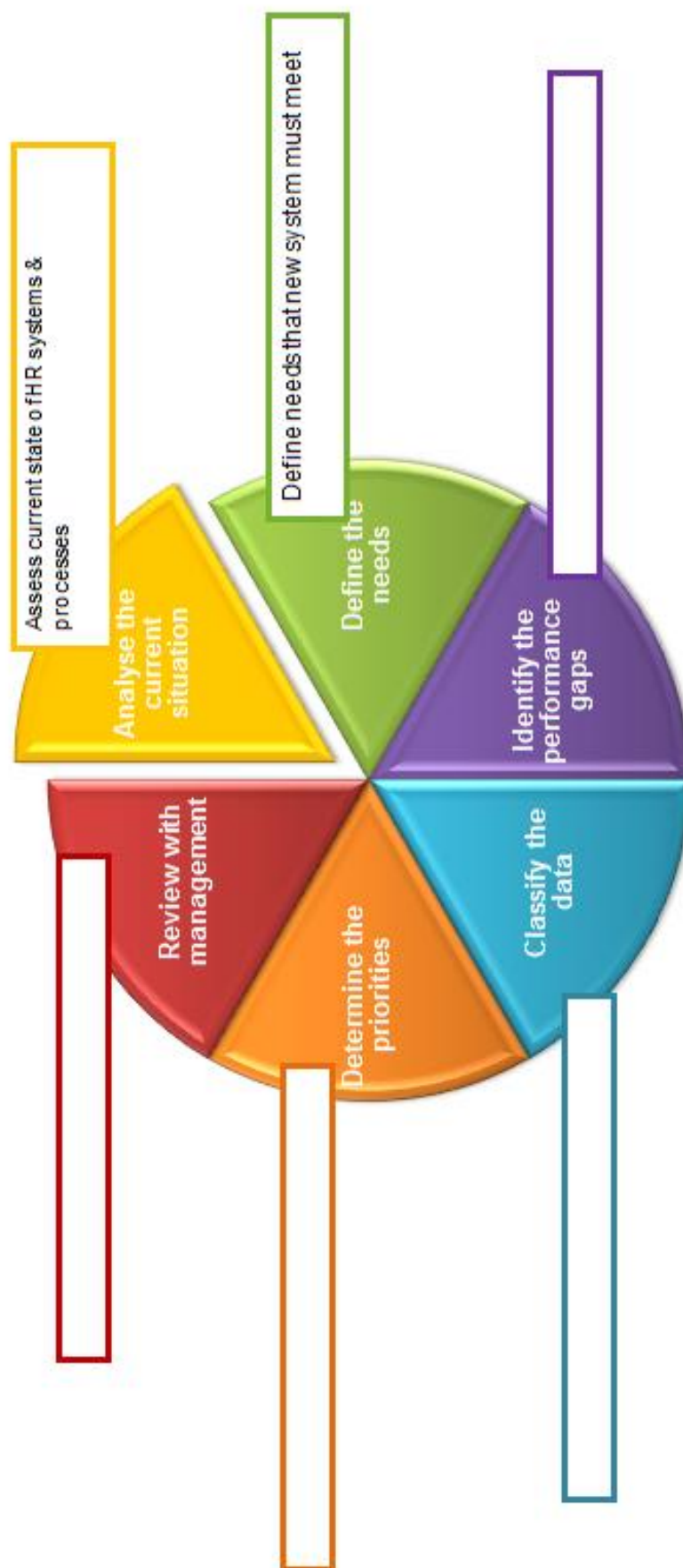


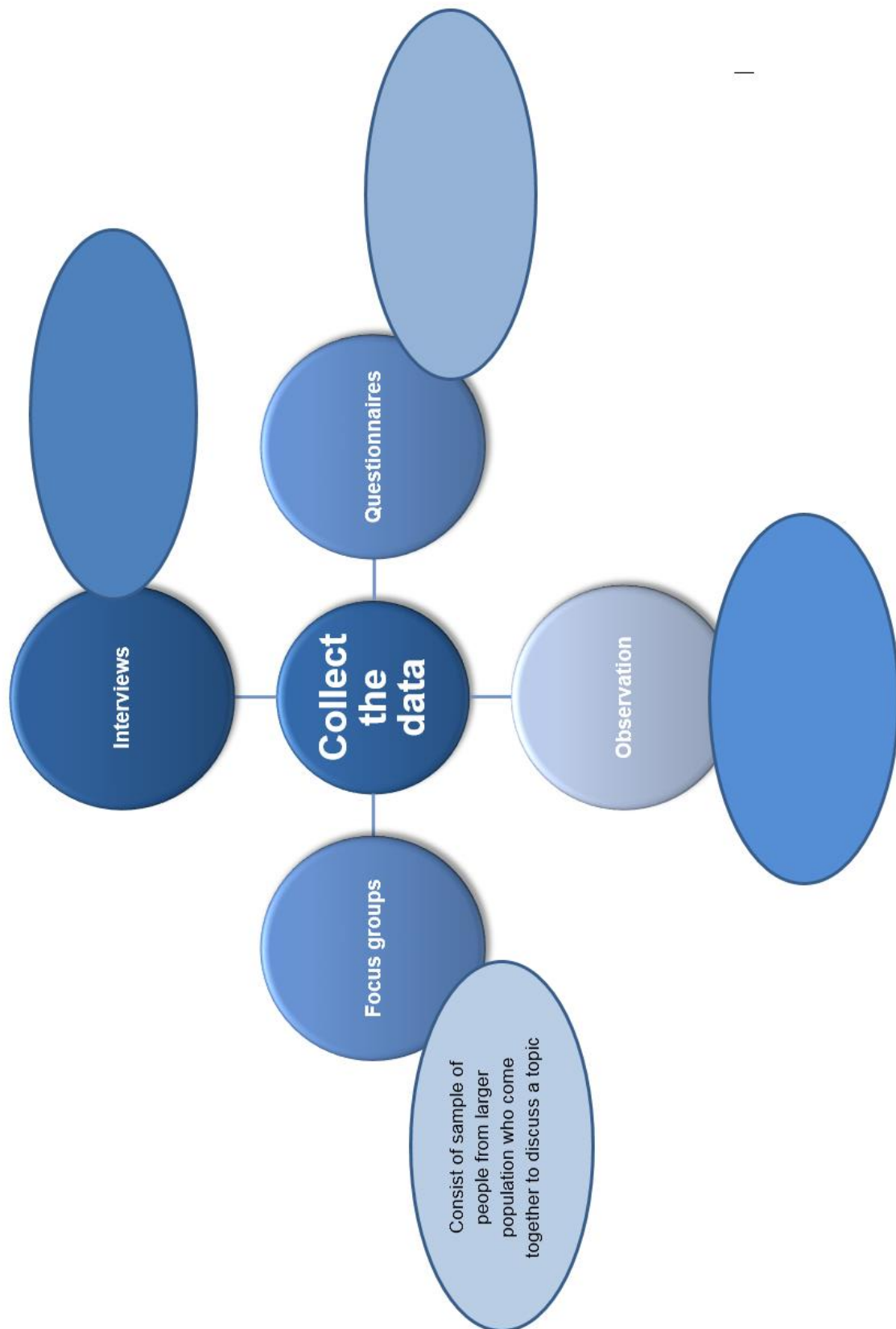
ACTIVITY 4.1

Activity 4.1 - Page 1 (find an MSWord version under additional resources on the HRM3703 myUnisa module site).

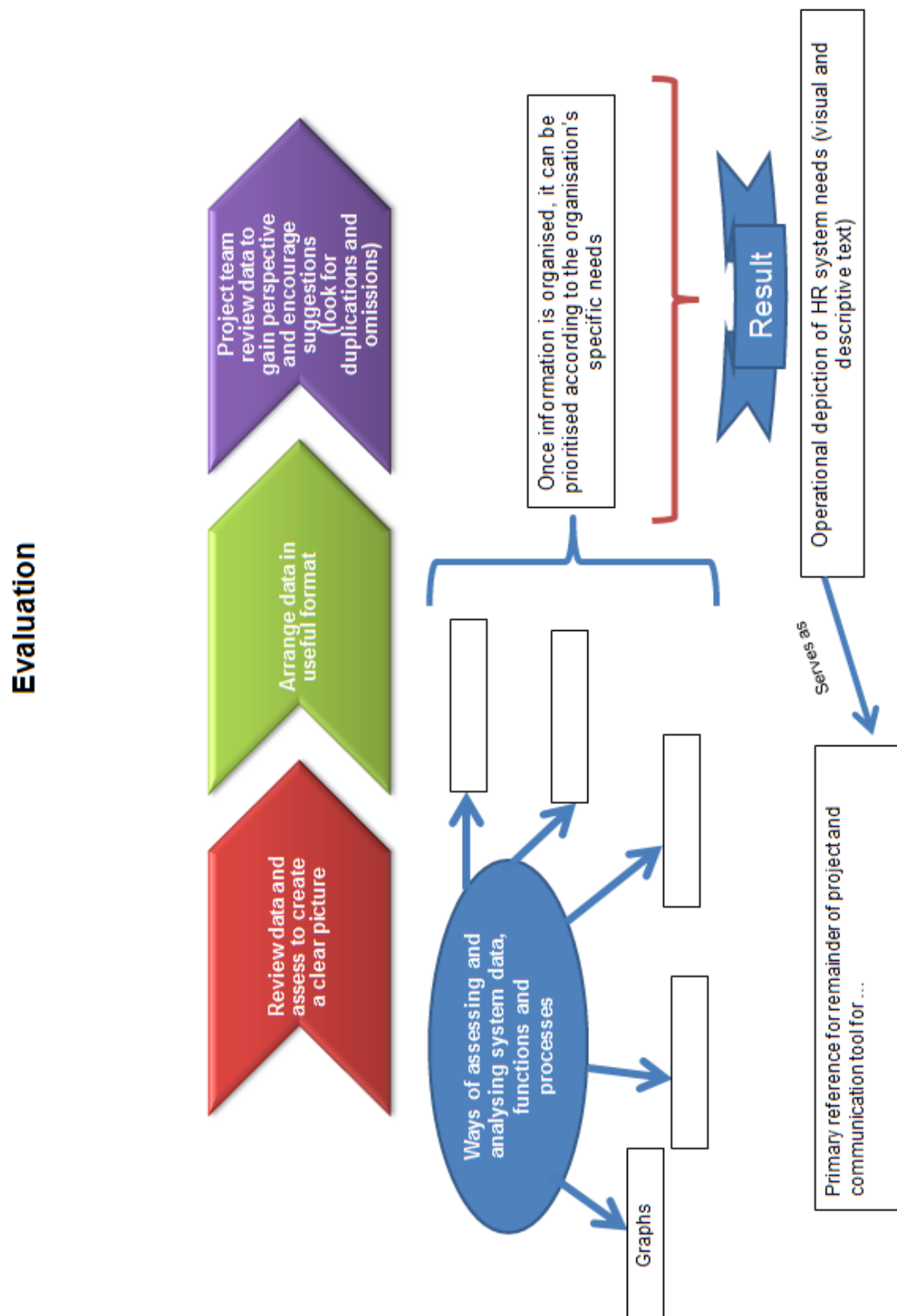


Add more information to this structure to summarise this section





As indicated in the prescribed book, one has to develop a specific problem statement that will assist with resolving the issues. Ensure that you understand the definition of a problem statement in your prescribed book. You will notice that the authors of the prescribed book indicate how important a precise and measurable problem statement is as well as the three components to be included, namely (1) vision statement, (2) issues statement and (3) the methods to be used to solve the specific problem.



INTERNET RESOURCES/SEARCH THE INTERNET

To see an example of what one consultancy firm typically includes in their reporting, click on this link (remember, this is just one example, and we have no affiliation with this company).

<https://www.scribd.com/doc/27154173/3/SDLC-System-Development-Life-Cycle>

You may also need to look at what systems other than the one that your organisation is currently using offers. As we are not in a class situation where we can show you examples or you can log onto a simulated system, we have included a number of links to show you what some vendors offer. (You will **not** be examined on this.)

Computer programs and applications

How do you choose the programs? (<http://humanresources.about.com/od/glossaryh/a/hris.htm>)

Current outputs of existing systems

Examples of reports generated by various HRISs

(<http://www.google.co.za/search?q=images+of+HRIS+reports&tbm=isch&tbo=u&source=univ&sa=X&ei=jtkiUsGMGcbPhAfZhICgCg&ved=0CCkQsAQ&biw=1600&bih=698>)

Data structures and definitions

In any HRIS a number of fields are included. Some may be mandatory fields (fields that have to be completed and are thus essential), protected fields (fields where only certain people are able to add data), additional fields (where information may be included that is not essential) and other fields. Examples of the fields are name and surname, contact number, employee number, e-mail address, building and office number, etc. See the example that follows:

XYZ Enterprises – HRIS			
Full Names		Surname	
Employee number		E-mail address	
Telephone number		Building	
		Office number	
< Back		Main menu	Next >



INTERNET RESOURCES/SEARCH THE INTERNET

Work processes or work flows

To learn more about work flows, go to the following link on the internet to watch a video

<http://www.youtube.com/watch?v=3KJjKY8k9Lk> (if you see an advertisement at first, wait a few seconds and a skip ad option will appear, then click on skip ad if you do not want to watch the advertisement).

Payroll and workflow example

Look at this practical example in a video (access it via the internet at <http://www.youtube.com/watch?v=fF8mPlw2jtc>). This provides an example of payroll workflow and emphasises the importance of eliminating wasteful or inefficient steps in the processes.

To sum up, analysing and documenting the current system enables you to make sure that

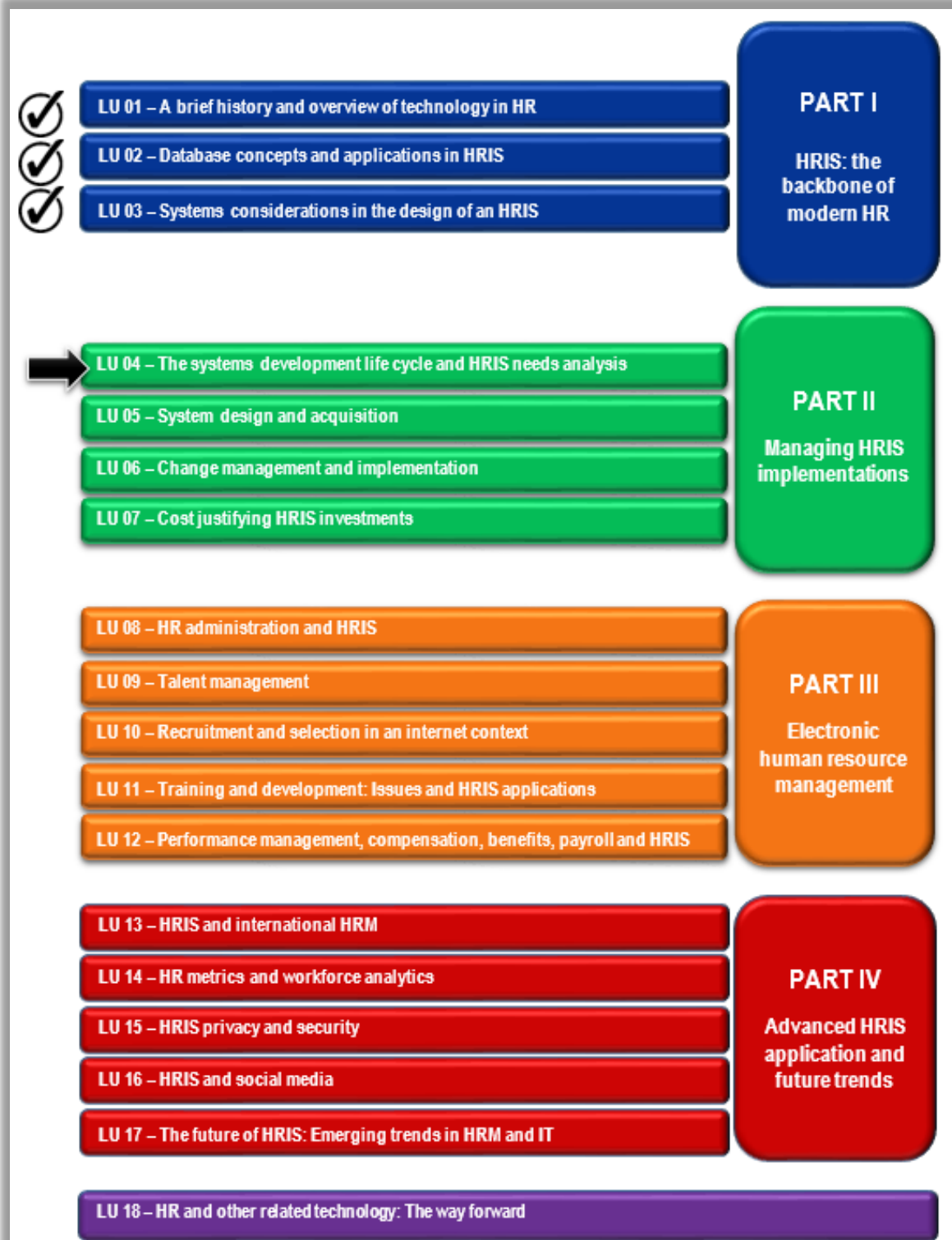
- the best is retained
- efficiency and effectiveness are improved
- faults are eliminated
- the new system meets the needs of all the users

When you have mastered this section you can complete activity 4.2 before you reflect on the learning unit in section 4.4. (We include the activity below).



ACTIVITY 4.2

You have now worked through the fourth learning unit in the second part of the module, namely the systems development life cycle and HRIS needs analysis. However, don't forget that while the needs analysis process is prominent during the planning and analysis stages of the SDLC, it still continues throughout the whole process. Remember in learning unit 03 we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted section that you have now completed**.





MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this fourth learning unit.



INTERNET RESOURCES/SEARCH THE INTERNET

Read the information in this article before you continue:

<http://www.ihris.org/toolkit/tools/assessment.html>

Then go to section 4.4, and reflect on what you have learnt in this learning unit.

4.4 Reflection on learning unit 04



REFLECTION

Can you answer these questions?

- What are some of the critical success factors for conducting an analysis for HRIS needs effectively?
- Explain how planning and analysis integrate and inform further steps in the SDLC.



BLOG

Use the blogging tool to answer each of these questions. Look at the blogs of other students after you have blogged about this yourself. You won't be formally assessed on your blog and you will thus not receive marks for your contributions, but you will learn a lot from all the students by participating and reading what they share. If you have practical examples of what you have experienced you can also share this, but be mindful that you do not share company information without permission.



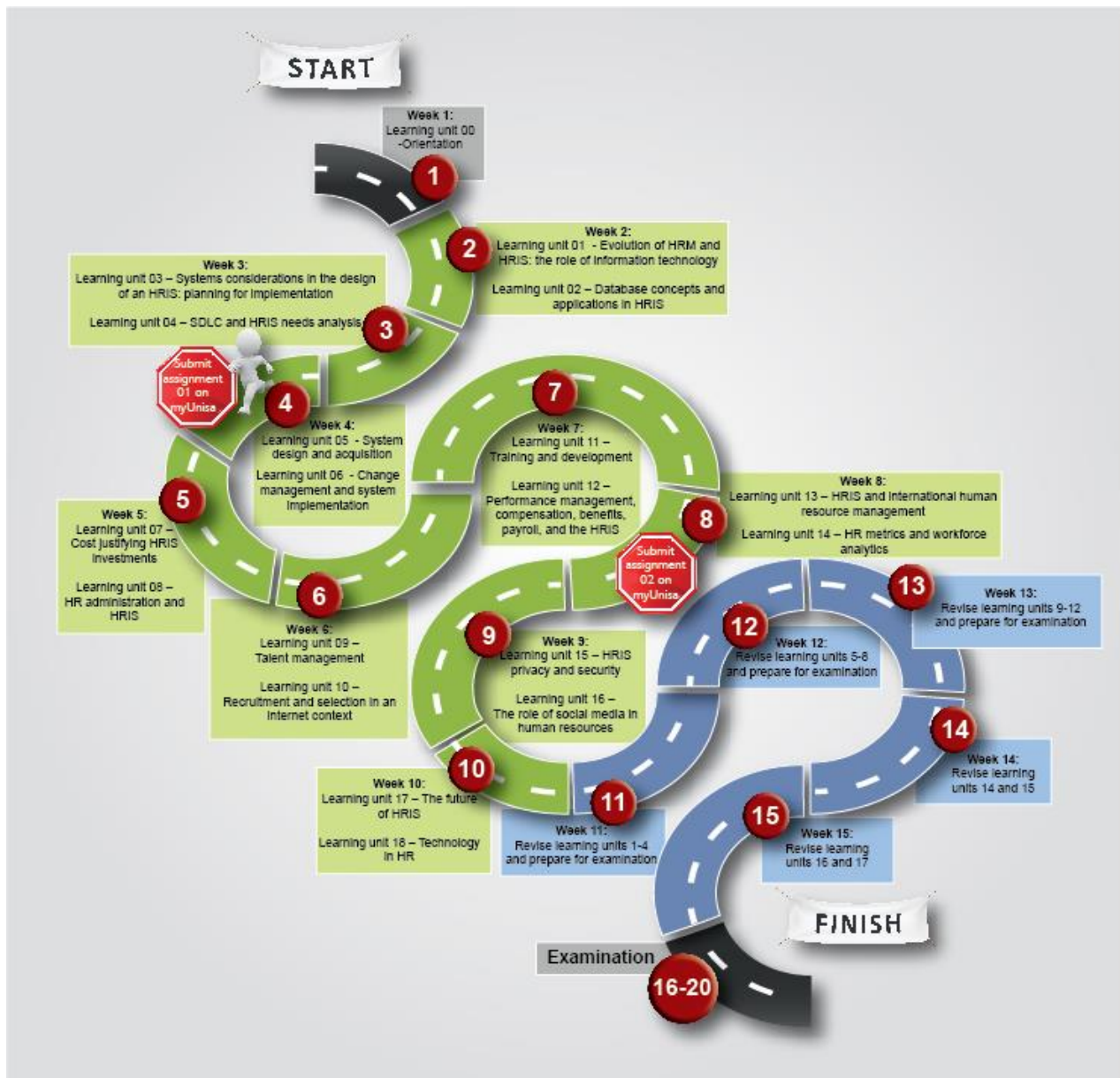
INTERNET RESOURCES/SEARCH THE INTERNET

You can read an interesting article about HRIS needs analysis by visiting this website http://www.pmihrm.com/articles/hrms_needs_analysis.html. Note they refer to HRMS not HRIS on this internet site.

So what's the next step? We now need to look at systems design and acquisition, and we will deal with this in learning unit 05.



Where are we now? According to our schedule this is **week 4**.





LEARNING UNIT 05 – System Design and Acquisition

TABLE OF CONTENTS

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5.7	Reflection on learning unit 05	66

This learning unit refers to chapter 5 in the prescribed book “System Design and Acquisition”. Use the 4th edition of the book.

5.1 Introduction and learning outcomes

Introduction

You need to understand the process of designing and acquiring an HRIS. You can use the SDLC for this purpose. Do you remember what we discussed in the previous learning units? If not, revise this material again before continuing with this learning unit.

So far we have looked at

- the evolution of HRM and HRIS
- the role of IT
- the basic database concepts and applications in HRIS
- the systems considerations of an HRIS
- how to plan for implementation
- HRIS needs analysis

We assume that you have already mastered the basic HRIS concepts. If you don't feel comfortable with these concepts, revise these chapters and learning units again now. Learning unit 05 (chapter 5 in the prescribed book) focuses on the systems design and acquisition phase. You will learn about

- the role and features of the structuring of the system's requirements through process system modelling where analysts create data flow diagrams (DFDs) to model both the business processes the system will use to capture, store, manipulate and distribute data, and the options available to the HR department as it moves into design
- the vendor management relationship
- HRIS feasibility criteria



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- discuss the difference between the data and process views of a system
- describe the purpose and components of a DFD
- explain the hierarchy of DFDs and the concept of DFD balancing
- discuss the three choices or options that organisations have when moving into physical design
- discuss the purpose of a request for a proposal (RFP) and the information to be included in it
- describe the criteria used to evaluate vendor proposals
- explain the various types of feasibility and their purpose in evaluating potential solutions
- explain how to reply to an RFP document



INTERNET RESOURCES/SEARCH THE INTERNET

Before you continue, read the article on how to choose the best HRIS system for you on the internet at <http://www.helioshr.com/2013/08/how-to-choose-the-best-hris-for-your-company/>. You can also read the article on selecting the right system for your organisation (<http://hrdailyadvisor.blr.com/2013/04/23/hris-101-selecting-the-right-system-for-your-organization/>).

Now go to section 5.2.

5.2 Design considerations

5.2.1 What design considerations are important during SDLC?

Remember that design is only one step in the SDLC, which is a structured set of phases focused on the analysis and design of information systems. Keep this in mind when you study this learning unit. It is really important for organisations to follow a structured approach in developing an HRIS. Research has shown that by doing so, the system quality will be improved. Adhering to a structured process is critical if you consider that research has also found that 60% of systems projects were unsuccessful and 50% go live later than planned and are over budget. The actual design of an HRIS can occur in two component phases: a logical and a physical design phase. What do each of these entail? Write down four elements of each one before you continue.

5.2.2 What are the two phases in the design of an HRIS?



INTERNET RESOURCES/SEARCH THE INTERNET

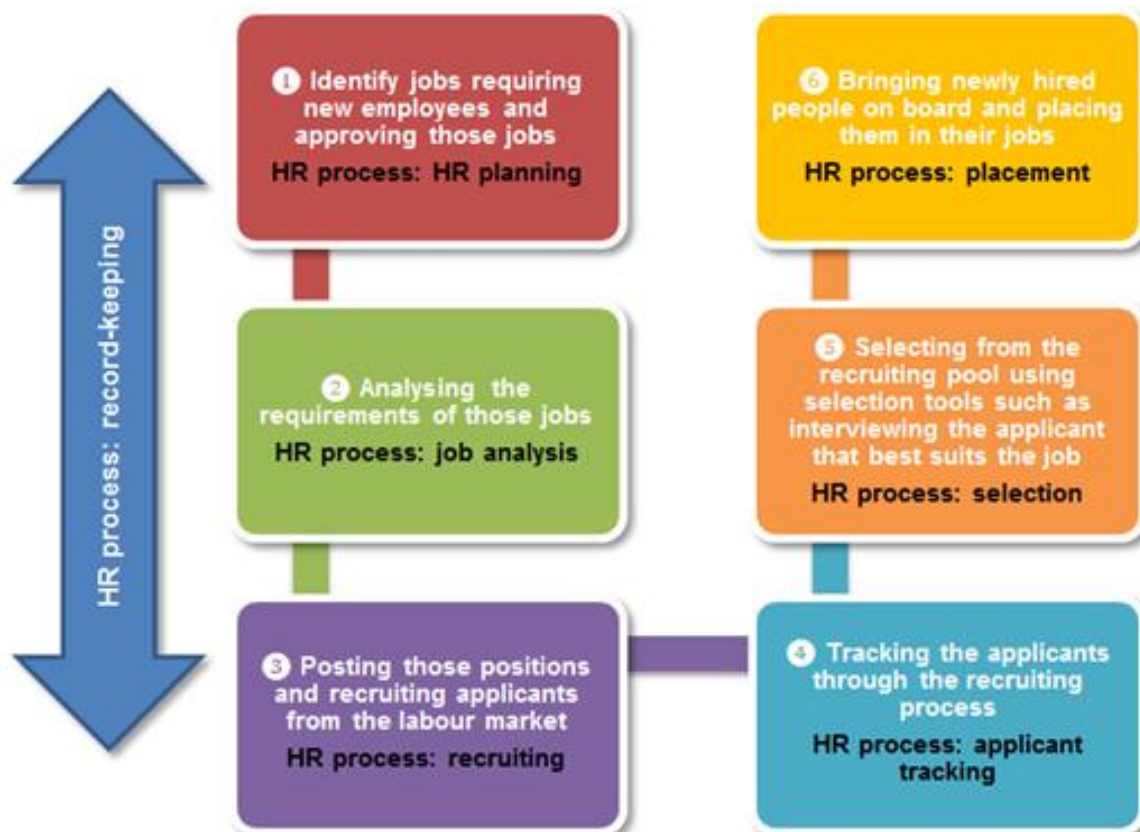
Read the information in this article that you can access via the internet: <http://it.toolbox.com/blogs/irm-blog/logical-vs-physical-design-do-you-know-the-difference-9011>

Logical design is the forerunner to physical design. Its purpose is to identify the functions, processes, database requirements, etc. in a logical way using people who understand the business of the organisation. System developers won't always understand the business requirements in enough detail to be able to do this alone. Most often, JAD sessions (mentioned in learning unit 03) will assist with this design. To ensure that ineffective business processes are not simply converted to a newer technology, logical design will also focus on translating business requirements into improved business processes without taking technological implementation into account. Logical design could be implemented in many ways based on the technology available at that time. We could therefore say that the logical model of a business represents who/what/when/where/why (the **5W's**). The physical model expresses how the work will be performed using people and technology.

It is possible to logically design a system and then provide multiple physical implementations. The organisation of data serves two purposes:

1. to logically describe the "objects" used to manage and operate the business
2. to express how data will be physically stored

Here is one example of a high-level HR business process:



Can you see that an organisational requirement for additional employees is the input for the first process? The output of this process would be a number of vacant positions. This in turn becomes the input for the second process, which is ensuring that a job analysis is done for each position. Note that each one of these higher level processes has a number of subprocesses which must be completed before the higher process is finalised and the output is passed on. For example, process 3 (recruiting) will entail subprocesses which follow on one another, such as getting approval for the adverts, drawing up advertisements and placing them in suitable media, etc. Can you see that this process will generate applications that may come from outside the organisation and that become the inputs for the remainder of the processes?



STUDY

In chapter 5 in the prescribed book you will find a section titled “**Design Considerations During the Systems Development Life Cycle**”. Study this and all the subsections carefully.

Physical design focuses on determining the most effective means of translating these business processes into a physical system that utilises the most appropriate hardware and software. It focuses on the best computer technology used for the HRIS, the hardware, software, network plans and technical manuals. The physical design will therefore describe how the HRIS will be implemented. For example, companies used payroll systems for many years before computers were introduced. Through the years we have seen payroll implemented manually in cash, then with time clocks and punch cards, followed by automation on mainframes, minis and PCs. We have also seen innovations such as direct deposits to expedite paying employees, etc. All of these devices are simply a physical variation of a theme.



INTERNET RESOURCES/SEARCH THE INTERNET

Read more on the internet by visiting

<http://it.toolbox.com/blogs/irm-blog/logical-vs-physical-design-do-you-know-the-difference-9011>.

Do you understand logical and physical design? We will look at physical design in a bit more detail later in this unit. You can use the table in activity 5.1 under Additional Resources in the subfolder Learning

unit 05 as a framework. Draw a table with two columns. In the first column provide a short summary of logical design. In the second column provide a summary of physical design. Once you have completed your summary, continue to learn more about the two ways to view an HRIS.



ACTIVITY 5.1

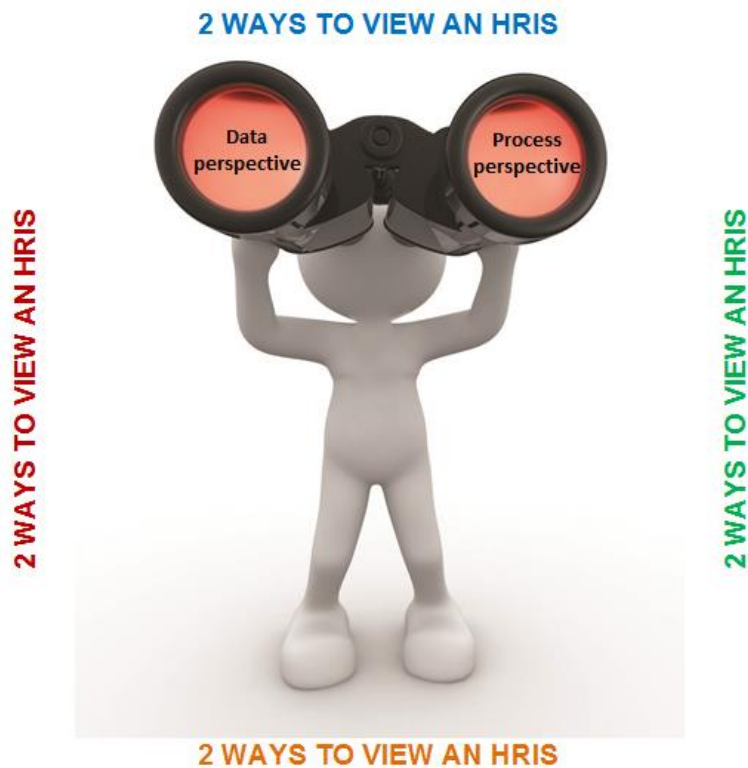
Use the following table and provide a summary of each concept in the space provided.

What is logical design?	What is physical design?
<i>Provide your brief summary here....</i>	<i>Provide your brief summary here....</i>

Once you have completed this activity, go to section 5.3.

5.2.3 What are the two ways to view an HRIS?

This visual might help you to understand this better.



INTERNET RESOURCES/SEARCH THE INTERNET

To learn more about this, look at the slides on slideshare on the internet:

<http://www.slideshare.net/fallonbrewington/chapter-05-14085195> (click on the forward arrow symbol to move from one slide to the next).

The **data perspective** focuses on an analysis of what data the organisation captures and uses and on the definitions and relationships of data. It ignores how and where the data will be used by the organisation. It also focuses on the most efficient and effective way of capturing the data to ensure accuracy. The **process perspective** focuses on the business processes and activities and how data flows through the HRIS.

5.2.4 Why do you need to know about these perspectives and to distinguish between them?

Each perspective represents a portion of the total HRIS, but neither one of them provides the complete picture. In general, the processes might change in future, but the data will probably remain the same.

So we need to deal with these aspects separately. Can you distinguish between the two? If your answer is yes, click on section 5.3 in this learning unit to learn more about logical process modelling with data flow diagrams.

5.3 Logical process modelling with data flow diagrams

5.3.1 What is logical process modelling with data flow diagrams (DFDs)?



STUDY

A process model describes and represents the key business processes or activities conducted by the organisation. The specific type of process model used by organisations is a data flow diagram (DFD) (<http://www.businessdictionary.com/definition/data-flow-diagram.html>). A DFD is a graphical representation of the key business activities and processes in the HR system, the boundaries of the system, the data that flows through the system and external individuals or departments that interact with the system. The focus of a DFD is the movement of data between external entities and processes and between processes and data stores.



STUDY

Look at the advantages of DFDs discussed in the prescribed book in chapter 5 in “**Logical Process Modeling With Data Flow Diagrams**”. Do you agree with the four advantages of DFDs?

A DFD consists of four symbols, See figure 5.1 in the prescribed book for an illustration of these symbols. Based on the information in your prescribed book we have included the following in a visual format to make it easier for you to understand:



This **square** symbol represents an **entity**. This is a noun and the start of the DFD. It can represent an employee/manager or an external agent. The entity inputs data to the HR system. An example in HR is performance appraisal where the manager provides inputs such as an evaluation score and the employee provides a self-evaluation report and score.



This **rounded square** symbol represents a **process** and will be labelled by an action verb. It refers to a business activity where inputted data is transformed into a useful output. In other words, it can represent a process such as printing an employee's payslip. In the example we gave for entity, the first process at HR will be collating the performance appraisals prior to management approval.



This **rectangle** represents a **data store**, in other words the data at rest in the system or a repository of data. This could be a filing cabinet, a computer file, employee records or even a data warehouse.



This **arrow** indicates **data flow**, in other words from where to where the data flows. This shows the movement of data from process to process (or initially from the entity to the first process). In this example the inputs provided by the supervisor/manager go into the system (with data flowing from process to process) until a letter is eventually generated back to the employee (an entity).

Do you understand each of these symbols? If you can discuss each one, continue to read in your prescribed book about how to create a DFD and how to use it.

5.3.2 How do you create and use the DFD?

Models can be very complex and it is advisable to organise DFDs by modelling the individual processes and components of an information system. We rather use a series of DFDs than one complex one. This approach begins with the highest level process (or context-level diagram). Lower level DFDs are created

to visually depict increasingly detailed views. By doing this, each person involved in the logical design of the system can view the model at their own level of understanding and complexity.



STUDY

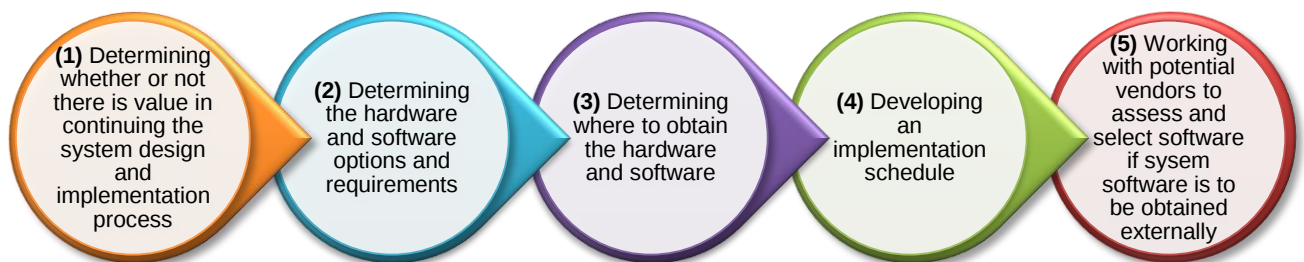
In your prescribed book find the section **“Creating and Using the DFD”**. There you will find explanations of the various levels of DFDs. Make sure you know the different levels and what each one is called and used for. You should also understand figures 5.2 and 5.3 in your prescribed book. Can you name the elements that a context-level diagram describes?

We have uploaded a link under Additional Resources to slides depicting the basics of DFDs. You can download them in case you need them in future in your working environment. The document is under Learning unit 5, then How to draw a DFD. Make sure you understand how to create a DFD. Once you have mastered this skill, go to section 5.4. There you will learn more about the physical design and the choices in physical design.

5.4 Physical design

5.4.1 What is physical design?

A new system has been designed and logical models have been tested against the organisation's requirements (remember the needs analysis in learning unit 04?). Now we can proceed with the physical design by translating the logical model and requirements into a physical system, including all hardware, software and networking. Here the following are important:

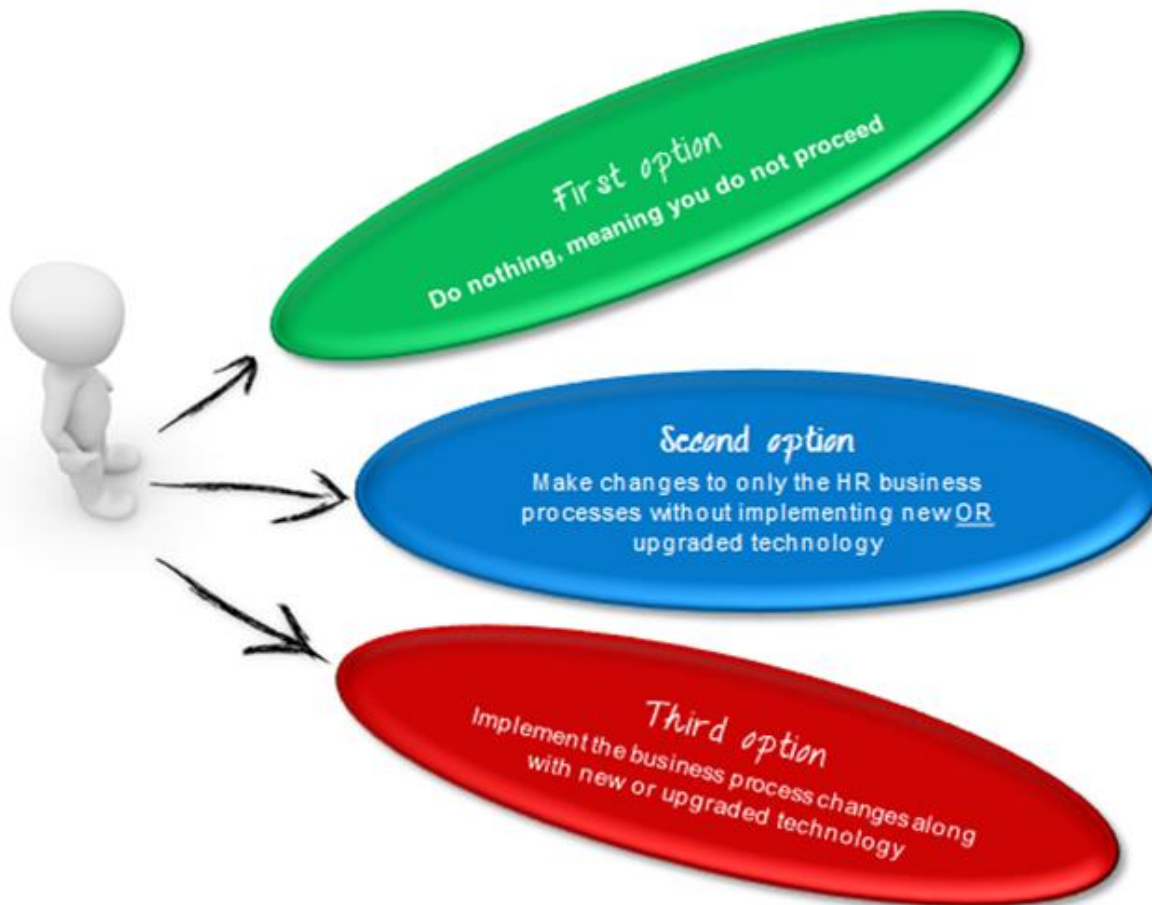


STUDY

When you study the section **“Physical Design”** in the prescribed book. You might wonder if it is really necessary for you as an HR person to understand all this jargon and information. Depending on the size of the company, the HR employees are often very involved in this process, especially if it is a smaller organisation. In larger organisations the role of the HR employees will be less and the IT employees will play a bigger role. It is, however, important that you understand all this as you might be expected to interpret DFDs and you might have to attend meetings/JAD sessions where vendors and the IT employees use this jargon. You won't be able to make a meaningful contribution if you don't understand what they are talking about. Neither will the other role players regard you as knowledgeable if you cannot speak their “language”. You will also have to ensure that you get the correct system that meets the organisation's needs. You should be able to determine if a product that you can purchase without customisation will meet the needs specified in the needs analysis. Do you remember the pitfalls of customisation that we mentioned in learning unit 03.

If you were required to do this, would you be able to?

5.4.2 What are the three choices in physical design?



STUDY

Study each of these options in the prescribed book in chapter 5 in the section with the heading “**Three choices in physical design**”. Make sure you also understand the following after you have worked through this section in the prescribed book:

- core competency
- ERP
- COTS software
- ASP
- table 5.1 in your prescribed book

Once you have studied this section, do activity 5.2. You will find it under Additional Resources on the HRM3703 myUnisa module site, subfolder Learning unit 05.

How would you deal with companies selling HRISs (in other words vendors)? How do you make a choice between the various companies and their products? In section 5.5 you will learn more about this.



ACTIVITY 5.2



INTERNET RESOURCES/SEARCH THE INTERNET

Search the internet to find at least five different commercial off-the-shelf (COTS) HRIS software packages. Try to find software commonly used in South Africa and also see if you can find software

used in other countries. Look at the briefs provided and at what each software package can offer to its customers. Also keep in mind that you will find open source HRIS software as well. Do you know what this means? Do a search on the internet if you don't.

When you do this activity, keep the following in mind:

- Investigate software that is commonly used in South Africa.
- Also look at software used in other countries.
- Remember to look at what each one offers to its customers.
- What about possible security problems and guaranteed support?
- Will such a package meet all your requirements identified in your needs analysis?



FEEDBACK

Did you find any open source software? Do you think that open source software could be an option for companies? Give reasons for your answer. How would you deal with companies selling HRISs? How do you make a choice between the various companies and their products? In section 5.5 in the study guide you will learn more about this.

5.5 Working with vendors



STUDY

Study the section **"Working with vendors"** and all the subsections in the prescribed book.

5.5.1 How do you work with vendors?

Before we start, do you know what we mean by the word "vendor"? It basically means someone that supplies or sells something (you can read more if you need to on the internet in this link: <http://whatis.techtarget.com/definition/vendor>). In this module we will refer to those companies that provide HRIS software and most often implementation and support services at a cost as software vendors.



INTERNET RESOURCES/SEARCH THE INTERNET

For more information, read the information on the internet at:
http://en.wikipedia.org/wiki/Independent_software_vendor

Some organisations might have the resources to design and build their own software. However, most organisations work with software vendors to develop or acquire a suitable system for them. What is the role of HR in this process?

Firstly, they need to work with internal IT staff and software vendors to ensure that all the correct requirements of the organisation, as identified in the needs analysis, are communicated to the vendor.

The selection process starts with developing a request for proposal (RFP). There are many examples of templates for RFPs online and even embedded in some word processing software packages such as MSWord. You can also buy templates from vendors and developers. What is important when considering different templates/options? Make a list as you go along. **You can refer to table 5.3 in the prescribed book. You will find a list of sample vendors with their web addresses and twitter handles. This is a good resource for you if you want to stay updated on what these vendors offer and develop.**

5.5.2 So what does an RFP (http://en.wikipedia.org/wiki/Request_for_proposal) include?

In the HRIS environment the RFP is a document that contains the organisation's goals and the requirements for the HRIS and requests proposals for a solution from possible software vendors. Other information includes the hardware, software and service requirements. After the vendors have completed and submitted an RFP, it will be easier for the organisation to compare the different vendors with one another. In the RFP vendors should be instructed to provide the required information in a specific format and with particular details. This makes it easier to compare vendors with one another as the information provided is consistent.



ADDITIONAL RESOURCES

The RFP document will spell out exactly what the organisation will be able to do with the system. Refer to table 5.2 in your prescribed book for a list of recommended components in an RFP document. Under Additional Resources on the HRM3703 myUnisa module site, subfolder Learning unit 05, you will also find more information about this. Open the document "How do you write a good RFP?". You can save this document for future use and you should find it very helpful when you have to take responsibility for this in your job and when preparing for the examination.

Can you discuss all the components that should be included in an RFP? Under Additional Resources for this learning unit you will find a document called "The important aspects for high-quality RFP documents". Consult it if you need more information, but you won't be examined on this document. Guidelines are also discussed in the prescribed book for developing an RFP:

- Focus on business requirements.
- Be specific.
- Keep it simple.
- Work closely with the HRIS and IT staff.



ADDITIONAL RESOURCES

5.5.2.1 The important aspects for high-quality RFP documents

If you need more information on the important aspects to ensure that the RFP is a high-quality one, go to additional resources (on the HRM3703 myUnisa module site) then learning unit 05. You will not be examined on that document.

5.5.2.2 How do you write a good RFP?

You can watch a video on YouTube (http://www.youtube.com/watch?v=A6_q5ccJqJY) if you want to learn more about how to write a concise RFP (skip the ad at the beginning if you want to). This is purely for practical value. You won't be examined on this, but you might need this information in your working life. Here are more guidelines and information about writing good RFPs:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.ciinc.com/how-to-write-an-effective-request-for-proposal/>
<http://strategicurban.com/9-tips/>
<http://www.werc.org/assets/1/assetmanager/rfpwritingguide.pdf>

Now go to section 5.6 where you will learn more about selecting a vendor.

5.6 Selecting a vendor and assessing the feasibility of a system

5.6.1 How do you select a vendor?



STUDY

Study the whole section titled **“Working With Vendors”** (and subsections) in chapter 5 of your prescribed book.

After you have received the RFP document back from the vendors, you need to evaluate each vendor’s strengths and weaknesses. Look specifically at the following (this is based on the information in your prescribed book):



INTERNET RESOURCES/SEARCH THE INTERNET

You can read about the new HR software landscape (<http://www.workforce.com/articles/the-new-hr-software-landscape>) and also more when you read the article titled choosing the right HRIS (<http://www.hrisspayrollsoftware.com/blogposts/how-to-choose-the-right-hris-solution/>). You won’t be examined on the content of these articles. Also refer to table 5.3 in the prescribed book for a list of sample vendors.

Do you know what to take into consideration when selecting an HRIS vendor? If so, continue by **studying the section “Vendor Selection”** in the prescribed book.

5.6.2 Choosing the right HRIS vendor

Read the articles in the links that follow for more information on choosing the correct HRIS vendor. These articles deal with selecting an HRIS and also how to choose the right HRIS vendor for your organisation:



INTERNET RESOURCES/SEARCH THE INTERNET

http://www.hrrevolution.com/Articles/Selecting_HRIS/

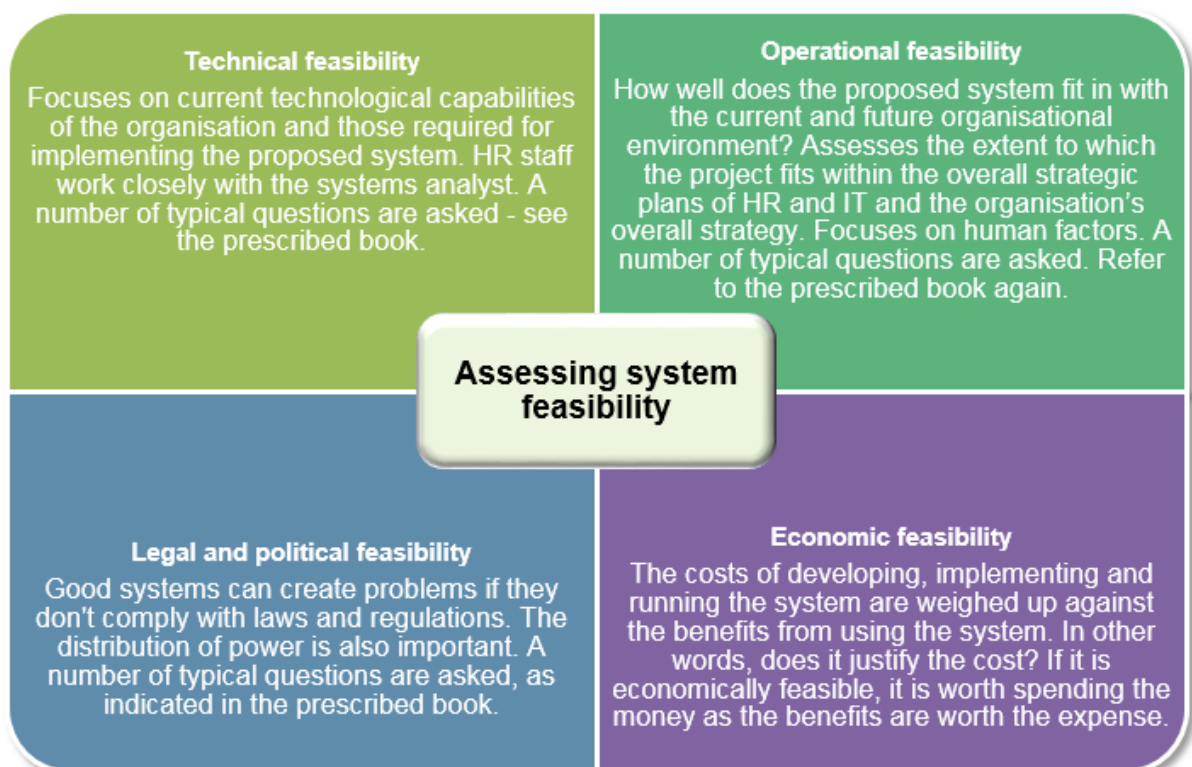
Log onto the internet and use any search engine to find three HRIS vendors. Visit their websites and see if you can obtain some information about their products and what they offer, as well as what makes their product better or more superior, in their opinion, to those of other vendors. Would these facts convince you to choose their product?



Would you know how to work with different vendors and select the one that will work for you once you have mastered the information in this section? If so, you may continue to continue with section 5.6.3.

5.6.3 How do you assess the feasibility of a system?

What does this mean? You need to consider whether or not the system will work for your organisation. There might be several reasons why it may not be feasible for you to implement the particular system. To make this decision, you need to look at four types of feasibility (refer to chapter 5 in the prescribed book called “Assessing System Feasibility”):



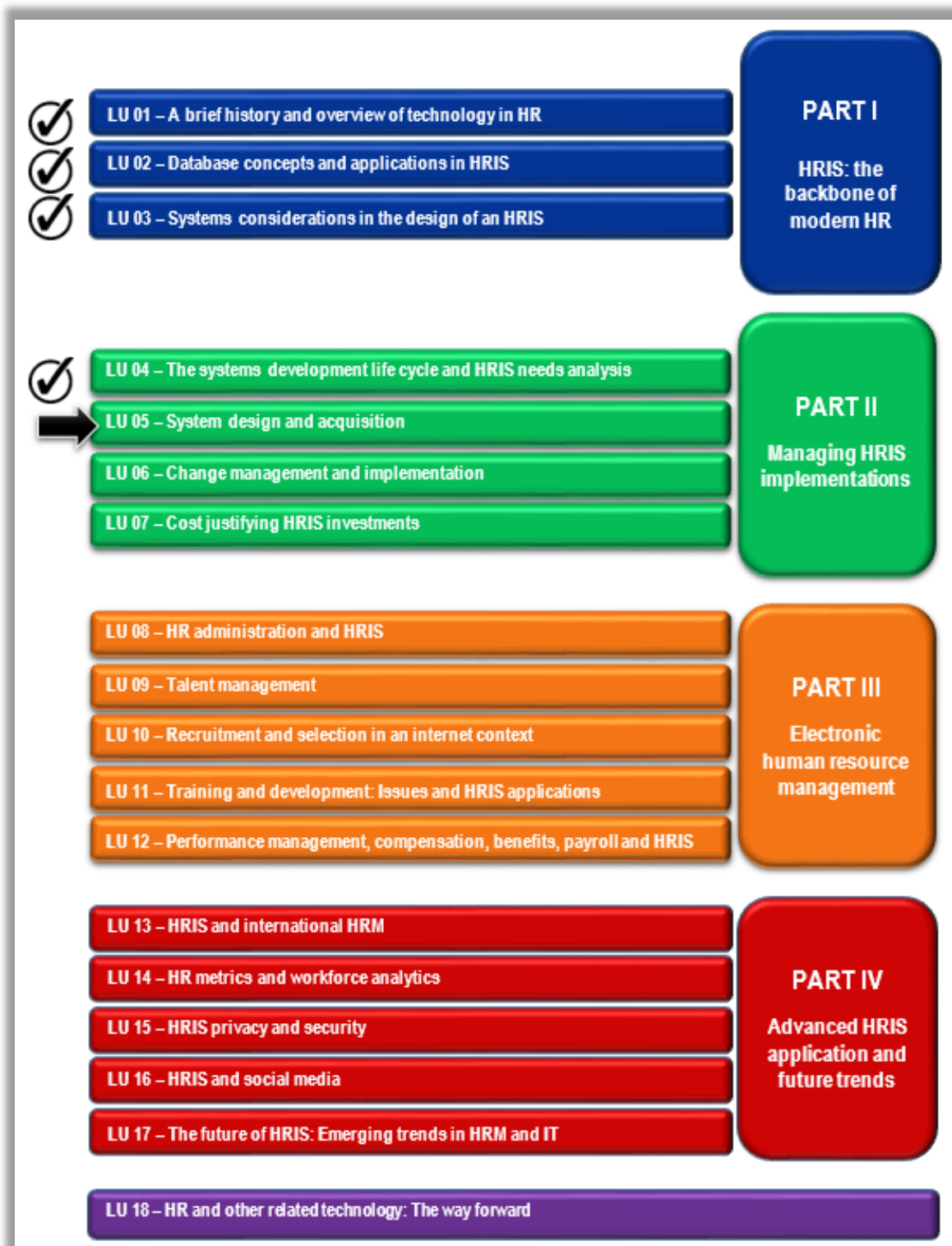
Will you now be able to apply the principles that you have learnt here to assess the feasibility of a system?

Look under Additional Resources on the HRM3703 myUnisa module site, subfolder Learning unit 05 for a link to a document called “How to reply to an RFP document”. **Make sure you understand how to reply to an RFP document, as you need to know this for examination purposes.** You also need to know how to do this in your work if this forms part of your responsibilities. We therefore recommend that you keep this document handy. After you have read this document, complete activity 5.3 before you reflect on this learning unit in section 5.7.



ACTIVITY 5.3

You have now worked through the fifth learning unit in the second part of the module, namely system design and acquisitions. However, don't forget that while the needs analysis process is prominent during the planning and analysis stages of the SDLC, it still continues throughout the whole process. Remember in learning unit 04 we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted section that you have** now completed.





MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this fifth learning unit. Then go to section 5.7.

5.7 Reflection on learning unit 05



REFLECTION

In this learning unit you learnt more about systems design and how to acquire a system.

- Discuss the two phases of the design of an HRIS.
- Compare the two perspectives used to view HRIS.
- Explain how a DFD is created and used.
- What is a DFD and its elements?
- Name the four advantages of a DFD.
- Discuss data and the four symbols of a DFD.
- Explain where you start with a DFD and what its name is.
- Explain the three choices in physical design.
- Discuss vendors and ways to work with them.
- Discuss an RFP.
- Explain how a good RFP should be written.
- Explain how a vendor should be selected.
- Explain how the feasibility of a system is determined.
- Discuss how you should reply to an RFP document.

If you are not sure about any of these aspects, revise the relevant sections again before you continue.



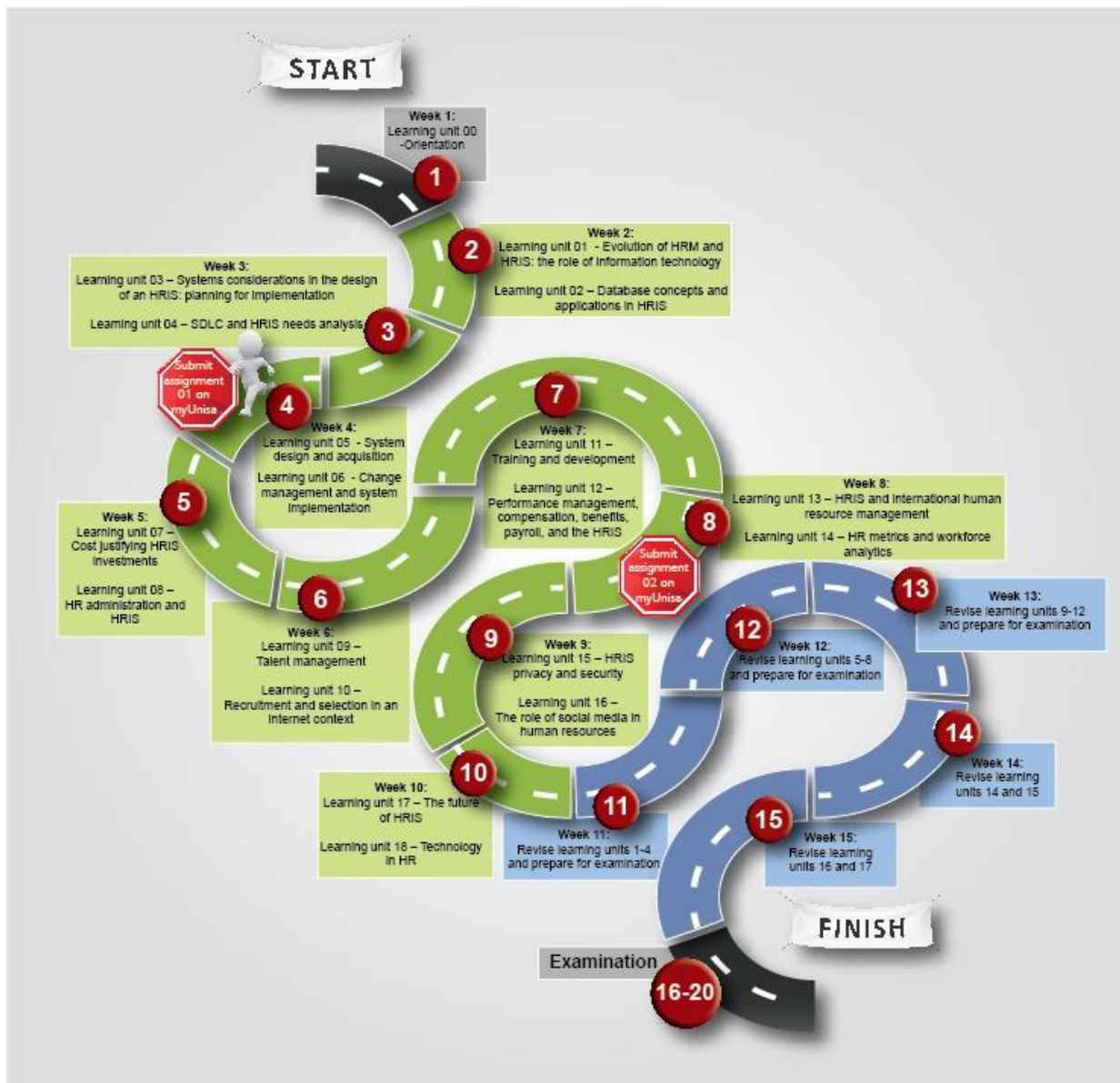
DISCUSSION FORUM

If you have had any experience with what we have discussed in this unit, you are welcome to share this with your fellow students on the discussion forum in the “HR and technology in practice forum” (**DISCUSSION FORUM 04**).

So what's the next step? We now need to look at change management and system implementation. These will be dealt with in learning unit 06.



Where are we now? According to our schedule this is **week 4**.





LEARNING UNIT 06 – Change Management and system implementation

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This learning unit refers to chapter 6 in the prescribed book “Change management”. Use the 4th edition of the book.

6.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, HR metrics and workforce analytics and how to justify the costs of an HRIS. In the previous learning units you learnt about project management and HRIS implementation.

In this learning unit we will look at change management and the implementation, integration and maintenance of an HRIS in more detail. It is important for HR employees to understand and master this aspect when they implement an HRIS.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- compare/contrast how change is managed by means of various change management models
- appraise the reasons/factors why HRIS implementation can fail
- discuss the elements that are important to successful HRIS implementation
- discuss the importance of review of the HRIS after the implementation
- discuss the importance of continual maintenance of the HRIS
- compare organisational development and change management

Make sure you understand what change management and organisational development means before you continue. If you really do understand it, go to section 6.2. If not, read more in the link that follows. We assume from here on that you understand the term.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.change-management.com/tutorial-definition-2010.htm>

Did you see the parts in bold print? "**In the end, projects or initiatives require some individuals to change how they do their jobs. If these individuals do not adopt the change to their day-to-day work, the project will not succeed**" and "**Change management is the approach for supporting individuals through the changes required in how they do their jobs**". This source also has an interesting definition of change management:

"Change management is the [application of] the set of tools, processes, skills and principles for managing the people side of change to achieve the required outcomes of a change project or initiative." Read up on the three distinct parts in the definition.



INTERNET RESOURCES/SEARCH THE INTERNET

In this link on the internet you will notice that the authors elaborate even more on change management: http://www.mindtools.com/pages/article/newPPM_87.htm

Make sure that you read this document at this link so that you understand why the term "change management" can easily be used as a noun, or as a verb, or as an adjective, etc.

In the links below you will find more information on organisational development on the internet.

<http://www.odnetwork.org/?page=whatisod>

<http://www.med.upenn.edu/hbhe4/part4-ch15-organizational-development-theory.shtml>

Do you understand the difference? Note the US spelling with a "z" and the South African spelling with a "s".



STUDY

Study "**Change Management?**" and "**The Change Management process: Science and Art**" in the prescribed book. Can you see from this information and the information in this learning unit that change management refers to a process, where different tools, knowledge and resources are applied to bring about change from a current state or situation to a more desired state or situation in the future?

Some definitions also refer to a process that aims to reach the desired outcome for the organisations. The bottom line is that change takes place in people using different means such as tools, techniques and resources to ensure that the change brought about by the project is implemented properly.

Now that you are confident that you understand the concepts of change management and organisational development we can continue to explore basic terminology of the change management process. We will do this in section 6.2.

6.2 Change management process terminology

Before we can examine the actual change management process, you need to understand some of the basic terminology. Do activity 6.1 for this.



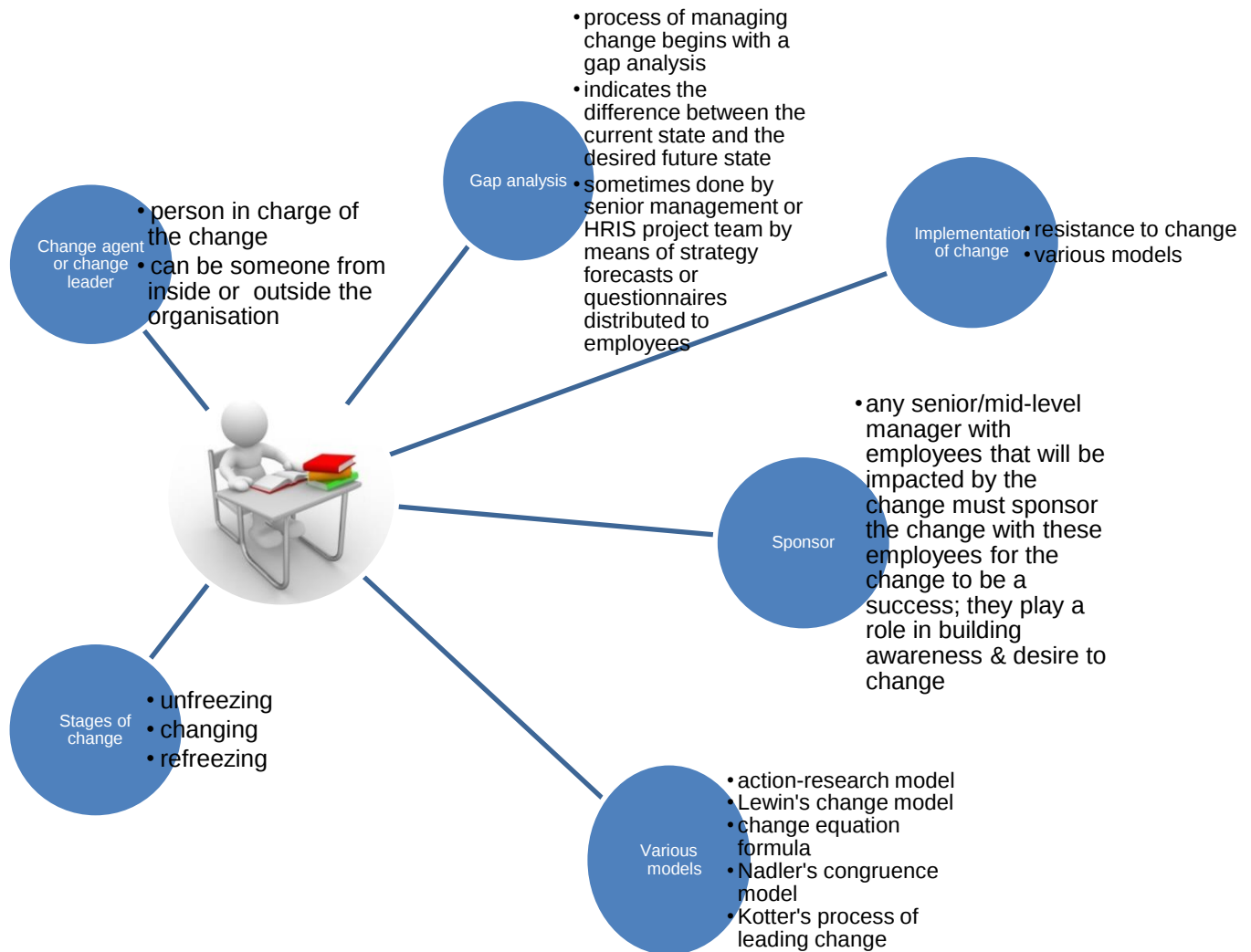
ACTIVITY 6.1

We want you to use a variety of sources to compile a list of definitions of the items in the diagram that follows.



STUDY

Use your prescribed book as the first source. Then also use the two sources/hyperlinks we gave you in section 6.1 or do a search on the internet using the search terms "change management terminology". Then complete the scheme that follows (you will also find this as an MSWord file under Additional Resources on the HRM3703 myUnisa module site, then Learning unit 06, then "LU 06 change terminology").



Now you should be able to distinguish between the following terms, provide definitions of them and give a brief overview of the models as well as the stages of change (you will study each of these in more detail in the next section):

- change agent/change leader
- gap analysis
- implementation of change
- resistance to change
- change management models (e.g. Lewin's change model, change equation formula, Nadler's congruence model, Kotter's process of leading change)
- stages of change
 - o unfreezing
 - o changing
 - o refreezing



FEEDBACK

Did you notice when you studied the aspects we have just mentioned that there are various models that can be used for change management? There are various role players with specific roles/tasks. Could you discuss each of these?

Make sure you are familiar with this material before you continue. Now go to section 6.3 where we will briefly consider the various change management models.

6.3 Models of the change process



STUDY

In the prescribed book in chapter 6 “**Selected Change Models**” you will find general and specific models of organisational change. Some of these focus on individual employees or on the group level (also called the micro level). Others focus on the organisational level (or the macro level).

When you study this section you need to make notes or mind maps as you progress. You should include at least the following for each model:

- the name of the model
- a brief description or definition of what it entails
- how it works/how it is applied
- important components/aspects of this model
- benefits of using this model

Here are some examples of outlines that you can use when you compile your own mind maps. You can also use your own structures or some of the apps included under Additional Resources, then Skills and then Mind mapping to compile mind maps. We have uploaded some structures or links to structures under Additional Resources, Learning unit 06: “Lewin’s change model”, “Nadler’s congruence model” and “Kotter’s process of leading change” that you can use as a point of departure if you wish.



FEEDBACK

You might wonder how this works in practice.

When you analysed Lewin's change management model, did you wonder how the force field analysis tool worked? This is an excellent tool to analyse the current situation before Lewin's three-step change model is applied. See more about this tool at the following link:



INTERNET RESOURCES/SEARCH THE INTERNET

http://www.mindtools.com/pages/article/newTED_06.htm

<https://rapidbi.com/kurt-lewin-three-step-change-theory/#.VfWSjRGqqko>

What do you think? Will things just always work out? Do you think that systems can sometimes fail? What could cause this failure? Do activity 6.2 before you continue. We have included it below, but you can also find it under Additional Resources on myUnisa.



ACTIVITY 6.2

Lewin's change management model

Here are a number of practical steps that could be grouped under one of the three stages of Lewin's change management model. Group the headings correctly in these three stages and write a few ideas from the prescribed book or any other source that could support each step:

- Develop ways to sustain change.
- Establish what must change.
- Provide support and training.
- Involve people in the process.
- Ensure strong support from top management.
- Emphasise the risks of not changing.
- Empower change actions.
- Manage and understand doubts and fears.
- Create a sense of urgency.
- Engage and dispel rumours.
- Acknowledge and reward success.

Do not continue to read the feedback below **until you have grouped the headings correctly and you have written a few ideas** from the prescribed book or other sources **to support each step**.



FEEDBACK

The grouping and possible discussion points are as follows:

Unfreeze

- Establish what must change.
 - ✓ Analyse the organisation to determine the current state.
 - ✓ Identify the purpose and advantages of change.
- Ensure strong support from top management.
 - ✓ Identify and win the support of key stakeholders in the organisation.
 - ✓ Make a strong business case for the change (i.e. support with CBA, customer satisfaction surveys, etc.).
- Create a sense of urgency.
 - ✓ Relate the need for change to the achievement of organisational goals.
 - ✓ Emphasise the risks/consequences of not changing.
- Manage and understand doubts and fears.
 - ✓ Discuss employee concerns and mitigate their anxiety.
 - ✓ Prepare everyone for what is coming.
 - ✓ Pay special attention to the benefits for all stakeholders.

Change

- Involve people in the transition process.
 - ✓ Allow people to go through the transition phase (ending, neutral zone and new beginnings).
 - ✓ Include external stakeholders in the process (employee organisations, etc.).
- Empower change actions.
 - ✓ Involve empowered line managers in change actions.
 - ✓ Generate short-term wins to reinforce change.
- Engage and dispel rumours.
 - ✓ Deal with problems and questions immediately.
 - ✓ Time and open and honest communication are the keys to success.

Refreeze

- Develop ways to sustain change.
 - ✓ Address the changes in the organisation's culture, norms, policies and practices.
 - ✓ Utilise Lewin's force field analysis to improve the possibilities and conditions for sustained change.
- Provide support and training.
 - ✓ Develop a training plan that includes current skills and future requirements.
 - ✓ Utilise power users to assist people who learn at a slower rate.
 - ✓ Establish a help desk to assist end-users.
- Acknowledge and reward success.
 - ✓ Embed successful change in performance metrics.
 - ✓ Communicate successes widely and repeatedly.



STUDY

In chapter 6, **figure 6.5** is a summary of the reasons for IT failure. You will also find a discussion on each of the aspects in chapter 9 under **“Why Do System Failures Occur?”** for more detailed information.

Do the self-assessment for learning unit 09 before you go to section 6.4. That section covers system failures and why these occur.

6.4 Why do systems fail?

You have probably also experienced failure of your own plans or those of others at some point. What were the reasons for this? Likewise, the implementation of HRIS can also fail. This is often not because of hardware or software failure, but is rather more related to the skills of the leader in charge of the change, the people and organisational issues related to change, among others.



STUDY

Study **figure 6.5** in the prescribed book where you will find five categories of key factors related to the failure of HRIS implementation. Also study the information in the section **“Why Do System Failures Occur?”** in the prescribed book.

Here is a visual presentation of these five key areas. When you summarise these for yourself, you need to include more detail than what we have provided:



Are you able to discuss each one by indicating how these five aspects may result in the failure of the system? What should be done in terms of each aspect to ensure that they don't cause the system to fail? Think specifically about an HRIS.

Apart from the systems that can fail, you might wonder what else can contribute/impact on the failure/success of an HRIS. We will look at this in more detail in section 6.5.

6.5 Organisational and individual issues in HRIS implementation

Read each of the following scenarios and decide what made the HRIS fail in each case:

Scenario 1

Company XYZ implemented an HRIS. Matthew has been working for the company for 36 years. One day during tea time he has a conversation with his colleagues: “I don’t understand what all this computer nonsense is all about, why can’t we use paper-based employee files like we’ve been doing for many years? It has proven that it works and I can access the employee information by simply getting the file from the filing department. I don’t see the need to look this up on-screen – it’s too much trouble and I have enough knowledge of technology. I use my cellphone and I can watch all the sport channels on my TV over the weekends. I’m not going to learn yet another new thing.”

Identify the problem(s) _____.

Scenario 2

Martha is the financial manager at ToGoodToBeTrue Accountants. They employ 500 employees and the HR director has decided, with the support of top management, to implement an HRIS. A few months after implementing the new HRIS, the company realises that the payroll information is not correct on the system and the HR director makes an appointment with Martha. He discovers that Martha’s employees don’t enter the data correctly into the HRIS to generate the correct payslips. After questioning her about this, she confesses that they were too busy to attend the training and that they were still using their previous spreadsheet system which they imported into the HRIS every month. Then they had to make a number of manual adjustments for each employee. The HR director now understands why Martha’s staff have been complaining that this new system makes them less efficient.

Identify the problem(s) _____.



STUDY

Look at these scenarios and study “**HRIS Implementation**” in the prescribed book.

If you think about the scenarios, you will realise that in each case more than one of the aspects discussed in the section we mentioned in the prescribed book was either neglected or not enough attention was paid to these aspects and this caused the HRIS implementation to fail.

Are there any other matters in addition to these that could also have had an impact? The HRIS should be integrated with other systems not only within HR. It would be most ideal if the other systems could also be incorporated, such as the financial systems and time systems. How the implementation will take place depends on various aspects, such as the needs of the company, its budget for the implementation and so on.



Think about changes in your life or in the organisation that you work for. Do you think that people normally accept these easily? Imagine an organisation that implements an HRIS for the first time. Do you think all the users would be equally optimistic and accepting of this change and the new system if they were familiar with another perhaps more paper-based system in the past? When you studied the section in the prescribed book “**HRIS Implementation**” you would have noticed the role played by cultural issues, process re-engineering, resistance to change and user acceptance. Do you understand why these are issues in HRIS implementation? Ensure that you understand the basic HRIS user acceptance model as shown in figure 6.10 in the prescribed book.

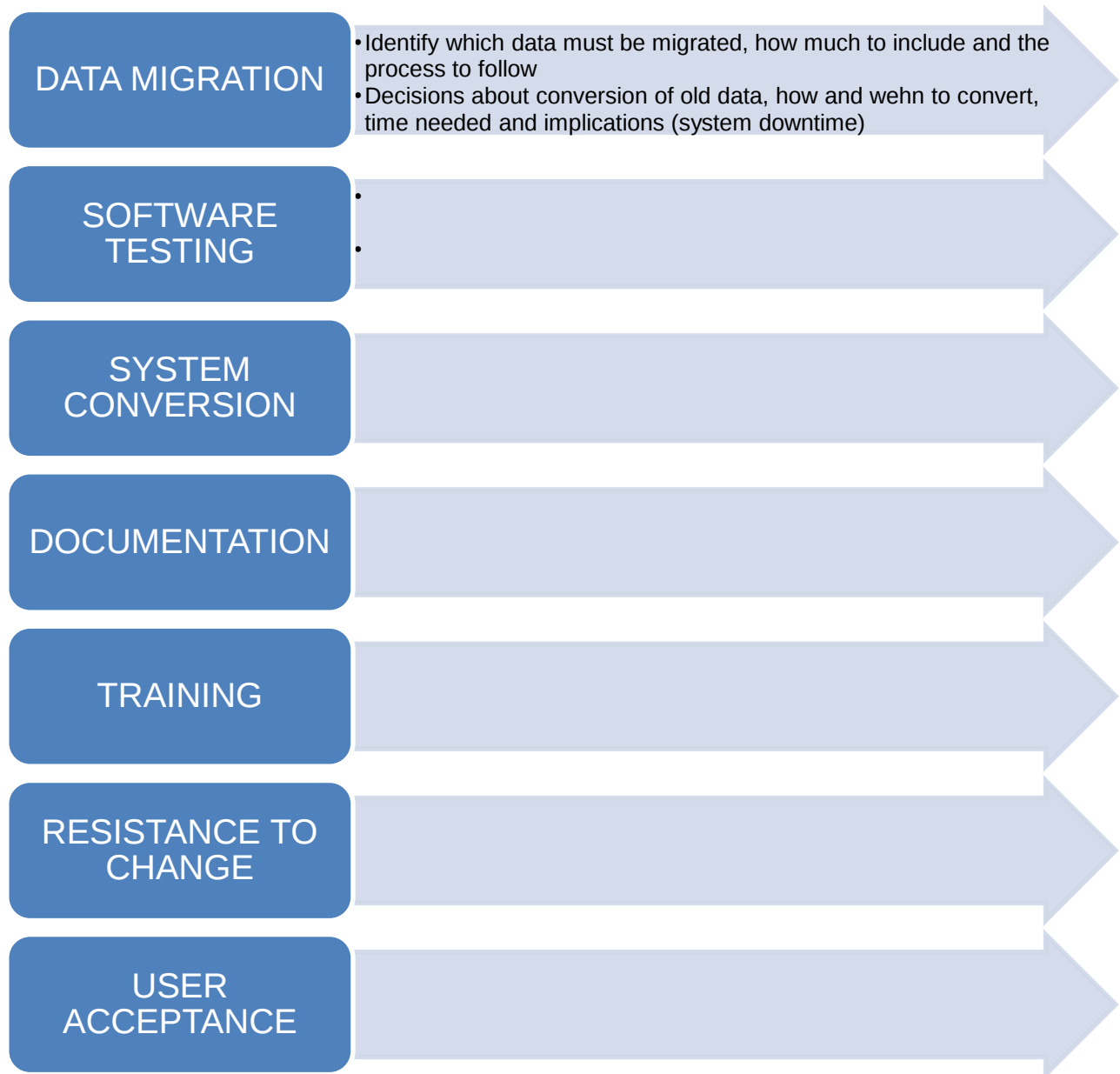
When you understand this section you can complete activity 6.3 before you go to the next section in this learning unit (6.6).



ACTIVITY 6.3

Important tasks during HRIS implementation

What tasks are important when implementing an HRIS? Four main tasks are involved, these include data migration, software testing, system conversion and documentation. Over and above this the following should also be considered: training, how to deal with resistance to change and ensuring user acceptance.



Use the structure above (you will find an MS Word copy of this on the HRM3703 myUnisa module site) and summarize this section. The name of the file is Activity 6.3.



FEEDBACK

When you summarised this, did you see how important it is to properly train people (or employees) on using the new system? Without training they will not be able to use it correctly and efficiently. One also need to realise that not everybody will be equally open and comfortable with the new system and there might be resistance – did you see the suggestions in the prescribed book regarding this matter? For the HRIS to be successful it is vital that the user accept the system. How can this be established? By involving them in the process. Make sure that you include all the important aspects in the prescribed book in your summary.

You can now continue with section 6.6 where

6.6 What are the critical success factors in HRIS implementation?

It is important to also understand what the critical success factors (CSFs) are when implementing an HRIS.



STUDY

Study “**Critical Success Factors for HRIS implementation**” in chapter 6 of the prescribed book. We advise you to compile detailed notes for yourself on this section. To make it easier to remember the information, we have created the visual presentation that follows. You can also download it on the HRM3703 myUnisa module site from Additional Resources, then Learning unit 06 and then Critical success factors in HRIS implementation. The information in this figure only includes the main aspects which you have to be able to discuss in detail. Refer to the prescribed book for more detail.



When you work through this section in the prescribed book, you should realise how important each of these aspects is.

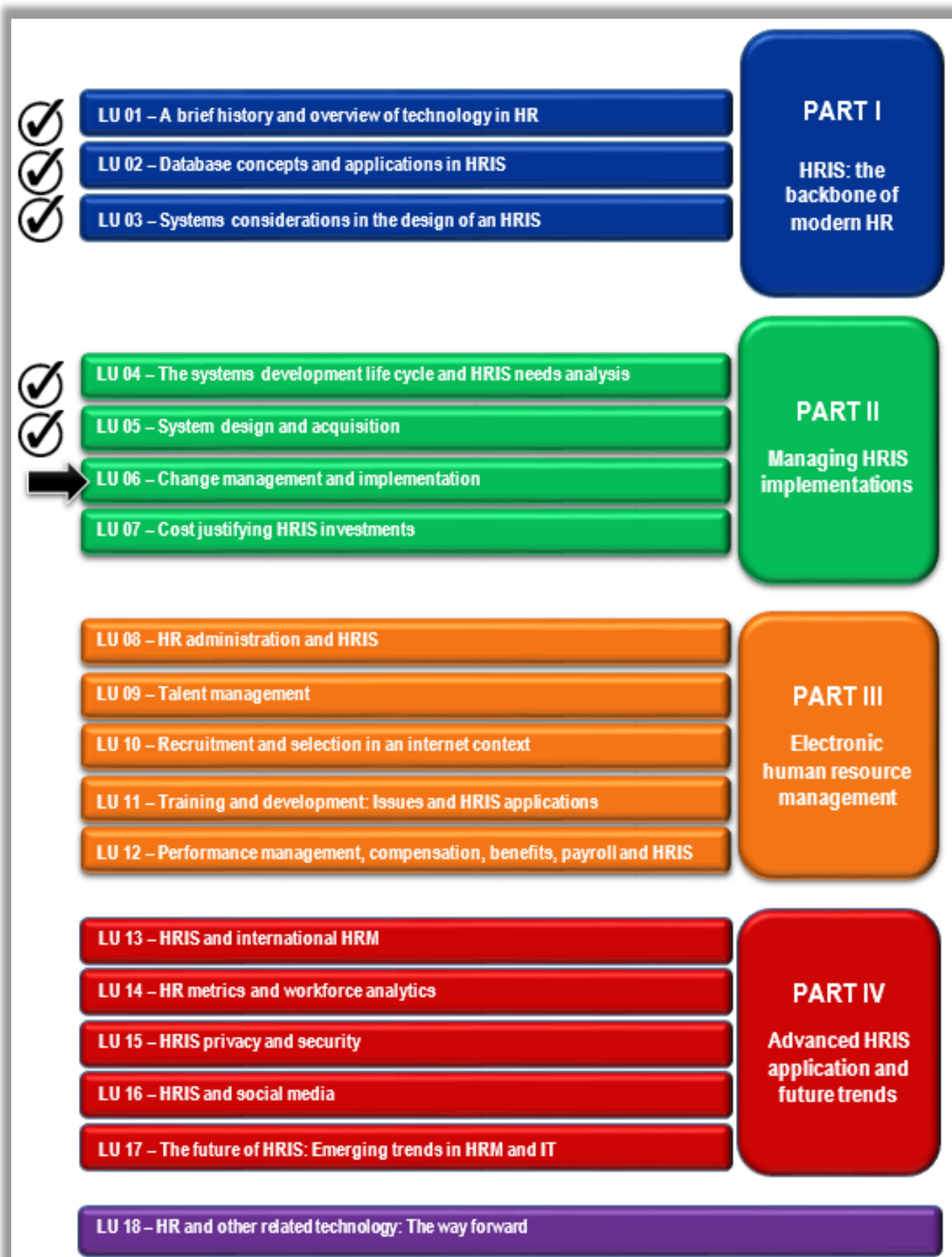
We have now come to the end of learning unit 06. Do activity 6.4, which you will find under Additional Resources, then Learning unit 06 and then Activity 6.4. Complete this activity before you do the reflection on this learning unit (section 6.7).



ACTIVITY 6.4

You have now worked through the sixth learning unit in the second part of the module, namely Change management and system implementation. Remember in the previous learning units we included a figure

to indicate your progress. You will find this figure again here, indicating the **highlighted section that you have now completed**.





MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this ninth learning unit. Then go to section 6.7.

6.7 Reflection on learning unit 06



REFLECTION

Complete the self-assessment for learning unit 06 named "Self-assessment activity Learning unit 06", which you will find in the self-assessment tool on this site it deals with some of what you have learnt in this learning unit.

Lastly you can watch two short video's about change management. Remember in some video's on YouTube they add advertisements. You can normally "skip" these after a few seconds look out for this. **(You will not be examined on these two video's).**



INTERNET RESOURCES/SEARCH THE INTERNET

In the resistance to change video on the internet (<http://www.youtube.com/watch?v=hcZ1aZ60k7w>) you will find a "competition in the video" at more or less 5:22, ignore this and watch the rest of the video.

Change management explained in 1 minute (video)

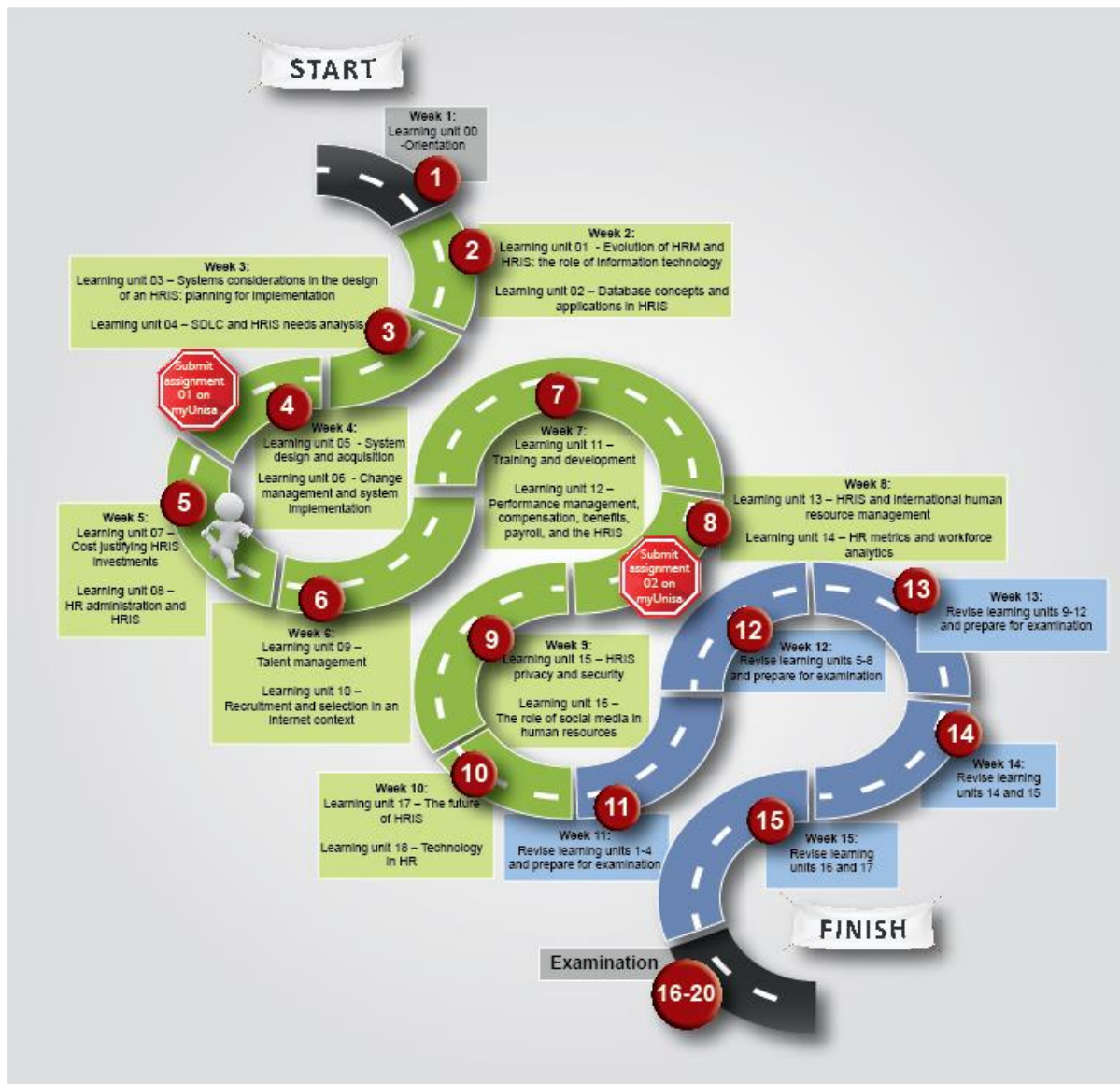
(<http://www.youtube.com/watch?v=gmoDpj1jtyA>)

Think about your own life and those of your family members or friends, you will probably agree that changes in your personal life is not always easy. The same goes for changes (big or small) in organisations, now throw into this mix a diverse workforce with varying views on change, technology, improved working methods (especially if things have been done in a certain manner for years and years) and different comfort levels with computerised systems.

After you have watched these videos and understand this learning unit, go to learning unit 07 where we will look at cost justifying HRIS investments.



Where are we now? According to our schedule, this is **week 5**.





LEARNING UNIT 07 – Cost Justifying HRIS Investments

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This learning unit refers to chapter 7 in the prescribed book “Cost justifying HRIS investments”. Use the 4th edition of the book.

7.1 Introduction and learning outcomes

Introduction

From what you have learnt thus far in this module you should realise that HRISs are not inexpensive. Corporate governance would want to ensure that the money spent on an HRIS will be worth it and that it will make a difference. Organisations will not be willing to spend a huge sum of money if they don't see how it will add value to the bottom line. It is thus very important that we as HR do our "homework" to ensure that we choose a system that will meet the needs of the organisation and provide the needed support and information at the other end - in other words, a system that provides the required support and results.

So what will we look at in this learning unit?



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- explain why a cost-benefit analysis is critical for the success of an HRIS project
- explain the various strategies for HRIS investments
- explain how the use of guidelines for approaches to investment analysis will lead to a better HRIS project
- identify the costs and benefits in the CBA of an HRIS investment
- discuss the direct and indirect benefits and costs
- explain how direct and indirect costs and benefits should be estimated
- discuss utility analysis as being built by alternate CBAs for different outcomes
- discuss the common problems that may occur in an HRIS CBA

You can now go to section 7.2.

7.2 What does CBA mean?



STUDY

Study "**Introduction**" in your prescribed book.

Do you know what CBA stands for? Cost-benefit analysis. We assume that you understand it. If you don't, look it up on the internet or in a dictionary and read a bit more about the concept. You can also use the links that follow for more information about the concept. For the examination you need to understand what the concept is. Here are three different sources where you can learn more: <http://www.sjsu.edu/faculty/watkins/cba.htm>, WhatIs.com (<http://whatIs.techtarget.com/definition/cost-benefit-analysis-CBA>), About.com (<http://management.about.com/cs/money/a/CostBenefit.htm>) and the Business dictionary (<http://www.businessdictionary.com/definition/cost-benefit-analysis-CBA.html>).

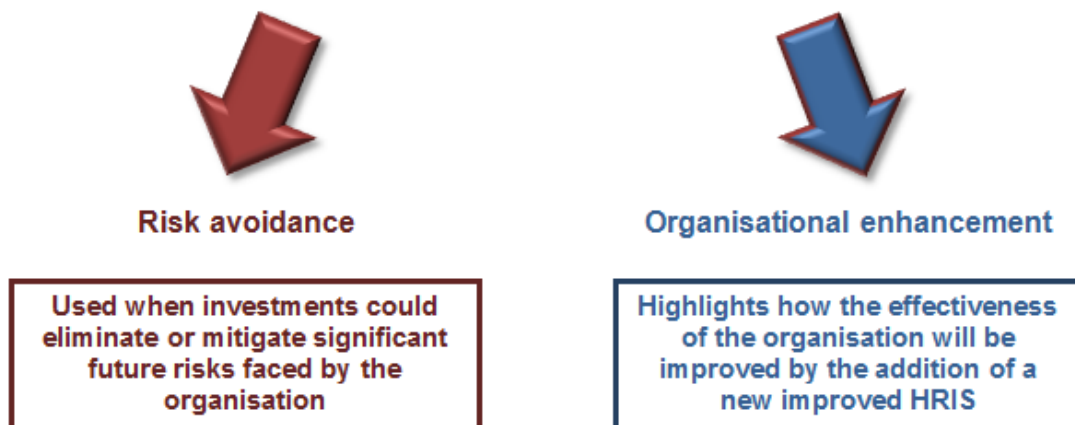
If you feel that you gain enough information from the first link, then you can continue with the unit. If you still don't understand what CBA means, then rather look at the information on the other links as well.

7.2.1 What is base-line functionality?

You need to understand what this means, as you will encounter it often. **Base-line functionality (BLF) refers to the minimum functionality required of a system. How will you determine this? Yes, I'm sure you remember the needs analysis we discussed in learning unit 04. The BLF will include all the MUST haves, including functionality, cost and implementation date, etc.**

7.2.2 What justification strategies are available for HRIS investments?

There are two categories here:



STUDY

In your prescribed book in the section "**Justification Strategies for HRIS Investments**" you will find more information about this. Make sure you know and understand at least one of each category.

7.2.3 How has HRIS justification evolved?

HRIS has helped organisations to move away from a paper-intensive environment to a more electronic environment. This makes information easily accessible and also affects the workload of HR. Employee self-service modules in HRISs have dramatically decreased the administrative workload of HR.

departments as the employees themselves can make many administrative inputs. As these systems evolved, organisations could see huge cost and time savings. However, experts are of the opinion that it will be difficult to get the same administrative cost and time savings with future developments and add-ons in HRISs. What does this mean? It means that it will be more difficult for HR to use administrative cost-saving as a motivator for implementing these systems. The motivation should thus concentrate on the improved decision-making support that a modern HRIS will provide to management and the impact on the effectiveness of the organisation.

For companies that currently use paper-driven systems, cost-saving might still be a motivator. They can use a risk avoidance strategy (they might, for example, need accurate records for disciplinary and other actions and for CCMA cases) to justify the need for an HRIS.

The organisational enhancement strategy incorporates a cost-saving or reduction strategy and companies can use this to determine the CBA for the investment in an HRIS. An example could be a staff inventory that can be used for training or promotional purposes. This will take up less time if an HRIS is used as opposed to obtaining this information using a paper-based system. A modern HRIS has a number of standardised reports for managers to use, e.g. turnover metrics, attendance, performance goals and assessment results, which are generated at the push of a button (as we discussed in learning unit 07). This HRIS can also give employees access to their own performance goals and supply online job-related training to improve their effectiveness.



STUDY

In the prescribed book you will find a section **"Evolution of HRIS Justification"**, which you should study.

The conclusion that we can make is that the organisations that already have an HRIS are not likely to invest a lot more money in new functionalities of their HRIS, unless they use an organisational enhancement approach with a CBA incorporated. The CBA methods used should therefore not only focus on the costs, but also on what these new HRIS functions or modules can do for the organisation's effectiveness. What is HR's responsibility here? We need to find tools that can help us identify the sources of value. You will learn more about this later.

7.2.4 What approaches to investment analysis can be used?

You need to firstly understand the following (think about the previous learning units that we have already discussed):

- Why the analysis is being conducted
- The expectations regarding the results
- Who needs to be part of the team



STUDY

Table 7.1 in your prescribed book gives important guidelines that the CBA team can use to approach the analysis. Study this together with the section **"Approaches to Investment Analyses Make a Difference: Some Guidelines"**.

To test your understanding of this part, do the self-assessment questions for learning unit 07. Then go to section 7.3 where you will learn more about how an HRIS cost-benefit analysis is done.

7.3 How do you do an HRIS CBA?

You will have already realised that it is very important to determine the gap between the costs and benefits. This will have an effect on the decision to implement a new HRIS or new HR functionality.



STUDY

You don't have to be a financial expert, but basic financial knowledge would be very beneficial. Read more about this in your prescribed book in **"HRIS Cost-Benefit Analysis"**. There are three basic pieces of information used in CBAs. Can you identify them?

- sources
- monetary value
- time



STUDY

In the prescribed book you will find the section titled **"Identifying Sources of Value for Benefits and Costs"** and three subsections **"Direct benefits"**, **"Indirect benefits"** and **"Implementation costs"**.

Use the structure that you will find under Additional Resources in the subfolder Learning unit 07 and complete a detailed mind map of this section. After you have successfully completed it, you should understand figure 7.1 in the prescribed book clearly. You could also use figure 7.1 as your point of departure and elaborate on it by adding more information.

Once you have mastered this work, you can go to section 7.4.

7.4 Estimating the timing of benefits and costs and the value of indirect benefits



STUDY

In your prescribed book you will find a section **"Implementation costs"**, **"Estimating the Value of Indirect Benefits"**, **"Estimating Indirect Benefit Magnitude"**, **"Mapping Indirect Benefits to Revenues and Costs"**, **"Methods for Estimating the Value of Indirect Benefits"** and **"Estimating the Timing of Benefits and Costs"**. Study these sections and all the subsections as you will need this information when you have to justify the cost of an HRIS at your company.

Part of the role of HR is to convince top management or the management team of the organisation to "invest" more money and time in a new/updated HRIS and/or to add more modules. You have to be able to convince them why. These estimations might assist you in this task. When studying these sections pay attention in particular to the following:

- estimating the magnitude (direct estimations, benchmarking, internal assessment)
- mapping indirect benefits to revenues and cost
- methods to estimate the value of indirect benefits
- common problems to avoid (pay specific attention to this)

You can also refer to table 7.3 in this chapter for guidance. As soon as you have a clear understanding of this section, go to section 7.5.

7.5 Avoiding common problems

What are these common problems, you might ask?

Typical problems are the following:

- Only direct cost reductions are recognised.
- Some items that are listed as direct cost reductions are often actually indirect cost reductions.
- Estimates assigned to time saved should be reasonable.

To identify the benefits it is crucial that you understand the business, because this will assist you in identifying the potential benefits. What sources can you use to identify the benefits for your organisation?



STUDY

This information is provided in chapter 7 of your prescribed book in **"Avoiding Common Problems"**.

Now that you have gathered all this information or "ammunition" that you want to use to convince management to spend money on an HRIS, how do you present it to them or package it?

Do activity 7.1, which you will find under Additional Resources in the subfolder Learning unit 07 before you continue with section 7.6.



ACTIVITY 7.1

Do an internet search on websites of HR vendors and see if you can find benefits of their systems. While you are searching, try to find information on how to "sell" the system to your managers.

If you struggle to find information, click on these links:

<http://www.staffsquared.com/blog/2012/10/22/how-to-convince-your-boss-to-invest-in-hr/>

<http://www.comparehris.com/HRMS-Software-and-HRIS-Systems/>

<http://www.comparehris.com/HRIs-justification/>

You won't be examined on the content of these articles and blogs in the examination. Just use the information in these links or the links that you find to compile a list of items that you will be able to use

to convince your manager that the HRIS is needed and justified. Include a maximum of eight items on your list.

Scenario

As the HR manager you have heard that XYZ HRIS vendor has an employee self-service package that puts employee information on the internet. Because this simplifies HR processes and increases employee efficiency, the costs of managing your workforce will be reduced. Using a recognised CBA, you estimate that your organisation can have a direct benefit of R50m net per year by installing this module. Write a motivation to the MD proposing that your current HRIS be expanded to include a self-service functionality.

SAMPLE MOTIVATION

Note 1: You should use the information in the scenario, in Figure 7.1 and Table 7.2 of the prescribed book and the internet links we have given you, or any others, to prepare your motivation. It could look something like this:

PROPOSAL TO ADD A SELF-SERVICE FUNCTION TO THE EXISTING HRIS

1. One of the biggest challenges to the HR Department is giving benefits support to our employees. A huge amount of time is spent on filling out forms and handing these in at the front office, often resulting in forms having to be filled in again due to errors.
2. Self-service modules that are compatible with our HRIS are available and will
 - save time and reduce costs by putting employee information and HR processes on the internet for employee access
 - simplify HR processes, including benefits administration
 - grant access to employee information 24 hours a day, seven days a week
 - reduce the number of visits and phone calls to the HR Department
3. A cost-benefit analysis has indicated that a direct net benefit of R50m per annum could be achieved if such a module was implemented, with the added indirect benefit of employee satisfaction.

Note 2: Can you see that the first sentence explains the current situation, including the need? The second sentence gives the advantages of such a solution, and the third makes a recommendation linked with the CBA. Do you also notice that the XYZ HRIS vendor is not mentioned yet as you are only looking for approval in principle? Only after the needs analysis has been finalised will the different products be evaluated against these needs.

After you have completed this activity, you can go to section 7.6.

7.6 How do you put all of this together to convince top management?



STUDY

In the prescribed book you will find a section titled "**Packaging the Analysis for Decision Makers**". Study this thoroughly. In the first paragraph you will find a list of four items that you should have information on after you have completed your analysis.

Have you noticed the following?



Remember that you should present the information in such a manner that it can serve as a tool to help you convince management or the decision-makers that the system is needed.

You are now ready to do the last activity in this unit. To access this activity go to Additional Resources, then Learning unit 07, then Activity 7.2 before you reflect on this learning unit in section 7.7.



ACTIVITY 7.2

You have now worked through the seventh learning unit in the second part of the module, namely Cost justifying HRIS investments. This is the last learning unit in part two of the book.

*Remember in the previous learning units we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted learning unit that you have now completed and those that you have completed before this one.***



LU 01 – A brief history and overview of technology in HR

LU 02 – Database concepts and applications in HRIS

LU 03 – Systems considerations in the design of an HRIS

PART I

HRIS: the backbone of modern HR



LU 04 – The systems development life cycle and HRIS needs analysis

LU 05 – System design and acquisition

LU 06 – Change management and implementation



LU 07 – Cost justifying HRIS investments

PART II

Managing HRIS implementations

LU 08 – HR administration and HRIS

LU 09 – Talent management

LU 10 – Recruitment and selection in an internet context

LU 11 – Training and development: Issues and HRIS applications

LU 12 – Performance management, compensation, benefits, payroll and HRIS

PART III

Electronic human resource management

LU 13 – HRIS and international HRM

LU 14 – HR metrics and workforce analytics

LU 15 – HRIS privacy and security

LU 16 – HRIS and social media

LU 17 – The future of HRIS: Emerging trends in HRM and IT

PART IV

Advanced HRIS application and future trends

LU 18 – HR and other related technology: The way forward



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this eighth learning unit. Then go to section 7.7.

7.7 Reflection on learning unit 07



REFLECTION

Look at the word cloud that follows. Do you understand all of these concepts? Work through them one by one. If you are not sure about any one of these, turn to the end of your book and find the definition in the glossary or read the sections related to these concepts in the prescribed book again.

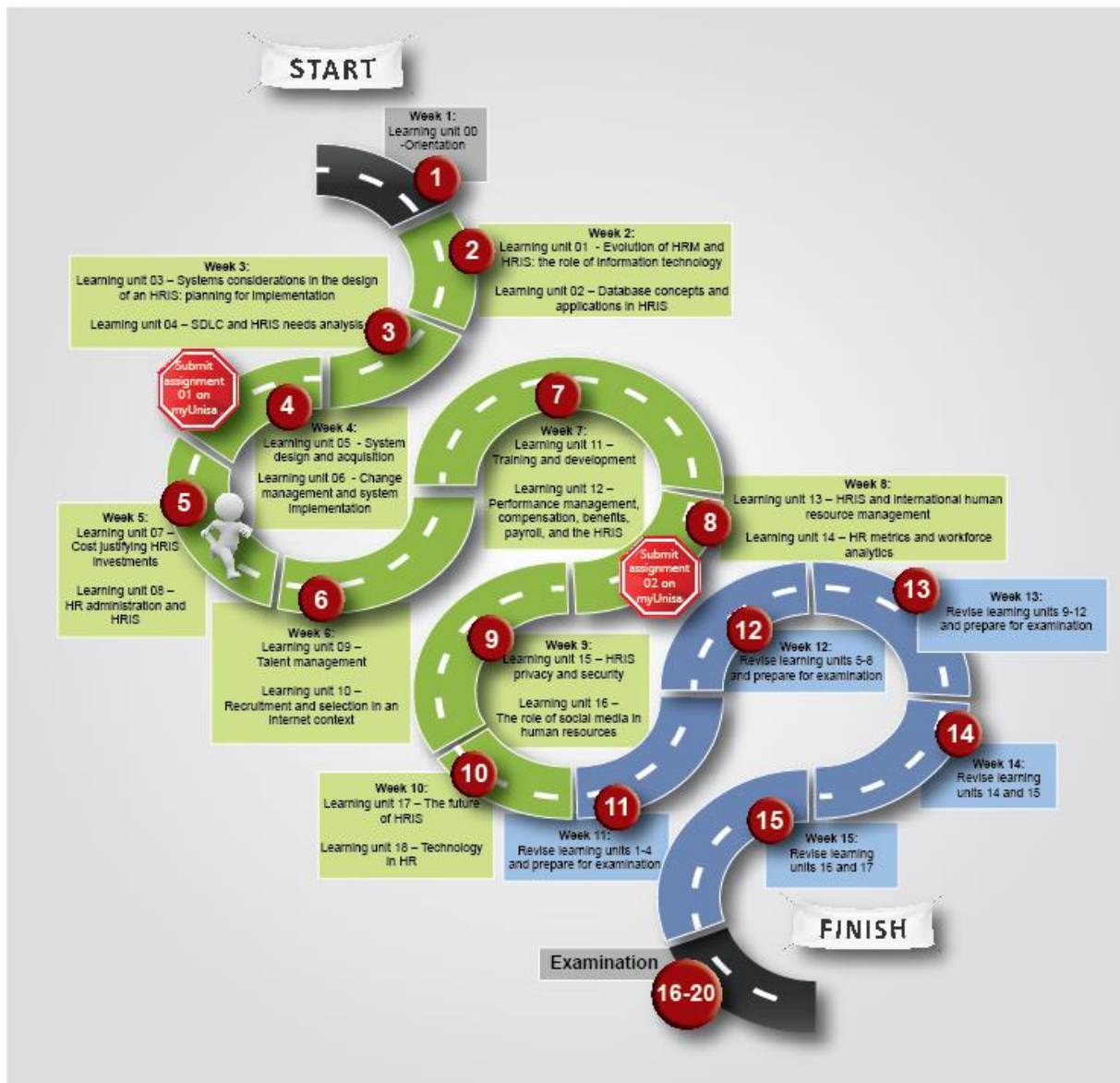


Answer discussion questions 2, 3, 4 and 8 at the end of the chapter in the prescribed book. You are welcome to use the discussion forums to discuss your answers with your fellow students if you wish - no specific forum has been created for this learning unit. You can also complete the self-assessment questions for this learning unit using the self-assessment tool on the HRM3703 myUnisa module site.

After you have done this, go to learning unit 08, which focuses on HR administration and HRIS. We will also no move to the third part of the prescribed book that deals with electronic human resource management.



Where are we now? According to our schedule this is still week 5.





LEARNING UNIT 08 – HR Administration and Human Resource Information Systems

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This learning unit refers to chapter 8 in the prescribed book “HR administration and Human resources information Systems”. Use the 4th edition of the book.

8.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, HR metrics and workforce analytics and change management. In the previous learning unit you learnt about cost justifying an HRIS. We now move to the third part of the prescribed book which deals with Electronic HRM. In this learning unit we will look at the support that an HRIS can give HRM in its administrative function in more detail. Research has shown that approximately 65% to 75% of all HR activities are transactional. It is therefore important for HR to understand how an HRIS can assist them with their HR-related administration activities, such as keeping records, updating and maintaining policy and informational materials, generating reports, administering labour contracts, etc. These are just some examples.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- explain the basic role of job analysis in human resources and how HRIS can support this
- discuss the complexity of HR administration and the advantages of an HRIS over traditional paper-based systems
- discuss the advantages of service-oriented architecture for the HRIS
- differentiate between various structural approaches to HR administration service delivery and discuss its advantages
- describe how legislation and legal compliance impact HRIS functionality
- discuss privacy and legislation related to HRIS in the South African environment
- discuss the elements important to successful measurement of the strategic alignment of the HR balanced scorecard and how this alignment is related to the strategic alignment of an organisation



Can you think of examples of HR administration related to the management of employees in an organisation? Think about this before you continue. Do you agree that HR has to keep accurate and up-to-date record of various employee-related matters? Refer to the introduction in chapter 10 of the prescribed book for a discussion on this requirement. When you read this section, take note of the basic employee information module (BEIM) and why it is important that the information stored be accurate, timely and well-constructed. Can you imagine how embarrassed your organisation would be if you could not find the next-of-kin of someone injured on duty because the basic employee information records were not correct? Think about employment equity reports. If the basic data were incorrect, the result would be an inaccurate report. The same goes for other information such as the training of employees that would influence the skills levy that your organisation is entitled to annually. We are sure you will agree that the organisation could be negatively affected and it may even affect the bottom line. The BEIM is therefore the first module to be created to maintain the record of all existing and prospective employees. It is worthwhile spending time on this to ensure that it meets the needs of the organisation. The first requirement for developing this module is an analysis of the jobs in the organisation. We will discuss this in section 8.2.

8.2 Job analysis



STUDY

In the prescribed book you will see a section called **"Technical support for Job Analysis"** with two subsections. Study this whole section carefully. It is not very comprehensive but we assume that you are already familiar with this concept and the various approaches and techniques. You would have dealt with them in the HRM1501, HRM2601 and/or HRM2605 modules. If you need to recap, you will find the study guides for these modules uploaded under Additional Resources, then Skills, then Study material of other undergraduate HRM modules. Note that the purpose of these items is for you to refresh your memory, not to study this material again, as we assume that you are familiar with this concept.



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Alternatively, you can find a very brief explanation at this link to refresh your memory: http://humanresources.about.com/od/jobdescriptions/g/job_analysis.htm.

When you studied this section, you should have noticed that a job analysis (JA) should be conducted from which job descriptions can be derived using one of a variety of techniques available. This information should be stored in the HRIS and it is important that this information remain accurate and timely. Before you continue, think about your own job. If you have been in the same job for a while, have your role and functions remained the same since the day you started at the organisation or has your job changed slightly? Was your job description updated when these changes took place?

Take an example of an assembly line worker. Imagine the person is expected to fasten screws by hand. More modern technology becomes available and the organisation decides to change procedures and introduce electronic screwdrivers. These speed up the process and reduce injuries. What are the implications? Do they have to change the person's job description? What else do you think will also change? They might expect him/her to produce more units per hour as the new technology lightens the load – do you agree?

IMPORTANT NOTE

Remember that the prescribed book is an international book and they may sometimes refer to certain international legislation and government requirements that do not apply to South Africa. In these cases we will provide the South African perspective and the relevant information in the learning unit. You will see that in this case the authors refer to the O*Net database, which is not applicable to South Africa.

What can HRIS assist with?

It can help managers tasked with improving efficiency of HR administration by

- reducing costs
- enhancing reliability of reporting
- improving service to internal customers

How can it facilitate HR administration?

Refer to the figure that follows (refer also to learning units 01 and 02).





STUDY

In the prescribed book in the section **"The HRIS Environment and Other Aspects of HR Administration"**, you will find a discussion on this. Note the broad administrative issues that we will discuss in this learning unit:

1. organisational approaches for providing HR in a global economy
2. compliance mandates for record maintenance and report requirements
3. the measurement of HRM contributions to an organisation's strategic goals via a balanced scorecard

We will look at each of these in the sections to follow. Now go to section 8.3.

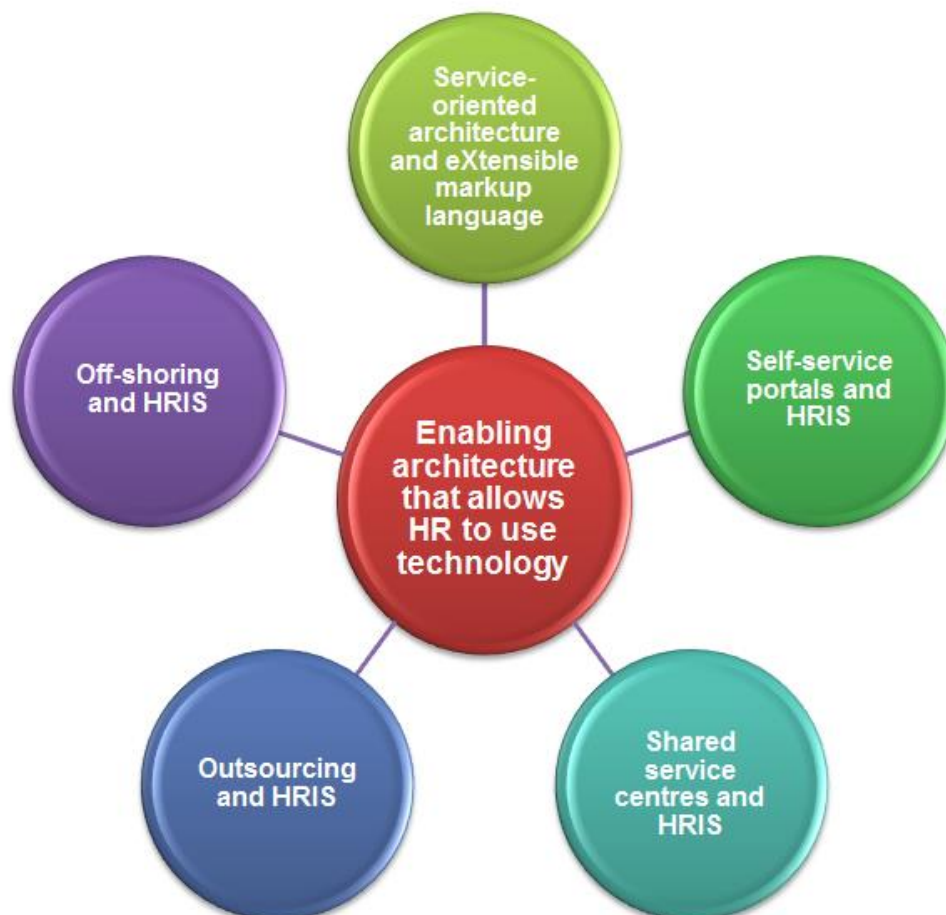
8.3 HR administration and organising approaches



STUDY

Study the section **"HR Administration and Organizing Approaches"** in the prescribed book.

As you can see, HR has evolved over the years and the administration of transactions has become more complex as organisations have become more complex. In addition, the use of computers has increased and HR has moved away from paper-based systems to computerised systems. HRIS provides a lot of support for daily HR transactions, complex situations and reporting. We are now using technology to reduce operating costs and to increase HR's efficiency. At the same time, we have more accurate information available almost immediately and we can provide better customer service and improve employee productivity. Look at the enabling architecture that allows HR staff to use technology. You will see several of them in the figure below:



What is service-oriented architecture and eXtensible markup language?

Read the information on these web links to learn more about these concepts:



INTERNET RESOURCES/SEARCH THE INTERNET

Service-oriented architecture (SOA) – http://en.wikipedia.org/wiki/Service_oriented_architecture
eXtensible markup language (XML) – http://en.wikipedia.org/wiki/Extensible_markup_language

When studying the section in your prescribed book called "**Service-Oriented Architecture and eXtensible Markup Language**", you will note that it contains very complicated definitions. Let's first look at SOA.

Refer to figure 8.1 in the prescribed book it includes a visual presentation of the Service-Oriented Architecture (SOA) business-modelling process. From what you have learnt about SOA, you should now understand that it refers to internal and external services that communicate or "talk" to one another by exchanging data. Coordination takes place to ultimately achieve the business goals. When looking at the figure you should realise that it all starts with the vision and it ends with the SOA results and creation of value. In the prescribed book above figure 8.1, you will also find a practical example that explains this. Did you also see the architectural benefits of SOA listed in the prescribed book? These also all focus on improvement, alignment, faster implementation and increased consolidation. In learning unit 03 we discussed XML. Do you still remember what you learnt? If not, we suggest that you revise this before you continue. How can XML enhance SOA? XML combines text and other information and allows data sharing across different information systems, usually via the internet.



STUDY

In the section "**Advantages of XML-Enhanced SOA**" in the prescribed book, you will find a number of advantages relating to security, performance, auditing, change capabilities and alternative HR administration structures. These encourage multiple approaches to meeting administration goals of cost reduction and service improvement. There are four main structural approaches to HR administration that this technology supports. These are the self-service portal, the shared-service centre, HR outsourcing and off-shoring. We will discuss them in the sections to follow. Now go to section 8.4.

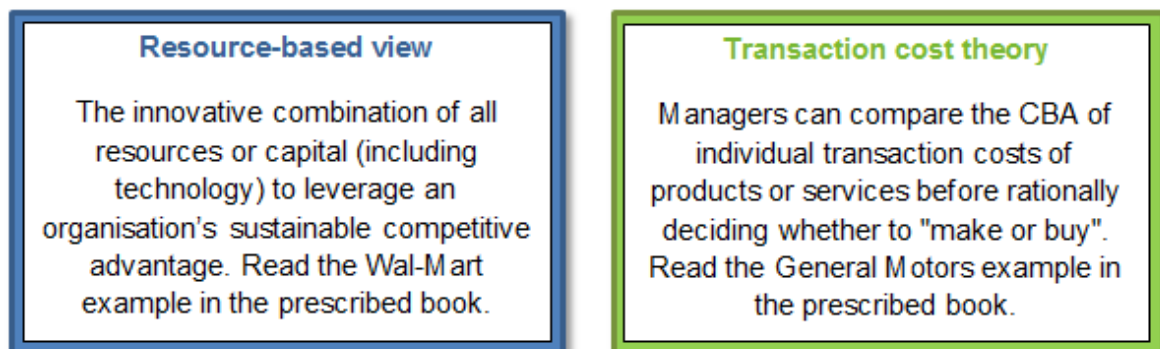
8.4 HRM administrative service delivery approaches



STUDY

Work through this section together with the information before **figure 8.2** in the prescribed book. Then also study the section "**Theory and HR Administration**".

Can you distinguish between the two theories that explain the alternative theoretical perspectives to HR administration? See the figure below:



Either of these perspectives may explain why an organisation has a particular preference for their HR administration service delivery. There are various aspects that come into play, e.g. increased internal transaction costs and concerns about the security of data when external providers are involved. We all know that organisations want to make the best decisions and use the best solutions at the lowest cost while they are maximising their profits and ensuring their competitive advantage! Before you continue to study the various options, think about your organisation. If you are not employed, ask a family member or friend. What is the procedure to apply for leave at work? Keep this at the back of your mind.

8.4.1 Self-service portals and HRIS

This approach provides an electronic means for employees to access the organisation's HR services and information. This information can include policies, procedures, manuals, remuneration-related information, etc. In some instances it can also be accessed from locations other than the office, depending on how the system is set up. The services provided normally include completing transactions based on data previously established in records and knowledge databases without HR's assistance. Employees (and prospective employees) can normally also access the HRIS to update their personal details 24/7 by means of these portals.



STUDY

Study the section **"Self-Service Portals and HRIS"** in the prescribed book. Study **figure 8.3** and **table 8.1** as well.

The two main alternatives are discussed, namely employee self-service (ESS) and manager self-service (MSS). These two are often used side by side with certain interwoven processes and transactions. When you study this section, think about the advantages and disadvantages, because you will be making your own summary of these in an activity later in this learning unit. In this section we only want to provide you with a better understanding of how or when self-service works and we will not go into detail.



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To read more about one vendor's ESS and MSS, click on this link: <http://www.aspirehr.com/sap-hcm-portals-and-ess-mss/>

In these links you can find information on some of the HRISs and their self-service portals:
<http://www.oracle.com/us/products/applications/ebusiness/human-capital-management/053681.html>
<http://www.orangehrm.com/open-source-product-features-ess.shtml>

To see a video clip of how an absence can, for example, be created by an employee using self-service, watch this video. This is just one example that employee self-service can offer. It will vary depending on the type of system used:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.youtube.com/watch?v=gxeDkCeEt58>

Why would self-service be important? Can you remember a time many years ago when you or a family member had to go to work to apply for leave and complete a form that had to be signed by several parties and then be submitted to HR for further processing? Now employees can do this electronically, approval can be done electronically and leave records can also be updated automatically, which saves a lot of time, effort and paper! Apart from these benefits, you would have encountered more advantages (and disadvantages) of self-service in the prescribed book that we will summarise later. Another alternative is a shared-service centre (SSC).

8.4.2 Shared-service centres



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Watch this video before you continue: <http://www.youtube.com/watch?v=TRdG9Oolgys>



STUDY

Study the section "**Shared-Service Centers and HRIS**" in the prescribed book and all the subsections. Study **figure 8.4** as well.

After what you have studied in the prescribed book, you will find this demonstration very interesting as it shows how the SSC works in practice:



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<http://www.sap.com/demos/richmedia/demos/sap-shared-service-framework-for-human-resources-automate-hr-processes-and-increase-efficiency-and-insight-demo-us.epx>

See an example of Kellogg's:

https://www.youtube.com/watch?v=aOn1PS96p_g

Before studying the advantages and disadvantages in detail, can you think of some things that might be of concern here? What about security, for example? What if someone needs to talk to an HR person face to face? Combining an SSC with a front office for the HR department could solve this problem. Click on these links:

http://www.humancapitalreview.org/content/default.asp?Article_ID=1031

[http://www.ey.com/Publication/vwLUAssets/Elevation_to_the_next_generation_of_shared_services/\\$FILE/Shared-services-optimisation.pdf](http://www.ey.com/Publication/vwLUAssets/Elevation_to_the_next_generation_of_shared_services/$FILE/Shared-services-optimisation.pdf)

Note, again, there are several advantages and disadvantages of SSCs and HRISs. The next option is outsourcing the HRIS.

8.4.3 Outsourcing and HRIS



INTERNET RESOURCES/SEARCH THE INTERNET

You might wonder why an organisation may want to outsource the HRIS. Here is one perspective of the benefits from a vendor's side:

<http://www.flatworldsolutions.com/articles/top-ten-reasons-to-outsource.php>

Choosing such a service supplier is definitely a very difficult task and you will have to consider a number of criteria. Click on this link to read more about some of the questions that you should consider:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.hrworld.com/whitepaper/outsourcing-checklist/>

https://www.google.co.za/search?q=offshoring+versus+outsourcing&biw=1280&bih=619&source=lnms&tbm=isch&sa=X&ved=0CAgQ_AUoAmoVChMInfTeheubxwIVynE-Ch2RVQrQ



STUDY

Study the sections **"Outsourcing and HRIS"**, **"Reasons to Pursue HR Outsourcing"**, **"Advantages of HR Outsourcing"** and **"Disadvantages of HR Outsourcing"** in the prescribed book.

Can you think of reasons why organisations would consider HR outsourcing (HRO)? Many reasons revolve around cost-savings and needing fewer HR experts on the permanent payroll of the organisation. Note that various approaches are discussed in the prescribed book, namely discrete HRO, multiprocess HRO and total HRO. Did you also read through the various advantages and disadvantages of HRO? Keep them in mind for the summary that you will be making in the activity to follow.



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To read more about whether an HRIS is HRO friendly, click on this link:
<http://www.hrotoday.com/content/621/your-hris-hro-friendly>

The last HR administration option that you will learn about is offshoring and HRIS.

8.4.4 Offshoring and HRIS

This is an expansion of HRO, but it implies that the work is sent to other locations overseas.



STUDY

When you study the sections **"Offshoring and HRIS"** and **"Types of HR Offshoring"**, you will see that the authors include examples of call centres that are located far away from the actual organisation or even the country that they operate in. There are also various types of offshoring, namely ownership or just off-shoring outsourcing, with many aspects to consider in both cases.



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See: http://www.diffen.com/difference/Offshoring_vs_Outsourcing also see the results of the Google search below:

https://www.google.co.za/search?q=offshoring+versus+outsourcing&biw=1280&bih=619&source=Inms&tbm=isch&sa=X&ved=0CAgQ_AUoAmoVChMInfTeheubxwIVynE-Ch2RVQrQ (we used offshoring versus outsourcing to do this search on Google).

Also keep in mind that the alternative service delivery approaches that we have discussed do not exclude the use of other options as well, depending on the needs of your organisation. The pressure to spend less to accomplish more has paved the way for hybrid models using a combination of these models.

See

https://www.accenture.com/lv-en/-/media/Accenture/Conversion-Assets/DotCom/Documents/Global/PDF/Strategy_2/Accenture-IBS-Procurement-Shared-Services.pdf
http://en.wikipedia.org/wiki/Shared_services

You have now learnt a lot about the four types of HRM administrative service delivery approaches. Do activity 8.1 now before proceeding with section 8.5.



ACTIVITY 8.1

We suggest that you create a mind map for each of the four options. In Additional Resources under Learning unit 10, you will find four frameworks that you can use as a point of departure to summarise each of the four HR administration options:

- self-service
- outsourcing
- shared service
- offshoring

If you prefer to only make detailed notes, you can do this as well. But it is important that you include the following in each of the mind maps or summaries:

- Self-service: What is this and what does it entail, how does it influence cost/time and resources? What are the advantages and disadvantages?
- Shared service: What is this and what does it entail, how does it influence cost/time and resources? What are the advantages and disadvantages?
- Outsourcing: What is this and what does it entail, how does it influence cost/time and resources? Why would an organisation use this? What are the advantages and disadvantages?
- Offshoring: What is this and what does it entail, what are the different types?



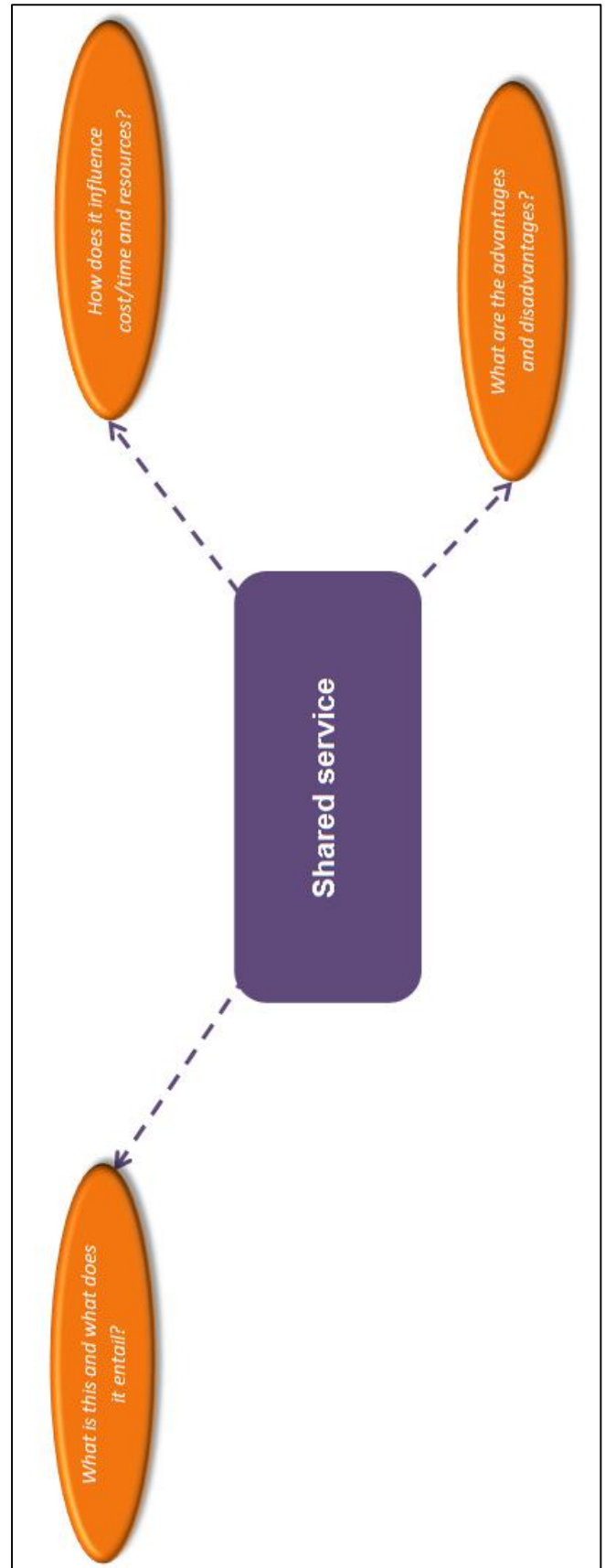
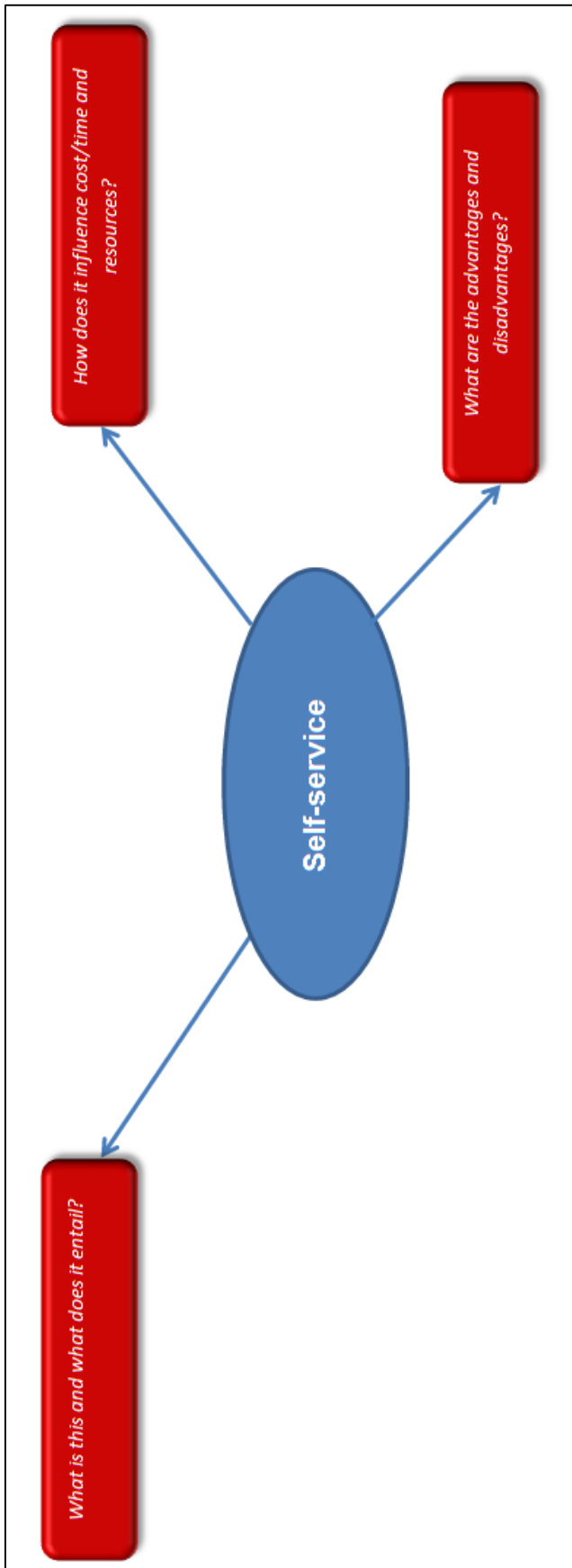
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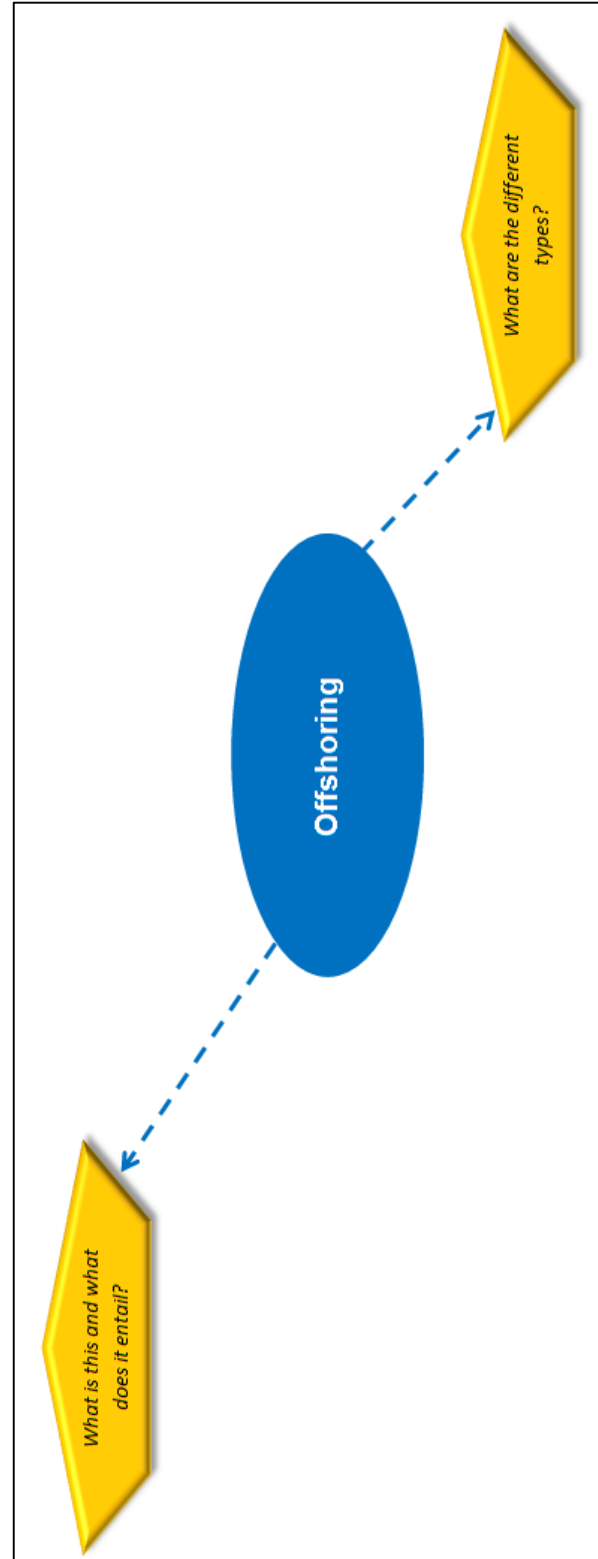
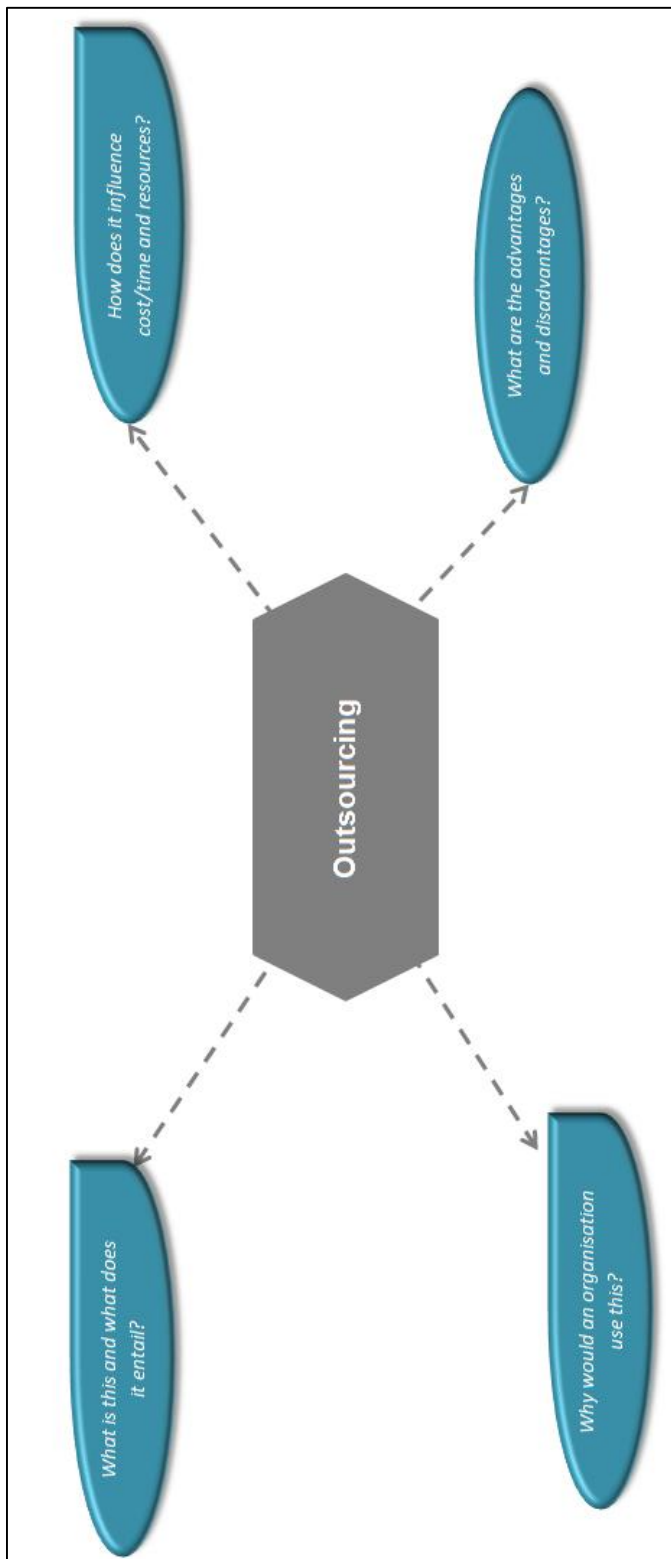
Look at the mind maps you developed in activity 8.1. Can you propose a hybrid model that can utilise the advantages of some options to lessen or remove the disadvantages of others? What would this option look like? Make a mind map of your option.

Can you see that technology and a suitably configured HRIS can give you better options to resolve your challenges and deliver a better service? Ask someone who can remember what banks looked like in the 1960s or 1970s. Everyone needed to physically go to their bank to stand in a queue to draw money, etc. from one of the many tellers at the counter. Behind the information desk were a multitude of bustling bank clerks working feverishly on files and posting/reading in account changes on cards, etc. days after these had occurred. It was a hive of activity. When last did you go into a bank? Did you see how peaceful it was? This is because technology has changed the face of banking. Similarly, technology and an HRIS can change the way that HRM operates, if it has not already done so in your organisation.

After you have included all this information in your mind map, go to section 8.5.

We include the mind maps below that are available under Additional Resources (remember you can decide to make your own):





8.5 Legal compliance and HR administration



STUDY

Your prescribed book refers to legislation that is not applicable to the South African environment. Leave out this section in the prescribed book (Legal Compliance and HR Administration) and study this part in this learning unit instead. **You need to be aware of the various legislation but you only need to focus for this module on the Protection of Personal Information Act 4.**



INTERNET RESOURCES/SEARCH THE INTERNET

In South Africa employment relations are governed by specific legislation:

- Labour Relations Amendment Act 6 of 2014. Government Gazette, 590(37921). Pretoria: Government Printer. (http://www.labour.gov.za/DOL/downloads/legislation/acts/labour-relations/amendments/labourrelationsact_amended2014.pdf)
- Labour Relations Act 66 of 1995 (http://www.labourprotect.co.za/labour_relations_act,_lra.htm)
- Basic Conditions of Employment Amendment Act 20 of 2013. Government Gazette, 987(37139). Pretoria: Government Printer. (<http://www.labour.gov.za/DOL/legislation/acts/basic-conditions-of-employment/basic-conditions-of-employment-act-and-amendments>)
- Employment Equity Amendment Act 47 of 2013. Government Gazette, 16(37238). Pretoria: Government Printer. (http://www.labour.gov.za/DOL/downloads/legislation/acts/employment-equity/eea_amend2014.pdf)
- Employment Equity Act 55 of 1998 (<http://www.labour.gov.za/DOL/legislation/acts/employment-equity/employment-equity-act>)
- National Qualifications Framework Act 67 of 2008 (http://www.che.ac.za/media_and_publications/legislation/national-qualifications-framework-act-67-2008)
- Skills Development Levies Act 9 of 1999 (<http://www.labour.gov.za/DOL/legislation/acts/skills-development/skills-development-levies-act>)
- Broad-Based Black Economic Empowerment Amendment Act 46 of 2013. Government Gazette, 55(37271). Pretoria: Government Printer. (<http://www.gov.za/documents/download.php?f=208555>)
- Immigration Act 13 of 2002 (which includes permits for foreigners who wish to work – see also Employment Services Bill/Act 38 of 2012) (<http://www.acts.co.za/immigration-act-2002/>)
- Women Empowerment and Gender Equality Bill [B 50D – 2013]. Pretoria: Government Printer. (www.gov.za/sites/www.gov.za/files/Bill50C-2013_27Mar2014.pdf)
- Occupational Health and Safety Act 85 of 1993 (<http://www.labour.gov.za/DOL/legislation/acts/occupational-health-and-safety/occupational-health-and-safety-act-and-amendments>)
- Compensation for Occupational Injuries and Diseases Act 130 of 1993 (<http://www.labour.gov.za/DOL/legislation/acts/compensation-for-occupational-injuries-and-diseases/compensation-for-occupational-injuries-and-diseases-act>)
- Unemployment Insurance Act 63 of 2001 (<http://www.labour.gov.za/DOL/legislation/acts/unemployment-insurance-fund/unemployment-insurance-contribution-uif-act-and-amendments>)
- Pension Funds Act 24 of 1956 (<https://www.acts.co.za/pension-funds-act-1956/index.html>)
- Income Tax Act 58 of 1962 (<https://www.acts.co.za/income-tax-act-1962/index.html>)
- Employment Tax Incentive Act 26 of 2013. Government Gazette, 1032(37185). Pretoria: Government Printer. (<http://www.acts.co.za/employment-tax-incentive-act-2013/index.html>)
- Employment Services Act 4 of 2014. Government Gazette, 269(37539). Pretoria: Government Printer. (www.labour.gov.za/DOL/.../acts/public-employment-services/employerservact2014.pdf)
- Smoking and other workplace legislation (http://www.workinfo.com/free/sub_for_legres/smoking.html)
- Protection of Personal Information Act 4 of 2013 (POPI) (<http://www.kpmg.com/ZA/en/IssuesAndInsights/ArticlesPublications/Protection-of-Personal-Information-Bill/Documents/POPI%20ACT.pdf>)
- Proclamation of certain sections/chapters of POPI (<http://www.justice.gov.za/legislation/acts/2013-004.pdf>)
- Public Holidays Act 36 of 1994 (http://www.workinfo.com/free/sub_for_legres/Data/publicolidays.htm)
- Promotion of Access to Information Act 2 of 2000 (http://www.workinfo.com/free/sub_for_legres/Data/POIDA/paia.htm)

- Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 (http://www.workinfo.com/free/sub_for_legres/Data/Equality/promotion.htm)
- Protected Disclosures Act 26 of 2000 (http://www.workinfo.com/free/sub_for_legres/Data/Disclosure/protected.htm)
- Electronic Communications Act 36 of 2005 (http://www.workinfo.com/free/sub_for_legres/Data/Electronic/index.htm)
- National Credit Act 34 of 2005 (<http://www.justice.gov.za/mc/vnbp/act2005-034.pdf>)
- Guides to good practice
 - Code of Good Practice on the Handling of Sexual Harassment Cases (<http://www.labour.gov.za/DOL/legislation/codes-of-good-ractise/labour-relations/code-of-good-practice-on-handling-sexual-harassment-cases>)
 - Code of Good Practice on the Preparation, Implementation and Monitoring of Employment Equity Plans (<http://www.saweb.co.za/labour/goodprac.html>)
 - Code of Good Practice on the Integration of Employment Equity into Human Resource Policies and Practices (http://www.workinfo.com/free/sub_for_legres/data/equity/cgphr.htm)
 - Code of Good Practice on the Arrangement of Working Time (<http://www.labour.gov.za/DOL/legislation/codes-of-good-ractise/Basic%20Conditions%20of%20Employment/code-of-good-practice-on-arrangement-of-working-time>)
 - Code of Good Practice on Pregnancy (<http://www.labour.gov.za/DOL/legislation/codes-of-good-ractise/Basic%20Conditions%20of%20Employment/code-of-good-practice-on-pregnancy>)
 - Code of Good Practice on the Employment of People with Disabilities (http://www.workinfo.com/free/Sub_for_legres/Data/Equity/disabilitycode.htm)
 - Code of Good Practice on Key Aspects of HIV/AIDS and Employment (<http://www.labour.gov.za/DOL/legislation/codes-of-good-ractise/employment-equity/code-of-good-practice-on-key-aspects-of-hiv-aids-and-employment>)

In terms of the Labour Relations Act, there are numerous aspects that organisations have to comply with. These can be built into the HRIS, and organisations can even create checklists to ensure that they follow the correct procedures or collect the correct information in, for example, a disciplinary procedure. The same applies to injuries on duty and compiling reports on various matters such as safety and skills. In terms of BEE status, the generic requirements to measure BEE status, as set out in Code 000, are as follows:



INTERNET RESOURCES/SEARCH THE INTERNET

www.southafrica.info/business/trends/empowerment/BEE-codes.htm#.UoS0wxpmjAk

Can you see that the majority of the scorecard information can be derived from your HRIS? This is only possible provided, of course, that you have given enough detail in the data fields to extract the required information, or alternatively, that you have links to the other systems where this data is acted on (e.g. the procurement system). As soon as you know what information needs to be inserted, the HRIS report writer can collate this report at the press of a button.



INTERNET RESOURCES/SEARCH THE INTERNET

Look at the brochure of this vendor. You will notice that they advertise that their system can help organisations to ensure compliance with legislation:

<http://www.oracle.com/it/products/applications/ebusiness/018835.pdf>.



INTERNET RESOURCES/SEARCH THE INTERNET

You will also find more information in this document:

http://docs.oracle.com/cd/V39571_01/current/acrobat/122wrug.pdf about the same vendor's offerings for the South African environment. After you have opened this document, do a search for the term "South Africa". You will notice how they have integrated, for example, UIF and tax-related matters, and also compensation for occupational injuries and diseases and employment equity related aspects, to mention only a few.

Watch the following video clips:

- Integrated reporting by Prof Mervyn King - <http://www.youtube.com/watch?v=6HRB7aMvT08>
- Onboarding management - how the HRIS can guide this process - http://www.youtube.com/watch?v=4MF-Z_gPqIk

As soon as you have mastered this material, you can move to the next section.

8.6 HR strategic goal achievement and the BSC

After what you have read so far in this learning unit, you should agree that proper HR administration is vital for effective HRM functioning. When you studied other HR modules you would have learnt more about the legislation and requirements. In the previous section you learnt how the HRIS can support organisations with compliance and also help to generate required reports, thus saving time, resources and money. Can you imagine how long this would take if all the employee information was available on paper only?



STUDY

Study **"HR Strategic Goal Achievement and the Balanced Scorecard"** and its subsections in the prescribed book.

Do you agree that simple financial measures are not enough? The balanced scorecard can be used for this purpose.

As HR has evolved and their contribution has become more important, the pressure to add value and become a real strategic partner in the business has also increased. In the HRM3704 module that you have also probably completed by now, or other modules, you learnt about the balanced scorecard and the HR scorecard. You can find the study guide for that module under Additional Resources, then Skills and then Study material of other undergraduate HRM modules. Note that the purpose of these items is for you to refresh your memory, not to study this material again, as we assume that you are familiar with these concepts.

What is a balanced scorecard (BSC)?



INTERNET RESOURCES/SEARCH THE INTERNET

Read more in this link:

<https://balancedscorecard.org/Resources/AbouttheBalancedScorecard/tabid/55/Default.aspx>

If you log on to the Unisa Library website, search for the following article and read it. It also provides very useful information. As a Unisa student you have free access to a variety of articles via the Unisa Library website.

Go to www.unisa.ac.za then click on Library (You can also access this via this HRM3703 myUnisa module site, click on Additional Resources, then Unisa Library, then choose the folder with the Journals):

Harvard Business Review

www.hbrreprints.org

BEST OF HBR

Using the Balanced Scorecard as a Strategic Management System

by Robert S. Kaplan and David P. Norton

Included with this full-text *Harvard Business Review* article:

- 1 [Article Summary](#)
The Idea in Brief—the core idea
The Idea in Practice—putting the idea to work
- 2 [Using the Balanced Scorecard as a Strategic Management System](#)
- 14 [Further Reading](#)
A list of related materials, with annotations to guide further exploration of the article's ideas and applications

Reprint [R0707M](#)



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.dummies.com/how-to/content/what-is-the-balanced-scorecard.html>
http://thebalancedscorecard.com/what_is_bsc.htm



STUDY

When you studied the sections "**HRM and the Balanced Scorecard**" and "**HR Scorecard and Balanced Scorecard Alignment**", you should have realised how these are connected. Study **figures 8.10** and **8.11** after you have familiarised yourself with the BSC in **figure 8.12** in the prescribed book.

Do activity 8.2 before you go to section 8.7. You will find it under Additional Resources, then Learning unit 08 and then Activity 8.2.

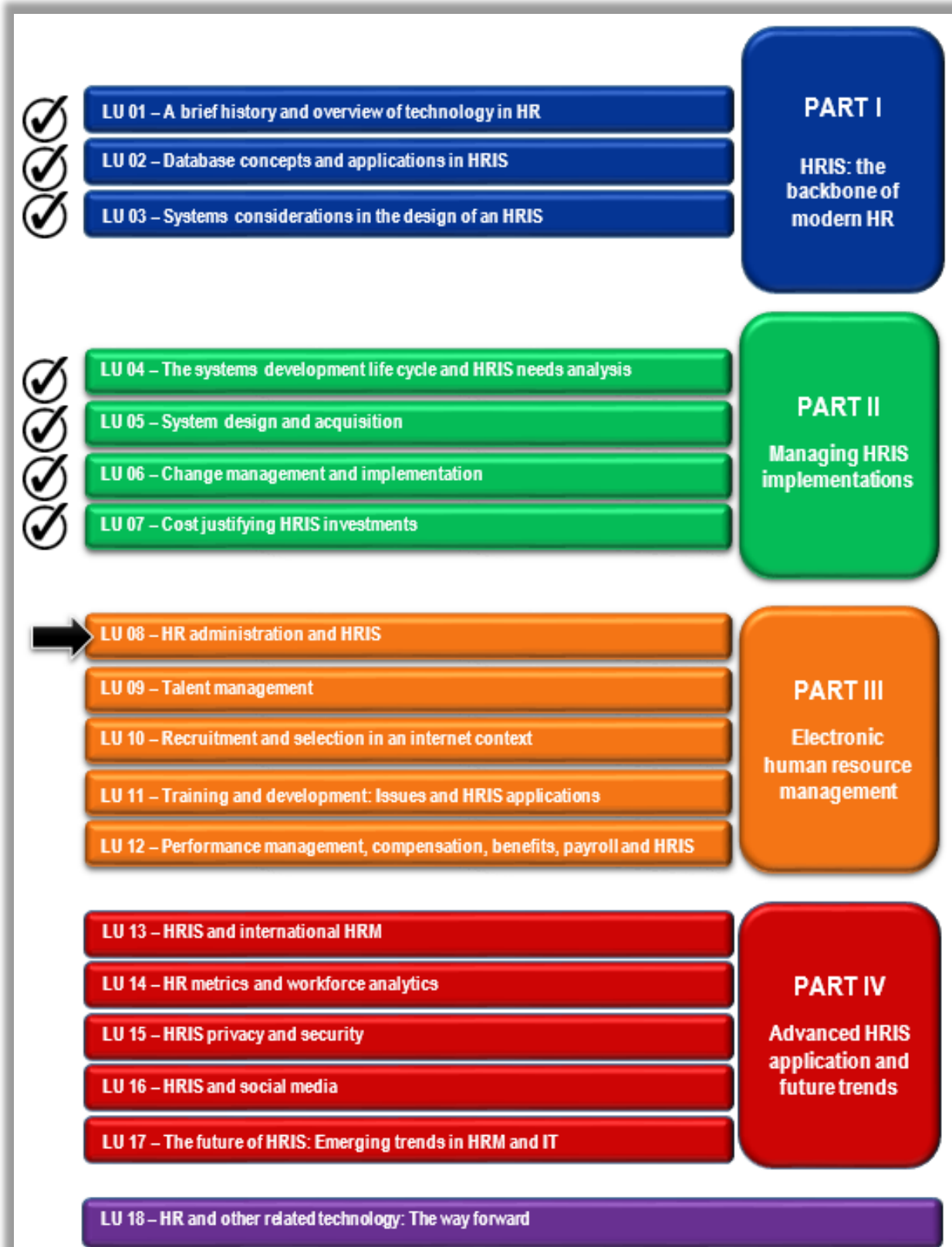


ACTIVITY 8.2

We have now dealt with the eight learning unit in the second part of the module, namely HR administration and HRIS. You will have noticed that we did not discuss this learning unit in so much detail, but this does not mean that it is not important. If you have compiled mind maps and also

completed the other activities, you should have covered all the important aspects. We would also like you to search for practical examples and we will do this in the reflection on this learning unit.

Remember that in the previous learning units we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted section that you have now completed**.





MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this tenth learning unit. Then go to section 8.7.

8.7 Reflection on learning unit 08



REFLECTION

As you reflect on what you have learnt in this unit, we want to focus on bringing the theory to you in a practical manner.



INTERNET RESOURCES/SEARCH THE INTERNET

Open any search engine on the internet such as Google and type in the words “Balanced scorecard images”.

(<https://www.google.co.za/search?q=balanced+scorecard+images&biw=1280&bih=619&tbm=isch&tbo=u&source=univ&sa=X&ved=0CBsQsARqFQoTCK-GwLDqm8cCFUM7PgodwZ0FSQ>)

Also search for “HR scorecard images” on the internet.

(<https://www.google.co.za/search?q=balanced+scorecard+images&biw=1280&bih=619&tbm=isch&tbo=u&source=univ&sa=X&ved=0CBsQsARqFQoTCK-GwLDqm8cCFUM7PgodwZ0FSQ#tbm=isch&q=HR+scorecard+images>)

You should find a number of images. See if they make sense to you in view of the theory that you have learnt in the last part of this learning unit.

As this module is taught as a distance education module we cannot demonstrate a number of HRISs for you in class, but we really want you to experience how some of them work in practice. Search for demo videos or sites of HRIS vendors showing you how HR-related transactions can be performed using:

- self-service portals (see if you can find an employee self-service example and a manager self-service example)
- shared-service centres
- outsourced HRIS
- off-shore HRIS



INTERNET RESOURCES/SEARCH THE INTERNET

If you cannot find demo videos, look for case studies or articles that provide more detail. Here are some leads if you struggle but try to find your own as well.

- Self-service portals (see if you can find an employee self-service example and a manager self-service example) <http://www.youtube.com/watch?v=FUEvzAVgSC4>, <http://www.youtube.com/watch?v=4pbptOQqbMY>, <http://www.youtube.com/watch?v=fNSEmu0yYbk>, <http://www.youtube.com/watch?v=rmHJGiN-iLO>
- In this last example you can click on some of the images and see screen captures of the system: <http://www.peopleres.co.za/hr-software/hr-manage/performance-management-system>

- Shared-service centres (see if you can find your own examples on the internet) <http://www.youtube.com/watch?v=oNZuyVRAbxM>
- Outsourced HRIS <http://www.youtube.com/watch?v=tqMGwd4ZE6c>
- Off-shore HRIS <http://www.forbescustom.com/HCMPgs/HCMHRgoesOffShoreP1.html>



FEEDBACK

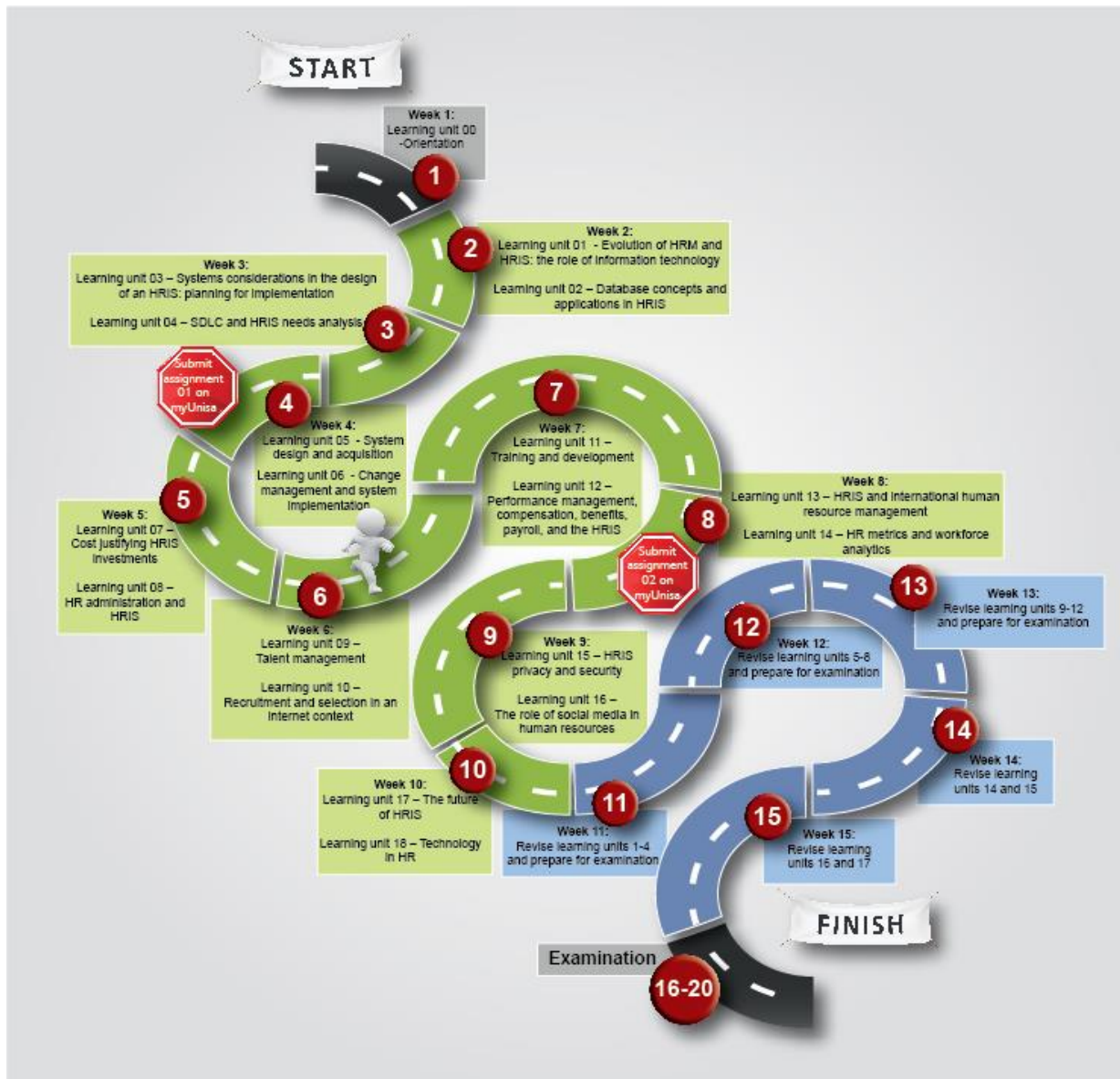
Did you notice that some of the basic principles of the various systems are the same? For example, it is crucial for these systems to be user friendly. Other important aspects from the organisation's perspective would also be that backups of the system and information should be made and be available. What about accessibility? Depending on the type of organisation, their needs, budget and structure, each one may have different HRIS needs.

If you find additional information that you can add to your mind maps that you prepared for this unit, remember to add them. However, your main focus should be on mastering the learning outcomes for this unit and the information in the prescribed book.

When you are ready you can go to learning unit 09 where we will look at Recruitment and Selection in the Internet Context.



Where are we now? According to our schedule this is **week 6**.





LEARNING UNIT 09 – Talent Management

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This learning unit refers to chapter 9 in the prescribed book “Talent management”. Use the 4th edition of the book.

9.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, HR metrics and workforce analytics, how to justify the cost of an HRIS, change management and project management. In the previous learning unit you learnt about HR administration and HRIS. We now continue with chapter 9 of the prescribed book, which deals with HRIS applications.

In this learning unit we will look at talent management in more detail as it is important to understand how the HRIS can assist with this. You won't be required to do a lot of formal activities in this learning unit. However, we will redirect you to a number of articles and blogs about the content of this learning unit. We advise that you read these carefully.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- describe talent management (TM) and its link to human resource planning, human capital management, strategic human resource management and the organisational strategy
- discuss the importance of TM and the TM life cycle
- discuss the common attributes of talented individuals
- explain the steps to follow in developing and using human resource planning (HRP)
- explain how human resource planning can be used to forecast supply of and demand for human resources
- discuss the importance of job analysis and job description for TM
- discuss the HR metrics important for human resource planning
- explain how talent management contributes to the organisational strategy
- differentiate between long- and short-term TM strategies

- explain how corporate culture affects TM
- discuss how an HRIS can support TM in organisations
- discuss how social networks can be used to recruit talent
- explain the relationship between talent management and performance management and the balanced scorecard
- discuss how workforce analytics are used in TM
- explain how the success of TM can be measured



STUDY

Read the introduction to the chapter at the beginning of the chapter and the “**HRIS in Action**” in the prescribed book before you continue.



FEEDBACK

Can you see why talent management is so important? Rudiger really has his work cut out for him. Imagine that you work in the London office with Rudiger. After you have completed this learning unit, we hope that you will be able to provide Rudiger with the support or information that he requires.



STUDY

In the prescribed book in the section “**Introduction**” and **all its subsections** you will find a discussion on TM, its importance, the TM life cycle and attributes of talent.

What do you understand by the term “talent”? Does this describe someone who can play sport or a musical instrument really well? Yes, obviously it does, but the definition of talent has expanded in the business world to include all individuals who can contribute meaningfully to the overall growth and competitive advantage of the organisation. This is not reserved for top management only, but includes all people with the **essential** skills and aptitude to meet current and future business needs. But “talent” and “people” do not always mean the same thing! Talent is used to indicate those individuals who really make a difference, or who can make a difference in the future, to the success of the organisation.

TM then includes all the actions needed to attract, develop, utilise and retain these people. Read the definition in the prescribed book from the article by Lockwood (2006) in *HR Magazine*, you will find this in the introduction to this chapter in the section “**Defining Talent Management**”. Can you see the critical difference between HR management and TM? What are the special attributes that indicate whether an individual should be included in the talent pool? You will note that the prescribed book discusses many aspects, including job performance, specific job skills, potential, etc., but in the end gives a shortened list of apparent common attributes.

Clearly the greatest challenge is firstly how to identify those talented individuals and then to manage them correctly. As indicated in the prescribed book, this is where the technology of an HRIS can support the management of these employees' life cycle. To understand TM better or to refresh your memory, we have included some website links that you can visit.



INTERNET RESOURCES/SEARCH THE INTERNET

Overview of talent management:

<http://www.cipd.co.uk/hr-resources/factsheets/talent-management-overview.aspx>

Essentials tools for talent management:

<http://www.forbes.com/sites/forbesinsights/2013/04/24/essential-tools-of-talent-management/>
(remember to click on “continue to article”)

Ten templates for talent management:

<http://www.amazureconsulting.com/files/1/30183513/TenTemplates-TalentManagement.pdf>



Did you notice when you studied this information that it focuses on many aspects related to finding and keeping talented employees in the company? Why do you think this is important? You will agree that it is expensive to attract talent to the organisation. As soon as someone starts duty at an organisation, this costs the organisation even more. Over and above the salary, the organisation invests time and money in training and orientating this person, providing him/her with equipment and covering his/her running expenses such as telephone, data, physical equipment and the like. After investing in this person and allowing him/her to develop, the talented person must be able to contribute towards the competitive advantage of the company.

Do you agree with the list of common attributes of talented individuals included in the prescribed book?

In this learning unit we will be looking at a number of aspects that form part of TM, namely job analysis and HR planning, corporate strategy, corporate culture, anticipating change and creating an adaptable workforce. We will also look at TM and information systems.

Let's first look at job analysis and HR planning. Go to section 9.2 to learn more about this.

9.2 Job analysis and HR planning (HRP)

In some of the other modules that you have completed, you learnt the basics of job analysis (JA) and HR planning (HRP). We will therefore not be spending time discussing the basics, but rather how this is linked to TM.



STUDY

Study the section “**Job Analysis and Human Resource Planning: Part of TM**” and all its subsections in the prescribed book.

When you study this section, you should realise how important JA and HRP are. Also remember what we discussed in learning unit 10. When things change in an organisation, employees are affected. The organisation might even need more employees or employees with different skills to support the new objectives. HRP comes into play here and HRIS can support this process. Refer to figure 9.2 in the prescribed book and study this together with the section “HRP Process Model”.

Look at the practical example provided in the prescribed book.

Can you see how the HRIS can assist? Much of the required data will already be available on the HRIS (obviously accurate HRIS data is crucial because if it is not accurate, incorrect decisions could be made based on this incorrect or inaccurate data that could cost the organisation dearly). Remember what you learnt in learning unit 07?

Do you understand the long- and short-term strategic importance of TM?

For the long term, organisations need to ensure that they have the right people with the right skills to stay one step ahead of their competitors. They also need to make sure that the organisation survives during tough times and that they look after their employees and keep them motivated to perform as required. As indicated in the prescribed book, the long-term TM strategies must also be linked to the corporate strategy. Protecting the corporate brand is vital. To ensure that your organisation attracts the best talent, a good company brand or image is definitely important.



INTERNET RESOURCES/SEARCH THE INTERNET

Click on the link below to learn more

<http://www.rolanddeiser.com/source/Talent%20M%20in%20the%20creative%20age.pdf>



Take a huge organisation such as Google as an example. Why do you think that many people aspire to work for the organisation? Do you think its' good reputation has any impact? You might be aware that Google is very advanced in terms of technology, or that it provides good benefits and a very pleasant environment for its employees and that it is seen as leaders in the field. Would these aspects attract you to work for Google?



INTERNET RESOURCES/SEARCH THE INTERNET

See some information about Google below:

<http://www.businessinsider.com/google-employee-favorite-perks-2013-3>

<http://computer.howstuffworks.com/googleplex3.htm>

Think about your own job or speak to a family member or friend about their job. If they are employed by a large organisation, what employee benefits do they have? Perhaps medical aid, cellphone allowance, housing subsidy and different types of leave, etc. – it will depend on the policy of the organisation and also the type of job. In the article in the link that follows, some of the benefits that Google offers are discussed: <http://www.google.co.za/about/jobs/lifeatgoogle/benefits/>

Did you notice when you read this article that Google offers employee benefits that are very different from the average organisation? Do you think this will have an influence on a job seeker's desire to be employed by Google? Will it be to their advantage?

In the article in the link, a number of aspects are explained, but it will provide you with insight into why Google is doing so well. A number of other companies are also discussed but scroll down to find information about Google.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://blog.kissmetrics.com/competitive-advantage/>

The types of people that you employ can give an organisation a huge competitive advantage. This is why it is so important to recruit the best people for your organisation and then to retain them. When you studied this section in the prescribed book, did you understand the long- and short-term strategic importance of TM? Did you also note the resource provided in the prescribed book on workforce planning systems? A Towers Watson link is included that we advise you look at. Also see figure 9.3 where they indicate the primary workforce challenges facing HR managers.

We have now discussed job analysis, HRP and TM, but there are also other aspects to consider, as you will see in section 9.3. Before you do this, we advise that you summarise the section that we have just dealt with for yourself, including the information in the prescribed book. You can use a mind map or any other way for this.

9.3 Talent management and corporate strategy



STUDY

Work through the section “**Talent Management and Corporate Strategy**” in the prescribed book.

Think about what you have learnt in the previous section. How will you be able to plan and staff organisations properly if you don’t know where the organisation is heading at? It will be nearly impossible!

In the prescribed book you will note that the authors provide a very brief explanation of corporate strategy versus business strategy. We present this visually to explain it to you:



The business strategy follows after the corporate strategy, so the organisation first needs to know where it is heading. The business strategy helps the organisation to penetrate this market. You may wonder what the role of HR is in all of this. Remember that people are the number 1 asset of any organisation. The HR department has to play the role of value creator and the HR function has to be a high-performing system.



INTERNET RESOURCES/SEARCH THE INTERNET

Read more about the alignment of talent with business strategy at KPMG in the article below:

<http://www.hrzone.com/talent/development/how-to-align-talent-management-with-business-strategies>



INTERNET RESOURCES/SEARCH THE INTERNET

The TM strategy must also enable the organisation to create a high-performing workforce as indicated in the article that you can read on the internet:

http://www.successfactors.com/en_us/lp/articles/strategic-talent-management-training.html



INTERNET RESOURCES/SEARCH THE INTERNET

In the prescribed book you will find an example of Wal-Mart and its corporate strategy. You will understand what role HR played from this example. Other examples of TM strategies and successful organisations appear in these that you can access via the internet:

<http://www.eremedia.com/ere/how-google-became-the-3-most-valuable-firm-by-using-people-analytics-to-reinvent-hr/>

Do you want to know how to build a talent management strategy? Read more in the link below:

http://www.slideshare.net/jbersin/talent-management-revisited?qid=8de19864-e993-49a0-ac73-29a9f019fa15&v=&b=&from_search=1

Figure 9.3 in the prescribed book outlines workforce challenges facing HR managers.

There are several common themes here, but you would have noticed when you read some of these articles that these organisations' ability to anticipate change and create an adaptable workforce is partly what made them successful. We will discuss this in more detail in the next section. Before you continue, we strongly advise that you compile your own summary/notes of the section that we have just discussed. The anticipation of change and the creation of an adaptable workforce to deal with this change is not the only important issue here. The corporate culture also has a huge impact on TM. We will explore this in more detail in section 9.4.

9.4 Talent management and corporate culture



STUDY

Your prescribed book contains a section “**Talent management and corporate culture**”. Study this in detail before you continue.



INTERNET RESOURCES/SEARCH THE INTERNET

What is corporate culture (get a definition of this concept in this online dictionary if needed:

<http://www.dictionary.com/browse/corporate-culture>)

What is strategy? (read more on the internet in this article:

<http://www.businessdictionary.com/definition/corporate-strategy.html>)

In simple language it explains the way that things are done in the organisation.

If a potential job applicant can relate to the culture of the organisation, in other words if they feel that the values and norms of the organisation are the same as theirs, it will have an impact on their actions and beliefs. But what about talent management? So far we have considered the company “Google” as an example. In the link below that you can access via the internet, you will find more information about the culture at Google and how it gives Google a competitive advantage:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.walkingthetalk.com/google-culture-as-competitive-advantage/>

Part of the culture at Google is to give every employee the space to be creative and to spend a certain amount of their time on new projects. The company thus creates a culture of innovation and a learning culture. Read the articles in the links that follow to learn more about this:

Managing innovation and talent management (here reference is again made to Google, remember this is just one example of a company there are others doing this as well)

<http://joshbersin.com/2008/04/10/managing-innovation-google-and-the-learning-culture/>

The **talent innovation imperative**, in this article you will learn more about innovation, talent culture and performance acceleration at other organisations.

<http://www.strategy-business.com/article/09304?pg=all>

In the link below you will find a **report by IBM on turning talent management into competitive advantage**:

<http://www-935.ibm.com/services/us/gbs/bus/pdf/gbe03083-usen-talentpart3.pdf>

Deloitte also supports the notion of **managing innovation and a learning culture** as you saw when you read the information in the second link about Google

To have a culture where all of this is supported, it is crucial that the organisation also have managers that can support this. These managers also have to manage their employees in such a manner that it increases their performance. This will ultimately have an impact on the organisation's success. Google has identified eight fundamentals for leaders as discussed in this article:

<http://www.bersin.com/blog/post/2011/03/Google-Studies-Management-and-Uncovers-the-Fundamentals.aspx>

See more examples of how Google approaches TM:

<http://www.europeanceo.com/business-and-management/secrets-of-googles-talent-retention-success/>

<https://techcrunch.com/2015/10/07/how-google-thinks-about-hiring-management-and-culture/>

<http://www.skilledup.com/insights/google-develops-talent>

Facebook on the other hand follows a different approach:

<http://www.eremedia.com/ere/a-case-study-of-facebooks-simply-amazing-talent-management-practices-part-1-of-2/> and

<http://www.eremedia.com/ere/a-case-study-of-facebooks-simply-amazing-talent-management-practices-part-2-of-2/>

There should thus be a fit between the employee, managers and the organisational culture for talent management to be successful.

What we have learnt thus far in this learning unit is very interesting and we are sure you will agree that all these aspects are very important. But you have probably also realised that all these efforts require support from HR and the HRIS. We will look at this in more detail in the next section. Summarise TM and corporate culture before you continue with section 9.5.

9.5 Talent management and information systems

Is there a link between talent management and HRIS?

From what we have learnt thus far in the learning unit and especially in learning unit 08, you will agree that it is important to use the HRIS to ensure that the basic HR processes of attracting, training and developing and retaining talent in the organisations are done well. Measuring the ROI in the HR balanced scorecard must justify the acquisition and use of human capital.

What are the basic information requirements that measure the success of a TM programme?

- the number of talented individuals hired
- the training of these talented individuals
- their job performance
- their retention

The HRIS can assist managers in measuring how well the various HR programmes are meeting expectations and how they contribute to the organisation's success (remember we discussed the cost-benefit analysis earlier). The HRIS can support HR's talent management efforts in numerous ways. The balanced scorecard is very useful in this regard, but the results will only be as accurate as the information or data in the system. The HRIS can, for example, inform the organisation of what skills the current workforce so that a comparison can be made to the skills required by the future strategy and the demand for those particular skills. Having the correct HRIS for the particular organisation is crucial as each organisation has different goals, strategies and needs. Different solutions are available for organisations to consider. In the TM drive organisations will use a variety of information systems or other technology to ensure that they have and keep the best available talent.



STUDY

In the prescribed book you have to study the section **“Talent management and information systems”** and all the subsections. Once you have studied this complete Activity 9.1.



ACTIVITY 9.1

After you have studied “**Talent management and information systems**” and all its subsections summarise the various aspects below:

Aspect	Short summary and an example of a company doing this
Recruiting top talent using social networking sites (SNSs)	For this particular aspect ensure that you pay specific attention to the questions to keep in mind when you are looking to recruit top talent.
Using information systems to set goals and evaluate performance	
Using analytics for talent management	
Workforce analytics and talent management	
Measuring the success of talent management	



FEEDBACK

When you summarised these you should have noticed the following:

- How companies are making use of social media to recruit top talent - here are some articles that you can read about this on the internet
<http://socialmediatoday.com/marketingxlerator/1326421/how-use-social-media-recruiting>,
<http://www.dr4ward.com/dr4ward/2013/09/how-is-social-media-being-used-for-recruitment-and-hiring-infographic.html>, <http://www.slideshare.net/Andy.Headworth/how-to-use-google-plus-and-pinterest-for-recruiting>, <http://theundercoverrecruiter.com/how-disney-and-5-other-top-employers-use-twitter-to-recruit/>, <http://www.nimble.com/blog/5-companies-who-have-nailed-social-media-recruiting/>, <http://www.hrzone.com/talent/acquisition/social-recruitment-to-find-top-talent>
- How organisations use information systems to set goals and evaluate performance (see articles that you will find on the internet) - <http://www.ihris.org/toolkit/tools/pmp.html>, http://docs.oracle.com/cd/E37017_01/fusionapps.1115/e20380/F338103AN425C8.htm, Google example this video is more than 80 minutes in duration
<http://www.youtube.com/watch?v=mJB83EZtAjc>
- Using analytics for talent management - How Google is using people analytics to reinvent HR
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1090&context=student>
- Measuring the success of talent management -
<https://www.predictivesynergisticsystems.com/blog/how-do-you-measure-success-in-talent-management>
- Best practices for effective talent management (this can help you in your working life) -
http://www.ddiworld.com/DDI/media/white-papers/ninebestpracticetalentmanagement_wp_ddi.pdf
<https://www.thebalance.com/best-talent-management-practices-1917671>

Study figure 9.4 in the prescribed book as well.

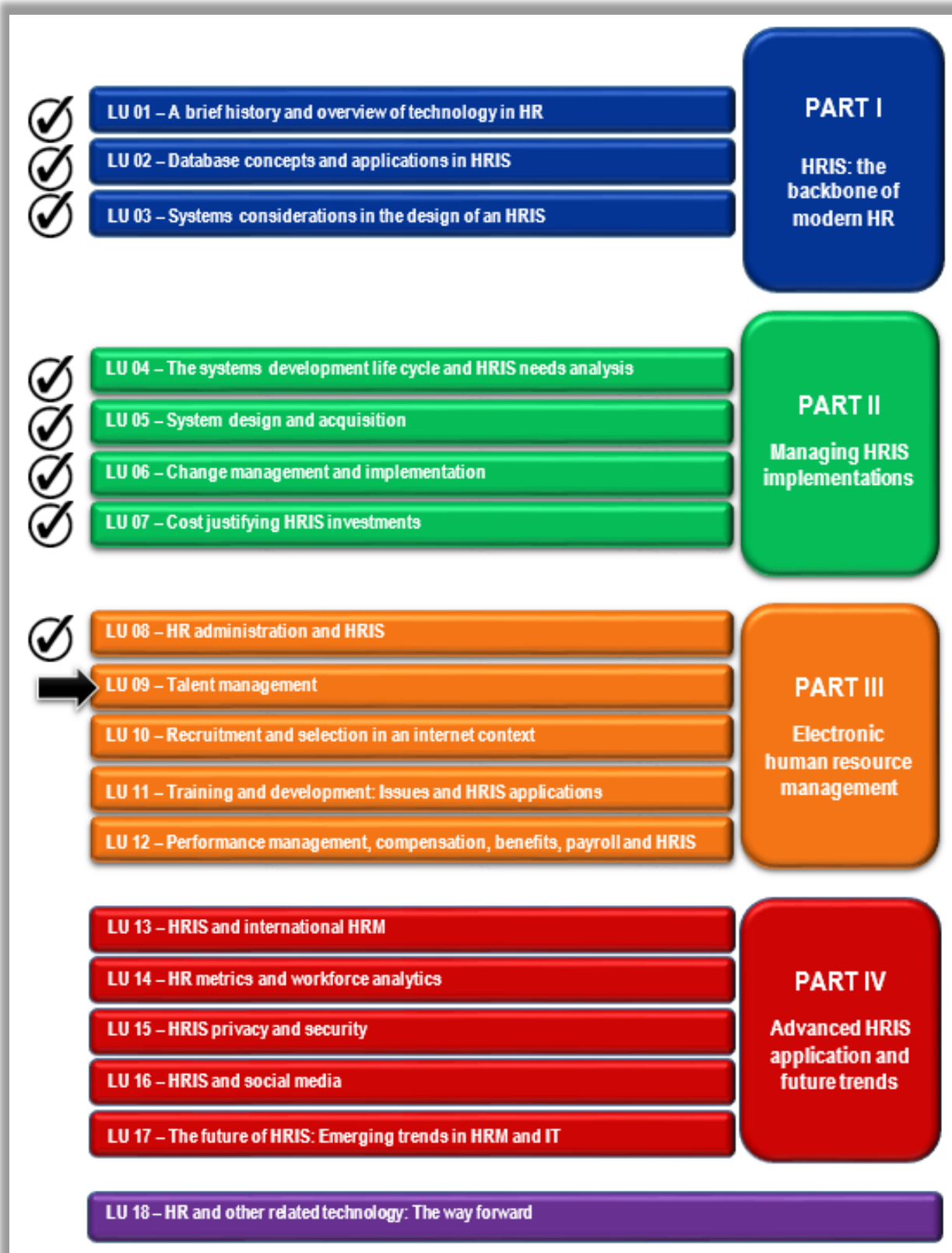
Now that you have completed this activity and the learning unit you can complete the last activity for this learning unit (activity 9.2). Thereafter you can go to section 9.6.

After you have completed Activity 9.1 continue with Activity 9.2.



ACTIVITY 9.2

We have now dealt with the ninth learning unit in the third part of the module, namely talent management. You will have noticed that we did not discuss this learning unit in so much detail, but this does not mean that it is not important. If you have compiled mind maps and also completed the other activities, you should have covered all the important aspects. We would also like you to search for practical examples and we will do this in the reflection on this learning unit.



You will recall that in the previous learning units we provided you with a figure to indicate how you have progressed with the material. The figure above indicates the **marked section that we have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this eleventh learning unit. After you have completed this you can go to section 9.6 in this learning unit where you will reflect on what you have learnt. Remember to also read the summary of the chapter in the prescribed book.

9.6 Reflection on learning unit 09

As you reflect on what you have learnt in this unit, we want to focus on bringing the theory to you in a practical manner.



REFLECTION

Summarise this learning unit and then read the case study at the end of chapter 9 in the prescribed book. Remember that we looked at Rudiger's situation earlier in this unit. Now answer questions 1, 3 and 5 in the prescribed book on this case study. We provide brief feedback on these questions here but don't look at it before you have attempted these questions fully.



FEEDBACK

How would you recommend that Rudiger begin to develop an HRP program? What are the steps that he needs to take?

Rudiger needs to develop a structured approach to the development of the HRP programme. He can use the diagram in figure 9.2 in the prescribed book as a point of departure. Thus, he needs to identify the people he requires to help him, the activities that need to be completed within a specific time line and the budget he will need to develop the programme.

What are some of the problems in the past that have led to this current situation?

The company did not have a systematic HRP programme. In addition, considering the size of the company, it did not have an HRIS to assist in the management of its employees.

Why are there problems with implementation of the new software?

The most common problem is not involving the end-users in the development and implementation of the software, but instead merely "dumping" it on them.

We would like to share a few more Google examples with you, you can access these articles/slide shows on the internet (you will **not be examined** on it but it gives good examples of how what you have learnt in this chapter works in real life at a real organisation:



INTERNET RESOURCES/SEARCH THE INTERNET

<https://hbr.org/2014/09/how-google-manages-talent>

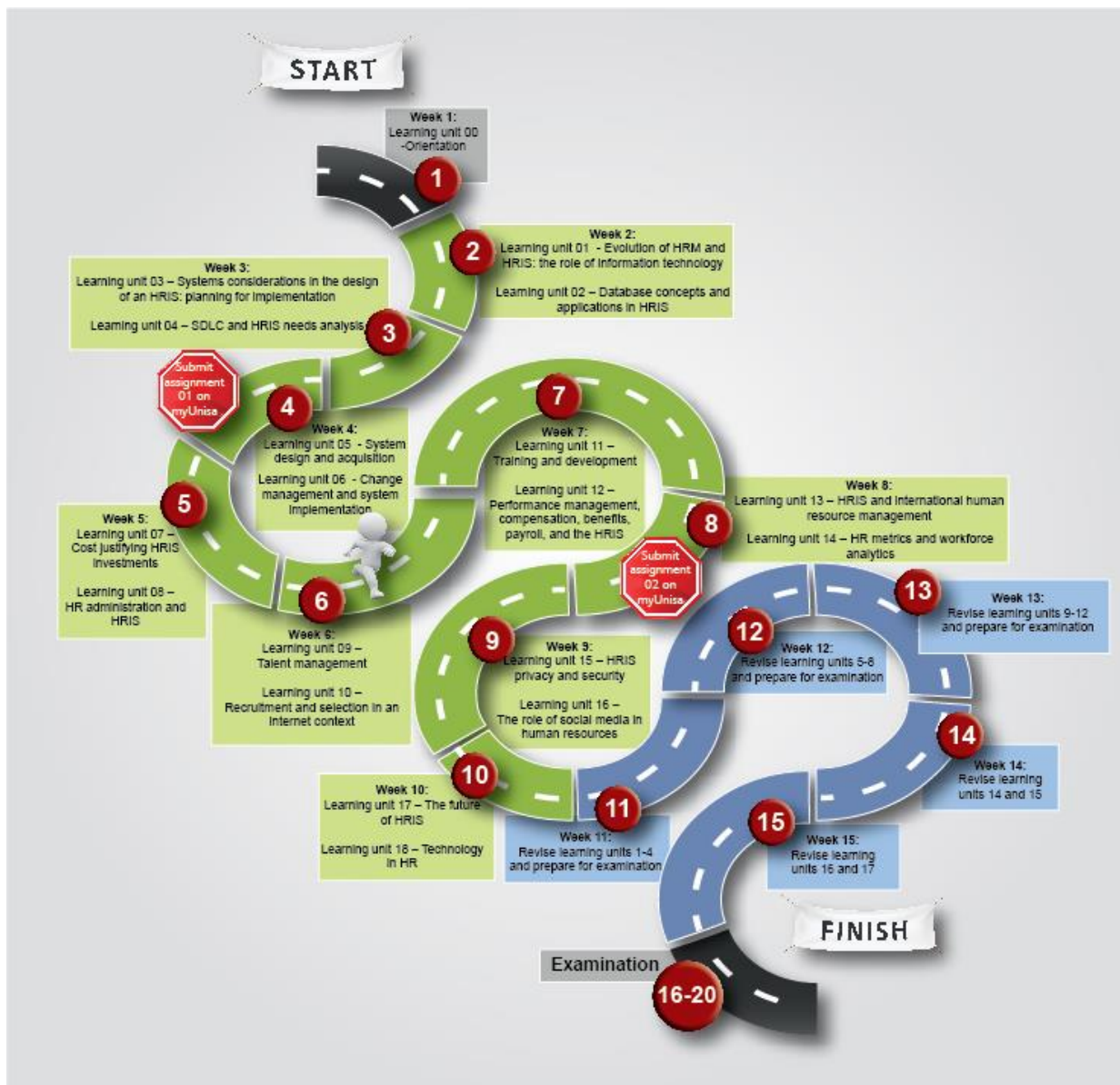
<https://www.slideshare.net/JamesOgwenoOgweno/talent-management-at-google-inc>

<https://www.emergenetics.com/blog/talent-management-strategy-successful-organizations/>

Read the summary of the chapter in the prescribed book and when you are ready, go to learning unit 10 where we will be looking at recruitment and selection in an internet context.



Where are we now? According to our schedule this is still **week 6**.





LEARNING UNIT 10 – Recruitment and Selection in an Internet Context

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This learning unit refers to chapter 10 in the prescribed book called “Recruitment and Selection in an Internet Context”. Use the 4th edition of the book.

10.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, change management, how to justify the cost of an HRIS, HR administration and HRIS and talent management. In the previous learning unit you learnt about talent management. We now continue with the third part of the prescribed book, which deals with HRIS applications.

In this learning unit we will look at recruitment and selection in an internet context in more detail. It is important to understand how the HRIS and technology can assist when hiring the needed talent. You won't be required to do a lot of formal activities in this learning unit. However, we will redirect you to a number of articles, blogs and examples about the content of this learning unit. We assume that you already know the basics about recruitment and selection and we want you to see how it works in practice. We advise that you study these carefully.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- explain the relationship between the internet and organisational recruiting objectives
- differentiate between the potential advantages and disadvantages of online recruitment in the framework of recruiting objectives
- discuss recruitment strategies and social networking
- critically discuss the relationship between selection and assessment with HRIS
- discuss the technological issues that influence selection and the solutions that have been reached
- explain the value of HRIS selection applications through the use of utility analysis

Read the Editors' note at the beginning of the chapter.



STUDY

In the prescribed book in the sections “**Introduction**” and “**Recruitment and Technology**” you will find a discussion on technology, HRIS and recruitment and selection. This is what we’ll be looking at in this learning unit. We will also incorporate articles and links on the internet that focus on other technology.

We are sure that you know the basics about recruitment and selection. But if you need to refresh your memory, look at the study guides of the HRM1501, HRM2601 and HRM2602 or HRM2605 modules. You will find these under Additional Resources, then Skills, then Study material of other undergraduate HRM modules.



INTERNET RESOURCES/SEARCH THE INTERNET

Overview of recruitment and selection as published by the **Society of Human Resource Management (SHRM)**:

<https://www.shrm.org/academicinitiatives/universities/teachingresources/Documents/Recruitment%20and%20Selection%20IM.pdf>

The **Australian Human Resources Institute** provides the following information on their website (note that you can only access limited information on this site:

<https://www.ahri.com.au/assist/recruitment-and-selection>

As you are aware, legislation in South Africa also governs recruitment and selection practices. The **Labour Guide** provides valuable information on, among other things, the integration of employment equity in this link (note that some of the embedded links do not work on this site): <http://www.labourguide.co.za/employment-equity/code-of-good-practice-on-the-integration-of-employment-equity-into-human-part-5-225>

Keeping the basics of recruitment and selection in mind, we will be discussing recruitment first.



Think about the process that was followed when you applied for your job and compare this to the processes followed for jobs of your family members or friends employed elsewhere. If you’re not currently employed, contact fellow students on the myUnisa discussion forums (we have created a discussion forum 05 “Learning unit 10 - Technology used during recruitment and selection”). You should find certain common steps or activities, but you should also find that different companies use different technologies. The size of the company will probably have an impact on the technology used. At Unisa, for example, we often use a dual process as shown in this link: <http://www.unisa.ac.za/sites/corporate/default/About/Service-departments/Employment-at-Unisa> (click on “Jobs and careers” to get more information on the process). At an international university such as Harvard, they also use a systems-based recruitment process as you will see when you read the information in this link: <http://employment.harvard.edu/careers/hiring/>. At Griffiths University in Australia a different process is followed. Read more on their website: <http://www.griffith.edu.au/future-staff>. Choose “How to apply” to learn more about the process. When you read through the international examples, keep in mind that they have different policies and legislation guiding their recruitment and selection processes from what we have in South Africa, but most of the basics are similar.

There are many other examples that you can find. Remember we looked at Google as an example in learning unit 09? Here is more information about hiring at Google:

<http://www.google.co.za/about/jobs/lifeatgoogle/hiringprocess/> You’ll find an infographic on this link that summarises the process at Google <http://www.jobvine.co.za/what-does-it-take-to-get-a-job-at-google/>.

In this learning unit we'll be looking at a number of aspects about recruitment and selection and the use of technology, the internet and HRIS.

Let's first look at recruitment.



STUDY

Study the section “**Recruitment and technology**” in the prescribed book and all the subsections. Then complete Activity 10.1 (find it under Additional Resources).



INTERNET RESOURCES/SEARCH THE INTERNET

To watch a short video about recruitment at Google, click on this link:

<http://www.youtube.com/watch?v=JcXF1YirPrQ>. Remember, we are merely using Google as an example, as this information is freely available. There are also other companies doing similar things.

Remember to do activity 10.1 before you go to section 10.2.



ACTIVITY 10.1

After studying “Recruitment and Technology” in the prescribed book and all the subsections, use the framework that you will find under Additional Resources, then Learning unit 10, then Mind map activity 10.1 to summarise this section.

When you compile the mind map, you need to include at least the following:

The goal of recruitment

Why the internet is used for this purpose

The benefits of using the internet and also issues to be considered before using the internet for recruitment

The impact of online recruitment on recruitment objectives

Cost of filling the vacancy

Speed of filling the vacancy

Psychological contract, employee satisfaction and retention rates – realistic job preview, employment brand aspects

Quantity, quality and diversity of applicants

Attributes of the recruiting website

Navigability

Content

Media richness

Self-selection

Aesthetic features

Website usability and attributes

Recruiting and screening-oriented website

Recruitment strategies and social networking

More frequently used than before – most organisations do not have a formal policy about this

Mostly used by passive applicants

Not used to screen applicants because of legal issues associated with social networking

Negative information provided on social sites has negative impact on hiring decisions

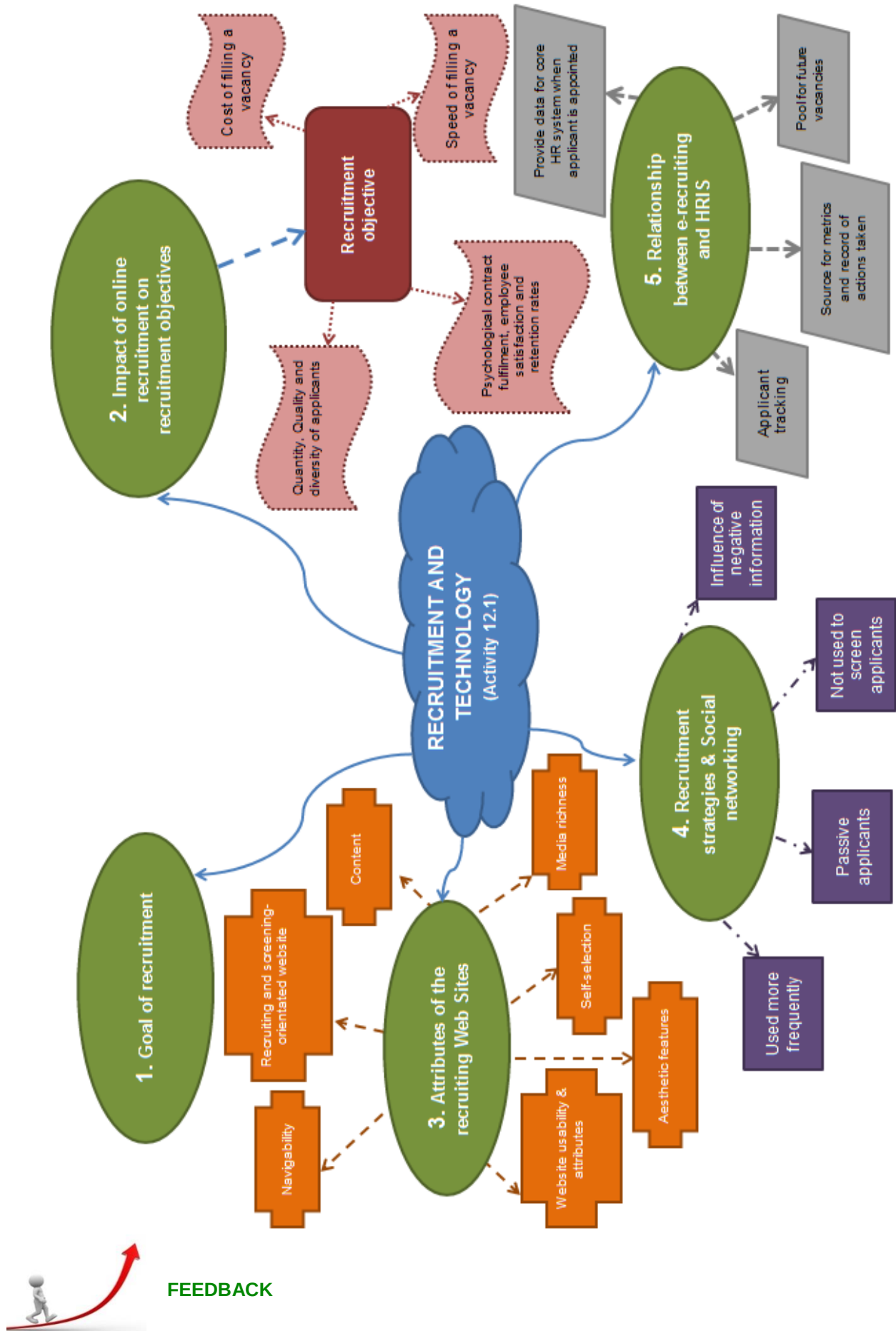
The relationship of e-recruiting and HRIS

Applicant tracking

Source for metrics and record of actions taken

Pool for future vacancies

Provide data for core HR system when applicant is appointed



Online recruitment has an influence on recruitment objectives in the sense that it can reduce costs and speed up the recruitment process. Recruiters have to ensure that applicants have a realistic preview of

the job and the organisation. This will have a huge impact on the psychological contract and then ultimately the satisfaction of the employees and whether they decide to stay with the organisation or not (retention). By recruiting online, the organisation makes it easy for applicants, as the feature is available 24 hours a day and applicants can complete their applications when it is convenient for them. This may result in more applications received, but care must be taken to clearly spell out the job requirements. This will help eliminate applications by people who obviously do not qualify for the job. Worldwide and especially in South Africa online recruitment may pose challenges in terms of workforce diversity, as not all people have access to the internet or will use online recruitment to apply for jobs. Potential applicants may then be excluded, which poses problems in terms of our current labour legislation. The type of job may also have an impact on this. Think about this: if the job doesn't require computer literacy or skills, people without those skills will not look on the company website for a job. This means that these people are then automatically disadvantaged in the process. Over and above these aspects, the website should have certain attributes that will enable applicants to easily find the information that they need and use the website to submit their applications. Lastly, the use of social networks has a huge impact on organisations' use of recruitment. Organisations must have a policy about this. It is not always possible to verify or confirm the information available on these sites and the type of information available will also have an impact on the hiring decisions that organisations make. Think about this: suppose a high school is looking for a new teacher and they decide to look on the candidate's Facebook or other social network profiles. Say they find negative comments about the school that the person is currently employed at or comments about the principal, children or parents of the children or even colleagues. This will reflect negatively on the candidate and it may influence their chances of being hired. If the recruiters find positive information about this person on Facebook, do you think it will have a positive impact in the same way as the negative information found about the candidate? From a personal perspective, what do we learn from this? Be careful what you do online as this may have a negative impact on future job applications. To see an example of an application form, refer to figure 10.1 in the prescribed book. Applications can, with the assistance of an HRIS, also be tracked, searches can be performed in specific applications and parties concerned can establish where in the process the application is. Now go to section 10.2 where you will learn more about online recruitment guidelines.

10.2 Online recruitment guidelines



STUDY

Study the section "**Online Recruitment Guidelines**" in chapter 10 of the prescribed book.

Did you notice in the list that there are instances where online recruitment will be more suitable for certain organisations than others? There are also some legal requirements to consider. This implies that online recruitment methods may have to be used in conjunction with other recruitment methods. For online recruitment to be successful, the website should also be easy to use and it should be sensitive to different cultures and different levels of computer skills. The organisation also needs to ensure that the information provided by applicants will be safeguarded and this should be clearly communicated to the applicants. Remember that online recruiting will not work for all organisations or for all types of jobs. As soon as a pool of suitable applicants has been identified, we can select the right person for the job. The HRIS and technology can also help in this regard and we will look at this in section 10.3.

10.3 Selection and technology



STUDY

Work through the section "**Selection and technology**" and all the subsections in the prescribed book. Then use the table below to make a brief summary of the information that you studied in this part of the chapter. You will find an MS Word version of this table under additional resources, then learning unit 10. The name of the file is "Selection and technology (LU10)".

Various tools can be used to help the HR person to select the right candidates and place them in the right positions, identify training and development needs and evaluate their performance. Our main focus will be, as in the prescribed book, on tests and assessments. Please keep in mind that this is an international book and it does not refer to the South African environment, situation or legislation. Now use the table below to make a brief summary of this part of the chapter in the book. We have completed the first one – to give you an idea of what you should do.

What are selection tests and assessments and why are they used?	• Most organisations who make use of tests will use it to measure ability, personality or knowledge or even skills tests for example a typing test for a secretarial job. • Other organisations refer to this as assessments and can view the others steps in the selection process such as reference checks also as part of the assessment. • For this chapter these words mean the same: test = assessment = selection tool = selection procedure • Types of tests: Knowledge, ability, skills, personal attributes and work simulation. (see figure 10.2)
Why is assessment important for HRIS?	
All organisations use assessment	
Organisation leaders know that employee abilities, skills and personal attributes are critical for success	
Some selection systems work better than others	
Employee selection is regulated by legislation	Here you need to keep in mind that this is an international book and we have different legislation in South Africa typical laws that come into play in South Africa are: • Constitution • Labour Relations Act • Employment Equity Act • Protection of Personal Information Act 4 of 2013 (POPI) • the Basic Conditions of Employment Act • the Occupational Health and Safety Act • the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA) • the Unemployment Insurance Act 63 of 2001 (UIA) • The Promotion of Equality and Prevention of Unfair Discrimination Act, 4 of 2000 • Unemployment Insurance Act, Act No. 63 of 2001 (UIA)
The value of selection is quantifiable	
Technology issues in selection	
Equivalence between conventional and computerised assessments	
Bandwidth versus fidelity	
Validity and security issues	
Applying HRIS to selection and assessment	
Demonstrating HRM's value with HRIS selection applications	



FEEDBACK

Once you have completed this table, you should realise the following:

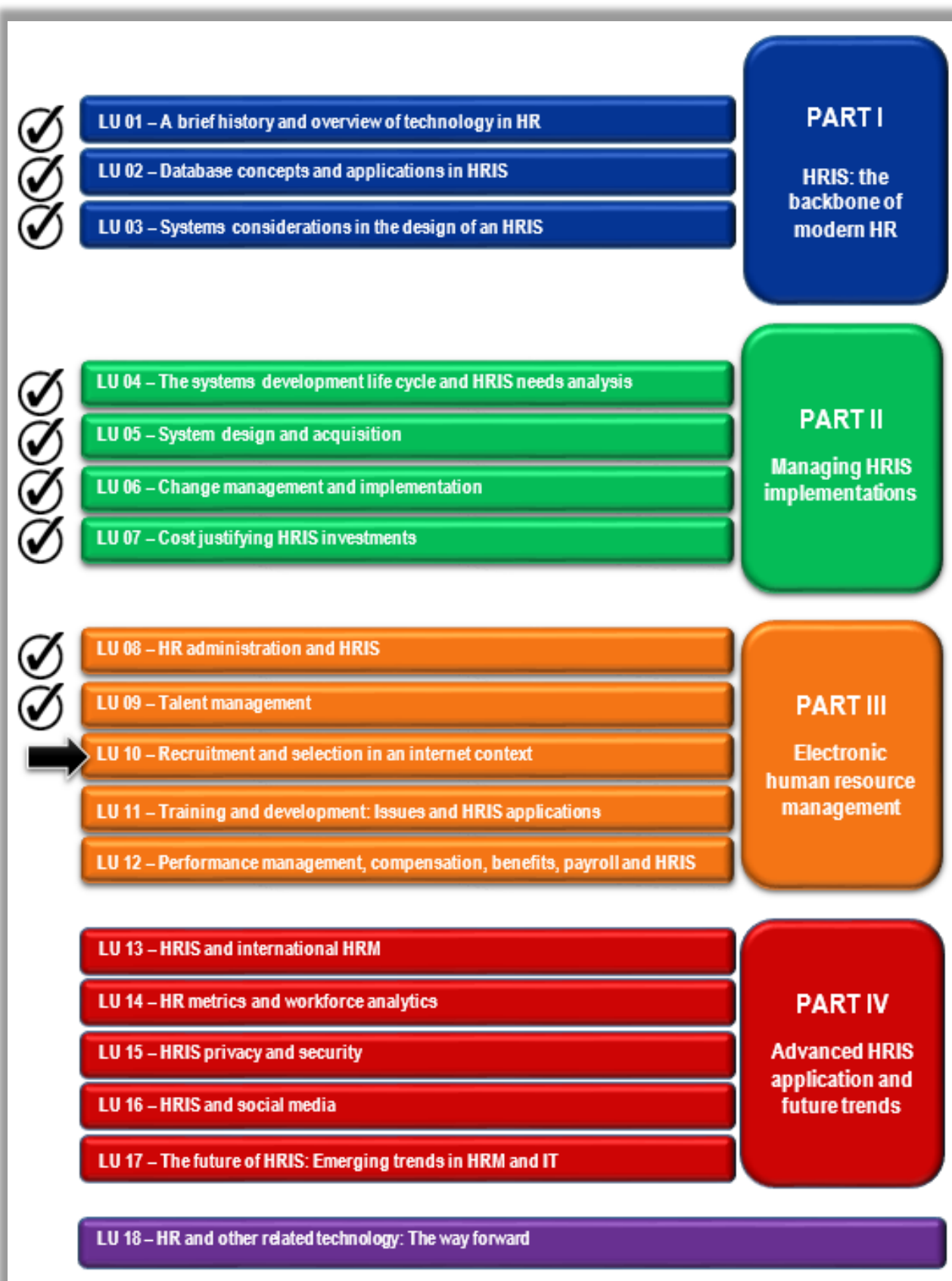
- Organisations should ensure that the tests/assessments that they use during the selection process are fair, related to the job and can predict job performance accurately. In other words, they should be valid, reliable and based on the inherent job requirements.
- Tests are important as we can determine the abilities, skills and knowledge of candidates and base our decisions on these assessments. However, for different jobs different types of assessment will be valid. Various legislation governs our selection practices in South Africa and also internationally, depending on the country involved. In South Africa organisations have to ensure that the tests do not unfairly discriminate against any candidates and that the tests are not culturally biased.
- Test information can be used to provide strategic information to organisations about, for example, the skill level of new appointees.
- The HRIS can help to determine what the actual cost of selection is.
- There are numerous challenges in terms of selection and the use of technology in assessments. Do traditional pen-and-paper tests and computerised tests measure the same thing and produce the same results? Simulations, for example, are not necessarily the best predictor of job performance, and a combination of tests might be preferred. There are also logistical challenges in creating a simulated work environment.
- The test environment and circumstances under which tests are conducted are very important in terms of the test results. Some organisations use online tests where no person is responsible for ensuring that the environment is conducive, and all candidates receive the same instructions. This may influence the test results. Test security is another issue here, as well as equal and fair access.
- So how can HRIS be applied to selection and assessment? These systems can be used to keep track of data and link different data, based on online test results. For example, the system can automatically direct the candidate to additional forms or tests to complete and it can track applicants. Information about applicants can be stored from the moment that they apply to even after appointment. Clear policies should, however, be in place.
- HR should use the data available correctly and they should use the right data for the right purpose. This will demonstrate the value of the HRIS and how HR adds value. After appointing a candidate, test performance can be compared with actual performance on the job. In some cases people are appointed that can do more or have more skills. The HRIS can assist in identifying these and adjusting performance criteria or identifying people with skills not currently being used. A utility formula can also be used.

Now that you understand this topic, do activity 10.2, which you will find under Additional Resources, then Learning unit 10.



ACTIVITY 10.2

We have now dealt with the tenth learning unit in the third part of the prescribed book, namely recruitment and selection in an internet context. You would have noticed that we did not include a lot of additional theoretical discussions, but this does not mean that the unit is not important. If you have compiled mind maps and also completed the other activities, you should have covered all the important aspects.



Remember that in the previous learning units we included a figure to indicate your progress. The figure above indicates the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this twelfth learning unit. Then go to section 10.4. Remember to also read the summary of the chapter in the prescribed book.

10.4 Reflection on learning unit 10



REFLECTION

As you reflect on what you have learnt in this unit, we want to focus on bringing the theory to you in a practical manner.

After you have completed activity 10.2, watch a video on YouTube that shows you how recruitment and selection are supported in an HRIS. You can also search the internet to find examples of other vendors or look at the HRIS used in the organisation that you work for. If you don't have access to this information, ask the HR manager to show you what functionalities they have and what they can do with the information on the system.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.youtube.com/watch?v=ZE-XAGolJtY> (PeopleSoft Recruiting Solutions: Talent Acquisition Manager 9.2)

Here you can access information on a website where we have compared three HRISs in terms of what they offer (remember that pricing is provided in U\$D (<http://www.capterra.com/human-resource-software/compare/133775-143079-72011/BambooHR-vs-Kronos%20Workforce%20Ready-vs-Oracle%20HCM%20Cloud>))

One vendor (Oracle) provides guidelines in terms of best practices for recruiting the best talent, read more in this article that you can access on the internet: <http://www.oracle.com/us/talent-mgmt-rec-best-practices-2157035.pdf>

Can you now see how the HRIS can help relevant people to manage their recruitment and selection process? You can search for more examples on the Internet, here are some examples that you can find: here is one example of Oracle:

https://docs.oracle.com/cd/E18727_01/doc.121/e13552/T166248T522457.htm

Another example is that of SAP:

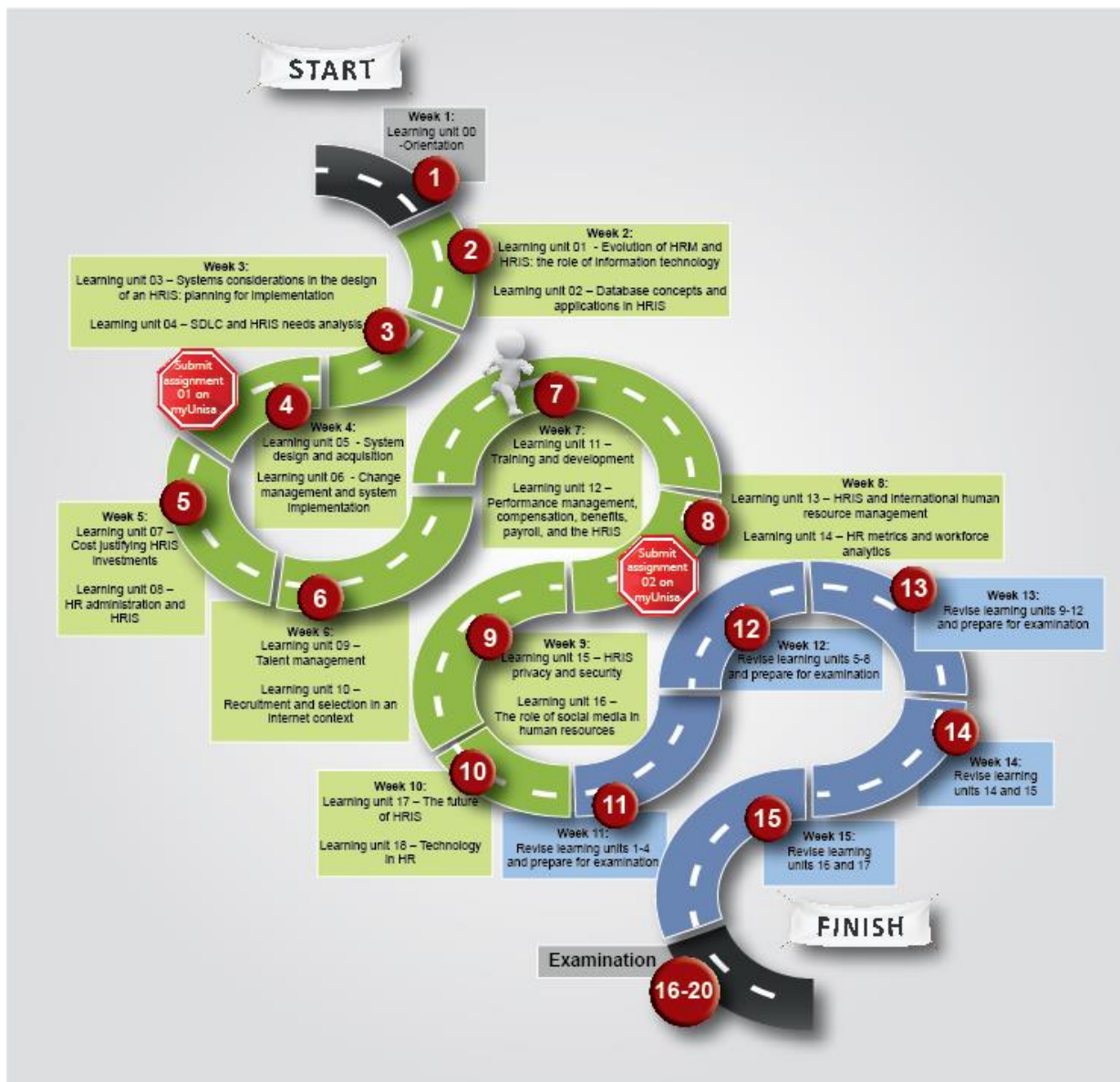
http://www.insightcp.com/res_07.html

Remember to also read the summary at the end of the chapter in your prescribed book.

When you are ready, go to learning unit 11 where we will be looking at training and development issues.



Where are we now? According to our schedule this is **week 7**.





LEARNING UNIT 11 – Training and Development: Issues and Human Resource Information Systems Applications

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11.5	HRIS learning management systems and implementation issues	137
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11.6	Reflection on learning unit 11	141

This learning unit refers to chapter 11 in the prescribed book “Training and Development”.
Use the 4th edition of the book.

11.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, how to justify the cost of an HRIS, change management, HR administration and HRIS, talent management and recruitment and selection in an internet context. In the previous learning unit you learnt about recruitment and selection within the internet context. We now continue with the third part of the prescribed book that deals with electronic HRM.

In this learning unit we will look at training and development in more detail. It is important for you to understand how the HRIS can assist with this. You will see that you won't be required to do a lot of formal activities in this learning unit. However, we will redirect you to a number of other sources and you will have to make your own summaries about the content of this learning unit.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- discuss how training can be used as a source of competitive advantage
- differentiate between training and development (T&D)
- critically discuss how training and development affect learning and motivation
- discuss the steps in the systems model of training
- explain the essential features of the culture of a learning organisation
- identify and discuss the factors that influence the transfer of training
- explain the cost and benefits metrics associated with training
- discuss the critical importance of the evaluation of training
- name the five key issues that could enhance the effectiveness of a learning management system
- discuss the advantages and disadvantages of web-based learning



STUDY

You have already dealt with **training and development** in detail in some of the other modules that you have completed. We will therefore not spend time explaining concepts that you are familiar with. If you feel that you need to refresh your memory, revise these **concepts** before you continue.

Read the HRIS in action in the prescribed book before you continue.



FEEDBACK

Can you see why the evaluation of training and development is so important? June really has a major task to determine if the money spent on the supervisory training has affected job performance, especially since Midwestern Mighty Markets has spent such a huge amount on this training. After you have completed this learning unit, we hope that you will be able to provide June with support or information when she approaches you for assistance.



STUDY

In the prescribed book in the section **“Introduction”**, you will find a discussion on the importance of people in an organisation. It is important to study this section. The authors also discuss how organisations can gain a competitive advantage by means of the knowledge assets of that organisation. Note also the explanation of the terms *learning organisation*, *organisational learning* and *human capital*. To refresh your memory on the *learning organisation* and *organisational learning*, we have included some website links that you can visit. By now you should already be familiar with these concepts.



LEARNING OUTCOMES

- Can you discuss how training can be used as a source of competitive advantage?



INTERNET RESOURCES/SEARCH THE INTERNET

Overview of the learning organisation

You can also search for an article via the Unisa Library website (<http://www.unisa.ac.za/sites/corporate/default/Library>) that appeared in the *Harvard Business Review*. The details are as follows: Garvin, DA, Edmondson, AC & Gino, F. 2008. Is yours a learning organisation? *Harvard Business Review*, March 86(3), pp. 109-116.

In this article you will note that they discuss, among other things, the three building blocks of a learning organisation: 1) a supportive learning environment, 2) concrete learning processes and 3) leadership that reinforces learning. If you don't have access to this article, you can also refer to other sources.

Remember that you won't be examined on the content of these articles, but you have to know and understand these concepts and the information in your prescribed book about them.



INTERNET RESOURCES/SEARCH THE INTERNET

Overview of organisational learning

If you don't have your own sources about organisational learning, you can find a link on the Unisa Library website to access the following article:

Harazin, P & Pádár, K. 2013. Measuring and evaluating the added value of human resources management, knowledge management, and organisational learning. *International Journal of Management Cases*, December, 15(4), pp. 37-47.

Human capital

We have discussed how important it is for an organisation to have a competitive advantage to ensure long-term sustainability. In the new global economy, knowledge is the new driver for success. Surpassing the traditional factors of production, knowledge and information are found in the organisation's human capital. For a definition of the concept, click on this link:

<http://dictionary.reference.com/browse/human+capital>



LEARNING OUTCOMES

- Can you differentiate between training and development?
- Can you explain the essential features of the culture of a learning organisation?

Education, learning, training and development of employees are not only investments in the employees themselves, but also in the long-term competitiveness, excellence and quality of the organisation.

People in learning organisations are able to change behaviours and mindsets to meet the demands of the ever-changing and increasingly uncertain competitive environment. For organisational learning to take place, the environment must be conducive and the culture must be of such a nature that people excel in their lifelong learning and continuous professional development. Performance and talent management that is supported by an HRIS is thus imperative in a large organisation.



LEARNING OUTCOMES

- Can you critically discuss how training and development affect learning and motivation?

By now you know about three HRIS applications, namely administration, talent management, and recruitment and selection. The fourth application that we will be discussing is training and development (T&D).

Go to section 11.2 where you will learn more about the strategic implications of T&D and learning organisations.

11.2 Training and development: strategic implications and learning organisations

In some of the other modules that you have completed, you may have learnt about the systems model of training and development. We therefore won't spend time revising that in this module. We assume that you understand the model and we will build on this knowledge. If you are uncertain about the concept, study the relevant sections in the prescribed book to refresh your memory or refer back to study material of modules that you have completed.



STUDY

Study the section “**Training and Development: Strategic Implications and Learning Organizations**” and all its subsections in the prescribed book.

We suggest that you compile summaries of this section. Go to activity 11.1 to do this now.





ACTIVITY 11.1

Make a brief summary of the main concepts as indicated in the table that follows. You will find an MSWord version of this table under Additional Resources, then Learning unit 11. The name of the file is activity 11.1.

Concept	Definition/description
Training	
Education	
Development	
Competencies	
Knowledge management	
What happens if an organisation's culture rewards learning?	
Three-level model of learning - single loop - double loop - triple loop	
Interrelated disciplines to be cultivated for learning and success:	- Mental models - Team learning
HRIS and T&D – the link	

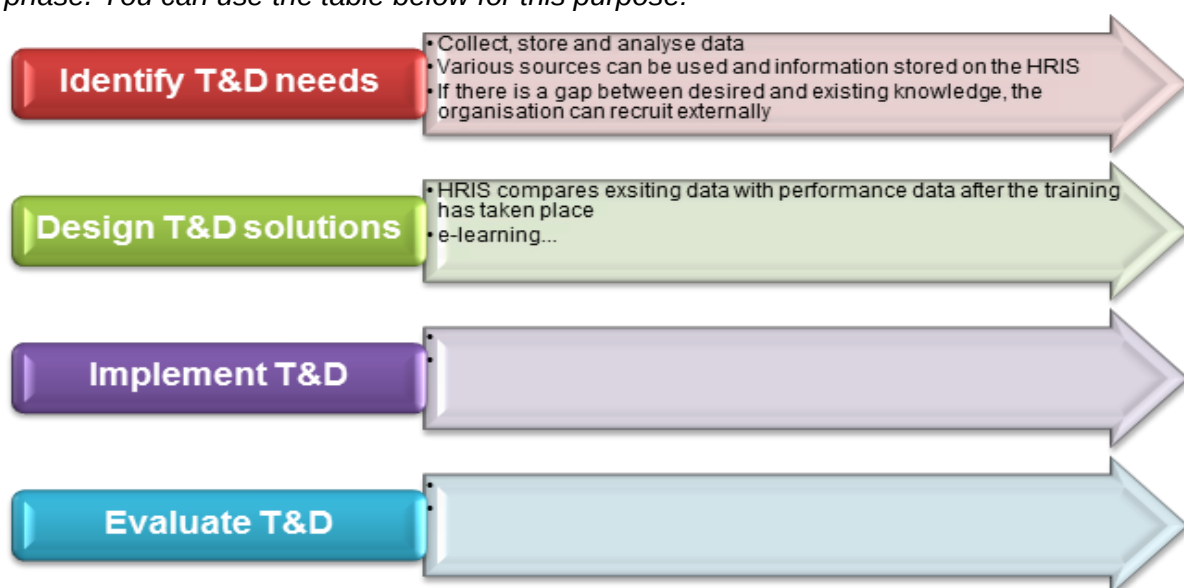
Now that you have summarised this section carefully, also look at the systems model of T&D. There are four phases. In the first, the T&D needs are identified, and in the next phase the T&D interventions or solutions are designed. This is followed by the actual implementation of the solutions/interventions, where after these solutions are evaluated.



LEARNING OUTCOMES

- Will you be able to identify and discuss the factors that influence the transfer of training?

The question that you may be asking here is “What is the role of the HRIS?”. When you study the systems model of T&D in your prescribed book, we want you to briefly indicate the role of the HRIS in each phase. You can use the table below for this purpose:





STUDY

When you summarised this you should also have noticed that there is a lengthy discussion on e-learning and rapid e-learning. Do you understand what these entail?

Can you discuss the advantages and disadvantages of web-based training?



How does web-based training work in your company? If you are not employed, ask a family member or friend. Can you identify the various phases? Have you ever been asked to provide feedback after you attended training? You should now understand why the trainers require this feedback. Do a search on the internet and see if you can find examples of some of the evaluation methods discussed in the prescribed book.

To get you started, we have included some examples here.



INTERNET RESOURCES/SEARCH THE INTERNET

To see an example of e-learning offered by one vendor, visit this link on the internet:

<http://www.youtube.com/watch?v=DBngSBj11u0&list=PL3449A247429B4B18>



INTERNET RESOURCES/SEARCH THE INTERNET

Another e-learning method is virtual classrooms. To get some tips on how to do this successfully, watch the video on the internet in this link:

<http://www.youtube.com/watch?v=VxY22lhbaH4>



INTERNET RESOURCES/SEARCH THE INTERNET

Go to this link on the internet to read more about how an HRIS can be used.

<http://www.comparehris.com/HR-Software-keeps-track-of-training/>



FEEDBACK

What is important is that every organisation has to regularly consider what their training needs are and they must use the training methods that will work best in their unique situation. It is also important that they properly evaluate the training and the products of the training to ensure that they reach the training goals. Can you discuss the critical importance of the evaluation of training? In section 11.3 in this learning unit you will learn more about training metrics and cost-benefit analysis. Go to that section if you have mastered the learning content of this section.

11.3 Training metrics and cost-benefit analysis



STUDY

Your prescribed book contains a section **“Training Metrics and Cost-Benefit Analysis”**. Study it in detail before you continue.

Did you note that there are various ways to determine the cost? It is easier to determine the real cost, but much more difficult to determine the value added by the training. ROI is one method (Phillip's method) that can be used to convert the data into monetary values. Visually it can be depicted as follows:



In table 11.7 in the prescribed book you saw a list of cost-benefit approaches and a brief explanation of each. Depending on the HRIS that you use in your organisation, the data can be stored in the training or human capital management module. As discussed in the prescribed book, in some of these modules organisations are able to add development plans for their staff, online learning environments and also use various metrics.

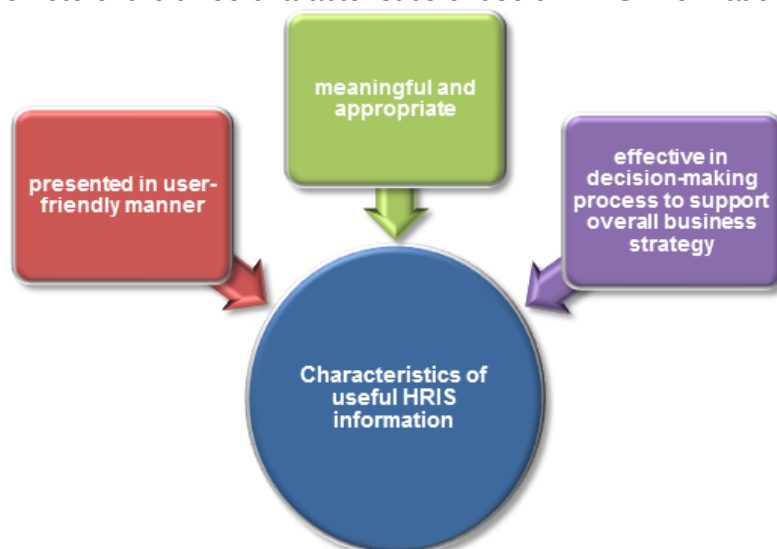
Once you understand this, you can continue with section 11.4.

11.4 HRIS applications in training

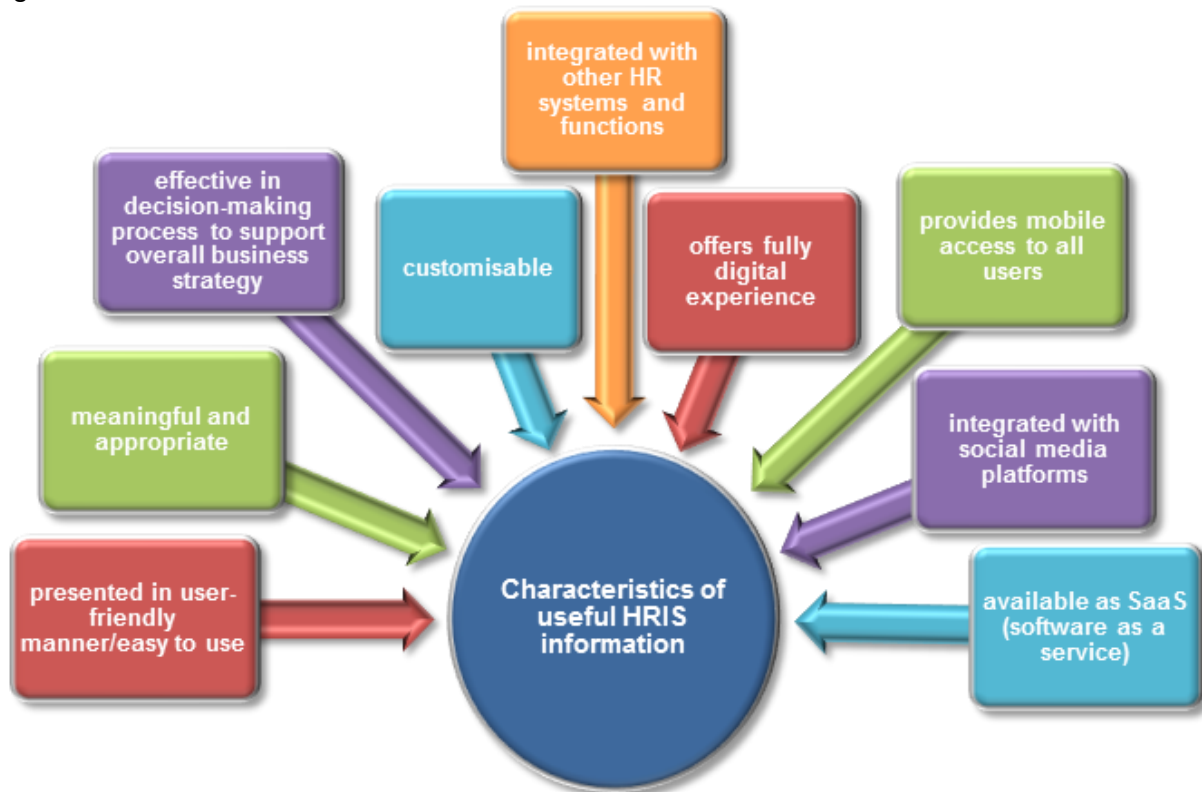


STUDY

Your prescribed book contains a section “**HRIS Applications in Training**”. Study it in detail before you continue. Did you take note of the three characteristics of useful HRIS information?



Did you also take note of the list of characteristics of SHRM in the prescribed book? If we add these to the figure, it can look like this:



Keep this in mind when you design or provide inputs for the HRIS of your organisation.



STUDY

In the prescribed book you should also have noticed that you can capture the information using other systems or databases. **Table 11.8** shows the basic data elements for an HRIS training database. **Figures 11.4 and 11.5** provide examples of a database and a spreadsheet that you can use.



INTERNET RESOURCES/SEARCH THE INTERNET

In the weblink that follows you will be shown how to turn an Excel spreadsheet into a searchable database. You can use this later at work if your organisation does not use an HRIS (**you won't be examined on the information on this website**).

<http://csessig.wordpress.com/2013/01/03/turning-excel-spreadsheets-into-searchable-databases-in-five-minutes/>

Having a database in place, does not mean that you can only add more data. As the organisation grows or its needs change, you might also have to update the database. In the next section you will learn more about HRIS learning management systems and implementation issues (section 11.5).

Go to the next section if you have mastered the content of this activity.

11.5 HRIS learning management systems and implementation issues

Different organisations use different systems, but many use a fully integrated enterprise-wide system as discussed in your prescribed book.



STUDY

Your prescribed book contains two sections: “**HRIS/Learning Applications: Learning Management Systems**” and “**HRIS T&D Applications: Implementation Issues**”. Study both in detail before you continue.



INTERNET RESOURCES/SEARCH THE INTERNET

Figure 11.6 in your prescribed book is a visual of a training module of one vendor. Remember that there are many others available to choose from. To see other examples on the internet, visit this link:

<http://www.oracle.com/za/education/oracle-university-south-africa-338042.html>

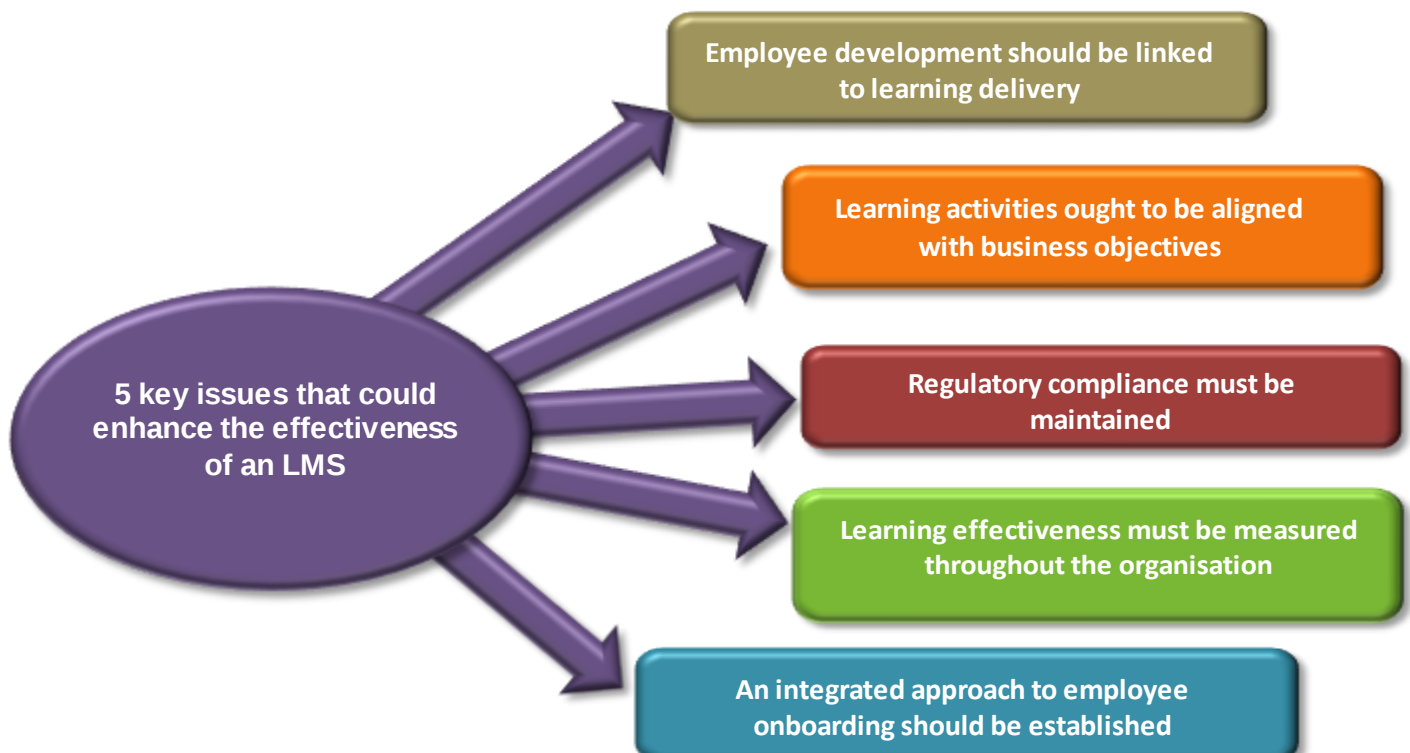
If you want to learn even more about a learning content management system (LCMS), you will find a brief explanation in the link that follows that you can access via the internet. You **only need to know the content in the prescribed book and understand what this system is used for**.

<http://www.internettime.com/Learning/lcms/>

In the prescribed book the authors also touch on **talent management software (TMS)**. To learn more about what this is and why companies buy it, visit this link on the internet:

<http://www.softwareadvice.com/hr/talent-management-software-comparison/>

Did you take note of the five key issues that could enhance the effectiveness of an LMS as discussed in the prescribed book? Below is a visual representation of the issues that enhance the effectiveness of an LMS:



Did you notice table 11.10 in the prescribed book where they have provided a list of LMS providers? This can be very handy for you in your world of work they also direct you to websites for these LMS providers where you can find additional information!!

Now let's take a closer look at the implementation issues of T&D applications. Did you see in the prescribed book the variety of reasons why HRIS and T&D projects fail? Look at the word cloud to see some of these reasons.

expectations not
being met

*ensure that the training and development strategy is
aligned with the training needs and overall training
and development hr and business strategy*

**people making decisions sometimes do not have the
right expectations**

incompatibility of hr system

**do not use the correct training and development metrics to
determine the real benefit**

the introduction of tms for no other reason than the competition doing so

*involve employees during
the implementation stage of
an hr is*

*many employees do not complete e-
learning enrolled for*



STUDY

Make sure that you also understand the **success factors for introducing HRIS T&D applications and for increasing e-learning completion rates**, as discussed in the prescribed book in the section “**HRIS T&D Applications: Implementation Issues**”.

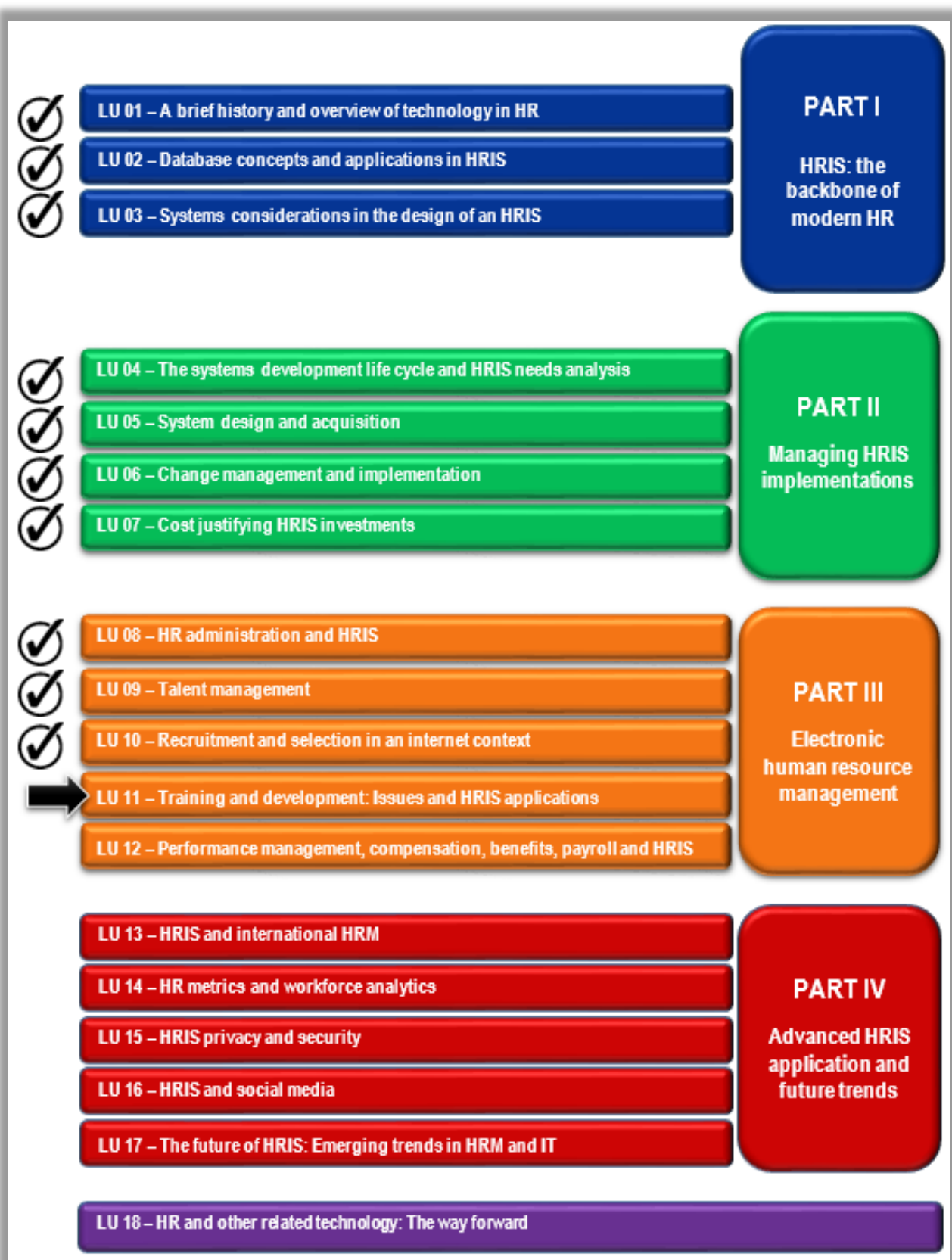
If you feel that you have mastered this section, complete the last activity (11.2) in this learning unit.



ACTIVITY 11.2

We have now dealt with the 11th learning unit in the third part of the module, namely training and development. In this learning unit you did not have to do many activities and we also did not revise theory that you already covered in other modules. This does not mean that these are not important. If you have compiled mind maps and also completed the other activities, you should have covered all the important aspects. Look at the figure that follows. This is where we are now. Slowly but surely we are progressing and you only have two more learning units to complete for this part of the book.

Remember in the previous learning units we included a figure to indicate your progress. You will find this figure again here, indicating the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this 11th learning unit. Then go to section 11.6.

11.6 Reflection on learning unit 11



REFLECTION

When reflecting on what you have learnt in this learning unit, we want to focus on bringing the theory to you in a practical way.

Once you have summarised this learning unit, answer discussion questions 1, 4, 9 and 10 at the end of the chapter in your prescribed book. To get the full advantage of this, we recommend that you do **not** look at the feedback below before you have attempted them yourself.



FEEDBACK

The feedback is based on the prescribed book and what the authors included in this book.

Question 1

What is the systems model of T&D? Discuss how HRIS T&D applications can assist in carrying out the steps in the systems model.

One of the most frequently cited models is the systems or systematic approach. The formal or planned approach to workforce T&D consists of four interrelated and connected steps, which are illustrated in the prescribed book. The steps are arranged as a cycle to highlight the cyclical and continuous nature of the process in much the same way as employee development is an ongoing activity. Thus, the model is applicable to both T&D. Its simplicity and clear structure makes it ideally suited in the context of HRIS applications in this area.

Identifying T&D needs. The first step of the systems model is to identify the learning and development needs of organisational members. The training needs analysis (TNA) is the key activity of the systematic approach and essentially serves to identify any discrepancies, the T&D “gap”, between existing KSAs and those required now and in the future. Because of the crucial importance and comprehensive nature of the TNA, many organisations employ an HRIS to collect, store and analyse training needs data, thus ensuring that resulting information is both timely and accurate. Data sources include business objectives and statistics at organisational level, job descriptions and output levels at job level, staff appraisals, biographical data and individual training records at personal level.

Developing T&D initiatives. The second stage of the training cycle focuses on the development of T&D initiatives, objectives and methods, which should be capable of meeting the three levels of training needs identified during the first phase. The aim of the HRIS in this context is to compare employee training data with subsequent performance data. Successful learning events must achieve a “best fit” between the content of what is to be learnt, the media through which content is delivered and the method used to facilitate learning.

Implementing T&D. The third stage of the systems model of T&D involves the implementation of training. To ensure that the implementation phase runs smoothly, organisations ought to formulate an implementation plan, which should specify the resources required, how training should be carried out, who should facilitate training and the period within which training should occur.

Evaluating T&D. To assess whether a particular training initiative, method or solution has met the training needs and objectives of the organisation and whether transfer of learning has taken place, organisations must evaluate their T&D efforts.

An HRIS can be invaluable in supporting this process as it contains a vast amount of data relating to training and performance, which can form the basis of any T&D decision-making.

Question 4

How can HRIS T&D applications help firms foster organisational learning?

This is your chance to discuss this issue online with your fellow students. Use the information in Table 13.9 and discuss the three different classifications ie administration, talent management and training management. Indicate how each can help HR. Use the **discussion forum 06 “Learning unit 11 – reflection question 4”** for this purpose and share your ideas with your fellow students.

Question 9

Discuss the different types of HRIS T&D applications and their reporting and decision-support capabilities.

The capabilities of today’s HRIS T&D applications, also called learning management software (LMS), range from training administration, to training management to talent management. The uses and capabilities of LMS are shown in the learning management system classification in the book. You should be able to identify and discuss some of the different types of capabilities highlighted in table 11.9 in the prescribed book.

Question 10

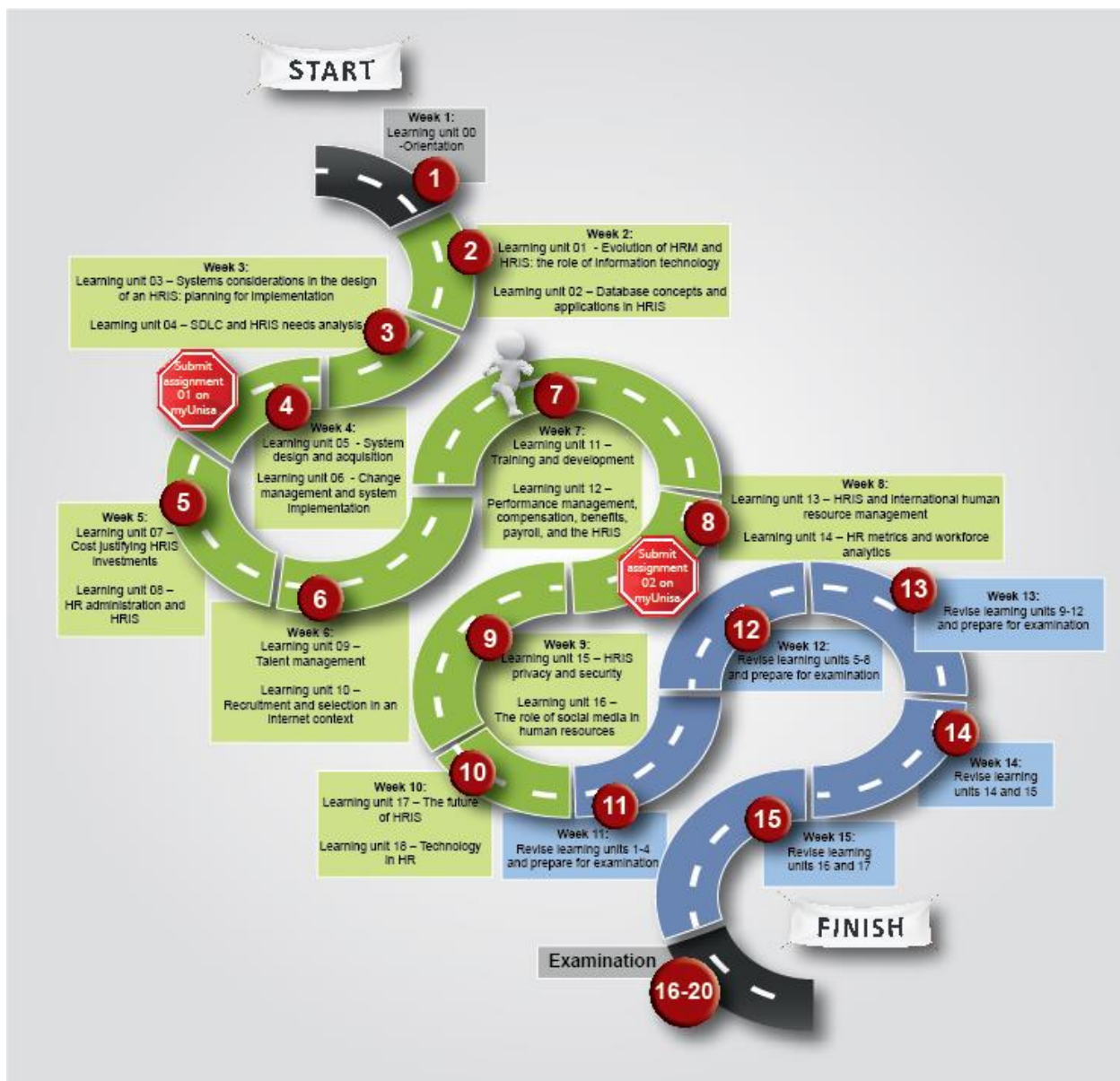
What issues might arise during and as a result of the implementation of HRIS T&D application?

Many HRIS T&D projects fail to meet the expectations of key decision-makers. There are many reasons for this. Some organisations introduce a new TMS only because competitors have done likewise, without having the necessary expertise to operate the system. Frequently, decision-makers have false expectations of ROI or apply training metrics that merely focus on cost savings and fail to take note of intangible gains derived from T&D (see the section on training metrics). In other cases, the HRIS T&D application strategy is not aligned with training needs and the overall T&D, HR and business strategies. Few organisations involve employees during the implementation stage of the HRIS, which can lead to underutilisation and dissatisfaction with the system (Burbach & Dundon 2005). For a variety of reasons, many employees never actually complete e-learning programmes that they are enrolled for. Sometimes, disenchantment is simply the result of poor planning and resulting incompatibility of various disjointed HR systems. An increasing number of organisations purchase one or more pieces of TMS from a single vendor to prevent these problems (Frauenheim 2006).

When you are ready you can go to learning unit 12 where we will look at performance management, compensation, benefits, payroll and the HRIS.



Where are we now? According to our schedule this is still **week 7**.





LEARNING UNIT 12 – Performance management, compensation, benefits, payroll and the HRIS

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This learning unit refers to chapter 12 in the prescribed book “Performance management, compensation, benefits, payroll and the HRIS”. Use the 4th edition of the book.

12.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, change management, how to justify the cost of an HRIS, HR administration and HRIS, talent management, and recruitment and selection in the internet context. In the previous learning unit you learnt about training and development. We now continue with the third part of the prescribed book that deals with electronic HRM.

In this learning unit we will look at performance management (PM), compensation, benefits, payroll and the HRIS in more detail. It is important to understand how the HRIS can assist with the management of employee performance systematically. You will be required to do a number of formal activities in this learning unit. We will also direct you to other sources to illustrate the theory – remember we do not have the luxury of sitting in a computer lab together and working on an actual HRIS and therefore you need to know the basics when you are working in HR. By making your own summaries, as we suggest, you should have complete notes that you can use when you prepare for the examination.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- discuss the performance management cycle and the role of HRIS in PM design, decision-making and administration

- explain the typical compensation practices and the role of the HRIS in compensation design, decision-making and administration
- discuss employee benefits practices and the role of HRIS in design, decision-making and administration
- discuss payroll systems and the role of HRIS in payroll administration



STUDY

You have already dealt with **performance management** (PM) and **compensation** in some of the other modules that you have completed in your qualification thus far. We will therefore not spend too much time explaining concepts that you should be familiar with by now. If you feel that you need to refresh your memory, revise these **concepts** before you continue.

Read the Editor's note at the beginning of chapter 12 and also the section on HRIS in action in the prescribed book before you continue.



FEEDBACK

Can you see why talent management, performance management and compensation are so important? Can you already see how a properly structured HRIS, with sufficient checks and balances, could have played a part in Mark's case? Have you ever had or heard of similar experiences? Keep this in mind while you work through this chapter.



STUDY

In the prescribed book in the section **"Introduction"**, you will find a discussion on PM and the meaning of work, which forms the basic exchange of inputs and outcomes between employees and employers. Employees provide performance and, in exchange, employers provide rewards, usually distributed via payroll systems (HRIS).

You will notice that the book focuses on the equity theory. In your studies thus far you have probably also come across other motivation theories. For the purpose of this module we will focus on the equity theory. The essence of this theory is that people want to feel that they are adequately rewarded for their inputs and efforts as compared to others' input and rewards. The primary focus of the PM programme is to help align employee performance with organisational outcomes and to motivate employees to perform well. You will also note that the book refers to COBRA. This does not apply to South Africa as we have other legislation and codes governing us.

Let's start by looking at the various areas covered in the prescribed book. The first is performance management. Go to section 12.2.

12.2 Performance management

You already know the basics of PM. In some of the other modules that you have completed, you probably learnt about the basic principles of PM. So we won't spend time revising this in detail here, as we assume that you understand the basics and we will build on this knowledge. If you don't know the basics, study this section in detail.



STUDY

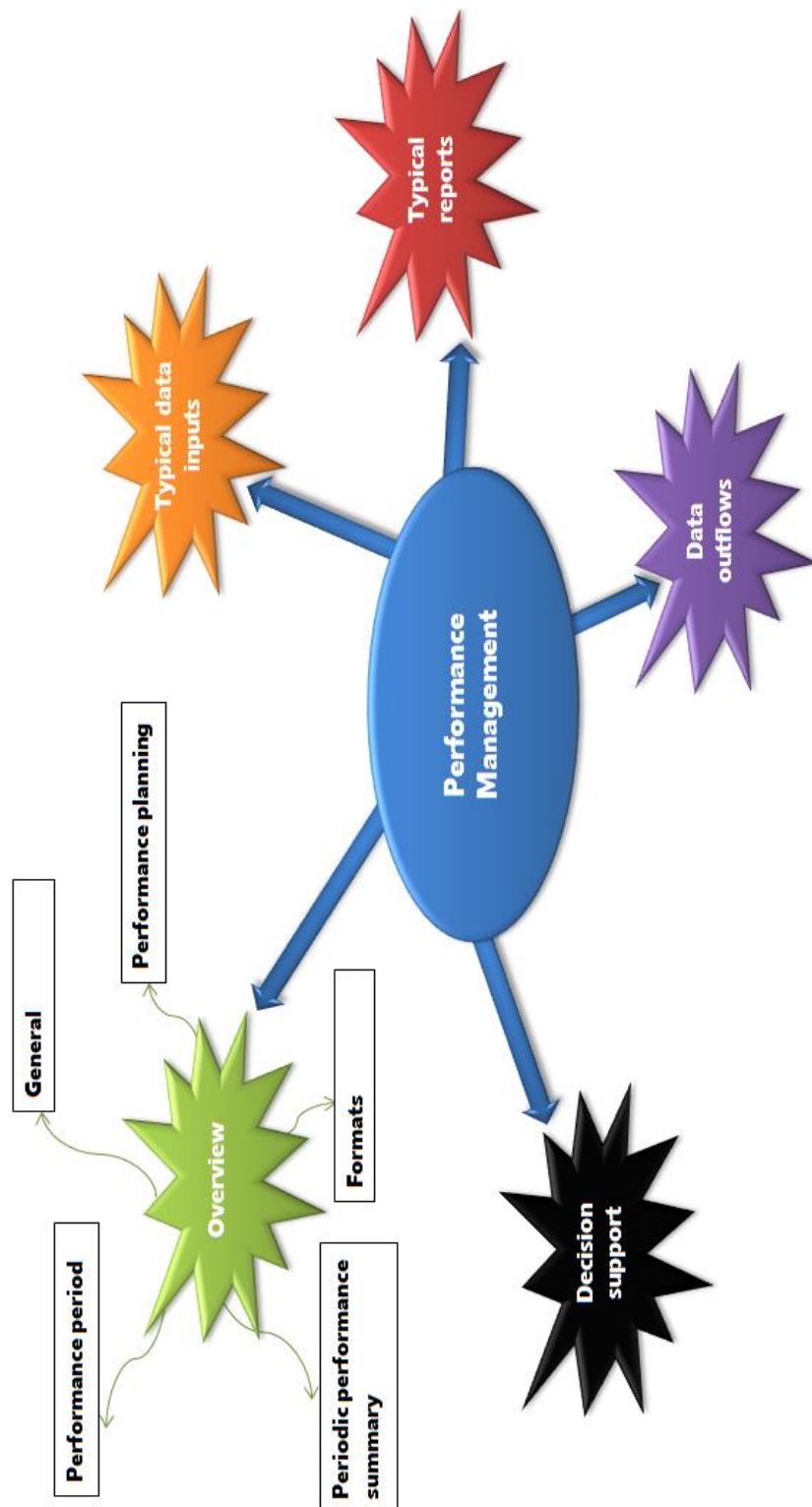
Study the section **"Performance Management"** and all its subsections in the prescribed book.

We suggest that you compile summaries of this section. Go to activity 12.1 to do this now.



ACTIVITY 12.1

Use the framework we provide to make your own detailed summary of this section. You can find an MSWord version of this on the HRM3703 myUnisa module site under Additional Resources, then Learning unit 12. The name of the file is Activity 12.1. Make a brief summary of the main concepts as we have indicated here. However, you should expand on this basic structure.





FEEDBACK

When you worked through this section, did you note that PM is connected to other areas such as recruitment, staff retention and workforce planning, to mention just a few? Do you also understand the link to talent management? Figure 12.1 in the prescribed book is a model of contemporary talent management. This figure also explains this to you. When you summarised PM, you should also have included information about the design of the system, performance dimensions and outcomes. You should also have included the measures used, the standards and the fact that this information must be communicated to the employees. Did you notice that various formats can be used? Do you understand now that the same format will not necessarily be applicable to each job in the organisation?

Different organisations will do performance appraisals at different intervals, but the crux is that the whole performance period should be taken into consideration and proper documentation and records should exist for the full period. Supervisors and managers responsible for evaluating employees' performance should be careful that they are not biased. They must ensure that they evaluate the actual work done by each individual based on their performance agreement over the full period. How can this be done? Proper recordkeeping during the PM period is vital. In most cases the HRIS can be very useful during this process.

In figure 12.2 you can see a screenshot of a performance planning and rating module screen. How does the process work in your organisation? Did you also notice that the data used can come from various sources? These may include organisational, job and individual data and the performance plans should be linked to the organisation goals as well. In some cases inputs from the managers and also the employees themselves are accommodated. Remember that feedback must be provided on both positive aspects as well as those that need improvement.

Depending on the type of HRIS used, various reports can be generated. If proper records are kept, organisations can use this data to analyse trends in performance that they can manage to their advantage. From all the data gathered, various HRM decisions can be made. The data may also have an impact on HR-related matters such as salary increases and/or promotions and HR planning. The data can also be used to support decisions such as actions to be taken to improve performance in future. Proper records can be kept to ensure that all performance appraisals have been conducted and signed off. The information can be used for performance improvement plans and progress tracking. See more information about the product of one vendor in this link:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.affinityteam.com.au/resources/uploads/2015/10/Performance-Management-spec-sheet.pdf>

As we are not in a formal classroom or a computer lab, it is difficult for me to show you practically how this works on an HRIS. I have found the following YouTube video where an HRIS vendor demonstrates practically what their system entails (Interact HRMS - Performance Management):



INTERNET RESOURCES/SEARCH THE INTERNET

Watch this video in the internet <http://www.youtube.com/watch?v=DYNJHO7Mof8> (listen carefully as the presenter provides step-by-step information). You should now be ready to go to section 12.3 which discusses compensation in more detail.



12.3 Compensation



STUDY

Your prescribed book contains a section "**Compensation**". Study it in detail before you continue.

As for activity 12.1, we have uploaded an MSWord document under Additional Resources that contains a framework that you can use to summarise the section on compensation. The name of the document is Activity 12.2. Complete this now before you go to section 12.4. Remember to keep PM in mind as you work through the section on compensation.



ACTIVITY 12.2

Use the framework that follows to make your own detailed summary of this section.

Make a brief summary of the main concepts of compensation as we have indicated. We provide a basic structure that you should expand on and add your own notes. You can use another format if you wish, as long as you compile detailed notes.

Before you continue, watch the YouTube video of a vendor explaining what they aim to do with the compensation module of their HRIS.



INTERNET RESOURCES/SEARCH THE INTERNET

Watch a video on the internet at: <http://www.youtube.com/watch?v=9-ILd9w2vng>

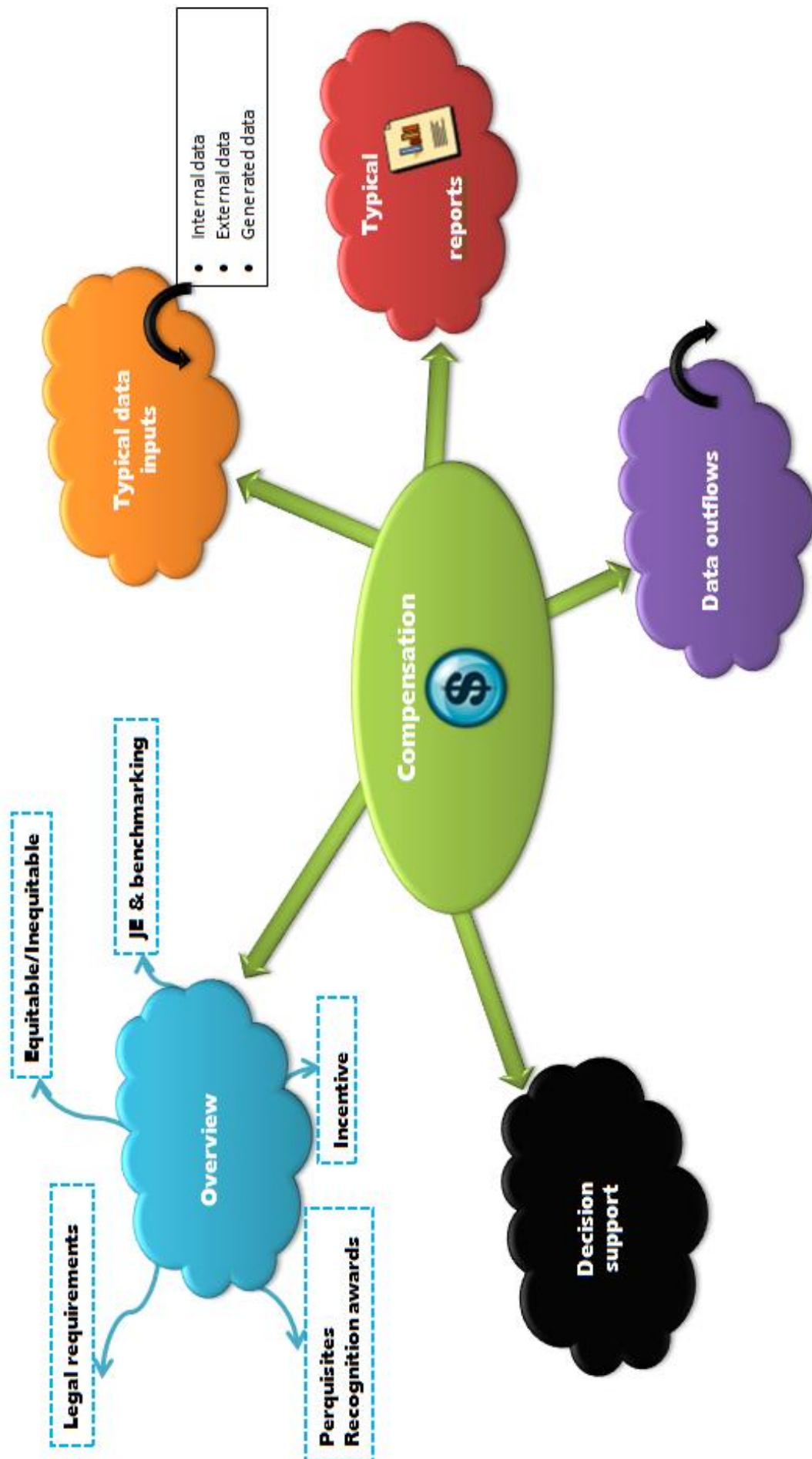
Also read the information in this article on the internet before you continue:



INTERNET RESOURCES/SEARCH THE INTERNET

http://www.ehow.com/about_7195689_explain-hris-payroll-systems.html

Here is our suggestion (see the next page):





FEEDBACK

When you worked through this section, did you see that compensation is connected to other areas such as performance and the labour market? What does basic compensation include? Did you learn anything about additional compensation such as rewards and incentives? Can you see how the HRIS can play a role here?

As you should have discovered, there are various sources of data input. These are used to produce reports. Limited people have access to these reports, obviously because of the sensitivity of the information. One of the main uses of the data is for payroll purposes. Remember the link that you opened just before you compiled the mind map? It is very important to ensure that you pay your employees fairly in relation to their inputs/productivity or specific competencies. Compensation-related information is normally available to employees via the self-service function. Employees have limited access to limited information and they are normally able to only view the information. Managers have different roles and they should be able to do different things with the data, so they have other functionalities on the system. What you need to remember is that the compensation system should make provision to reward and remunerate employees for what they contribute to the organisation. You cannot use one "recipe" for all employees, as different people have different roles. Take an organisation that sells a product. Do you think it would be wise to use the same type of compensation system and structure for the sales team, the receptionist and admin clerks? You certainly can, provided the system is flexible enough to deal with each type of employee according to their own compensation rules, processes, etc. Closely linked to compensation, is benefits. We will discuss this in more detail in the next section (12.4).

.....

12.4 Benefits



STUDY

Study the section "**Benefits**" in your prescribed book in detail before you continue.

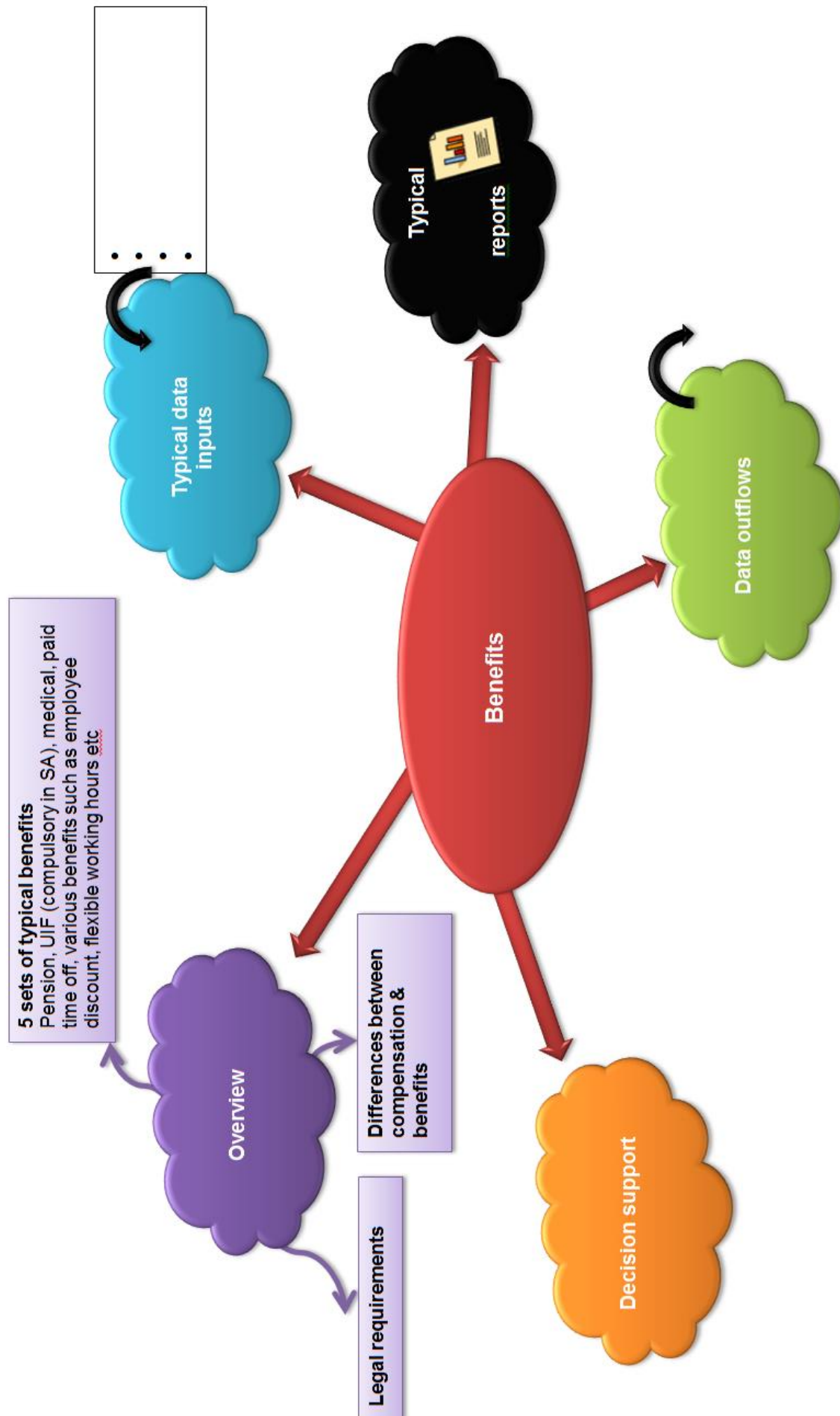
Compile your own summary or mind map of this section. When you do this, you should at least include the following:

Overview Typical data inputs Typical reports Data outflows Decision support

Remember to keep what you have learnt about PM and compensation in mind while you work through the section on benefits. To assist you with this task, we have uploaded an MSWord document on the HRM3703 myUnisa module site under Additional Resources in Learning unit 12. The name of the document is Benefits summary. For your convenience we include the document below:

Benefits summary (learning unit 12)

Use a framework to make your own detailed summary of this section. Make a brief summary of the main concepts of Benefits. You can use another format if you wish as long as you compile detailed notes for yourself. Once you have completed the summary you can continue with section 12.5 that deals with payroll.



Note the reference in the prescribed book to legal requirements in terms of safety of information of employees. Recording characteristics of employees on the HRIS that they would prefer to keep private to ensure that they for example qualify for certain benefits can be tricky – remember the guidelines in terms of the POPI Act!!

In learning unit 15 we will deal with this in more detail. After you have summarised this section, see if you can find information on the internet about HRIS and benefits. To keep you on the right track, here is one example that you can access on the internet:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.hrpayrollsystems.net/hris-benefits-administration/>

You can now go to section 12.5, where we will be discussing payroll in more detail.

12.5 Payroll

Different organisations use different payroll systems. Many use a fully integrated enterprise-wide system, as discussed in your prescribed book. What does your company use? Can you access your own payslip information by means of a self-service function, for example?



STUDY

Study the section on **payroll** and its subsections in your prescribed book in detail before you continue.

Various vendors provide payroll solutions to South African and international organisations. Keep in mind that whatever software you use, the software should meet the needs of that organisation and also comply with legal requirements. The system should also comply with SARS requirements applicable to South Africa.

Visit the following links on the internet to find some solutions that have been customised for the South African environment (remember that your prescribed book is an international book):



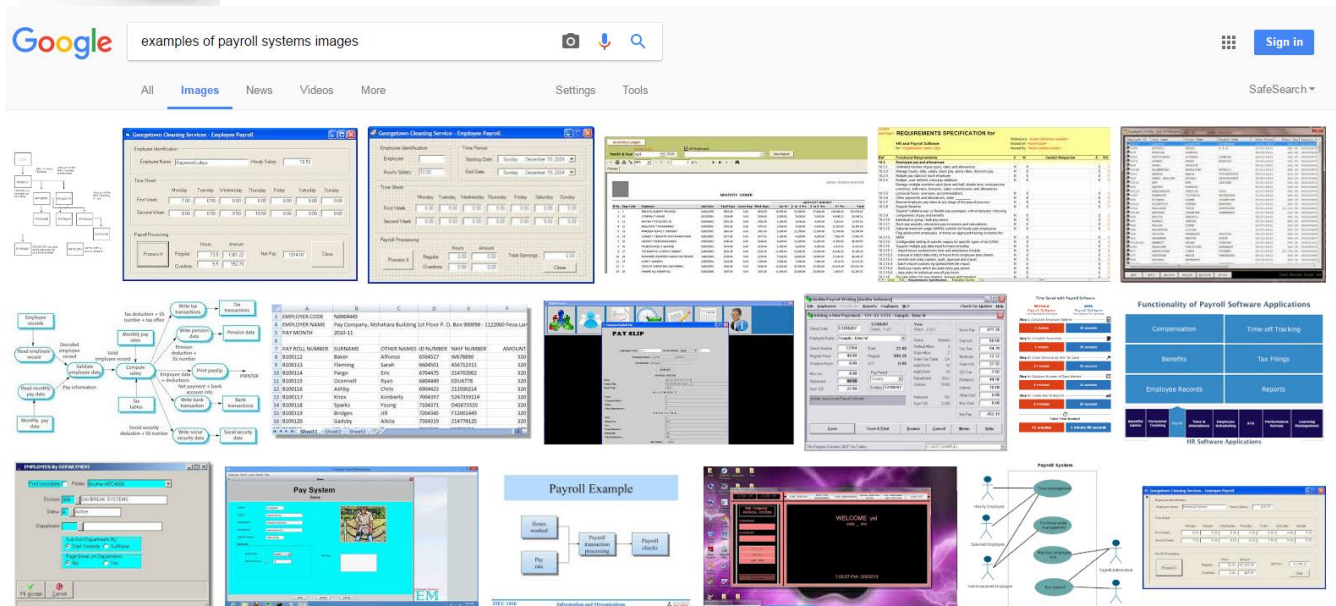
INTERNET RESOURCES/SEARCH THE INTERNET

<https://www.quickbooks.co.za/products/quick-payroll-software/><http://www.sage.com/za>
<http://www.crs.co.za/>

If you want to view examples of screens used by various vendors to enter payroll data, do a search on the internet by using any search engine you prefer. To help you, we have done a search using Google and we found the following results (see the next page):



INTERNET RESOURCES/SEARCH THE INTERNET



<https://www.google.co.za/search?q=examples+of+payroll+systems+images&oq=examples&aqs=chrome.69i57j69i59j0l4.2717j0j8&sourceid=chrome&ie=UTF-8> accessed on 21 May 2017.

Also look at figure 12.6 in your prescribed book. The prescribed book has included an example of a screen, but these vary from vendor to vendor depending on the type of HRIS used. Some smaller companies might not use an HRIS for this purpose. After you have worked through this section, use the same framework as you did for PM, compensation and benefits, and do the same for payroll. Make sure you include at least the following:

Overview - What is payroll? - Who is normally responsible for this? - Is it often outsourced?	Typical data inputs - Compensation data - Benefits data - Other deductions - Overtime data - Bonuses or other rewards data (if not included in benefits) - Income tax deduction in South Africa (look for information on this) - SARS compliance (look for information on this)
Decision support	Typical reports Standard payroll reports (including variance reports) Data outflows

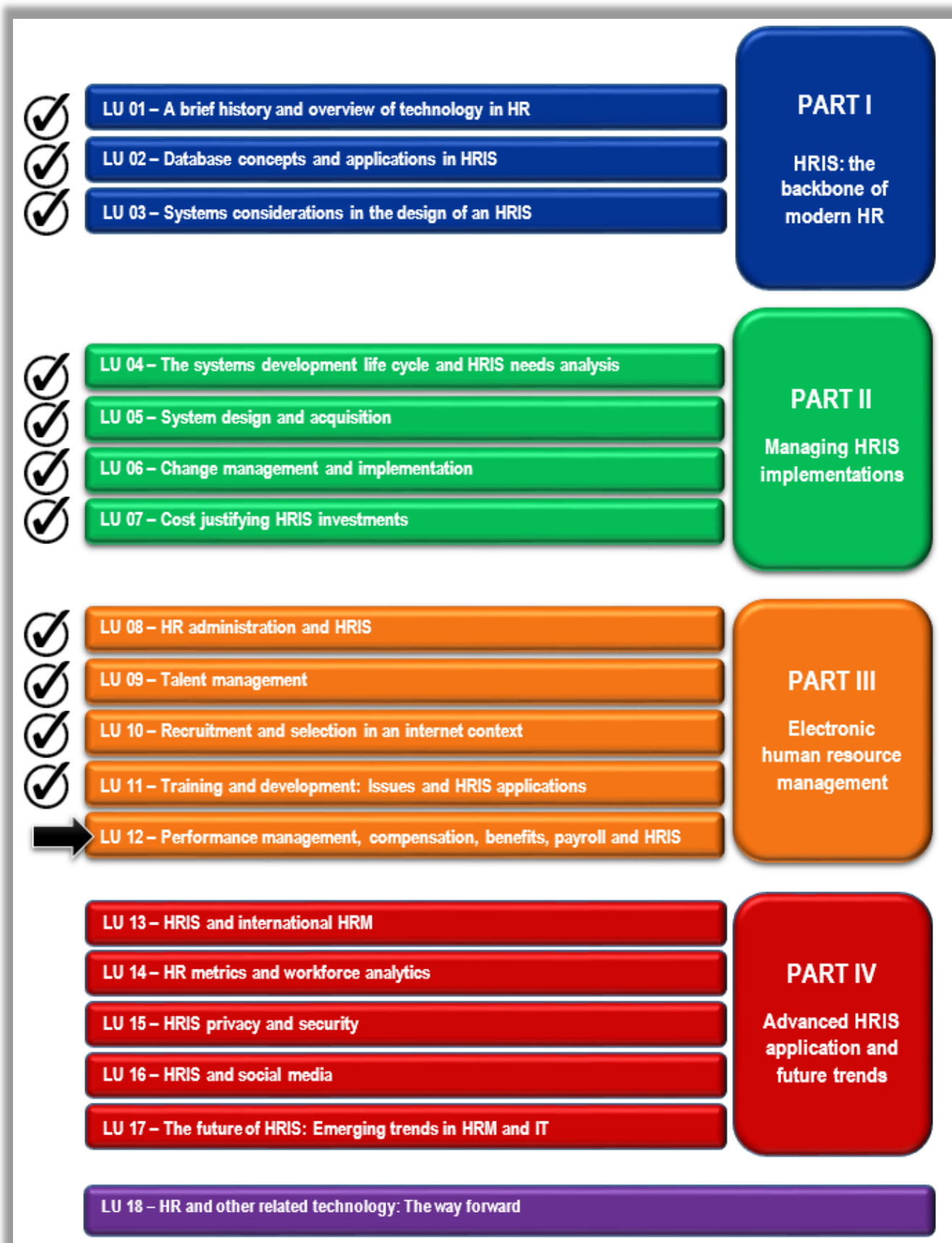
Once you have done this, do the last activity in this learning unit, activity 12.3. Thereafter continue with section 12.6.



ACTIVITY 12.3

We have now dealt with the 12th learning unit in the third part of the module, namely performance management, compensation, benefits and payroll. In this unit you did several activities where you read information on the internet and made detailed summaries of the sections. If you put all of this together, you should have detailed notes of this learning unit, and you simply have to integrate this information.

You can leave it as is, or you can use the table that follows to summarise the information so that you can easily make comparisons. An MSWord version of this is also available on the HRM3703 myUnisa module site under Additional Resources, Learning unit 12. Look at the figure that follows. This is where we are now. Slowly but surely we are progressing and you only have one more learning unit to complete for this part of the book.



Remember that in the previous learning units we included a figure to indicate your progress. Here is this figure again, indicating the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this 12th learning unit. Then go to section 12.6.

12.6 Learning unit 12 end of unit activity



ACTIVITY 12.4

Use the table provided here to summarise the content. This will enable you to compare the various aspects with one another. Make a brief summary of the main concepts of benefits as we have indicated. You should expand on this basic structure and add your own notes. You can use another format or method if you wish, as long as you compile detailed notes. Once you have made the summary, go to the reflection on learning unit 12 that you will find in section 12.7.

	Performance management	Compensation	Benefits	Payroll
Overview				
Typical data inputs 				
Typical reports 				
Data outflows 				
Decision support				

12.7 Reflection on learning unit 12



REFLECTION

Now that you have studied the theory, you may wonder what it looks like in practice and how it works on an actual HRIS. We have searched for examples where this is shown and have included some of a number of vendors/software packages where they explain this clearly.

The video that you can watch via the internet in the link below is US based but it provides useful inputs and insight and is really worth watching.

<http://www.youtube.com/watch?v=240Jaf1Atcl>



INTERNET RESOURCES/SEARCH THE INTERNET

Once you access the items below on the internet you will notice that in some cases the video firstly starts with an advertisement. After more or less 5 seconds of the advertisement, click on Skip ad at the bottom right to start watching the actual video.

Quick books

Setting up payroll – Part 1

<http://www.youtube.com/watch?v=5lXy4lZR1-o>

Setting up payroll – Part 2

<http://www.youtube.com/watch?v=TVvUHyTSQr0>

Setting up payroll – Part 3

<http://www.youtube.com/watch?v=vlnQECPGxxQ>

Working with payroll

<http://www.youtube.com/watch?v=u0EfX1gZCv0>

Adding an employee to the payroll

<http://www.youtube.com/watch?v=iIJ7w2ezD34>



INTERNET RESOURCES/SEARCH THE INTERNET

To watch a short video on the internet that explains **payroll** on Oracle, click on this link:

<https://www.youtube.com/watch?v=E1cZYBzd-l4&list=PLx-GF9iNlwIZcjVBMCKflupODNks34pY0>

See how Sage goes about payroll (access it via the internet):

https://www.youtube.com/watch?v=sprpiodP_Wk

When reflecting on what you have learnt in this learning unit, we want to focus on bringing the theory to you in a practical way.

After you have summarised this learning unit, click on the links that follow to get an idea of how payroll, compensation, benefits and performance management work in practice using an HRIS.

This video on YouTube (access it via the internet) shows how one vendor, namely Interact, uses their system to **manage competencies and goals of employees**:

<https://www.youtube.com/watch?v=dk1ciYV9728>

In this link on the internet you will find an overview of Interact's **compensation and benefits module**:

http://www.youtube.com/watch?v=dEIF8i_qwWl

This link on the internet demonstrates how Interact **manages employee benefits** on their system:

<http://www.youtube.com/watch?v=MckDSRBNkCw>

You will find all the basic information on how the **Sage HRIS software** works in this advertisement that you can access via the internet:

<https://www.youtube.com/watch?v=Jp4LrzYBICw>

See how Google redefines performance management:

<http://www.talentculture.com/this-is-how-google-redefines-performance-management/>

Other Google examples include the following (visit these via the internet:

<http://panmore.com/google-hrm-training-performance-management>

<http://evolve.reflektive.com/rs/267-LLO-553/images/industry-spotlight-google-01172017-s2.pdf>

Performance management at Google, Apple and Statoil (read this article on the internet):

<http://www.performancemagazine.org/hr-performance-apple-google-statoil/>



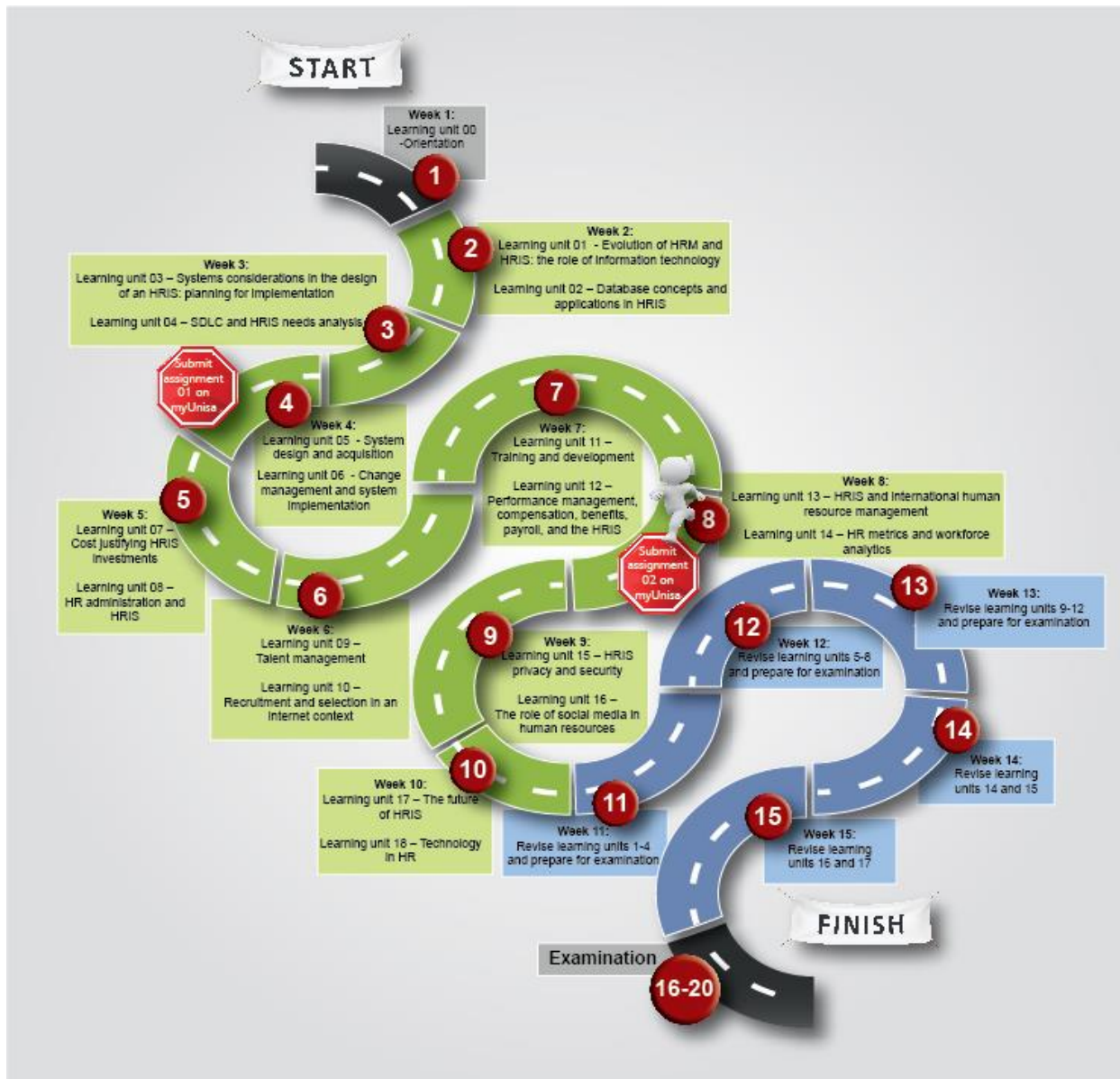
FEEDBACK

Did you notice when you watched the various videos that different systems have different functionalities? There are some overlaps and in some cases the vendors indicate how the systems can be changed to suit the needs of the particular client. It is important that you realise after watching the videos how an HRIS or other system can assist HR with PM, compensation, benefits and payroll and how all this information is integrated. It can reduce the workload and amount of time HR has to spend on capturing data on various systems substantially. This will not only save time, but also money, and it minimises human error as the data is captured in only one system. Think about a large organisation like Unisa. If our HR Department had to capture our payroll information manually, it would really take a long time and many mistakes could be made. Think about employee deductions such as income tax, UIF and the benefits. What a nightmare it would be if all of this were done manually without proper systems! It would take too long to sort out problems with these items. How would the university ensure that it deducts and pays over the correct tax amounts to the South African Revenue Service (SARS)? This would also have an impact on the employees' ability to submit accurate tax returns timely. Did you also see how companies like Apple, Google and Statoil approach PM?

When you are ready you can go to learning unit 13. There you will learn more about HRIS and international HRM, but you will notice that we are not going to deal with this learning unit in too much detail.



Where are we now? According to our schedule this is **week 8**.





LEARNING UNIT 13 – Human Resource Information Systems and International Human Resource Management

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This learning unit refers to chapter 13 in the prescribed book. Use the 4th edition of the book. Although you will not be examined on this learning unit it does contain important information, hence we have included this to assist you with your understanding.

13.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, HR metrics and workforce analytics, how to justify the cost of an HRIS, change management, project management, HR administration and HRIS, talent management, recruitment and selection in the internet context and training and development. In the previous learning unit you learnt about performance management, compensation, benefits and payroll. We now continue with the third part of the prescribed book which deals with HRIS applications. In this learning unit we will look at the changing role of HRM and how technology (and an HRIS) can make international HRM a viable reality. An advanced, fully fledged HRIS acts as a building block in the professionalisation of HRM. Can you remember the model in figure 1.3 in chapter 1? If not, go back and refresh your memory. In this learning unit we will concentrate on the global business environment depicted in that model and the significant differences between domestic HRM and international HRM in multinational enterprises. We won't discuss this chapter in too much detail.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- explain the differences between domestic and international HRM
- discuss the types of organisational forms used while competing internationally
- describe the different types of employees who work in multinational enterprises (MNEs)
- discuss the staffing process for MNEs
- explain the problems related to the handling of expatriates for the HRM department
- discuss the training needs for international assignees
- explain the difficulties of home-country and host-country performance appraisals

- identify the characteristics of a good international compensation plan
- describe the modifications needed for using an HRIS in international HRM



STUDY

You have probably already dealt with international HRM in some of the other modules that you have already completed in your qualification. We will therefore not spend time explaining concepts that you are already familiar with. If you feel that you need to refresh your memory, revise these concepts in the Key Terms in the prescribed book before you continue. Read the Editor's note at the beginning of the chapter and also the section called "HRIS in Action" in the prescribed book before you continue.



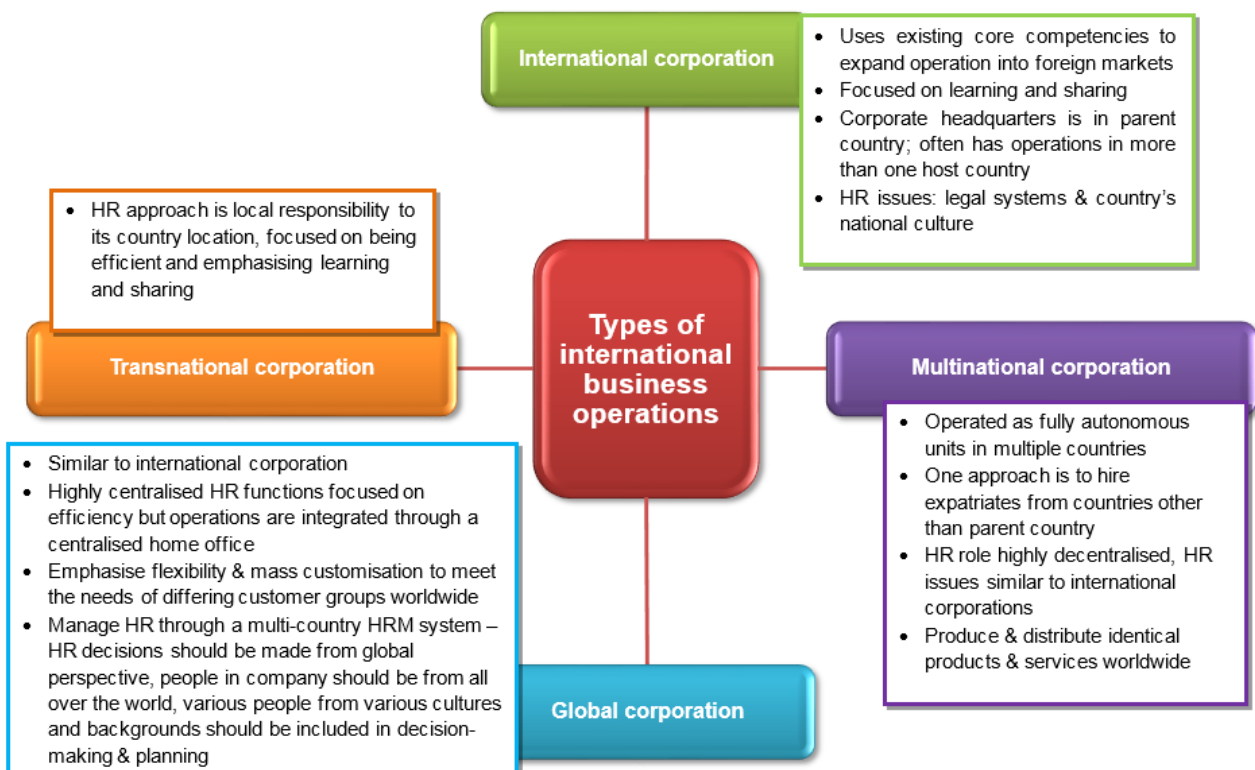
FEEDBACK

It is often said that the world is shrinking and that technology has made the world a *global village*. Chapter 1 of the prescribed book also notes that the **globalisation of business** is one of the major changes in the world of work, as regional free trade zones were formed. Can you see why a proper orientation and also training of employees with divergent cultures and norms are important? Do you think the HRIS can play a role in any way? Keep these questions in mind while you work through this chapter.



READ

In the prescribed book in the section "**Introduction**", you will find a discussion on the growth of HRIS, globalisation and the importance of international HRM. Four factors for the increased globalisation of business are also noted. However, if you go to the next page, you will see that a major factor to enable this globalisation has been the availability and cost-effectiveness of computer technology. The greatest impact has been in HRM with the support of a well-developed HRIS. Think about this: if your supervisor approaches you tomorrow and asks you if you would be willing to work for the same company but in Europe or the USA, what would the impact be on your job? Your family? Your personal life and the way that you live? The prescribed book discusses four types of international business operations. The types are based on the business's level of global participation:





INTERNET RESOURCES/SEARCH THE INTERNET

If you want to read more about this, visit the links/articles on the internet that we have included below. You will also find some examples there:

Multinational corporation

<http://encyclopedia2.thefreedictionary.com/International+corporation>

Global versus multinational corporation

<http://smallbusiness.chron.com/global-company-vs-multinational-company-35107.html>

Various terms

http://en.wikipedia.org/wiki/Multinational_corporation

What does it mean to go global? Go to section 13.2.

13.2 Going global



READ

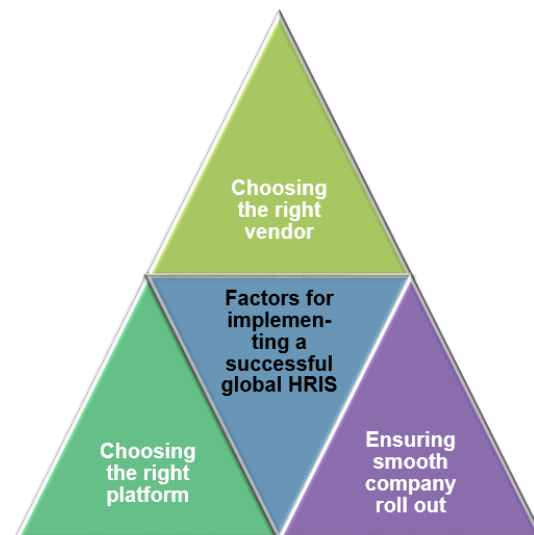
Study the section **“Introduction”** in chapter 13 and all its subsections in the prescribed book until just before **“HR Programs in Global Organizations”**.

Going global – what does this mean and imply?

- Many organisations want to become a global corporation as there is huge potential to make more profit owing to the increased size of the international market. Companies that go global are normally large and they have products that appeal to the international market.
- It requires careful planning and a careful analysis of problems that could arise with such a move.
- Consider four issues raised by Roberts (1999 as mentioned in your prescribed book) before going global:
 - 1) understand the power of the people
 - 2) technical issues
 - 3) cultural clashes
 - 4) privacy law obstacles

Make notes to ensure that you understand what each of these issues entails.

- Think about different legislation in the different countries, different payroll-related matters, how employee data is protected and what governs employment, which cultural norms, values and practices may have an impact, the different roles, for example, of men and women in different cultures, different religions, etc.
- By having consistent global processes organisations can strengthen cultural cohesiveness globally. The successful implementation of a global HRIS depends on three factors, according to Mason (2009 as mentioned in your prescribed book), who refers to HRMS (HR management system) instead of HRIS:



In figure 13.1 in the prescribed book you will find a list of challenges that companies face when going global. Figure 13.2 has information about the successes experienced. Is HR in an MNE different from HR in normal organisations? To learn more about this, do activity 13.1 now.



ACTIVITY 13.1

Use the framework we provide to make your own detailed summary of this section. You can find an MSWord version of this on the HRM3703 myUnisa module site under Additional Resources, then Learning unit 13. The name of the file is Activity 13.1. Make a brief summary of the main differences between HRM in local and global organisations as we have indicated here. Add your own detailed notes to this table.

Aspect	Domestic HRM	International HRM (IHRM)
Labour legislation		
Types of employees		
Talent management process		
Formal education		
Experience		
Compensation levels and policies		
Complexity of HR management		
HR activities		
Perspective		
Involvement in personal lives of employees		
Emphasis of HR programmes		
Risk exposure		
External influences		



FEEDBACK

When you complete this activity, you should realise that things should be done differently in international organisations, as there are many other factors that play a role. These include legislation, culture, beliefs, customs, talent management etc. Organisations have to be sensitive to these factors. They must ensure that they manage their people in a way that they are productive and motivated and that the organisation complies with all the requirements applicable in that country. We are sure you will agree that this is not an easy task. The organisations going global will have to ensure that they have proper structures and policies in place. Do you agree that proper record keeping will be even more important? Imagine that your organisation transfers you to another country. They will have to keep track of the support that they need to give you and your family if your family relocates. They need to ensure that they properly train you and provide you with all the required documentation, policies, etc. The use of an HRIS can make a huge difference here.

To read more, click on these links on the internet:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://smallbusiness.chron.com/international-hr-issues-61937.html>
http://ijbssnet.com/journals/Vol_4_No_6_June_2013/4.pdf

You should now be ready to go to section 13.3 where we will discuss managing different types of employees in MNEs in more detail.

13.3 Managing different types of employees in MNEs



READ

Your prescribed book contains a section in the introduction “**Key HR Management Issues in MNEs**”. Study it and all the subsections in detail before you continue.

Make sure you fully understand what an HCN, PCN and TCN are. If you don’t, we recommend that you read the definitions of these abbreviations in the glossary at the end of your prescribed book. We assume that you are familiar with these terms.

Did you see when you studied this section that it is important for managers to be sensitive to the different cultures of the employees and their differences? You should manage these differences to ensure that this diverse workforce can work together to reach their common goals. Managers also have to manage the differences in education and languages of their staff members. They must provide training where needed on cultural differences, how to communicate effectively taking these differences into consideration and also ensure that the employees have the right skills for the job. Other factors to consider include political and legal systems. The economic system is also important as this has a direct impact on the compensation of these employees.

Use any format to summarise this section before you go to section 13.4 which discussed HR programmes in global firms.

13.4 HR programmes in global firms



READ

Your prescribed book contains a section “**HR Programs in Global Organizations**”. Study it and all its subsections in detail before you continue.



To help you to understand this section, think about Skylor Electronics which you read about in the section “HRIS in Action” at the beginning of this chapter of the prescribed book. What are some of the HR programmes that will play a role here? Obviously training is one, but can you think of others?

Use the table in activity 13.2 to make a summary of this section, or you can use a mind map for this purpose. Find the activity on the HRM3703 myUnisa module site under Additional Resources, then Learning unit 15. The file name is Activity 13.2.



ACTIVITY 13.2

Use the framework we provide to make your own detailed summary of this section.

Aspect	Summary
International staffing	
Selecting global managers: managing expatriates	
The cultural environment of countries	
Expatriate failure and causes	
Selection criteria and procedures for expatriates	

Aspect	Summary
Training & development of expatriates	
• Purpose of expatriate training	
• Predeparture training	
• Transfer of training	
Performance appraisal in MNEs	
• Appraising expatriate performance	
• Which performance criteria should be appraised	
• Appraising HCN and TCN performance	
Managing international compensation	
• Objectives of international compensation policy	
• Components of international compensation	
• Two approaches to international compensation	



FEEDBACK

When you complete this activity, you should realise that in global organisations the HR programmes will be different. Some employees will need different training, the mix of people will be different and that may bring other challenges in terms of gender roles, cultures, religions, customs, etc.

You will have to provide support to all the groups, which places an additional burden on HR. All employees will have to be properly compensated and the organisation will have to comply with all legal requirements in terms of salary deductions, etc. This will affect how compensation is managed. If someone works abroad, additional compensation and expenses may be incurred, e.g. relocation, housing for the family, schools for the children, possible employment for the spouse. If you compare this to a locally based organisation, the HR seems to be a lot more complicated don't you think? What about performance appraisal?

In section 13.5 you will learn more about HRIS applications in IHRM.

13.5 HRIS applications in IHRM

So far you have learnt about HRIS and what it can be used for. For international HRM to succeed, a properly configured HRIS becomes even more important. Can you imagine how important data security becomes? We will look at this in the next learning unit in more detail.



READ

Study the section “**HRIS Applications in IHRM**” and all the subsections in the prescribed book.

You have probably realised by now that HR in an MNE is more complex than in a local organisation.



INTERNET RESOURCES/SEARCH THE INTERNET

Before you read further, do a search on the internet using any search engine (e.g. Google). Find a number of HRIS packages and see if you think they can work in a global organisation. Use the knowledge that you have gained thus far to make a brief comparison and choose one that is more suitable for global organisations in general.



FEEDBACK

Did you include SAP and/or Oracle in your search? If you compare what they offer with some of the others, you may find that there are additional modules and applications available from SAP and Oracle which other HRIS vendors don't offer. You would think that a self-service option would be crucial for

global organisations. Employees have to be able to access their own payslips, apply for leave etc. What about training? Surely it would be important to keep track of the skills employees have and training they have completed. Think about the orientation of someone that has relocated. Would an HRIS not be ideal to keep track of progress in this regard? Some of these aspects focus on administrative issues, while others may focus more on ensuring that there is an effective structure in the organisation. Have you read the opinion of Beaman in your prescribed book? According to her view, an organisation should first look and think locally before acting globally.

What are the international HRIS administrative issues?

(We refer you to some resources on the internet)

- Self-service is crucial.
- Outsourcing (<http://searchcio.techtarget.com/definition/outsourcing>), offshoring (http://www.sourcingmag.com/content/what_is_offshoring.asp) and insourcing (<http://en.wikipedia.org/wiki/Insourcing>) – in the past many organisations outsourced some HR functions, but data privacy is an issue and core HR functions cannot be outsourced. What is the difference? Read more here: <http://smallbusiness.chron.com/difference-between-outsourcing-insourcing-32400.html>
- Data privacy and security – here organisations are faced with the challenge to adhere not only to local legislation and requirements in terms of security and privacy, but now also those of the different countries that they operate in.
- HRIS applications in MNEs – many of the modules used for domestic organisations can be used in global organisations, but the nature of the data to be collected and kept is different and more complex. The problem that arises is that data must now be shared across locations in various parts of the world and it must still be easily accessible. The global organisations thus have to have an infrastructure that can accommodate this. The prescribed book includes the example of compensation systems. You could also think about legislative matters, recruitment and selection, and legislation and customs that have an impact on this. The fact is that the data included in the HRIS must be accurate, otherwise comparisons cannot be made or reports compiled.



INTERNET RESOURCES/SEARCH THE INTERNET

Before you do the final activity in this learning unit, we want you to do a search on any global organisation and its HR strategy and practices. See what information you can find about the organisation. How do they deal with HR? What about performance management in this organisation, or talent management, compensation or staffing? Which technology do they use to enable communication? Which HRIS do they use?

Do this first before you read the information that follows.



FEEDBACK

The company that you chose here is not important; what *is* important is that you understand how they operate, how they use the HRIS and technology. Are their strategies different? How do they approach staffing, compensation, performance management and the other HR activities? Would this be the same approach as for a domestic organisation?

If you had difficulty finding a good example or were not able to find all this information, you can use the example that we have included below. We chose Coca-Cola. They are a well-known worldwide organisation operating in many countries on several continents. Their workforce is extremely diverse. We have included several links where you will find information about Coca-Cola and how they deal with HRM in their global environment.



INTERNET RESOURCES/SEARCH THE INTERNET

Click on these links on the internet to see a brief slideshow about Coca-Cola and how they deal with various aspects as indicated below.

Global HRM

<http://www.slideshare.net/sivapriya28/coca-cola-ihrm>

These links will give you more information about Coca-Cola.

Coca-Cola international business strategy

<http://www.youtube.com/watch?v=QAYJVtEIAtM>

Staffing philosophy

<http://www.workforce.com/1994/11/01/coca-colas-staffing-philosophy-supports-its-global-strategy/>

HR at Coca-Cola

<http://www.slideshare.net/NevrozGsterici/human-resource-management-within-coca-cola>

HR strategies at Coca-Cola

<http://academic-hub.blogspot.com/2013/06/hr-strategies-at-coca-cola-company.html>

Global HRM at Coca-Cola (article)

<http://enbv.narod.ru/text/Econom/ib/str/224.html>

Global talent management at Coca-Cola (article)

<http://diginomica.com/2015/06/23/coca-cola-enterprises-puts-the-fizz-into-its-talent-management/>

Transformation lessons learnt

<http://www.humanresourcesiq.com/shared-services/podcasts/lessons-learned-from-coca-cola-s-hr-transformation/#registerform>

Thirst for global talent

<https://www.scribd.com/document/93738326/Coca-Cola-s-Thirst-for-Global-Talent>

HR policies at Coca-Cola

<https://www.slideshare.net/saranchandranc/hr-policies-at-coca-cola>

Creating HR challenges

<http://www.executiveboard.com/blogs/how-coca-cola-creates-hr-challengers/>

Coca-Cola reinventing itself

<http://www.forbes.com/sites/avidan/2013/10/07/just-how-does-coca-cola-reinvent-itself-in-a-changed-world/>

Coca-Cola's approach on big data

<https://datafloq.com/read/coca-cola-takes-refreshing-approach-big-data/425>

Global workplace policies

<http://i-sight.com/employee-relations/global-workplace-policies-and-the-coca-cola-company/>

You can also use the Unisa library site and read the article in this link on the internet:

<http://connection.ebscohost.com/c/articles/9411270809/coca-colas-staffing-philosophy-supports-global-strategy>

Once you have done this, go to the last activity in this learning unit, activity 13.3.



ACTIVITY 13.3

If you prefer, you can make your own mind maps of this chapter or summarise the content in any other format that you prefer.

Look at the figure that follows. This is where we are now. Slowly but surely we are progressing and you only have a few more learning units to complete.



LU 01 – A brief history and overview of technology in HR



LU 02 – Database concepts and applications in HRIS



LU 03 – Systems considerations in the design of an HRIS

PART I

HRIS: the backbone of modern HR



LU 04 – The systems development life cycle and HRIS needs analysis



LU 05 – System design and acquisition



LU 06 – Change management and implementation



LU 07 – Cost justifying HRIS investments

PART II

Managing HRIS implementations



LU 08 – HR administration and HRIS



LU 09 – Talent management



LU 10 – Recruitment and selection in an internet context



LU 11 – Training and development: Issues and HRIS applications



LU 12 – Performance management, compensation, benefits, payroll and HRIS

PART III

Electronic human resource management



LU 13 – HRIS and international HRM

LU 14 – HR metrics and workforce analytics

LU 15 – HRIS privacy and security

LU 16 – HRIS and social media

LU 17 – The future of HRIS: Emerging trends in HRM and IT

PART IV

Advanced HRIS application and future trends

LU 18 – HR and other related technology: The way forward

Remember that in the previous learning units we included a figure to indicate your progress. Here is this figure again, indicating the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this 13th learning unit. Then go to section 13.6.

13.6 Reflection on learning unit 13



REFLECTION

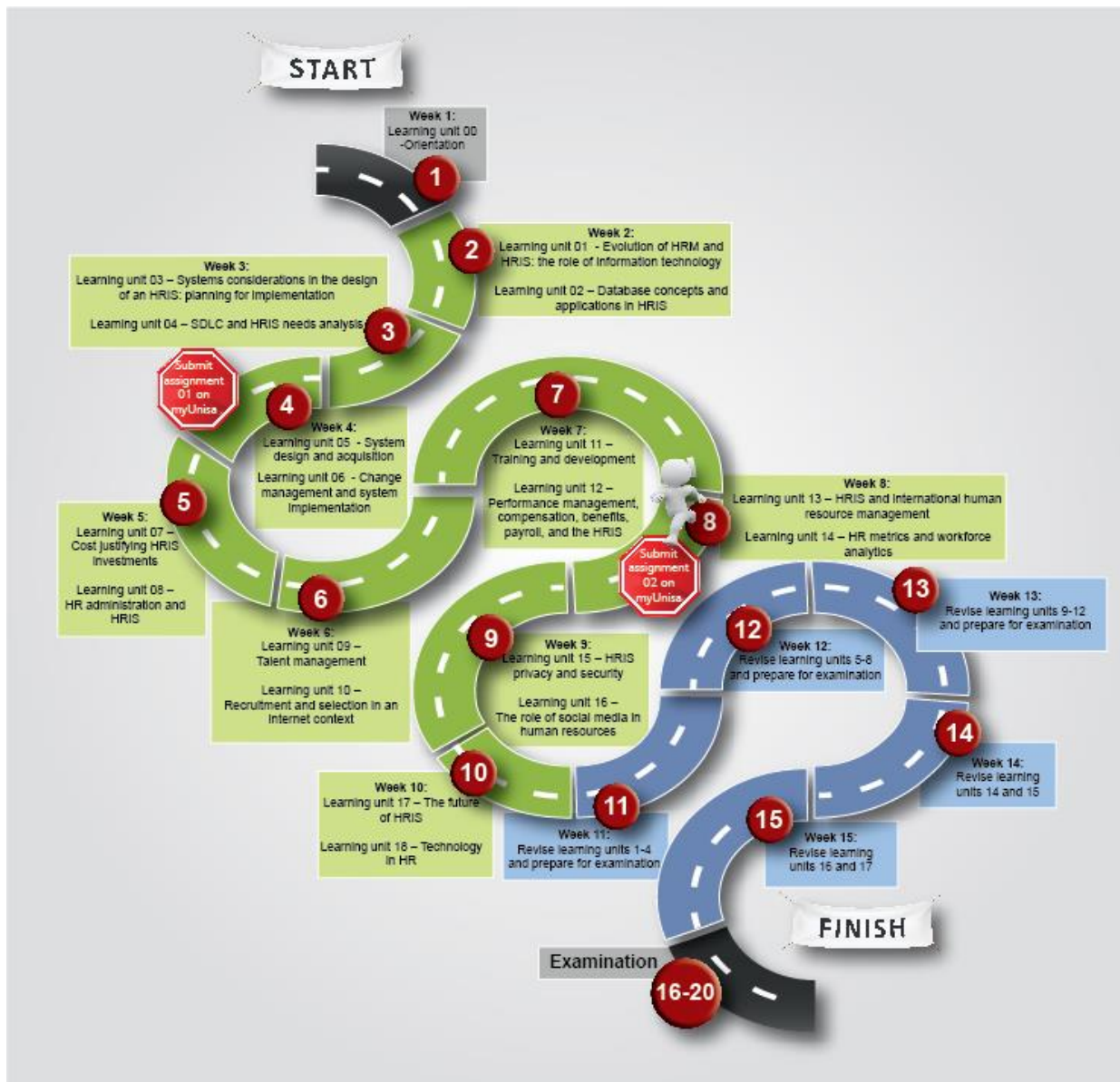
We have now dealt with the 13th learning unit in the fourth part of the module, on IHRM and HRIS. In this learning unit you did several activities where you read information on the internet and compiled detailed summaries of the sections. If you put all of this together, you should have detailed notes of this learning unit already.

You will not be examined on this learning unit, hence we will not be reflecting on this learning unit as with previous learning units.

When you are ready, you can proceed to learning unit 14. There you will learn more about HR metrics and workforce analytics.



Where are we now? According to our schedule this is still **week 8**.





LEARNING UNIT 14 – HR Metrics and Workforce analytics

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This learning unit refers to chapter 14 in the prescribed book “HR Metrics and Workforce analytics”. Use the 4th edition of the book.

14.1 Introduction and learning outcomes

Introduction

So far we looked at

- the evolution of HRM and HRIS and the role of IT
- the basic database concepts
- systems considerations in the design of an HRIS
- the HRIS needs analysis
- systems design and acquisition
- change management
- cost justifying HRIS investment
- HR admin and HRIS
- talent management
- recruitment and selection in the internet context
- T&D and HRIS applications
- PM, compensation, benefits, payroll and HRIS
- HRIS and international HRM

Learning unit 14 (chapter 14 in the prescribed book) focuses on HR metrics and workforce analytics. We assume that you have already mastered the basic HRIS concepts by now. If you haven't yet done so, revise the previous learning units and chapters in the prescribed book before you continue.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- discuss HR metrics
- explain workforce analytics
- discuss the differences between metrics and analytics
- describe the main objective of HR metrics and workforce analytics
- explain how HR metrics and workforce analytics can be used in organisations
- discuss the metrics involved in staffing decisions
- discuss the basic elements of measurement, metrics and analytics
- describe the important aspects of metrics and analytics

Now do activity 14.1, which you will find under Additional Resources on the HRM3703 myUnisa module site, in subfolder Learning unit 14 before you continue with section 14.2.



ACTIVITY 14.1

So what are HR metrics and workforce analytics?

Metrics basically means to measure and analytics means a method of logical analysis. Metrics will give you business intelligence that will tell you what has happened, whether you are reaching your goals and what the problems might be. Analytics can supply answers to why certain things are happening and can predict, should these trends continue, what the likely result will be. It focuses on developing new insights and understanding and optimising business performance. But more about this later.



INTERNET RESOURCES/SEARCH THE INTERNET

Look at the information in the prescribed book in chapter 14. You can also do a search on the internet to find additional information. For example, you could consult the following websites or any other sites that you may find:

- https://en.wikipedia.org/wiki/HR_Metric
- <http://searchfinancialapplications.techtarget.com/definition/workforce-analytics>
- <https://www.shrm.org/resourcesandtools/tools-and-samples/pages/spreadsheets.aspx>

Here is a list of videos that you can watch on the internet and what they are about (you won't be examined on this):

- An example of how HR metrics can be used in an organisation:
<http://www.youtube.com/watch?v=hgwRcA8kHQo>
- Why should you be using HR metrics?
<http://www.youtube.com/watch?v=82Z3e1rYoCs>
- What are the most important things to measure in HR?
<http://www.youtube.com/watch?v=4iofrDAoQ2w>
- Using data to transform the workforce
<https://www.youtube.com/watch?v=nrCn9XY5IY4>

Use the table that follows and make a list of what you would like to see if you were the MD (managing director) of an organisation. You can recreate this in any format that you wish.

Table 14.1 Workforce metrics and analytics

HR metrics	Workforce analytics

Do you know where HR metrics and workforce analytics come from?



STUDY

You'll find more information about how these have evolved in the prescribed book, chapter 14, in the section **"A Brief History of HR Metrics and Analytics"** and **"Contemporary HR Metrics and Workforce Analytics"**. You'll also learn about the balanced scorecard of Kaplan and Norton and about the work of Huselid. Also refer to table 14.1 for information on the HR metrics toolkit. Make sure you understand how these aspects have evolved. When you feel that you're familiar with this work, move to section 14.2.

14.2 What are contemporary HR metrics and workforce analytics

Before we continue, we need to ensure that we are on the same page. When you completed the activity, you had to think about HR metrics and workforce analytics. Are they important? What do you think? Can you think of examples where organisations can use this information to their advantage? How?



STUDY

To answer some of these questions, work through the information in the sections **"Introduction"**, **"Limitations of historical"** and **"Contemporary HR Metrics and Workforce Analytics"** in chapter 14 in your prescribed book.

When you study these sections you should realise the following:

- Organisations have done assessments of HR in the past, but these were not very systematic.
- These were done in a very limited way because of the cost involved and the sample of activities used.
- Through the use of more computerised infrastructures and integrated HRISs, organisations are doing more HR assessments by reporting on HR metrics more consistently and systematically.
- There is an increased interest in human capital management (HCM) and analytics. This has resulted in more organisations reporting a larger number of metrics more consistently.
- More and more organisations are using metrics to measure or audit their HR programmes and activities.
- There are many types of metrics that can be used. Over the last few years the infrastructure to support HR metrics has changed but not the metrics themselves.
- Current computer systems can capture large amounts of data that can be distributed to, for example, managers but the HR metrics that are used were not developed with these computer systems in mind.
- Managerial decisions have cost and benefit consequences. Metrics should therefore provide information on both, not only on COST.
- Changes in the analyses conducted and the metrics used may help organisations to use the current infrastructure more to their advantage.

Did you also learn more about the Saratoga Institute when you read this section? Table 14.2 in your prescribed book contains a list of the measures they use. **Study the information in this table** before continuing with this section. Next you will learn more about the main objectives of HR metrics and workforce analytics.

What is the main objective of HR metrics and workforce analytics?



STUDY

You may wonder if all these efforts have an impact on the organisation's effectiveness. Study the section **"HR metrics, workforce analytics and organizational effectiveness"** in your prescribed book. People responsible for these measures often complain that managers don't do the following:

- 1) Tell them what information they need.
- 2) Use the HR metrics information already included in existing reports.
- 3) Acknowledge receipt of reports.

Remember that these perceptions represent a crucial problem in the approach that organisations follow regarding the use of metrics and analytics and how they use this information in the organisation. When studying this section in the prescribed book, can you identify the other perceptions and assumptions of the managers?



These questions will be very useful when you as an HR person need to understand the perceptions of managers and also how people might view HR metrics and analytics. Now you can move to section 14.3, where you will learn more about the uses of HR metrics and workforce analytics.

14.3 Better problem solving and decision making

14.3.1 How can HR metrics and workforce analytics be used?



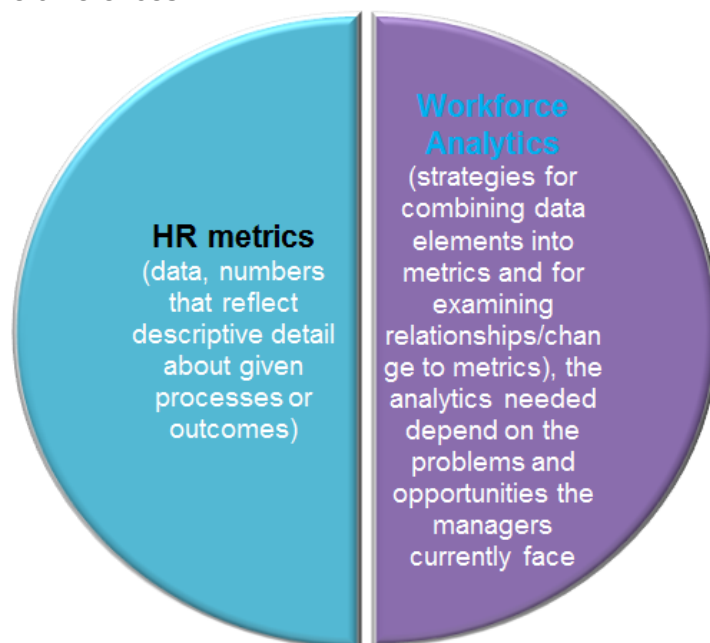
STUDY

It is important for you to understand what HR metrics and workforce analytics can be used for and how. You need to study the section “**Using HR Metrics and Workforce Analytics**” and the subsections in the section “**Contemporary HR metrics and Workforce analytics**” in your prescribed book thoroughly before you continue with this section.

14.3.2 What are human capital metrics?

Is there a difference between HR metrics and workforce analytics? Think about the table in activity 14.1. If necessary, revise the summary you made. See if you can add more information to your table after you have read the section again.

Here are some of the core differences:



STUDY

When you study this section, make sure you are familiar with the following:

- reporting
- data mining
- operational experiments
- dashboards
- predictive analysis
- workforce modelling
- benchmarking

Don't continue with the next section before you understand what each of these entails. Why would organisations use each one? Do you think they can help with better problem-solving and perhaps decision-making? We will look at this next.

14.3.3 Can better information help with better problem-solving and decision-making?

Decisions in organisations ultimately lead to choices being made to achieve specific outcomes. They can even mean that the organisation adopts a standard response, or tries something new or may even choose not to respond at all. In any of these, the organisation needs to (1) understand the outcomes it wants to achieve, (2) understand the factors that influence the outcomes and their current states and (3) know the tactical options available and the costs.



STUDY

As you will have realised by now, having better information is in itself not enough. Decision-makers must use this information to choose different and better options. As discussed in **“A Common and Troublesome View”** in your prescribed book, there are two common problems with providing metrics for decision-making:

- Which metrics are relevant, what should be reported and how should they be calculated?
- Decision-makers are often bombarded with metrics, most of which have little or no impact on decision-making, which means that the effort is not cost effective.

The relevance and accuracy of the metrics are therefore fundamental to ensure that HR metrics are used in the future. Rather provide fewer but accurate metrics, as this will build confidence in the decision-making support by the HR department.

HR therefore needs to understand the problems and opportunities facing the organisation. Recognising the needs correctly will enable the organisation to identify the analytics needed to improve organisational effectiveness. After the analytics have been determined, the organisation can determine what should be measured by the metrics.

How will the organisation determine which analytics can improve organisational effectiveness? The opportunity domains for HR expertise are discussed in your prescribed book, and excellence in human resources is promoted. Three sets of expertise are discussed that you must study:

- centres of excellence
- HR business partners
- administrative process efficiency

Of these three, which one will

- be in the best position to speed up HR processes and ensure error-free execution?
- lead to an understanding of what metrics are needed to improve operational effectiveness?
- lead to an understanding of how programmes and activities can improve HR effectiveness?

Did you notice that the questions were put in reverse order of the description bullet list? You need to study these sections thoroughly before learning more about the best workforce analytics opportunities, which we discuss in section 14.4.

14.4 Where are the best workforce analytics opportunities found?



STUDY

In the section **“So Where Are the Best Workforce Analytics Opportunities Likely to Be Found?”** in chapter 14 in the prescribed book you will find more information about this.

In this section and all the subsections several domains are discussed. These include HR Process efficiency, operational effectiveness, strategic realignments and starting with the end in mind.

In activity 14.2 you will be looking at this in more detail, and this activity should help you to understand the workforce analytics opportunities, Complete the activity now. If you want to do it on your computer or device you can get an MS Word version of this activity on the HRM3703 myUnisa module site under Additional Resources, learning unit 14, the file name is Activity 14.2.



ACTIVITY 14.2

Complete the table below (find the MS Word version on the HRM3703 myUnisa module site under Additional Resources, learning unit 14, the file name is Activity 14.2). We have completed the first example for you – complete the rest.

Domain	Description	Find examples in your prescribed book and on the internet of actual metrics
<i>HR process efficiency</i>	<i>Admin process efficiency – how well the HR department accomplishes important processes that support organisational effectiveness</i>	<i>Cost per hire Days to fill a position % of performance reviews completed on time</i>
<i>Operational effectiveness</i>		
<i>Strategic realignment</i>		
<i>Starting with the end in mind</i>		

When you completed this activity you should have realised the type of workforce metrics available and how these can be used. Why would one for example be interested to know how long it took to fill a vacant position? Or how much it costs to fill a vacant position?



INTERNET RESOURCES/SEARCH THE INTERNET

Read more in these articles that you can access on the internet:

<https://resources.workable.com/blog/cost-per-hire>

<https://devskiller.com/50-recruitment-stats-hr-pros-must-know-2017/>

After you have thought about this carefully, you can continue with section 14.5.

14.5 Evaluating staffing decisions



STUDY

In the section “**An Example Analysis: The Case of Staffing**” in chapter 14 in the prescribed book you will find more information about this.

In this section and all the subsections several domains are discussed. These include HR Process efficiency, operational effectiveness, strategic realignments and starting with the end in mind. Refer specifically to Table 14.3. Ensure that you understand this table and the discussion in the prescribed book thoroughly.

14.6 Measurement, metrics and analytics



STUDY

In the section **“So Where Are the Best Workforce Analytics Opportunities Likely to Be Found”** and the subsections in chapter 14 in the prescribed book you will find more information about .

In this section and all the subsections several domains are discussed. These include HR Process efficiency, operational effectiveness, strategic realignments and starting with the end in mind. Refer specifically to Table 14.3. Ensure that you understand this table and the discussion in the prescribed book thoroughly.

14.6.1 Where to start?

Remember what we have already discussed - you need accurate data or information before you can start producing metrics! It only takes one mistake to undermine the credibility of metrics, so you need to ensure 100% accuracy or your efforts are doomed to fail.

Ask questions such as:

- What problems in the organisation are worth solving?
- What opportunities are there to enhance organisational effectiveness?
- What should HR spend their time and energy on?

Be careful not to take on too much in the beginning. Focus on a limited number of issues that have the potential to support important decisions in the organisation, e.g. the potential to improve cost-effectiveness. For example, suppose you have shift workers who rely on your organisation’s transport to travel to work and back home. If you had all the addresses of these workers, you could help the transport department take the shortest routes, thus saving fuel, money and time on the road for the workers too. If the organisation measures outcomes, it can determine the extent of the savings and to what extent the actions taken are successful.

14.6.2 It’s important to ask “why”



STUDY

Commonly this is called the “why test”. Study **“The Role of ‘Why?’”** in the prescribed book and see if you can find examples on the internet or elsewhere of this.



INTERNET RESOURCES/SEARCH THE INTERNET

Here is one example that you can find on the internet: <http://smallbusiness.chron.com/ten-reasons-human-resources-department-important-25554.html>

14.6.3 Do you think it’s important to put the HR metrics and analytics data in context?

What does putting something in context mean? Essentially it means explaining the full circumstances surrounding the matter for it to make sense. Imagine you report that a small project took five working days to complete. But you don’t say that there was an electricity cut for a whole day and as a result the mainframe was offline for an additional day. You would be delivering a report without mentioning the circumstances that caused the delay.



STUDY

Familiarise yourself with this information in the prescribed book **“Putting HR Metrics and Analytics Data in Context”** and **“Useful Things to Remember About HR Metrics and Analytics”**.



INTERNET RESOURCES/SEARCH THE INTERNET

If you need more clarity, go to this link (on the internet) below. You will find an article about this. Remember that you **do not** need to study this article for examination purposes:

<http://systematichr.com/?p=2153>

14.6.4 How are findings reported?

OK, so now you have accurate metrics and analytics that you are reporting in context. If it feels like nobody cares, consider the following guidelines to improve your success rate:

- Pay attention to the capabilities and the needs of the target audience! Just like junk mail or spam, your report will be ignored if it is not relevant to the decisions that need to be made.
- Provide the numbers and an interpretation! Make sure that your report provides an HR basis or perspective for the decisions of your target audience. Use a combination of “push” and “pull” communication. What does this mean?

PUSH



= e-mails, time-critical information, information that people are not aware of

PULL



= people access the information when it will be most useful for them, for example metrics available on the company intranet, information repositories that can be searched, access to analytics tools

PULL methods have the advantage that there is no e-mail clutter, but then managers often do not know what information is available.

14.6.5 How often should the information be analysed and reported?

With integrated HRISs the information is readily available. Standard reports can also be made available for managers to browse through without asking HR to do it for them. For example, a vacation leave plan, birthdays per month, lists of vacant positions, etc. could all be standard reports. What would the impact be of reporting cycles that are too long?

14.6.6 What does all of this mean?



14.6.7 What to measure?



INTERNET RESOURCES/SEARCH THE INTERNET

See the checklist in the link on the internet that follows. You can use it as a point of departure. Make sure you **study this for examination** purposes as well:

<http://www.ccsc-cssge.ca/hr-resource-centre/hr-toolkit/hr-planning-infrastructure/hr-metrics#checklist>

Aspects mentioned in the checklist include: turnover metrics, attendance, employee engagement/satisfaction, performance appraisals and hiring metrics. Remember these aspects when you are confronted with decisions regarding metrics in your organisation. If you prefer, you can save this checklist to use in future. Now do activity 14.3 you will find a copy of this on the HRM3703 myUnisa module site under Additional Resources, subfolder Learning unit 14. After that, do activity 14.4, the last activity for this learning unit before you complete section 14.7.



ACTIVITY 14.3

Use the MExcel spreadsheet that you will find under Additional Resources on the HRM3703 myUnisa module site for learning unit 14. The name of the file is “Sample employee details HRM3703”. Open this document. Remember that it contains fictitious employee data of 100 employees at a fictitious university. Now calculate the following (use either a calculator or the functions on an Excel spreadsheet to assist you. If you don’t have a calculator, remember that you can find one in Windows in the Accessories folder):

- How many employees are 55 years and older?
- How many African female employees are employed by the university?
- How many employees are employed on each post grade?
- How many employees are male and female on each post grade?
- How many employees have disabilities?

Think about this activity - was it time consuming? Can you think of better ways to obtain the same information? Don’t you think it might have been much easier to do these calculations if you could merely have generated a report using an HRIS where you could have specified the criteria to be included in the report and the output format? Can you perhaps think of other ways of doing this?

After you have thought about this carefully, you should be ready to complete the last activity in this unit. Find activity 14.4 under Additional Resources on the HRM3703 myUnisa module site, subfolder Learning unit 14. After completing activity 14.4 you can reflect on the learning unit in section 14.5.

Only continue with activity 14.4 after you have completed activity 14.3.



ACTIVITY 14.4

You have now worked through the 14th learning unit of the module, namely HR metrics and workforce analytics. Remember in the previous learning units we included a figure to indicate your progress. You used this to keep track of your progress. You will find this figure again here, indicating the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this seventh learning unit. Then go to section 14.7.



LU 01 – A brief history and overview of technology in HR

LU 02 – Database concepts and applications in HRIS

LU 03 – Systems considerations in the design of an HRIS

PART I

HRIS: the backbone of modern HR



LU 04 – The systems development life cycle and HRIS needs analysis

LU 05 – System design and acquisition

LU 06 – Change management and implementation

LU 07 – Cost justifying HRIS investments

PART II

Managing HRIS implementations



LU 08 – HR administration and HRIS

LU 09 – Talent management

LU 10 – Recruitment and selection in an internet context

LU 11 – Training and development: Issues and HRIS applications

LU 12 – Performance management, compensation, benefits, payroll and HRIS

PART III

Electronic human resource management



LU 13 – HRIS and international HRM



LU 14 – HR metrics and workforce analytics

LU 15 – HRIS privacy and security

LU 16 – HRIS and social media

LU 17 – The future of HRIS: Emerging trends in HRM and IT

PART IV

Advanced HRIS application and future trends

LU 18 – HR and other related technology: The way forward

14.7 Reflection on learning unit 14



REFLECTION

In this learning unit you learnt about HR metrics and workforce analytics.

What are the main useful “lessons” that you have learnt regarding HR metrics and workforce analytics?

Use the figure that follows and fill in the missing parts:



There is a completed figure under Additional Resources on the HRM3703 myUnisa module site, subfolder Learning unit 14. The document is called “Useful things to remember about HR metrics and workforce analytics”. Do not look at this until you have completed the figure yourself, compare your completed figure to the one we provide on myUnisa.

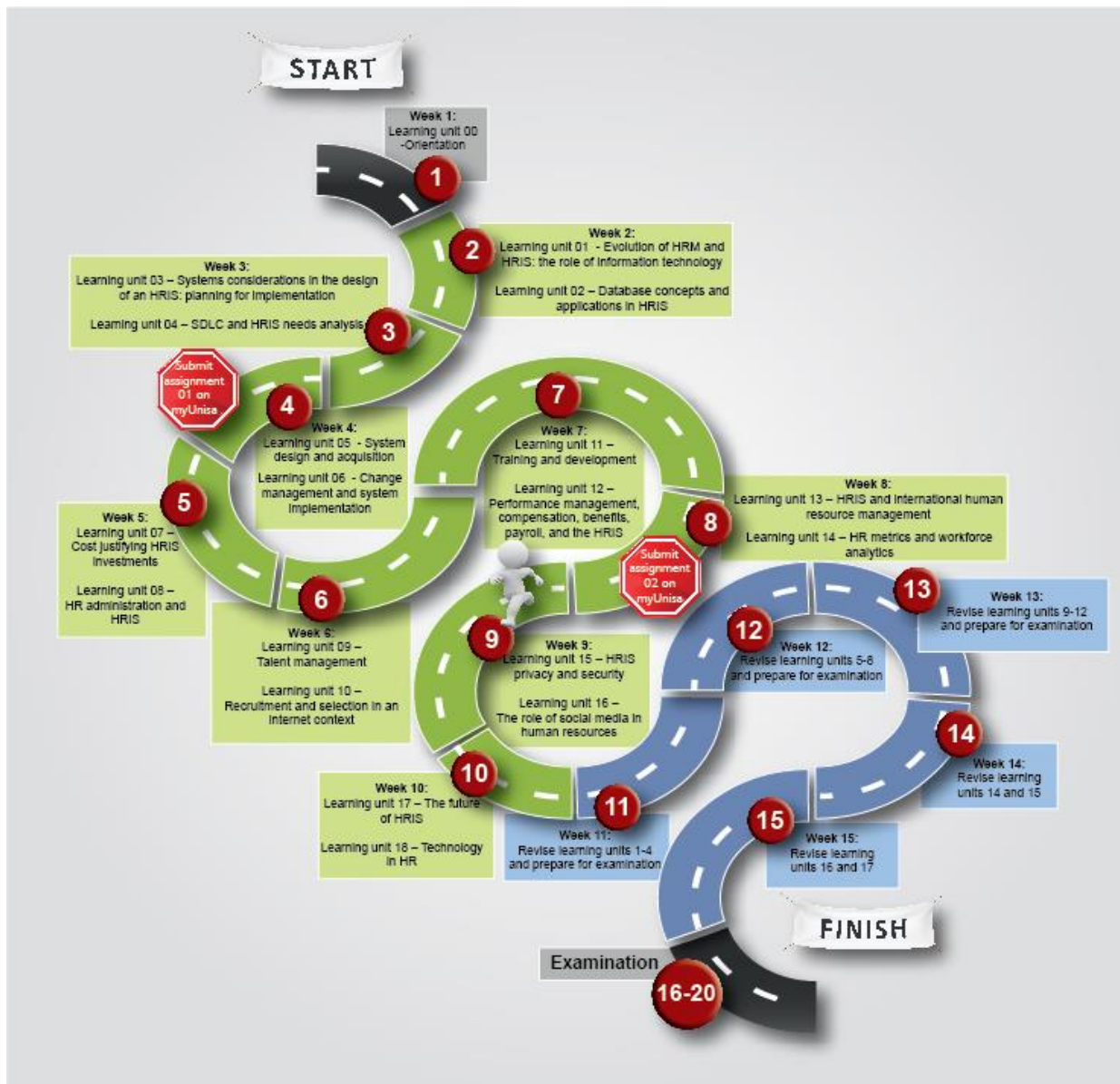
Are you comfortable with HR metrics now? Can you see how an HRIS can help with this?

Remember that there are also discussion questions at the end of the chapter in the prescribed book that you can use to test your understanding.

So what’s next? In learning unit 15 we will briefly look at HR privacy and security.



Where are we now? According to our schedule this is still **week 9**.





LEARNING UNIT 15 – HRIS privacy and security

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15.5	Reflection on learning unit 15	193

This learning unit refers to chapter 15 in the prescribed book “HRIS Privacy and Security”.
Use the 4th edition of the book.

15.1 Introduction and learning outcomes

Introduction

So far we have looked the evolution of HRM and HRIS and the role of IT, the basic database concepts, systems considerations in the design of an HRIS, the HRIS needs analysis, systems design and acquisition, change management, cost justifying HRIS investment, HR admin and HRIS, talent management, recruitment and selection in the internet context, T&D and HRIS applications, PM, compensation, benefits, payroll and HRIS and HRIS and international HRM. In the previous learning unit you learnt about HR metrics and workforce analytics. We now continue with the part of the prescribed book which deals HR privacy and security.

In this learning unit we will look at HRIS privacy and security in more detail. We won’t discuss this chapter too extensively. We strongly encourage you to compile summaries and/or notes as this will help you prepare for the examination.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- discuss the importance of information security and privacy in today’s technology-intensive and information-driven economy
- discuss the important components of information security
- identify the threats to information security
- explain the best practices in safe information-handling procedures
- describe the implications of the POPI Act for an HRIS in South Africa

Think about your identity book, passport, driver’s licence, banking details, or cellphone number. Do you want just anybody to have access to this information? I’m sure that your answer will be a definite NO! Think about the information that your HR department has about you, over and above your banking

details, identity number and other personal information. Would you feel at ease if your colleague or any other person working in your organisation could access your information? Remember, this includes personal data, possibly medical records, performance data, career data, your qualifications, etc. Surely you would not be comfortable with this if people other than authorised people could see this information?

Read “HRIS in Action” at the beginning of the chapter in your prescribed book before you continue. The book refers to a social security number, which is similar to the ID number we use in South Africa.



FEEDBACK

Can you see why proper security to ensure privacy is important? So far in this module we have looked at all the wonderful features of an HRIS, and how it can assist in various ways to keep accurate, relevant information at a manager's fingertips. For this information to be readily utilised, it should be easily accessible. But this ease of access should not compromise the protection and security of the information. In other words, only certain people should have access to certain information that they require to do their job; keep this in mind as you continue with this learning unit.



STUDY

In the prescribed book in the section “**Introduction**”, you will find a discussion on information privacy and the security of information. The book discusses the increasing threat of identity theft and the security of employment information. They indicate that a number of states in the USA have already passed privacy laws as a result. In South Africa, the Protection of Personal Information (POPI) Act 4 of 2013 was promulgated to regulate how anyone who processes personal information must handle, keep and secure this information. Make sure that you read and understand the provisions of the POPI Act. It places significant obligations on employers (including the HRIS they utilise) and imposes heavy penalties for non-compliance. Other African countries have similar provisions to protect personal information.



INTERNET RESOURCES/SEARCH THE INTERNET

Click on the link that follows to read more on general discussions about security in an HRIS. Read these to orientate yourself about the preventive measures of an HRIS before you learn more about the requirements of the POPI Act. To download the Act visit the first link on the internet below.

<http://www.justice.gov.za/legislation/acts/2013-004.pdf> (we will indicate later what you need to study from this act for the examination).

For explanatory videos/articles and more information that you can access via the internet appears below.

<https://www.youtube.com/watch?v=Z6yveaoPnnA>

https://www.youtube.com/watch?v=yCGu3cEhS_A

<https://home.kpmg.com/za/en/home/insights/2016/05/what-is-popi-.html>

<https://home.kpmg.com/za/en/home/insights/2016/07/popi--important-contractual-obligations.html>

<https://home.kpmg.com/za/en/home/insights/2016/05/the-protection-of-personal-information-act--popi--.html>

<https://home.kpmg.com/za/en/home/insights/2016/05/practical-steps-to-becoming-popi-compliant.html>

From an HRIS vendor perspective certain mechanisms should be in place to limit the access of individuals to the HRISs.

http://www.ehow.com/list_6980316_security-measures-used-hris-system.html

What do some of the vendors offer?

Oracle

<http://www.oracle.com/technetwork/database/security/index.html>

<http://www.oracle.com/us/technologies/security/overview/index.html>

SAP

<https://www.sap.com/corporate/en/company/security.html> <https://www.thebalance.com/keep-company-and-employee-information-safe-1918313>

In section 15.2 you will learn more about employee privacy.

15.2 Employee privacy



STUDY

Study the section “**Employee Privacy**” in chapter 15 and all its subsections in the prescribed book.

So what does this really mean? Certain threats to privacy of information have been identified in the USA, such as

- unauthorised access to information
- unauthorised disclosure of information
- problems with data accuracy
- stigmatisation problems
- use of data on social network websites
- lack of privacy protection policies

Naturally these concerns are valid all over the world and you should be able to discuss these invasive practices.



STUDY

The **POPI Act** (download it on the internet from this link: <http://www.justice.gov.za/legislation/acts/2013-004.pdf>) has three important concepts that you should **learn for the examination**, you do not have to learn the further details in this Act just be aware of it:

- What are "personal information" and "records" as defined in the Act?
- What are the eight conditions for the lawful processing of personal information?
- Transborder information flows (which has special reference to the study material in the previous learning unit)



INTERNET RESOURCES/SEARCH THE INTERNET

See also the following on the internet:

<http://www.dingleymarshall.co.za/the-protection-of-personal-information-act/>
http://www.workpool.co.za/featured/popii/implementing_popii_how_does_it_affect_you.jsp
<http://www.workpool.co.za/featured/popii/>
<http://www.polity.org.za/article/the-protection-of-personal-information-bill-from-an-employment-perspective-2013-09-17>
<http://www.werksmans.com/keep-informed/our-publications/case-summaries/labour-law/the-protection-of-personal-information-bill-implications-for-employers/>
<https://www.michalsons.com/blog/popii-commencement-date-popii-effective-date/13109>

It is important to take note of the general data protection regulation, read more on the internet about this as it will also affect South Africa (you will **not** be examined on this):

<https://www.michalsons.com/focus-areas/privacy-and-data-protection/general-data-protection-regulation-a-heads-up>

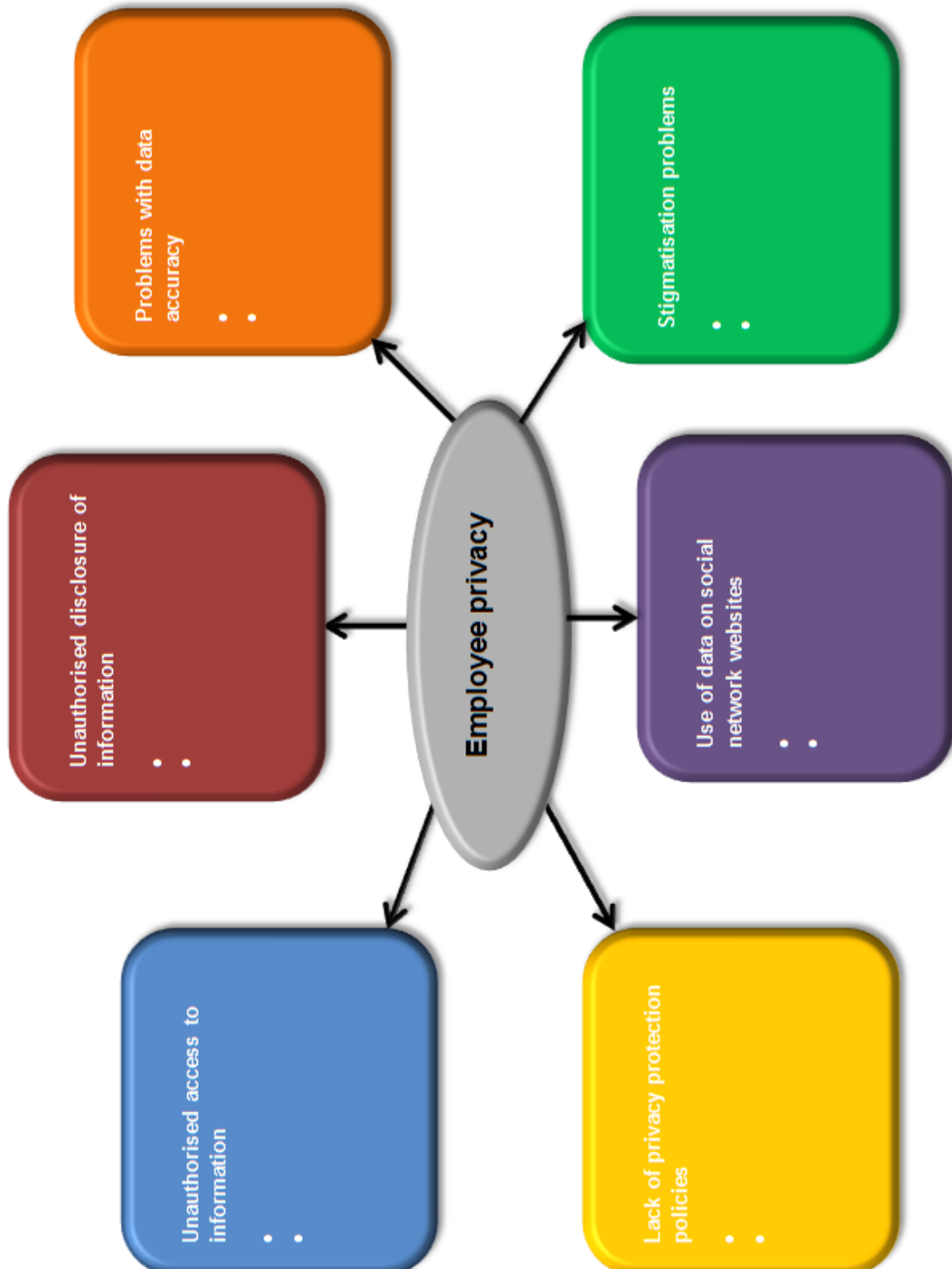
Some of these POPI references still refer to the Bill, but it contains important information that you should know. By now you have a lot of experience in compiling mind maps. Use this technique to make a mind

map of this section, including the specific aspects covered in the POPI Act. You can do this in activity 15.1.



ACTIVITY 15.1

Use the framework we provide to make your own detailed summary of this section. You can find an MSWord version of this on the HRM3703 myUnisa module site under Additional Resources, Learning unit 15. The name of the file is Activity 15.1 and also Employee Privacy LU 15. Make a brief summary of the main differences as we have indicated here. Add your own detailed notes to this table and include the aspects covered in the POPI Act.



When you study these aspects, you need to understand how each one potentially has an impact on employee privacy (or the perception among employees about these aspects). Also think about how organisations can address or eliminate them.



FEEDBACK

In many instances proper access control and policies may eliminate these issues, but a proactive approach from HR is a necessity. Think again about the HR in action – what do you think the company could have done differently? If they had a policy in place prohibiting employees from disabling the password or allowing any person other than a company employee to work on their laptop, this might not have been such a problem. Furthermore, the HRIS should not allow any person to log onto the system without a password. They could perhaps also have an automatic timeout function. If the HRIS is open and idle for a particular period, the system can automatically log you out or then require a password to be re-entered before the system is available again.

Some organisations even include specific information in the policies about securing laptops with cables, etc. With the changes in technology, this becomes an even bigger challenge as some organisations use apps that are available via Apple devices, smartphones or Android devices. Many people access the systems via these methods, which potentially poses additional security risks and points of entry.

But beware - if you ask your employee for their personal information, you have a responsibility to maintain those records, i.e. take reasonable, practical steps to ensure that the information is complete, accurate, not misleading and remains updated where necessary.



INTERNET RESOURCES/SEARCH THE INTERNET

See http://www.workpool.co.za/featured/popii/implementing_popii_03.jsp

In section 15.3 you will learn more about the components of information security.

15.3 Components of information security

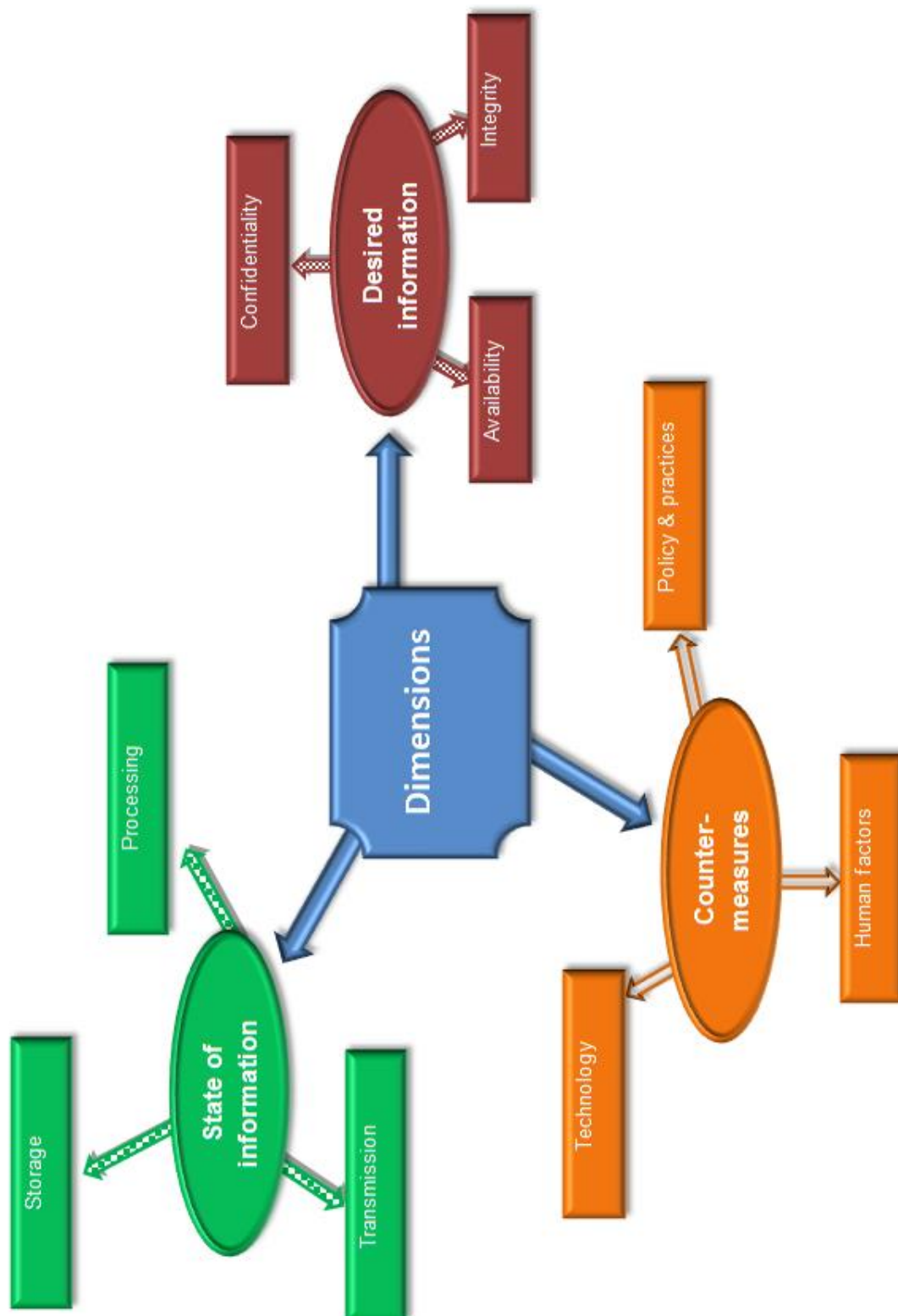


STUDY

Your prescribed book contains a section “**Components of Information Security**”. Study this and all the subsections in detail before you continue.

15.3.1 How have security models evolved?

Refer to figure 15.1, the McCumber Cube, in your prescribed book. This shows the approach widely used in information security. All 27 areas must be considered when designing, developing and implementing security processes and policies for an HRIS. The three dimensions and their attributes can be presented as follows:



In short, you have to determine what the current state of the information is and what you want it to be. During this process you also have to identify ways or mechanisms that can be used to protect the data. When looking at the current state of the data, you examine the data storage, how the data is processed and how the data is moved. In terms of the desired state, important aspects are confidentiality, the integrity and the availability of the data. To ensure that you reach the desired state, certain countermeasures have to be in place: consider the technology used, the policies and practices in the company and the human factor. Naturally you will also have to keep accurate records of who inserted/amended which data when and how, etc. Think again about “HR in Action” at the beginning of the chapter in the prescribed book.

You may now wonder what the threats to security are. You will learn more about this in the next section.

15.3.2 Security threats

There are different sources and types of threats, as well as software threats.



Have you ever received a phishing e-mail (if you do not know what a phishing e-mail is you can read more about this on the internet in this link: <https://www.google.co.za/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=phishing%20email>) or a strange SMS where people were trying to obtain information from you? Do you perhaps know someone that has been scammed? Similar to these scams, there are also security threats to HRISs and the information in the database. We will explore this in more detail.



STUDY

In this environment the need to be proactive is crucial. Those responsible for information security in organisations have to understand the possible threats and almost anticipate them so that they can prepare for attacks upfront. The section “**Components of Information Security**” includes a section on security threats. To help you to summarise this, do activity 15.2 now.



ACTIVITY 15.2

Use the framework we provide to make your own detailed summary of the security threats.

Threat sources	• Human error • Disgruntled employees & ex-employees • • •
Threat types	• • • • • Phishing •
Software threats	• Worms • • •



FEEDBACK

When you summarised this information, you should have thought of possible solutions to these problems. For example, if human error is a problem, perhaps training employees could be a solution? Other solutions could be to enter data from drop down lists which contain only the correct entries. You

would probably also have seen that when you complete certain forms on the internet, the page will not save unless ALL the required data has been filled in correctly.

If hackers or viruses are a problem, then surely the security of the system and network needs attention. This becomes an IT problem, but HR should ensure that a watertight solution is delivered. After having read this section, you should also realise that a proper backup system is a necessity and not a luxury.

After you have compiled a detailed summary of this section, go to the last part in this learning unit, namely information policy and management (section 15.4).

15.4 Information policy and management



STUDY

Your prescribed book contains a section **“Information Policy and Management”**. Study it and all the subsections in detail before you continue.

Think about the organisation that you work for. If you aren't employed yet, ask a family member or friend, or think about John's multinational organisation in the “HR in Action” section. Does your organisation have an information policy? Would it have covered the situation in the HR in Action sufficiently?



INTERNET RESOURCES/SEARCH THE INTERNET

Go to this link on the internet:

<http://www.computerweekly.com/feature/Security-policies-are-an-organisations-first-line-of-defence>

Look on the internet or anywhere else and see if you can find an information security policy of a company. Take the information that you have learnt thus far into consideration and analyse the policy. Do you understand why specific aspects are included and why there are detailed guidelines in these policies? If you struggle to find a policy, use the one of Oxford University at the following link on the internet:

<https://www.it.ox.ac.uk/infosec/ispolicy/>

For a list of aspects that are often covered see these resources on the internet:

<http://www.csoonline.com/article/3019126/security/security-policy-samples-templates-and-tools.html>
and <https://www.sans.org/security-resources/policies>

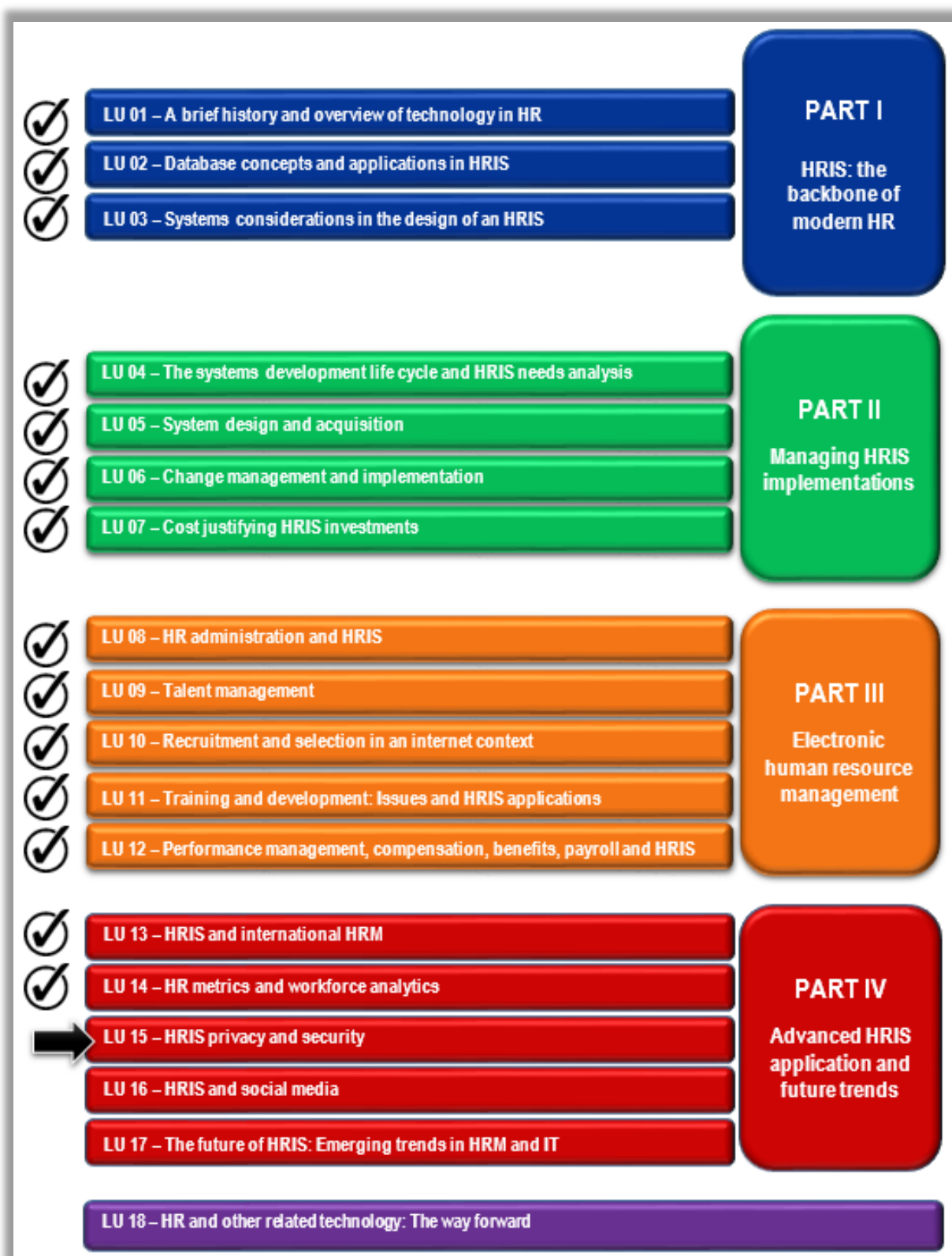
Once you have done this, you will have covered all the sections in this learning unit. Summarise this last section before you do activity 15.3 (the last activity in this learning unit).



ACTIVITY 15.3

In this learning unit you have compiled summaries in various ways. Summarise the information in whatever format works for you, as you will need it when you prepare for the examination. Remember to include information about the POPI Act as well (refer to this learning unit and also learning units 3, 8 and 12 where we also included references to this Act and what you have to study).

Look at the figure that follows. This is where we are now. Slowly but surely we are progressing and you only have one more learning unit to complete for the last part of the book.



Remember that in the previous learning units we included a figure to indicate your progress. Here is this figure again, indicating the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this 16th learning unit. Then go to section 15.5.

15.5 Reflection on learning unit 15



REFLECTION

We have now dealt with the 15th learning unit in the module, namely HRIS privacy and security. In this learning unit you did several activities where you read information on the internet and compiled detailed summaries of the sections. If you put all of this together, you should have detailed notes of this learning unit. You now simply need to integrate this information and add summaries for those sections where this was not required in the activity. You may wonder how this all works in practice and what you should look out for if this is your responsibility in an organisation. Read the interesting articles in the following links on the internet that will give you some ideas. You won't be examined on these articles, but they illustrate the theory in practice.



INTERNET RESOURCES/SEARCH THE INTERNET

Why do we need security policies?

<http://www.computerweekly.com/feature/Security-policies-are-an-organisations-first-line-of-defence>
<https://www.compassitc.com/blog/it-security-policies-and-procedures-why-you-need-them>

Tips on security

<http://www.comparehris.com/HRIS-HRMS-Security-Setup-Tips/>
http://www.huffingtonpost.com/meghan-m-biro-/data-security-must-be-a-t_b_10932396.html

What can one vendor (Oracle) offer?

<http://www.oracle.com/technetwork/database/security/overview/index.html> (you should already have read this as we referred to it in section 15.1)

How does security work in Oracle?

http://docs.oracle.com/cd/E18727_01/doc.121/e13509/T2096T2098.htm

If you are responsible for security policies or you have to provide inputs, use this link to find documents that you can use as a point of departure:

<http://www.csoonline.com/article/3019126/security/security-policy-samples-templates-and-tools.html>



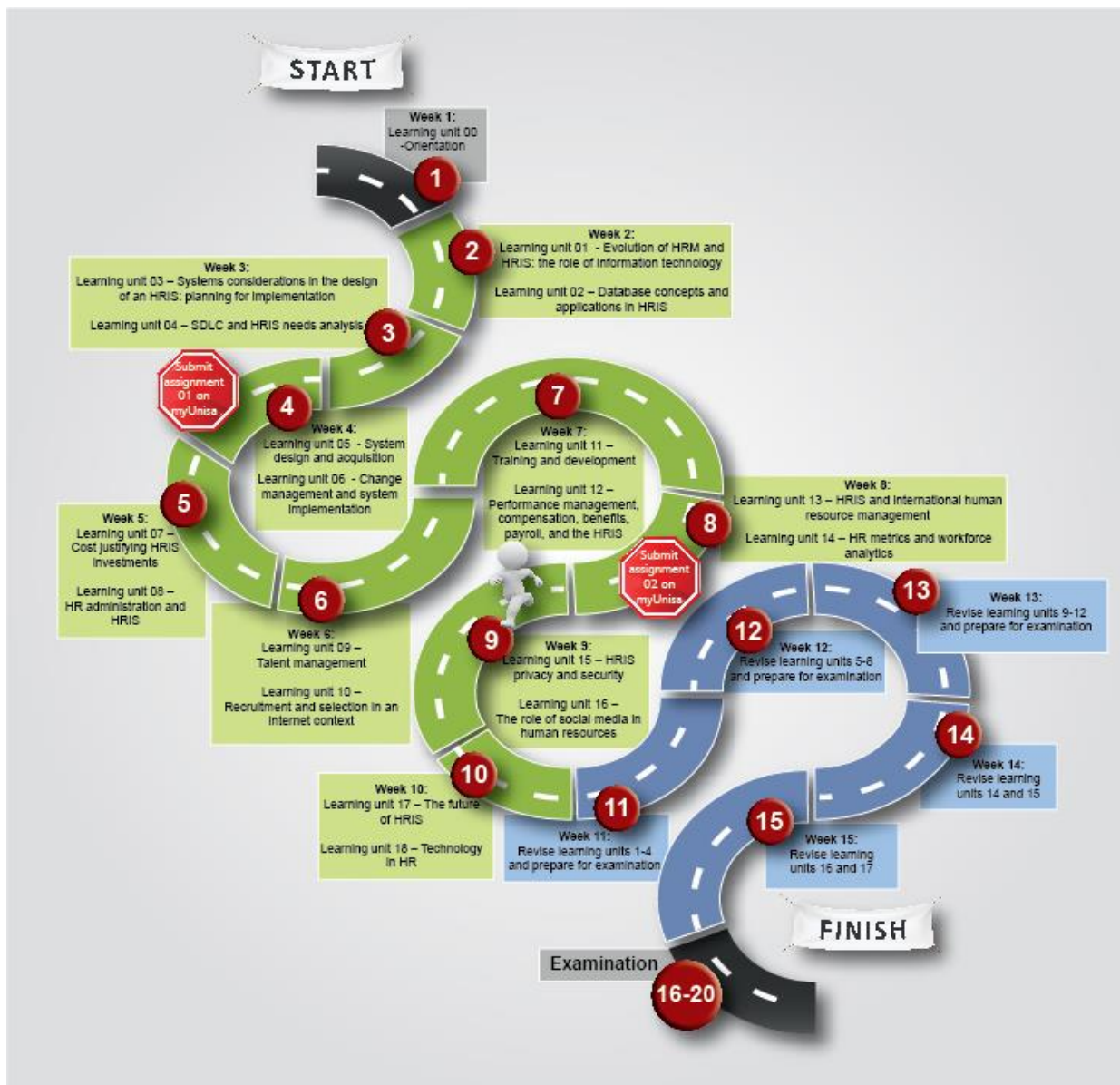
FEEDBACK

When you read the information on these links, you should have noticed how these policies work in practice and you should again have realised why security is so important. Suppose you were appointed at a new organisation tomorrow and it doesn't have a proper information and data security policy. Would you be able to provide your new organisation with inputs to assist in compiling a proper strategy and policy? We hope you will, given what you have learnt in this unit. You'll also remember that previously we shared the importance of HR in being able to understand the technical language. This is another example of why this is important. We cannot merely leave this aspect to IT professionals as we need to be able to communicate the needs to them and work together in a team to achieve the desired results.

When you are ready, go to learning unit 16. This is the second last learning unit in which we will be referring to the prescribed book. **In learning unit 18 you will not be using the prescribed book at all and it is a very short unit that you will not be examined on.** There you will learn more about the future of HRIS, how to use technology in HR, how to stay abreast with the latest development in the field and much much more. We hope that the last learning unit will enable you to work smarter, using various apps and tools to assist you with the task at hand.



Where are we now? According to our schedule this is still **week 9**.





LEARNING UNIT 16 – The Role of Social Media in HR

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This learning unit refers to chapter 16 in the prescribed book “The Role of Social Media in HR”. Use the 4th edition of the book.

16.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, HR metrics and workforce analytics, how to justify the costs of an HRIS, change management, HR administration and HRIS, talent management, recruitment and selection in the internet context, training and development, performance management, compensation, benefits and payroll, HRIS and international HR and HR metrics and workforce analytics.. We now continue with the last part of the prescribed book which deals with special topics in HRIS.

In this learning unit we will look at the role of social media in HR. This is becoming more and more prevalent world wide and also in South Africa. We strongly encourage you to compile summaries and/or notes as this will help you prepare for the examination.



LEARNING OUTCOMES

After you have completed this learning unit, you should be able to

- discuss the use of the internet (specifically social media) in HR for recruitment, selection and training
- discuss the manner in which the various social media tools are used in HR
- explain the policies and training required when using social media in an organisation
- explain the impact of legislation on the use of social media in organisations
- critically discuss social media policies that incorporate good business practices

Many people in general make use of social media on a regular basis. More and more organisations are also adopting the use of social media for various reasons. Some use it for marketing and others for human resource management related purposes.

Do you understand what social media is?

16.2 What is social media?

You can read more in this article that you can access via the internet: https://en.wikipedia.org/wiki/Social_media (you will not be examined on this, but you have to ensure that you understand what social media is to understand this chapter). In simple terms it refers to technology that is used to create and share information with possibly large communities (that might not be physically close to each other) over the internet. There are many applications (or apps) and you might be familiar with some of them, but for the benefit of those students who are not we provide some examples: Facebook, Twitter, Instagram, LinkedIn, Pinterest, WeChat, SnapChat etc. People make use of social many for many reasons and some organisations also do. In learning unit 18 you will find some information and weblinks to some of the basic social media platforms if you do not know where to start. For the remainder of this learning unit we assume that you are familiar with the basics (if not go to learning unit 18 first before you continue).

In this learning unit we will be mainly focussing on how social media is used in HR.



STUDY

In the prescribed book in the section **“Introduction”** and **“Global Usage of Social Media”**, you will find a discussion on social media. The book discusses what social media is and how organisations have started using it for HR related matters. It also deals with social media websites (SMW) and the effect of social media on employee engagement.



FEEDBACK

Can you see why the use of social media in organisation could be useful? Especially when considering how it is also used globally? In South Africa many people are also making use of social media, connectivity is unfortunately not always available to everybody all the time. Some municipalities are however providing limited internet access to residents in their respective geographical areas. Organisations also make use of internet connections that are mostly also available to their employees. One would perhaps be concerned about this don't you agree? Would they be able to give people free reign or should there be some rule or policies? How will social media impact organisations and specifically HR practices? We will look at this and other aspects in this learning unit.

16.3 Social media and HR practices



STUDY

In the prescribed book in the section **“Social Media and HR Practices”** and **“all the subsections”**. The book discusses what social media is and how organisations have started using it for recruitment and selection, training and development, internal communication and employee engagement.

Let us look at some practical examples and what you have learnt when you studied this section. You can do this by completing activity 16.1.



ACTIVITY 16.1

Use the framework we provide below to make your own detailed summary of this section. You can find an MSWord version of this under Additional Resources, Learning unit 16. The name of the file is Activity 16.1. Make a brief summary of the use of social media in recruitment and selection, training and development and internal communication & employee engagement. Add your own detailed notes to this table and include the aspects covered in the prescribed book.

Aspect	Brief description	Find examples on the internet of organisations using this see if you can find South African examples as well
<i>Organisational recruitment and selection</i>	<i>Use social media websites such as Facebook, Twitter and LinkedIn. Employer Brand plays a role in their success. Social recruiting Social media playbooks.... Popular recruitment sites.....</i>	<i>UPS Hard Rock Cafe</i>
<i>Training and development</i>	<i>Use social media to communicate changes to policies/structures or teach new job skills....</i>	
<i>Internal communication and engagement</i>	<i>Social media can improve internal communications....</i>	<i>L'Oreal</i>

When you study these aspects, you need to understand how organisations can potentially use each of these and you also need to look for practical examples. Keep in mind that there might also be challenges along the way.



FEEDBACK

Many organisations can make use of social media as indicated above, we do have to keep in mind that in South Africa (as in other parts of the world) there are some challenges in terms of connectivity. One would also have to consider the type of vacancy and whether suitable candidates would indeed be looking for employment for that particular position by means of social media. Take for example the job of a cleaner, computer skills are not needed and to advertise such positions solely via social media will be regarded as unfair as one would not reach the target population. So social media recruitment and selection is definitely not a one-stop solution for all types of positions or organisations. Don't forget what you have learnt in learning unit 15 about HR privacy and security and the relevant South African legislation – incorporate this here as well.

Find some additional information when you read these articles on the internet:



INTERNET RESOURCES/SEARCH THE INTERNET

See the following information on the internet:

<http://www.hrpulse.co.za/recruitment/e-cruitment/229051-how-trends-in-social-media-recruitment-are-changing-the-job-seeking-process>

<http://www.hfmtalentindex.co.za/top-recruitment-trends-for-2016/>

In section 16.4 you will learn more about the concerns over social media.

16.4 Concerns over social media



STUDY

In the prescribed book in the section **“Concerns over Social Media”**. The book highlights some of the concerns.

You will notice they again refer to international legislation that you can ignore, but the principles conveyed is still applicable to the South African situation. Organisations are advised to seek inputs from legal experts when compiling their social media related company policies and guidelines.

We will look at corporate social media policies in the next section (16.5).

16.5 Corporate social media policies



STUDY

In the prescribed book in the section **“Corporate social media policies”** and all the subsections In the prescribed book. Note that references to international guidelines and legislation are included that are not applicable to South Africa. We will thus have to look at more specific South African information to fully understand this topic in our unique context.



INTERNET RESOURCES/SEARCH THE INTERNET

Have you ever hear of someone that got into trouble at work due their social media posts or activity? We would like to share a few examples:

<http://www.labourguide.co.za/most-recent/2157-defamation-on-facebook-and-other-social-sites>

<http://www.adamsadams.com/i-tweet-what-i-like/>

<http://www.iol.co.za/personal-finance/anti-social-media-7755952>

<http://webtechlaw.com/2013/02/04/johannesburg-high-court-rules-on-facebook-defamation-html/>

<https://www.cch.co.za/news/social-media-the-south-african-law/>

<https://www.cliffedekkerhofmeyr.com/en/news/publications/2015/dispute-resolution/dispute-resolution-matters-13-august-take-caution-before-posting-social-media-and-defamation.html>

<http://www.labourguide.co.za/most-recent/2166-how-far-is-too-far-for-employees-on-social-media>



FEEDBACK

In light of the above, you will agree that there could be serious consequences for employees who post inappropriately about their employer/other people on social media. What should organisations do?

The first important step is to have a proper social media policy and to train all employees to ensure that they are totally familiar with the content and its implications. The policies should obviously be in line with legislation and it should also protect and respect the privacy of employees. The policies should cover various aspects as indicated in the sections that you studied above, these are for example the use of individual social media profiles and available information for recruitment and selection decisions. Whether it is fair for recruiters to actually use this information to base decisions on? What about the privacy of applicants? What about the fact that not all job applicants might have social media profiles or even access to social media?



STUDY

In the prescribed book in the section “**Research-based Tips for the Use of Social Media in HR**” you will find a number of steps that organisations can follow. Information is also provided on possible aspects to include and cover in the organisation’s social media policy.

The information in the following weblinks can be of value to you, access them via the internet:



INTERNET RESOURCES/SEARCH THE INTERNET

Click on the link that follows to read more on social media workplace guidelines and tips:

<https://www.cliffedekkerhofmeyr.com/export/sites/cdh/en/practice-areas/downloads/Social-Media-and-the-Workplace-Guideline.pdf> **(Study this document as you will have to be able to identify each main aspect and how it has been handled).**

<http://www.labourguide.co.za/most-recent/1358-social-media-guidelines-on-the-policy-for-employees-using-social-media-for-non-business-purposes>

<http://www.regulatorylawsa.com/2015/08/social-media-policy-for-workplace.html>

<https://www.michalsons.com/blog/how-to-approach-social-media-policies/9054>

<http://www.hrpulse.co.za/legal/legal-opinion/229543-what-should-you-put-into-your-social-media-policy>

<http://www.golegal.co.za/social-media-risks/>

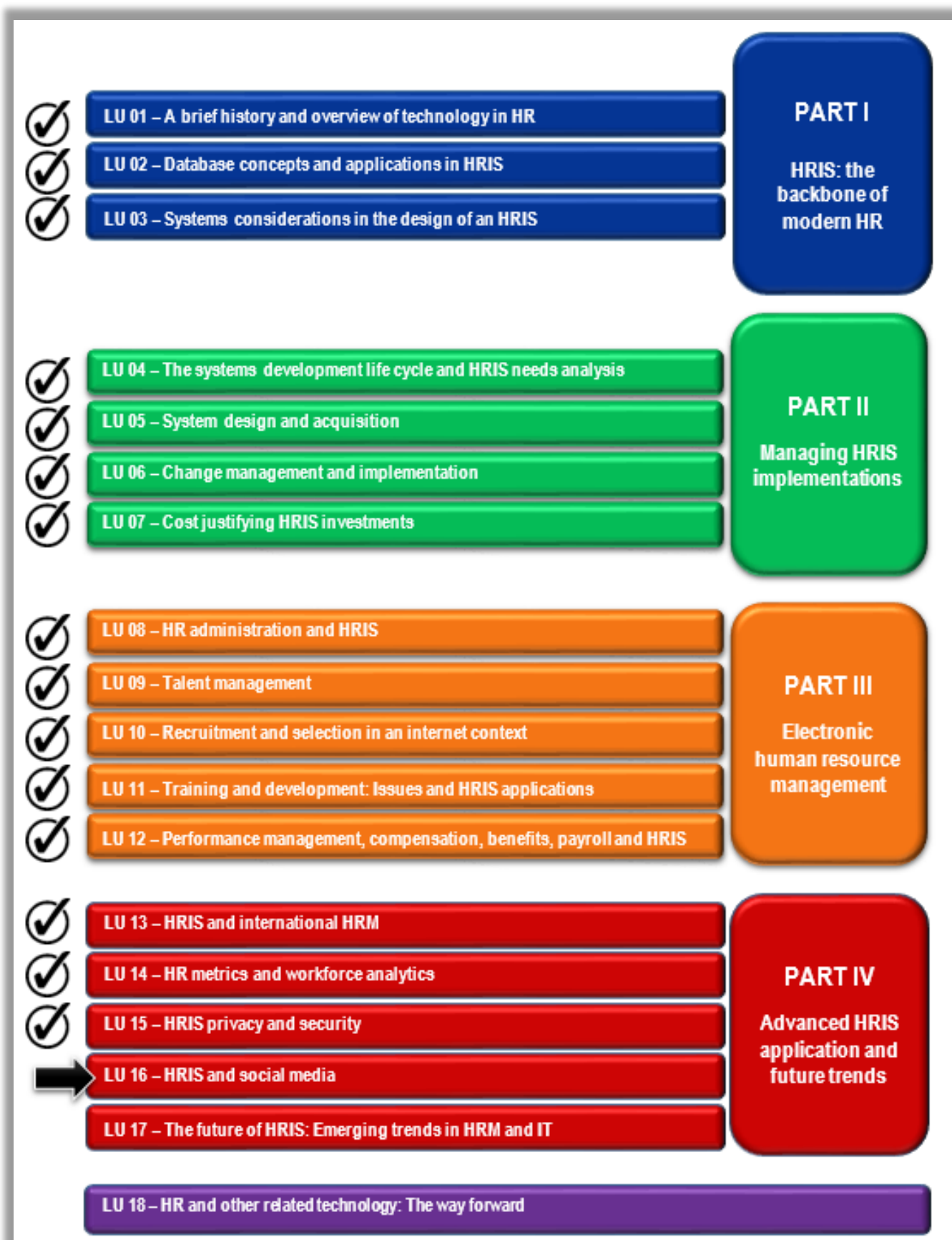
Once you have done this, you will have covered all the sections in this learning unit. Summarise this last section before you do activity 16.2 (the last activity in this learning unit).



ACTIVITY 16.2

In this learning unit you have compiled summaries in various ways. Summarise the information in whatever format works for you, as you will need it when you prepare for the examination.

Look at the figure that follows. This is where we are now. Slowly but surely we are progressing and you only have one more learning unit to complete for the last part of the book.



Remember that in the previous learning units we included a figure to indicate your progress. Here is this figure again, indicating the **highlighted section that you have now completed**.



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you have studied in this 16th learning unit. Then go to section 16.6.

.....

16.6 Reflection on learning unit 16



REFLECTION

We have now dealt with the 16th learning unit, namely the role of social media in HR. In this learning unit you did some activities, read information in the prescribed book and on the internet and you compiled detailed summaries of the sections. If you put all of this together, you should have detailed notes of this learning unit. You now simply need to integrate this information and add summaries for those sections where this was not required in the activity.

You may wonder how this all works in practice and what you should look out for if this is your responsibility in an organisation. Read the interesting articles in the following links that will give you some ideas. You won't be examined on these articles, but they illustrate the theory in practice.



INTERNET RESOURCES/SEARCH THE INTERNET

How should I write a social media policy for my organisation?

<https://blog.hootsuite.com/social-media-policy-for-employees/>

What could a typical social media policy include?

<http://blog.hirerabbit.com/5-terrific-examples-of-company-social-media-policies/>

Look at how one company (Coca-Cola approaches this):

Social media principles:

<http://www.coca-colacompany.com/stories/online-social-media-principles> and

<http://assets.coca-colacompany.com/3f/33/9099818649d09dd1c638643c394b/social-media-principles-english.pdf> and

<https://www.viralblog.com/wp-content/uploads/2010/01/TCCC-Online-Social-Media-Principles-12-2009.pdf>

Examples of policies

<http://www.klariti.com/Social-Media-Policy-Templates/Coca-Cola-Social-Media-Policy.shtml> and

<http://www.klariti.com/Social-Media-Policy-Templates/Coca-Cola-10-Social-Media-Guidelines.shtml>

and <https://everyonesocial.com/blog/need-sample-social-media-policies-here-are-7-to-inspire-yours/>

<http://blog.hirerabbit.com/5-terrific-examples-of-company-social-media-policies/>

The Australian HR Institute (AHRI) published the following (legal guide to social media for HR):

<http://www.hrmonline.com.au/section/legal/legal-guide-social-media> (keep in mind that reference are made to Australian legislation and requirements, but the basic information is really valuable)



FEEDBACK

Now that you have read this information, can you see how important it is to have proper policies in place that are fair? Remember in the internet links provided above you will find sample policies these can be used as a basis only. Keep in mind that many of these organisations are based in the USA where specific

legislation applies. A number of court cases have also surfaced in South Africa that relates to social media and employees. This shows how important these aspects are.

Why would we share this with you? The importance of proper and correct policies and procedures is truly vital. Gaps and opportunities for misinterpretation of such policies can have a huge impact on organisations. On the other hand, it is also important that employees should ensure that they tread lightly when they make use of social media. One must be very careful what you post/follow/repost/comment on or even like on social media. In light of what we have discussed in this learning unit you will also now fully comprehend how important proper training of employees on company policies are, including social media policies. The mere existence of the policy and the distribution of it is definitely not enough!! When you have to provide inputs into your organisation's policies in future think about what you have learnt carefully.

We want to conclude this learning unit with an activity. This might seem unusual, a growing number of employees have suffered consequences of misconduct on social media platforms. Taking into consideration this new phenomenon, we have included an activity below. It is a bit unusual! However, we need you to seriously reflect on the possible impact of social media misconduct on employment contracts. When you have to provide inputs into your organisation's policies in future keep this in mind. **The activity below will help you to think critically about social media policies.**



ACTIVITY 16.3

After reading the information in the links provided in this learning unit, critically discuss the basic elements/principles of a social media policy. In your discussion use the social media guidelines provided in the internet resources that have been provided in this learning unit and adapt your discussion specifically to the South African context. Try to address the principles and guidelines that organisations should follow, guidelines for employees using social media and also specifically include the South African context.

The information that you can find on the internet will help you with this activity (keep in mind some are international examples and not South African):

<http://www.polity.org.za/article/an-employers-recourse-against-an-employees-social-media-blunders-2015-12-07>

<https://www.cliffedekkerhofmeyr.com/en/news/publications/2015/dispute-resolution/dispute-resolution-matters-13-august-take-caution-before-posting-social-media-and-defamation.html>

<http://www.xperthr.co.uk/blogs/employment-tribunal-watch/2013/04/social-media-10-employment-cases-involving-facebook/>

<http://www.golegal.co.za/yourefired-dismissals-of-employees-due-to-social-media-usage/>

<http://www.news24.com/SouthAfrica/News/yes-your-boss-can-fire-you-for-social-media-posts-attorney-20160202>

<https://www.ashurst.com/en/news-and-insights/legal-updates/misconduct-by-social-media-a-global-perspective/>



FEEDBACK

*You will agree that organisations should establish policies which provide employees with principles for using social media. The policy must firstly clearly define "social media" as well as company guidelines on proper/acceptable conduct. **Once the policy is in place employees can take cognisance of the following principles and guidelines for business purposes:***

- *The approved social media sites may only be used for official purposes.*
- *The message that the company wants to bring across to other users must be clearly defined.*
- *Postings must be kept legal, ethical and respectful.*
- *Employees may not engage in online communication activities which could bring the company into disrepute.*
- *Personal details of employees may not be disclosed.*

- Confidential information may not be disclosed.
- Copyright laws must be adhered to.
- Only the official approved logo of the company may be used.
- The information that is published must be accurate and not confidential.
- Statements to the media must first be approved by the employer.

Guidelines on the policy for employees using social media for non-business purposes (aspects to consider):

- Be clear on the use of company equipment/data or access to social media and other related platforms.
- Be clear in terms of the use of these during office hours – think about the case above it is very sensitive and employers cannot prescribe what employees are allowed to do in their personal capacity.
- Remind employees that internet and email communication/usage may be monitored and intercepted as per the policies of the employer.
- Company information must be kept confidential.
- Include information about the use of company information on personal profiles on social media.
- Indicate that colleagues, managers/employees or information pertaining to the company may not be discussed on such platforms.
- Employees must be advised to block access to their profiles to unknown people.
- The code of conduct of the company must be respected and considered as the guiding rule.
- Explain the consequences of failing to adhere to the social media policy of the company.
- All employees must have a copy of the policy and they should be properly trained.
- The policy should be updated regularly to ensure that all new developments are properly addressed. In the event that the policy is updated the company should ensure that all employees are properly informed and trained.

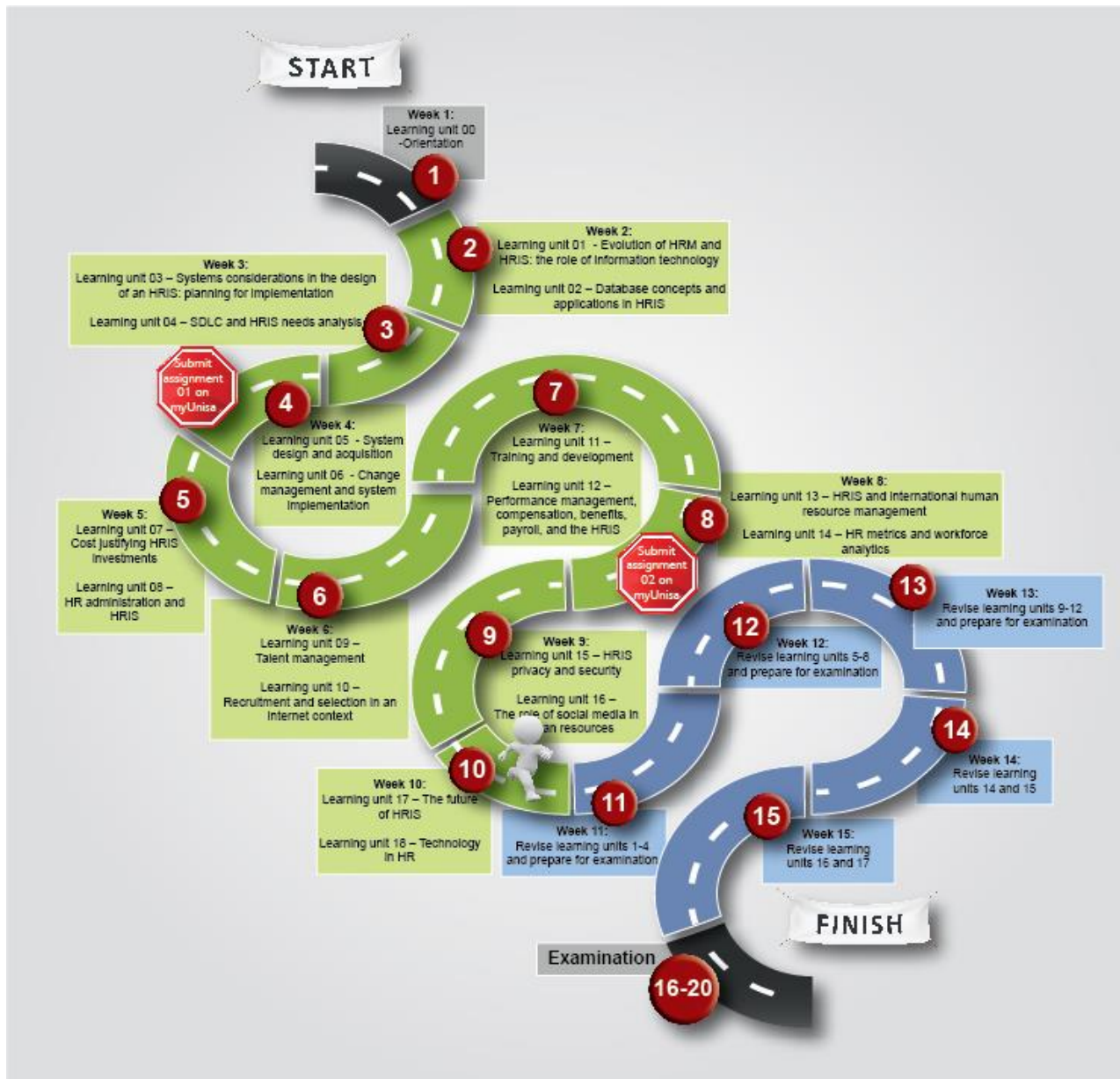
The South African environment is highly sensitised when it comes to any form of derogatory statements and / hate speech. This can create disharmony within the workplace. The website for labour guide makes provision of the social media policy for the work place, and according to this site the **following social media guidelines apply within the South African context:**

- Defamation
- Discrimination, hate speech or offending posts
- Anti-competitive comments
- Breach of confidentiality
- Breach of regulations (insider trade)
- Cyber bullying
- Cybercrime and fraud
- Why the company can be liable for employees' actions
- The use of social media for business communication

When you are ready, go to learning unit 17. This is the last learning unit in which we will be referring to the prescribed book. **In learning unit 18 you will not be using the prescribed book at all and it is a very short unit that you will not be examined on.** There you will learn more about the future of HRIS, how to use technology in HR, how to stay abreast with the latest development in the field and much much more. We hope that the last learning unit will enable you to work smarter, using various apps and tools to assist you with the task at hand.



Where are we now? According to our schedule this is **week 10**.





LEARNING UNIT 17 – The Future of HRIS: Emerging Trends in HRM and IT

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This learning unit refers to chapter 17 (the last chapter) in the prescribed book. Use the 4th edition of the book.

17.1 Introduction and learning outcomes

Introduction

So far we have looked at the basics of HRIS, the systems considerations, needs analysis, system design, how to justify the costs of an HRIS, HR administration and HRIS, talent management, recruitment and selection in the internet context, training and development, performance management, compensation, benefits and payroll, HRIS and international HRM, HR metrics and workforce analytics and HRIS privacy and security. In the previous learning unit, we learnt more about the role of social media in HR. We now continue with the last chapter in the fourth part of the prescribed book that deals with the future of HRIS and emerging trends in HRM and IT. It is important to understand the importance of this and to stay abreast with the latest developments. You'll see that we are not going to discuss this chapter in too much detail. We'll also be suggesting that you compile summaries and or notes as it will help you to prepare for the examination.



LEARNING OUTCOMES

After you've studied this learning unit you should be able to:

- discuss the short-term future trends in HRM
- discuss the long-term future challenges for HRM and tactics to handle them
- explain the impact of future trends in HRIS and HR technology on HRIS and HRM programmes
- discuss how HR and IT work together regarding HRIS



Think about your organisation or ask a family member or friend about their workplace. Are you allowed to for example use your own device (such as a tablet or smart cell phone) on the network or Wi-Fi? Have

you ever used your own device on a public network or Wi-Fi or in a coffee shop or Internet café? Keep this in mind when you work through this learning unit. In this last chapter in the prescribed book we'll touch on some of the aspects that we have already covered and look at what the future holds.



STUDY

Read the **“Introduction”** to chapter 17 in the prescribed book. When you read this part you should realise how complex an HRIS is and that many factors influence the success of an HRIS.

So what are the future trends? You'll learn more about this in section 17.2.

17.2 Future trends in HRM



STUDY

Study the section **“Future trends in HRM”** in chapter 17 and all its subsections in the prescribed book.

In some of the previous chapters in the prescribed book we also briefly touched on aspects that will have an impact on future developments in HR.

Health & wellness

In the prescribed book you'll find information about the challenges in the USA regarding health care costs and new legislation. In South Africa we face other challenges, namely HIV/AIDS that will also have a huge impact on our workforce.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.skillsportal.co.za/content/hivaids-understanding-impact-it-has-your-company>
<http://fspbusiness.co.za/articles/workplace-safety/10-ways-hiv-or-aids-can-impact-your-workforce-and-business-3177.html>
<http://business.iafrica.com/transcripts/643804.htm>
<http://www.hst.org.za/news/viewpoint-hivaids-and-health-workforce-crisis-what-are-next-steps>

Business intelligence & people analytics

There is an increased pressure for HR to show that they add value and one way of doing this is to use HR metrics. The HRIS can assist in this regard. Over and above this some of the other trends predicted are that predictive analytics will become important. You can read more about this in the link below or find another source to learn more about this. You need to know what it is and what it can be used for. More and more data and analytics are used to make decisions and come to conclusions, one should be careful not to lose sight of the fact that the analytics are not conclusions, these are there to assist with making decisions they do not provide the answers.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.hrtechcentral.com/2017/hrms/trends/>

Demographic workforce changes

Women are increasingly employed in managerial positions, people tend to retire at a later age than in the past and specifically in South Africa more employees living with disabilities are employed. Over and above this we have a workforce consisting of employees from many different generations with different needs in terms of communication, attitudes, values and expectations.

To read more about the different generations click on the link below:



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.economist.com/news/business/21586831-businesses-are-worrying-about-how-manage-different-age-groups-widely-different>

In South Africa we are also faced with an increased diversity in the workplace in terms of culture, religion and sexual orientation which further potentially complicates work relationships. Just think about this. With eleven official languages and different cultures our workplaces are really diverse. This brings about various challenges for organisations to manage.

Growing complexity of legal compliance

The prescribed book focuses on US legislation and compliance, in South Africa we have specific legislation governing our country and labour legislation governing employer-employee relationships. Globalisation also brings about challenges as indicated in the prescribed book.

Virtualisation of work

South Africa is not yet a front runner in this field but with the growth in globalisation and more multinationals also operating in South Africa or South Africans working abroad, this becomes an increased problem. Current limitations in terms of bandwidth also does not make it such a viable option to deploy virtualisation on a large scale, not even mentioning the infrastructure needed. Some companies are using this in South Africa to a limited extent obviously depending on the type of job and industry. In the link below you can read an article that provides advice to South African organisations that wish to embark on flexwork (also referred to as flexible working arrangements or flexiwork).



INTERNET RESOURCES/SEARCH THE INTERNET

Look at the information in an article that you can access via the internet:

<http://workplaceflexibilityinsa.wordpress.com/>

Future trends in workforce technologies

<https://blog.hrn.io/what-does-the-future-of-human-resource-management-look-like/>

Forbes HR predictions for the future

<http://www.forbes.com/sites/joshbersin/2013/12/19/ten-predictions-for-talent-leadership-and-hr-technology-in-2014/>

<https://www.forbes.com/sites/danschawbel/2016/11/01/workplace-trends-2017/#99b863456bd9>

Augmented reality (AR)/Artificial Intelligence (AI)/Virtual HR

<http://universumglobal.com/articles/2017/03/vr-ar-hr-tech-can-transform-workplace/>

<http://www.hcamag.com/hr-news/how-augmented-reality-is-empowering-the-workforce-235118.aspx>

<http://recruitingdaily.com/virtual-reality-workplace-transformation/>

HR magazine

<http://www.hrmagazine.co.uk/hro/feature/1141374/future-hr-industry-2014-technology-predictions>

<http://www.hrmsworld.com/the-future-of-hr-technology-hrms-glass-655.html>

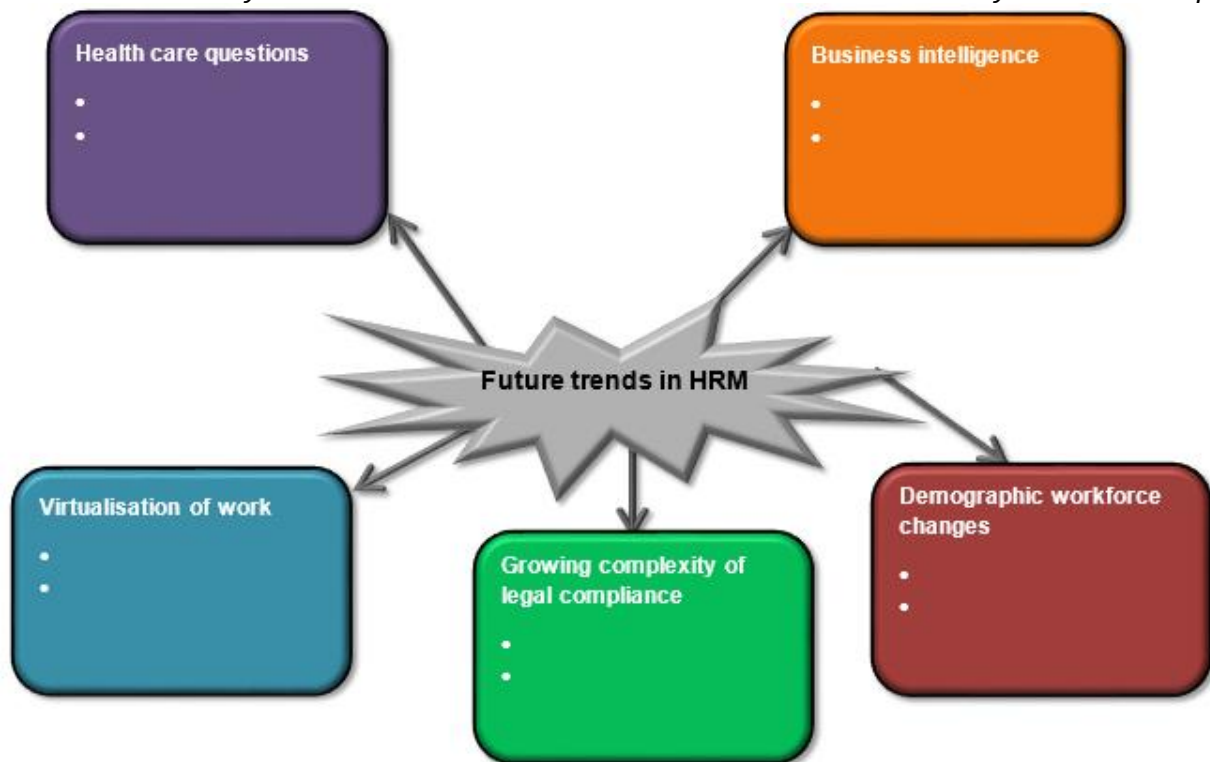
By now you should have a lot of experience in compiling mind maps. Use this technique to make a mind map of this section. You can do this in Activity 17.1. The MS Word version of this document is uploaded under additional resources (on the HRM3703 myUnisa module site), then learning unit 17. The name of the document is Activity 17.1. After you have completed the activity, continue with section 17.3.



ACTIVITY 17.1

Use the framework provided below to make your own detailed summary of this section. You can find an MS Word version of this on the HRM3703 myUnisa module site under additional resources, learning

unit 17. The name of the file is Activity 17.1. Make a brief summary of the main differences as indicated below. You should add your own detailed notes to this table. Make a brief summary of the main aspects.



When you look at these you should think about how each of these may have an impact on the future of HR.



FEEDBACK

Did you for example consider whether more and more people are infected with HIV/AIDS? More people infected with HIV will be employed in future. These employees may get very ill and this will impact on health care costs, absenteeism, employee turnover and the EAP programmes in the organisation. High staff turnover will have an impact on recruitment and selection which are expensive. This is just one example of how HR trends impact on HR, what about others?

In section 17.3 you'll learn more about components of information security.

17.3 Future trends in HRIS



STUDY

In the prescribed book you'll find a section "**Future trends in HRIS**" and all the subsection in chapter 17. Study this carefully before you continue. Pay attention to Figure 17.1 where they have included guidelines for effective virtual meetings and management.

As the availability of technology increases and more and more people have access to technology organisations have to ensure that they react proactively to future changes. We have already addressed some of the aspects mentioned below in previous learning units, let us look at what the future possibly holds.

Bring your own device (BYOD)

How many of your colleagues or friends have smart cell phones? In some of the environments where they work they use these devices to log onto the company network or Wifi. They use cell phones, tablets, iPads and other devices to log onto the network to share and access information. This brings about a lot of challenges as discussed in the prescribed book. Remember the employees now use their own

devices for personal and work related matters. You should immediately realise that this requires changes to policies as it affects privacy and security. Included in the policy should be clear rules about data usage, who pays for this and what it can be used for.



INTERNET RESOURCES/SEARCH THE INTERNET

If you want to learn more about what should be included in such a policy visit these websites (you can also save this for later reference and use it when you need it in your job):

<http://www.optimalnetworks.com/what-should-an-effective-byod-policy-contain/>

<https://www.shrm.org/resourcesandtools/tools-and-samples/policies/pages/bringyourowndevicepolicy.aspx>

You can also look at these infographics to find more information on BYOD policies:

<https://za.pinterest.com/visualoop/byod-infographics/>

Some HRIS software vendors also have their own apps for mobile devices. iTunes and Google Play have Apple and Android based apps. See if you can find one or two such apps.

We have included some examples of payroll apps below that you can look at if you wish to. These are merely examples that you can access on the internet and we have no affiliation with these companies:



INTERNET RESOURCES/SEARCH THE INTERNET

Payroll app available via the App Store - <http://payroll.intuit.com/additional-services/mobile-payroll-apps>

Sage payroll app - http://www.pastelpayroll.co.za/selfservicepayroll_app/

Mobile payroll apps - <http://www.surepayroll.com/product/payroll/mobile-payroll.asp>

Android payroll app - <https://play.google.com/store/apps/details?id=com.adp.run.mobile&hl=en>

<https://play.google.com/store/apps/details?id=com.intuit.ems.iopm&hl=en>

Apple devices - <http://www.surepayroll.com/product/payroll/iphone-payroll-app.asp>

Gamification

Refers to the use of the elements in game design in another context, here it would refer to the HR context. In the HR environment gamification can be used in several ways, for example when training employees, or for onboarding newcomers. One should be careful that these gamified activities still reach the goal and serve the intended purpose. Specific recommendations are provided in the prescribed book.



INTERNET RESOURCES/SEARCH THE INTERNET

In the articles below that you can access via the internet you will find more examples and information on how gamification can be used (you will not be examined on these):

<http://www.workforce.com/articles/what-will-human-resources-look-like-in-the-near-future>

<http://blog.shrm.org/tags/gamification>

<http://ceridianblog.wordpress.com/2013/10/21/what-does-the-future-hold-for-hr-technology/>

<http://humanresources.about.com/od/employee-recognition/qt/5-ways-gamification-can-improve-hr-management.htm>

<https://www.wired.com/insights/2014/01/winning-talent-game-gamification-impacting-business-hr/>

<https://talentculture.com/hr-its-time-to-level-up-with-gamification/>

<https://www.employeebenefits.co.uk/gamification-in-hr/>



Web 2.0 and Social networking

This technology is more advanced than the previous technology and it enables collaboration via various social networking platforms eg Facebook, Twitter, LinkedIn, Google+. Wikis are also becoming more popular similar to blogs, mash-ups, podcasts, RSS feeds, file sharing, instant messaging and so forth. The purpose of this is to give employees ways of working together using technology. With employees working in various countries and different time zones, communication and collaboration becomes easier

because technology enhances communication. Gone are the days of lengthy time delays between responses from people in different countries or time zones. On the flipside, employees should look after the work-family balance as these technologies can easily intrude on employees' private life.



INTERNET RESOURCES/SEARCH THE INTERNET

How to use web 2.0 tools for recruitment

<https://www.go2hr.ca/articles/how-use-web-20-tools-recruitment>

Web 2.0 and training and development

<http://www.opm.gov/wiki/training/Leveraging-New-Technologies-for-Employee-Development-Programs.ashx>

Onboarding

<http://www.talentmgt.com/articles/7410-technologys-role-in-onboarding>

We have already mentioned the value that social networking adds to companies acting as an enabler for communication. Think specifically of multinational enterprises, different time zones etc. We have also briefly mentioned the value of this during the onboarding process. Think about the Google example where they make extensive use of social networking in their organisation even amongst employees located in the same building. More and more organisations make use of Skype for Business as well. Remember that we have already discussed the role of social media in HR in learning unit 16. The incorporation of social media has an effect on social networking strategies and social media and other policies in the organisation.

Internet of Things (IoT)

Technology related aspects are essentially embedded in static things that enables new connections that you would normally connect.



INTERNET RESOURCES/SEARCH THE INTERNET

Here are some examples that you can access via the internet (for exam purposes you will have to be able to provide examples of IoT related to HR):

<https://www.youtube.com/watch?v=QSIPNhOiMoE>

<https://www.youtube.com/watch?v=uEsKZGOxNKw&pbjreload=10>

<http://computer.howstuffworks.com/internet-of-things.htm>

<http://www.foxbusiness.com/features/2017/03/15/internet-things-in-hr-quantifying-employees.html>

<https://www.hrbartender.com/2015/business-and-customers/everything-hr-needs-know-internet-things/>

<http://www.hrzone.com/community-voice/blogs/charlotteritter/what-the-internet-of-things-means-for-hr>

<https://www.oracle.com/solutions/internet-of-things/>

Open-Source software

A number of open source software are available. Some organisations use this in conjunction with their existing software. In such cases there might be some integration issues but organisations have to find solutions that works best for them. See some examples below:

<http://www.orangehrm.com/> <http://waypointhr.com/> <http://sourceforge.net/projects/opensourcehris/>

Here is a blog where people talk about possible solutions if you are interested:

<http://www.techrepublic.com/blog/linux-and-open-source/best-open-source-hrm-and-erp-solutions/>

<http://blog.capterra.com/free-open-source-hr-software/>

An Evolving Industry

In the prescribed book you read about the various acquisitions and mergers that have taken place. In the HRIS industry this is likely to be a continuous trend.

Evolving HRIS Technology Strategy

Many organisations have until now used a combination of systems offered by various vendors and they may be reconsidering this in the future.

HRIS Moves to Small Businesses

Traditionally smaller organisations were not able to afford a complete HRIS but with the evolving new cloud computing, this is much more affordable.

So what about future trends in workforce technologies? We'll look at this in more detail in section 17.4. Before you continue to this section ensure that you've summarised the current section sufficiently.

17.4 Future trends in workforce technologies



STUDY

Your prescribed book contains a section **“Future trends in workforce technologies.”** Study this in detail and all the subsections before you continue.

Technology should link to the business and HRM strategy of the organisation and the success of the implementation of new technology will depend on how well this is integrated with these strategies. Can you see how important strategy is? In learning unit 18 we'll together discover some of the latest developments in HR technology. Some of the findings in chapter 17 are depicted in the word cloud below:



After you have looked at this you can continue with Activity 17.2



ACTIVITY 17.2

*In this learning unit you've compiled summaries in various ways. You can summarise the information in whatever format works for you as you'll need this when you prepare for the examination. Look at the visual below. This is where we are now, slowly but surely we are progressing and we only have one more learning unit to complete. You'll recall that in the previous learning units we provided you with a figure to indicate how you've progressed with the material. The figure below indicates the **marked section that we have now completed.***



LU 01 – A brief history and overview of technology in HR

LU 02 – Database concepts and applications in HRIS

LU 03 – Systems considerations in the design of an HRIS

PART I

HRIS: the backbone of modern HR



LU 04 – The systems development life cycle and HRIS needs analysis

LU 05 – System design and acquisition

LU 06 – Change management and implementation

LU 07 – Cost justifying HRIS investments

PART II

Managing HRIS implementations



LU 08 – HR administration and HRIS

LU 09 – Talent management

LU 10 – Recruitment and selection in an internet context

LU 11 – Training and development: Issues and HRIS applications

LU 12 – Performance management, compensation, benefits, payroll and HRIS

PART III

Electronic human resource management



LU 13 – HRIS and international HRM

LU 14 – HR metrics and workforce analytics

LU 15 – HRIS privacy and security

LU 16 – HRIS and social media

PART IV

Advanced HRIS application and future trends



LU 17 – The future of HRIS: Emerging trends in HRM and IT

LU 18 – HR and other related technology: The way forward



MIND MAP

Compile detailed notes/summaries/mind maps of the sections in the prescribed book that you've studied in this seventeenth learning unit. After you've completed this you can go to section 17.5 in this learning unit where you'll reflect on what you've learnt and where you'll see how some of this is used in practice.

17.5 Reflection on Learning Unit 17



REFLECTION

We have now dealt with the seventeenth learning unit, namely the future of HRIS. This was also the last learning unit in part four of the prescribed book. In this learning unit you completed some activities, visited websites and you compiled detailed summaries of the sections. If you put all of this together you should have detailed notes of this learning unit already, you simply have to integrate this information and add summaries for those sections where this was not required in the activity.

You may wonder how all of this is used in practice.



INTERNET RESOURCES/SEARCH THE INTERNET

Go to the internet, access the link below and read the case studies on pages 13, 14 and 15.

<http://www.cipd.co.uk/nr/rdonlyres/38b8f4b5-e83c-4d64-b340-3bb51da681bb/0/web20andhumanresources.pdf>

We also want you to read the following:

<http://www.trainingmag.com/strategies-success-onboarding-games-and-simulations>



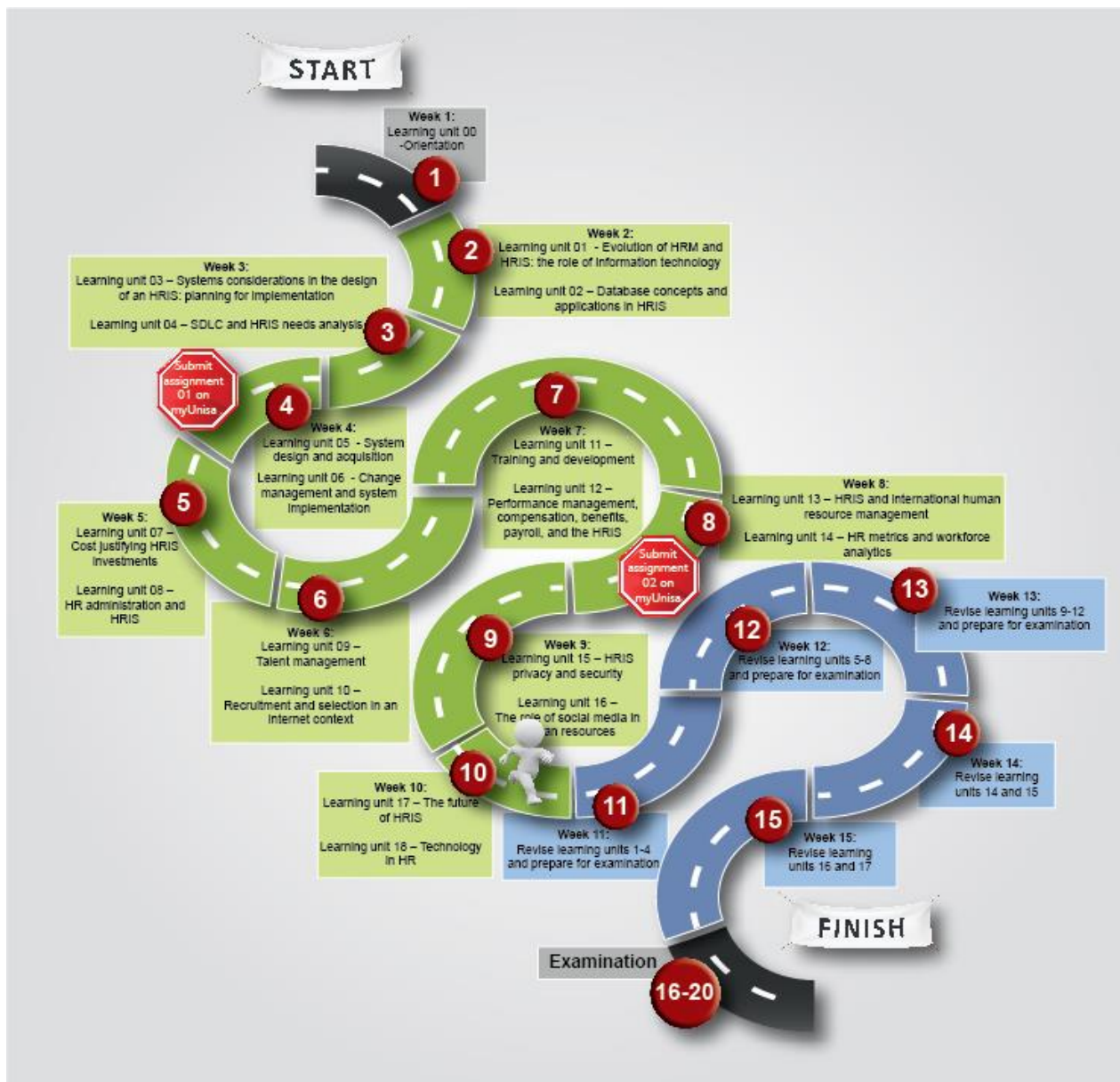
FEEDBACK

When you read the information on these links you should have noticed how this works in practice. You should also have realised how important technology is in finding right solution for each organisation's needs. Cost, accessibility, utilising the available technology to lessen the workload of HR and proper recordkeeping are essential. Remember to keep what you've learnt here in mind in your own work environment – how can technology be used at your organisation? Think of creative ways to do this.

We have now studied all the chapters in the prescribed book and we have one very short learning unit left. In learning unit 18 we will be looking at latest trends in technology. **You have now finished the last learning unit that you will be examined on.**



Where are we now? According to our schedule this is still **week 10**.





LEARNING UNIT 18 – HR and other related technology – the way forward

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18.8	Free open educational resources (OERs)	???
18.9	Ensure that you stay up to date with the latest trends in HR, HRIS and technology	216

This learning unit does not relate to any chapter in the prescribed book. The aim of this learning unit is to help you to critically evaluate what is happening in your organisation with the aim of taking initiative or corrective action where needed. We also want to provide you with a few leads to help you to keep track of the latest developments in this field. Furthermore we want to provide you with information on a number of tools that you may find useful in your work environment or in future or that you can perhaps consider in your organisation or personal life. If you come across other tools or information that you think can be of value to your fellow students please send these to the lecturer via the Dropbox in myUnisa – remember to include the source where you found it and ask permission to share before you send it to us if needed.

REMEMBER THAT YOU WILL NOT BE EXAMINED ON THIS LEARNING UNIT.

18.1 Introduction

In the HR environment we are not only tasked with the effective management of people but we should also have a proactive attitude and mindset. What does this mean? Think about all the technology that has developed over the last 10 years. Surely we cannot operate in organisations in the same manner than we did 10 years ago. As new technology becomes available and is adopted by people, HR employees have to ask themselves does this have an impact on our employees, does it have an impact or a potential impact on our organisation and lastly what should be done by HR (we have to be proactive). With this in mind we approach this learning unit and we hope that the information will provide you with a lot to think about and consider and also that it will help you to “work smarter and not harder” in your environment, who knows perhaps you can impress your boss or Directors with some of the suggestions you can come up with or with your proactive attitude. Good luck! (keep in mind that some of you might already be familiar with some of this).

In this learning unit we refer extensively to information on the internet. Remember in some cases you might find that advertisers advertise their products at the beginning of video's. in most cases you will have the option to select the “Skip ad” option that becomes available after a few seconds. Do this if you don't want to see the advertisements.

18.2 General skills for HR

It is important that you get connected and that you can search for information effectively (the Internet is one source that you can use).

18.2.1 Where can you get a free an e-mail address if you need one?

If you do not already have an e-mail address other than your myLife e-mail address you can create one free of charge on Google, Yahoo, Webmail, Gmail, Inbox or any other site that you prefer. Here are some links to help you get started:

<https://za.yahoo.com/>

<http://www.webmail.co.za/>

<https://www.gmail.com/intl/en/mail/help/about.html>

<http://www.inbox.com>

Read this article to find more alternatives:

<https://www.lifewire.com/top-free-email-services-1171481>

18.2.2 How can I effectively search for information?

You also need to be able to find information quickly and the Internet is one tool that you can use. You may wonder is the Internet and the World Wide Web the same thing?

What is the World Wide Web (www)?

https://www.youtube.com/watch?v=0U6Hb3bf_jg

We can use the Internet to search for information, be mindful though of the authenticity of the information. There are many "tips and tricks" for searching the Internet effectively, here is a video and other links that you can look at that you may find useful if you need to improve these skills:

<http://www.youtube.com/watch?v=XWAZpLY4xyA>

<http://www.socialmediatoday.com/content/pro-tips-searching-google-effectively-2013-infographic>

<https://blog.hubspot.com/blog/tabid/6307/bid/1264/12-quick-tips-to-search-google-like-an-expert.aspx>

<https://www.lifewire.com/web-search-tricks-to-know-4046148>

<http://gigaom.com/2013/12/07/how-get-the-most-out-of-googles-apps-and-services-when-using-an-ipad/>

<http://lifehack.org/articles/technology/16-smart-google-search-tricks-that-will-make-life-easier.html>

<http://www.techradar.com/news/internet/25-handy-google-search-tips-and-tricks-1260823>

<http://motto.time.com/4116259/google-search/>

18.3 Getting connected via social media

Please keep in mind that not everybody is on the same level in terms of social media and being connected, we are thus sharing information to ensure that all HRM3703 students know the same basic information, you may be at a much more advanced level or this information might be totally new to you. How can you connect via social media?

	Facebook Facebook is an online social networking service.
Where can you find it?	You can use your smartphone or tablet and go to the iTunes or Google Play or read more in one of the links below: https://www.facebook.com/
Read more about Facebook	http://www.gcflearnfree.org/facebook101 https://www.youtube.com/watch?v=9MO3og11b4Y (Facebook for beginners video) http://mashable.com/2012/05/16/facebook-for-beginners/
Facebook HR related pages that you can look at	https://www.facebook.com/societyforhumanresourcemanagement http://www.slideshare.net/DaemonWithin/facebook-for-hr-and-hiring http://shawnjenkins.benefitfocus.com/2013/10/24/social-media-hr-part-ii-facebook/ http://www.dmagazine.com/publications/d-ceo/2012/january-february/why-recruiters-use-social-media-background-checks
	Twitter An online social networking and microblogging service that enables users to send and read short 140-character text messages, called "tweets".
Where can you find it?	You can use your smartphone or tablet and go to iTunes, the App store or Google Play or read more in the link below: https://twitter.com/
Want to know more?	https://about.twitter.com/ http://www.blogworld.com/2011/01/21/a-beginners-guide-to-twitter-basics/ (basics and twitter etiquette) http://www.youtube.com/watch?v=NWpkuY1Q8Pk (video) https://support.twitter.com/articles/215585-getting-started-with-twitter (getting started)

	http://www.hrmarketer.com/blog/2016/03/the-top-human-resources-twitter-hashtags/ http://www.hrpulse.co.za/recruitment/e-cruitment/230258-using-twitter-to-recruit-in-140-characters-or-less Examples of companies using Twitter to recruit or engage talent http://theundercoverrecruiter.com/how-disney-and-5-other-top-employers-use-twitter-to-recruit/ http://www.softwareadvice.com/resources/hr-engage-talent-on-twitter/ How are HR executives using twitter? http://www.slideshare.net/Leadtail/marketing-ex Twitter glossary (understanding all the terms used) https://support.twitter.com/articles/1663371			
What hashtags & screen names can you follow?	@SHRM @Oraclomagazine @sapnews @HRISAdvice @labourguide	@ASTD @Oracle @HRTechBlog @HRIQ @TalentMgtMag	@TDMag @SAP @thehrisworld @HRmagazine @SA_Labour_News	@HRFuturemag #HRtechconf @Josh_Bersin @SABPP1 @workinfocom
	http://leadtail.com/social-insights/hr-social-insights-tweeting-about-may-2015/ http://www.hrmarketer.com/blog/2016/03/the-top-human-resources-twitter-hashtags/ https://resources.workable.com/blog/top-50-twitterati https://lab.getapp.com/top-hr-experts-human-resources-influences-twitter/ http://twitcomments.co/p/meet-the-top-50-hr-twitterati-9746667.html			

	LinkedIn Connect the world's professionals to make them more productive and successful. When you join LinkedIn, you get access to people, jobs, news, updates, and insights that help you be great at what you do.
Where can you find it?	You can use your smartphone or tablet and go to iTunes, the App store or Google Play or read https://za.linkedin.com/
Read more about LinkedIn	http://www.youtube.com/watch?v=wG94oHbCMwk http://agendamarketing.ca/social-media/linkedin/how-to-create-a-linkedin-profile-for-beginners-2013/ http://moz.com/beginners-guide-to-social-media/linkedin http://theundercoverrecruiter.com/ultimate-guide-building-killer-linkedin-profile-infographic/ http://www.buildium.com/beginners-guide-to-creating-linkedin-profile/ http://www.business2community.com/linkedin/beginner-tips-to-optimize-your-linkedin-profile-01246406 Google is contemplating an alternative to LinkedIn, read more in this article about Google for jobs: https://www.shrm.org/ResourcesAndTools/hr-topics/talent-acquisition/Pages/Google-for-Jobs-Part-of-Larger-Plan-to-Challenge-Microsoft%E2%80%99s-LinkedIn.aspx?utm_source=SHRM%20PublishThis_HRTechnology_7.18.16%20(43)&utm_medium=email&utm_content=May%2030,%202017&SPMID=&SPJD=&SPED=&SPSEG=&spMailingID=29191831&spUserID=ODc0Mzg3Nzc5MTMS1&spJobID=1044013649&spReportId=MTA0NDAXMzY0OQS2

Do you travel a lot and do you need to make phone calls to the office to stay in touch? This may influence your telephone bill, here are some low cost alternatives to consider. Or do you just want to connect to various people in different locations at the same time?

	Skype Skype enables users to “call” each other via the Internet, one can use voice and combine it with video image. Skype is for doing things together, whenever you’re apart. Skype’s text, voice and video make it simple to share experiences with the people that matter to you, wherever they are.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in this link below: http://www.skype.com/en/
	Viber Lets you send free messages as well as make free calls to other Viber users, on any device and network, in any country.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or the App store or Google Play or read more in one of the links below: http://www.viber.com/ https://play.google.com/store/apps/details?id=com.viber.voip https://itunes.apple.com/za/app/viber/id382617920?mt=8

	Google + Hangouts Bring your conversations to life with photos, emoji, and even group video calls for free.
Where can you find it?	Read more in the links below: http://www.google.com/+learnmore/hangouts/ Watch this video for more information: http://www.youtube.com/watch?v=7K06lHu4gDk (remember you can skip the Ad) http://www.youtube.com/watch?v=pmOT-zZfsDs (how to guide)
Want to know more?	http://strategic-hcm.blogspot.com/2013/01/google-plus-social-hr-engage-for-success.html

	FaceTime FaceTime for Mac makes it easy to talk, smile and laugh with friends and family on their iPhone, iPad 2, iPod touch or Mac.
Where can you find it?	Read more in the links below: https://itunes.apple.com/za/app/facetime/id414307850?mt=12 Watch this video for more information: http://www.youtube.com/watch?v=MYTmluTcD6I
Want to know more?	http://www.callingallgeeks.org/how-much-data-does-a-facetime-call-use/

	Tango Tango is a free messaging service that allows you to connect, get social, and have fun with those who matter most to you. Send text messages, make video & voice calls, share photos, meet new friends, play games, send music messages.
Where can you find it?	Read more in the links below: https://itunes.apple.com/us/app/tango-free-text-voice-video/id372513032?mt=8 Watch this video for more information: http://www.youtube.com/watch?v=c3EVfH3RhJs (remember you can skip the ad)
Want to know more?	http://en.wikipedia.org/wiki/Tango_(application)

Here is an article that provides information on making free calls over the Internet:

<http://freebies.about.com/od/computerfreebies/tp/free-internet-phone-calls.htm>

It is important to remember as we have seen in this module that your presence on social media and online creates an online reputation, we call this an e-reputation. You have to be responsible and manage your personal e-reputation as this can impact your career. Read more about this in the links below:

<http://www.pinterest.com/pin/18014467234867084/>

<http://forbes.com/sites/susanadams/2013/03/14/6-steps-to-managing-your-online-reputation/>

<http://outspokenmedia.com/guides/orm-guide/>

<http://www.cnet.com/how-to/how-to-manage-your-online-reputation-for-free/>

18.4 What are some of the useful applications (apps) available for HR to use?

Many people have smart cellphones or they make use of tablets. Some companies even provide these to their employees. You may already be using your own and you have probably downloaded or purchased a number of apps that you found useful. Please remember that when we make suggestions we have no affiliation with these companies, we are merely sharing what works for us or what we have found useful. You may already be familiar with some of these, if you know of other apps that you find useful share this with the lecturer via the Dropbox on the HRM3703 myUnisa module site or the course contact option on this site.

18.4.1 What general apps are available (iTunes, App store, Google Play and elsewhere) that might be useful?

Some of these are even free to download. Just remember to keep your company IT and other policies in mind before you use these on your devices.

<http://www.halogensoftware.com/blog/infographic-8-must-have-mobile-apps-for-busy-hr-professionals>

<https://www.forbes.com/sites/sap/2014/12/04/is-your-hr-department-missing-a-killer-mobile-app/#733981096c32>

	Evernote Evernote is an easy-to-use, free app that helps you remember everything across all of the devices you use. Stay organised, save your ideas and improve productivity. Evernote lets you take notes, capture photos, create to-do lists, record voice reminders--and makes these notes completely searchable, whether you are at home, at work, or on the go.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in one of the links below: https://play.google.com/store/apps/details?id=com.evernote

<https://itunes.apple.com/za/app/evernote/id281796108?mt=8>

Getting started: <https://blog.jasonfrasca.com/the-complete-guide-to-evernote-notebooks-b7a6a92d18bb>

Do you have to scan documents and store them as PDF or JPEG files?

	TurboScan TurboScan turns your iPhone into a multipage scanner for documents, receipts, notes, whiteboards, and other text. With TurboScan, you can quickly scan your documents and store or email them as multipage PDF or JPEG files.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in one of the links below: https://itunes.apple.com/za/app/turboscan-quickly-scan-multipage/id342548956?mt=8 https://play.google.com/store/apps/details?id=com.piksoft.turboscan
“How to” guide	How to scan a document using your iPhone or android device http://www.youtube.com/watch?v=QtCldVlyhY https://www.youtube.com/watch?v=VeSH03r2nPA

Do you have to make backups of your documents and save it in a place that is easily accessible especially when you travel? (Be mindful of your company policies before using this and also ensure that you have proper security measures in place – many of the applications have additional security settings that you can enable).

Cloud storage	Free apps, allowing you to open and share files in your cloud storage while on the go.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in one of the links below: Dropbox www.dropbox.com Microsoft Onedrive (previously known as SkyDrive) https://onedrive.live.com/about/en-us/ Google Drive http://drive.google.com http://www.wikihow.com/Use-Google-Drive Box https://app.box.com/apps/
Want to know more?	http://www.computerweekly.com/news/2240186419/HR-technology-booming-as-businesses-turn-to-the-cloud https://www.dropbox.com/en/help/363 https://support.box.com/hc/en-us/articles/200521628-Mobile-Security-Settings-Overview-and-FAQs http://www.hongkiat.com/blog/dropbox-gdrive-skydrive/ http://www.pcadvisor.co.uk/test-centre/internet/best-cloud-storage-services-2017-uk-3614269/

Do you have to be able to login remotely into your computer from another location? Here is something that you might find useful, be careful though of your policies in the organisation you work for and ensure that you have proper security on your computer.

	LogMeIn Remotely access your desktop via the LogMeIn website or with the mobile app using a tablet or smart phone. Works with an account subscription of LogMeIn Pro on your computer, which also includes access from your desktop and web browser, so everything you need is always at your fingertips.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in one of the links below: https://itunes.apple.com/za/app/logmein/id479229407?mt=8 https://play.google.com/store/apps/details?id=com.logmein.ignitionpro.android
Receive the latest from LogMeIn	Follow them on Twitter https://twitter.com/LogMeIn

Some people type faster than others and might find voice recognition software useful here are some options available where voice are converted to text:

	Dragon Dragon Dictation is an easy-to-use voice recognition application powered by Dragon® NaturallySpeaking® that allows you to easily speak and instantly see your text or email messages. In fact, it's up to five (5) times faster than typing on the keyboard.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google: https://itunes.apple.com/en/app/dragon-dictation/id341446764?mt=8 https://play.google.com/store/apps/details?id=com.nuance.balerion
Read more	http://www.e-speaking.com/free_voice_dictation_software.htm

More information on dictation software or apps can be found in these links:

<https://zapier.com/blog/best-text-dictation-software/>

<http://www.minterest.org/best-dictation-software/>

<http://www.techwebstuff.com/dictation-app-for-iphone/>

<http://bestandroidapps.com/best-speech-to-text-apps-for-android/>

Do you have a need to have information available instantly and easily accessible? Then QR Codes might be useful to you.

QR Readers and generators	Several QR Readers and generators are available and you may be able to think of creative ways to use this. Think for example when you train people in a venue where there is WiFi, you can create a QR Code that people can use to access the WiFi you can print the code that you have created and display it in the venue. Some people now even include this on their business cards.
Where can you find it?	Code generator: http://qrcode.kaywa.com/ http://blog.hubspot.com/blog/tabid/6307/bid/29449/How-to-Create-a-QR-Code-in-4-Quick-Steps.aspx Readers for iPhone, Android and BlackBerry devices http://itunes.apple.com/us/app/qr-reader-for-iphone/id368494609?mt=8 https://market.android.com/details?id=la.droid.qr&hl=en http://appworld.blackberry.com/webstore/content/13962
What does it look like?	Here is one example: 

Have you ever printed a website and instead of only printing the relevant information you also print many blank pages or pages with just the side bars on land in the process you land up with many pages that are wasted? Here is a solution for this problem and you can do your share to save our planet.

	Printfriendly This is not really an app but it can be used to eliminate paper wastage when printing information from a website. If you want to only print the content of the webpage, and/or remove pictures and change the fonts, hide the sidebars etc you can copy the URL into Printfriendly, edit it as you wish and remove the images. Now you can either e-mail or print it or convert it to pdf.
Where can you find it?	http://www.printfriendly.com/

If you need to search for material that you can use in presentations or when training employees these are some that you can use.

	TED talks TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages. Meanwhile, independently run TEDx events help share ideas in communities around the world.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in the link below: http://www.ted.com/
Need to know more?	TED talks https://new.ted.com/ HR related TED talks http://blog.ted.com/2013/01/28/7-talks-with-big-ideas-for-hiring/ http://cezannehr.com/hr-blog/2014/10/five-ted-talks-every-hr-professional-watch/

	YouTube YouTube is a video-sharing website, created in February 2005 & owned by Google since late 2006, on which users can upload, view & share videos. The company uses Adobe Flash Video and HTML5 technology to display a wide variety of user-generated & corporate media video content, including video clips/TV clips/ music videos/amateur content such as video blogging/short original videos & educational videos.
Where can you find it?	You can use your smartphone or tablet and go to iTunes or Google Play or read more in one of the links below: http://www.youtube.com/ https://play.google.com/store/apps/details?id=com.google.android.youtube&hl=en https://itunes.apple.com/en/app/youtube/id544007664?mt=8
How to get started on Youtube	https://support.google.com/youtube/answer/3309389?hl=en https://www.techwalla.com/articles/how-to-use-youtubecom http://smallbiztrends.com/2014/03/use-youtube-effectively-tips.html http://www.ampercent.com/youtube-video-search-tips-google-search-operators/8298/

Pinterest and Flipboard can also be useful you will find interesting information here:

	Pinterest A visual discovery tool that people use to collect ideas for their different projects and interests. People create and share collections (called "boards") of visual bookmarks (called "Pins") that they use to do things like plan trips and projects, organise events or save articles and recipes.
Where can you find it?	You can use your smartphone or tablet and go to iTunes, the App store or Google Play or read more in the link below: www.pinterest.com
Read more about this	Not advisable for recruiting although some companies do, but there are interesting HR related information available on Pinterest http://www.dummies.com/how-to/content/what-is-pinterest.html http://hrdailyadvisor.blr.com/2013/10/10/can-you-use-pinterest-for-recruiting/#
HR related pinners and boards to follow if you wish	http://www.pinterest.com/hrci/ http://www.pinterest.com/cipd/ Diigo http://www.pinterest.com/pin/178173728982093181/

	Flipboard It's a single place to discover, collect and share the news you care about. Add your favourite social networks, publications and blogs to stay connected to the topics and people closest to you.
Where can you find it?	You can use your smartphone or tablet and go to iTunes, the App store or Google Play or read more in the link below: https://flipboard.com/
Read more about this	https://flipboard.com/tutorials/

18.4.2 What HR apps are available (iTunes, App store, Google Play and elsewhere) that might be useful?

Do you want to do time capturing easy and electronically? Here is something to consider.

	TimeStation TimeStation is a quick-to-setup, easy-to-use time and attendance system that runs on iPhone, iPad and iPod Touch with a front-facing camera. Using our Fast-Scan technology, employees can punch In & Out in less than a second, and because TimeStation runs in the cloud, there's no software or servers to maintain. Managers can see who's in and run time and attendance reports anytime, anywhere. Aimed at small to medium sized organisations.
Where can you find it?	Read more in the link below: http://www.mytimestation.com/

Various payroll apps are available. Here are some examples.

Payroll app available via iTunes

<http://payroll.intuit.com/additional-services/mobile-payroll-apps>

Sage payroll app

<http://www.sage.com/za/products/hr-and-payroll-software>

Mobile payroll apps

<https://www.surepayroll.com/payroll/mobile>

Android payroll app

<https://play.google.com/store/apps/details?id=com.adp.run.mobile&hl=en>

<https://play.google.com/store/apps/details?id=com.intuit.ems.iopm&hl=en>

Apple devices

<http://www.surepayroll.com/product/payroll/iphone-payroll-app.asp>

What questions to ask when considering using apps

What is the cost?

Is the app user friendly?

Can the whole transaction be completed using the app?

Does it meet the needs of most of the users?

Is the app available for a variety of devices (e.g. android and Apple based)?

Is the Vendor constantly doing research and developing new apps or improving current apps?

What about security?

From your organisation's perspective you also need to then think about your policies and whether provision is made for the use of apps.

Is it customisable?

18.5 How does HR use social media and technology or new trends?

In the articles below you will find more information, we have also touched on this in some of the learning units:

http://www.huffingtonpost.com/vala-afshar/the-top-100-most-social-h_b_3526596.html

<http://theundercoverrecruiter.com/social-media-trends-recruitment/>

Using twitter to enhance your HR career

<http://successinhr.com/twitter>

<http://www.digitaltrends.com/home/how-hr-uses-social-media/>

<http://blog.entelo.com/recruiting-with-google>

<http://hrsuite.com/socialrecruiting/> <http://blog.hootsuite.com/social-media-in-technology-hr/>

<http://blog.shrm.org/trends/which-is-best-for-hr-consultants-linkedin-or-google>

18.6 Some hot topics in HR technology

18.6.1 Gamification

How HR can use gamification

<https://twitter.com/gamkt/status/438244619563061248>

<http://humanresources.about.com/od/employeeerecognition/qt/5-ways-gamification-can-improve-hr-management.htm>

<http://www.business2community.com/human-resources/gamification-hr-try-01161265>

<http://www.forbes.com/sites/jeannemeister/2015/03/30/future-of-work-using-gamification-for-human-resources/>

Examples of gamification

<http://blogs.clicksoftware.com/clickipedia/top-25-best-examples-of-gamification-in-business/>

http://www.businessmanagementdaily.com/37753/game-on-how-hr-can-use-gamification-to-recruit-train-and-engage-employees#_

<http://www.recruiter.com/i/5-things-you-need-to-know-about-the-gamification-of-hr-part-1/>

<http://www.recruiter.com/i/5-things-you-need-to-know-about-the-gamification-of-hr-part-2/>

<http://www.cornerstoneondemand.com/blog/5-companies-using-gamification-boost-business-results#.VfqTmk1WE2w>

18.6.2 Video interviewing

Video interviewing

<http://jobsearch.about.com/od/jobinterviewtypes/a/videointerv.htm>

<https://www.sparkhire.com/video-interviews>

Compare video interviewing software

<http://interviewingsoftware.com/>

Platforms

<http://www.pcworld.com/article/2061252/5-video-interviewing-platforms-put-candidates-on-camera-to-help-you-hire-your-next-star.html>

18.6.3 Wearable technologies

- <http://www.hrmagazine.co.uk/article-details/how-to-use-wearable-technology-for-health-and-wellbeing>
<http://www.hrreview.co.uk/hr-news/strategy-news/wearable-tech-found-to-boost-employee-productivity/51530>
- http://www.taylorwessing.com/globaldatahub/article_wearable_technology_revolution.html
- <http://www.entrepreneur.com/article/236962>
- <http://fistfuloftalent.com/2014/06/hr-future-wearables-workplace.html>
- <https://ceridianblog.wordpress.com/2014/10/10/ceridians-use-of-dayforce-wear-brings-wearable-technology-to-hcm/>
- <http://www.hreonline.com/HRE/view/story.jhtml?id=534357496>
- <http://www.personneltoday.com/hr/wearable-technology-what-employers-need-to-know/>
- <http://www.econtentmag.com/Articles/News/News-Feature/From-Google-Glass-to-the-Apple-Watch-Wearables-in-the-Workplace-99500.htm>
- <http://www.lambdasolutions.net/blog/2014/10/2015-top-10-disruptive-innovations-hr-technology/>
- <http://www.lambdasolutions.net/blog/2014/10/2015s-top-10-disruptive-innovations-hr-technology-part-2/>

18.6.4 Augmented Reality (AR) and Artificial Intelligence (AI)

- <http://www.augmenteddev.com/how-augmented-reality-works/>
- <http://www.talentculture.com/hr-technology/virtual-reality-is-coming-to-an-hr-function-near-you/>
- <http://www.wearespectre.com/work/vodafone-hr-academy-1>
- <http://www.hrmagazine.co.uk/article-details/augmented-reality-and-hr-is-it-just-a-gimmick-or-does-it-have-real-utility>
- <http://www.msn.com/en-us/money/videos/daqri-smart-helmet-augmented-reality-for-the-workplace/vi-AAccrLj>
- <https://hrtrendinstitute.com/2016/12/23/hr-trend-virtual-reality-hr/>
- <https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/augmented-reality-slips-into-hrs-view.aspx>
- <http://universumglobal.com/articles/2017/03/vr-ar-hr-tech-can-transform-workplace/>
- <https://www.fairsail.com/sage-people/about-us/news-hub/virtual-reality-technology-impacting-human-resources/>
- [https://www.shrm.org/ResourcesAndTools/hr-topics/organizational-and-employee-development/Pages/Artificial-Intelligence-Changing-Skills-Needs.aspx?utm_source=SHRM%20PublishThis_HRTechnology_7.18.16%20\(43\)&utm_medium=email&utm_content=May%2030,%202017&SPMID=&SPJD=&SPED=&SPSEG=&spMailingID=29191831&spUseRID=ODc0Mzg3Nzc5MTMS1&spJobID=1044013649&spReportId=MTA0NDxMzY0OQS2](https://www.shrm.org/ResourcesAndTools/hr-topics/organizational-and-employee-development/Pages/Artificial-Intelligence-Changing-Skills-Needs.aspx?utm_source=SHRM%20PublishThis_HRTechnology_7.18.16%20(43)&utm_medium=email&utm_content=May%2030,%202017&SPMID=&SPJD=&SPED=&SPSEG=&spMailingID=29191831&spUseRID=ODc0Mzg3Nzc5MTMS1&spJobID=1044013649&spReportId=MTA0NDxMzY0OQS2)
- <https://www.forbes.com/sites/jeannemeister/2017/03/01/the-future-of-work-the-intersection-of-artificial-intelligence-and-human-resources/#279c0a3f6ad2>
- <https://workology.com/artificial-intelligence-recruiting-human-resources/>
- <https://www.ibm.com/blogs/smarter-workforce/2017/03/embracing-fear-opportunity-impact-artificial-intelligence-human-resources/>
- https://www.hr.com/en/app/blog/2016/08/how-artificial-intelligence-impacts-hr_isbc3e3w.html

18.6.5 Internet of Things (IoT)

- Refer to section 17.3 in this study guide for more information and for examples on how this can impact our personal lives, business and specifically HR

18.6.6 Articles

- **Trends in 2017**
<https://www.shrm.org/hr-today/news/hr-magazine/0217/pages/9-hr-tech-trends-for-2017.aspx>
<https://www.forbes.com/sites/danschawbel/2016/11/01/workplace-trends-2017/#212cbd2956bd>
- **Big data**
<http://www.techrepublic.com/article/6-big-data-trends-to-watch-in-2017/>
<http://www.itproportal.com/2015/09/09/the-big-data-a-z-part-one/>
<http://www.itproportal.com/2015/09/16/the-big-data-a-z-part-two/?source=newsletter>
- **What's hot in HR technology?**
<https://talentculture.com/7-hottest-trends-in-hr-technology/>
- **How technology impacts on HR**
<http://www.eremedia.com/tlnt/hr-trends-for-2015-more-tech-adoption-and-a-greater-focus-on-talent/>
- **Reasons why HR Technology is so hot today – Forbes**
<http://www.forbes.com/sites/joshbersin/2013/05/31/7-reasons-hr-technology-is-so-hot-today/>
- **How does technology impact on HR**
<http://smallbusiness.chron.com/technology-impact-hr-practices-37912.html>

- **How to select an HRIS**
http://humanresources.about.com/od/hristechnology/a/assess_needs.htm
- **Accenture findings**
<http://www.accenture.com/us-en/Pages/insight-oracle-future-of-hr-five-technology-imperatives.aspx>
- **HR and recruiting evolving**
<https://www.hrbartender.com/2015/recruiting/will-technology-replace-recruiters-ask-hr-bartender/>
- **Examples of innovative HR:**
<http://www.pamross.ca/innovativehr/>
- **BYOD, WYOD and FitBits**
<https://www.shrm.org/hr-today/news/hr-magazine/pages/0216-byod-policies.aspx>
<https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/viewpoint-cybersecurity-isn%E2%80%99t-just-an-it-issue-hr%E2%80%99s-role.aspx> <https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/bersin-new-technologies-distract-workers-slow-productivity.aspx>
http://www.information-protection-solutions.co.uk/blog/detail.rhtm/838027/what_is_wyod_and_why_should_i_care_.rhtm
<http://www.itproportal.com/2015/03/20/wyod-little-brother-byod-here-stay/>
<http://www.accellion.com/blog/byod-wyod-get-ahead-wearable-device-security>
- **HR Social professionals to follow and other ideas:**
<http://www.smartrecruiters.com/blog/the-top-10-social-hr-pros-to-follow/>
http://www.siliconvalleywatcher.com/mt/archives/2013/07/live_longer_if_you_wo.php

18.6.7 Conferences

We provide links to some international conference information where you might find interesting information. We have no affiliation with these organisers.

Conferences

- <http://www.hr-guide.com/HR/Conferences.htm>
- <https://www.shrm.org/events/pages/default.aspx>
- <http://www.thehrisworld.com/tag/conferences/>
- <http://www.ihrim.org/>
- <http://www.hrtechconference.com/>
- <https://www.humanresourcestoday.com/2018/conference/>

18.7 What is available that you can use when training employees?

One very important responsibility for many HR practitioners is the training of employees. Our workforce is so diverse and with the new generation of employees we have to ensure that we make use of technology and that we keep up with the latest in the field. We must also work “smarter” and not “harder” and use the technology available to fully engage the learners. Here are some ideas and things for you to perhaps consider if you are responsible for training in your organisation. We have also mentioned a few things in the learning units.

We have already included TED talks and YouTube earlier in this learning unit. There are also other sources where you can find videos or information that you can perhaps consider using in your training or presentations – remember to be mindful of copyright and the like. Here are some suggestions:

HR video resources Other than TED talks and YouTube:

<http://www.businessbee.com/resources/operations/4-helpful-hr-video-resources-you-never-knew-existed/>

18.7.1 What presentation software is available over and above what we all are familiar with?

Article - Top free presentation software

<http://www.pcmag.com/article2/0,2817,2453472,00.asp>

Presentation software

<http://slidedog.com/>

<http://www.powtoon.com/blog/best-free-presentation-software-and-powerpoint-alternative/>

<http://goanimate.com/video-maker-tips/6-best-business-presentation-software-and-powerpoint-alternatives/>

<http://presentation-software-review.toptenreviews.com/>

<http://jonathanwylie.com/2014/04/02/best-interactive-presentation-tools/>

<http://moodle.com/>

<https://www.slideshare.com/>

<http://www.hrmagazine.co.uk/hr/features/1141613/cafcass-hrd-hr-technology-efficiently>

<http://www.powtoon.com/>

<http://www.phenomena.com.au/4-apps-for-delivering-knock-out-presentations-with-your-android-tablet/>

<http://www.prezi.com>

<http://www.emaze.com/>

Create presentations on your iPad or use your iPad for presentations

<http://www.pinterest.com/pin/178173728981546406/>

Review and views on various presentation software

<http://www.thehubcomms.com/which-presentation-software-should-you-be-using/article/344370/>

<http://www.customshow.com/best-powerpoint-alternatives-presentation-programs/>

18.7.2 Other useful skills for trainers

- **Creating animated items for teaching and learning**
<http://www.pinterest.com/pin/178173728981736137/>
- **How to use Hashtags with your students**
<http://www.pinterest.com/pin/178173728981329753/>
- **Create word clouds on your iPad**
<http://www.pinterest.com/pin/178173728981186853/>
- **Blogging in HR**
<http://www.hrzone.com/blogs>
<http://humanresources.about.com/od/businessblogtips/>
Deloitte HR Times
[https://hrtimesblog.com/How to start a blog](https://hrtimesblog.com/How-to-start-a-blog)
<http://www.wikihow.com/Start-a-Blog>
<http://www.youtube.com/watch?v=1EHQGQI-gDM>
- **If you are responsible for training or you need to do a presentation you can connect your iPad to...**
How to use your iPad to control the data projector
<http://learninginhand.com/blog/5-ways-to-show-your-ipad-on-a-projector-screen.html>
How to use android devices to control that data projector
<http://android.stackexchange.com/questions/56890/how-to-use-an-android-phone-or-tablet-to-make-a-projector-presentation>
<http://smallbusiness.chron.com/can-connect-android-tablet-projector-61132.html>
- **Adding voice to online presentations**
<http://www.brainshark.com/mybrainshark>
- **Use polling systems to get your learner's views within minutes**
<http://eclicker.com/>
- **Making podcasts**
<http://www.entrepreneurs-journey.com/230/what-is-a-podcast/>
<http://humanresources.about.com/od/businessblogtips/>
<http://theaudacitytopodcast.com/>
<http://podcast.musicradiocrete.com/podcast-intros-dos-and-donts-podcast-episode-24/>
<http://www.feedforall.com/podcasting-dos-donts.htm>
- **Making a vodcast**
<https://www.youtube.com/watch?v=NIOKfpkN2tc>
<https://timkitchen.net/vodcasting/>

18.7.3 How to shorten URL's

If you want to shorten the webaddress or URL that you want to include in your training material you can use one of the following resources:

- <https://www.youtube.com/watch?v=miGO6JpyOP0>
- <https://www.youtube.com/watch?v=UfMV0Vrv5fk>

18.7.4 General

- <https://elearningindustry.com/6-training-technologies-cant-overlook>

18.8 Free Open Educational Resources

- **What is an Open Educational Resource (OER)?**
https://en.wikipedia.org/wiki/Open_educational_resources
- **Where can you start your search for OERs?**
<https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs>
<http://libguides.unisa.ac.za/c.php?g=507617&p=3473382>
<https://www.iste.org/explore/articleDetail?articleid=538>
<http://www.unisa.ac.za/sites/corporate/default/Unisa-Open/OER-@-Unisa>
<https://campustechnology.com/articles/2014/07/02/16-oer-sites-every-educator-should-know.aspx>
<https://www.iste.org/explore/articleDetail?articleid=538>
<https://www.edutopia.org/open-educational-resources-guide>

<https://opensource.com/education/13/4/guide-open-source-education>
<http://pitt.libguides.com/openeducation/biglist>
<https://za.pinterest.com/search/pins/?q=open-educational-resources>

Remember to always check the Creative Commons licensing when using such resources (see more about this in the next section)

18.9 Ensure that you stay up to date with the latest trends in HR, HRIS and technology

Whether you use Twitter, Facebook or social media to stay up to date this is your choice there are also professional bodies such as the SABPP (www.sabpp.co.za), SIOPSA (www.siopsa.org.za), ASTD (www.astd.co.za), SHRM (www.shrm.org) IHRIM (<http://www.ihrim.org/>) etc. that you can belong to where you can find updates. Many HR websites also have e-mail listing options where you can subscribe to e-mails/e-newsletters that they send with updates. Keep in mind some of the options are international organisations and the legislation might just differ from what we have in South Africa. Here are some additional options or suggestions, let us know if you have others:

- Subscribe to HR daily advisor e-mail (<http://hrdailyadvisor.blr.com/>)
- Subscribe to workforce.com (www.workforce.com)
- Subscribe to the HR Pulse Magazine (<http://hrpulse.co.za/subscribe>)
- Follow on Twitter and Facebook
- Use Pinterest and Flipboard
- Subscribe to the Chief Learning Officer magazine e-mails (<http://www.clomedia.com/>)
- Subscribe to the Talent Management Magazine e-mails (<http://talentmgt.com/>)
- Subscribe to HRFuture e-mails (local) (<http://www.hrfuture.net/>)
- HR.com bulletins (<http://www.hr.com/>)
- Human resources today (<https://www.humanresourcestoday.com/hr-trends/>)
- Labour guide (<http://www.labourguide.co.za/>)
- Stay up to date with technology (<https://www.thebalance.com/keeping-up-with-technology-1200433>)
- Stay up to date with mobile HR technology (<https://www.adp.com/spark/articles/3-resources-to-keep-up-with-mobile-hr-technology-trends-8-353>)
- Subscribe to the SHRM electronic newsletters (http://l.shrm.org/opt/unified?_ga=2.34885799.78154095.1496152773-578658476.1435224887)

Always keep copyright in mind, remember stuff on the Internet is not for “free” and give credit where applicable or site these properly. We suggest that you also familiarise yourself with creative commons and licensing for these items. (http://en.wikipedia.org/wiki/Creative_Commons) and (<http://www.wikihow.com/Use-Creative-Commons-License>).

Here is a video that explains the basics:

<https://www.youtube.com/watch?v=CZNk5U7Sdxs>

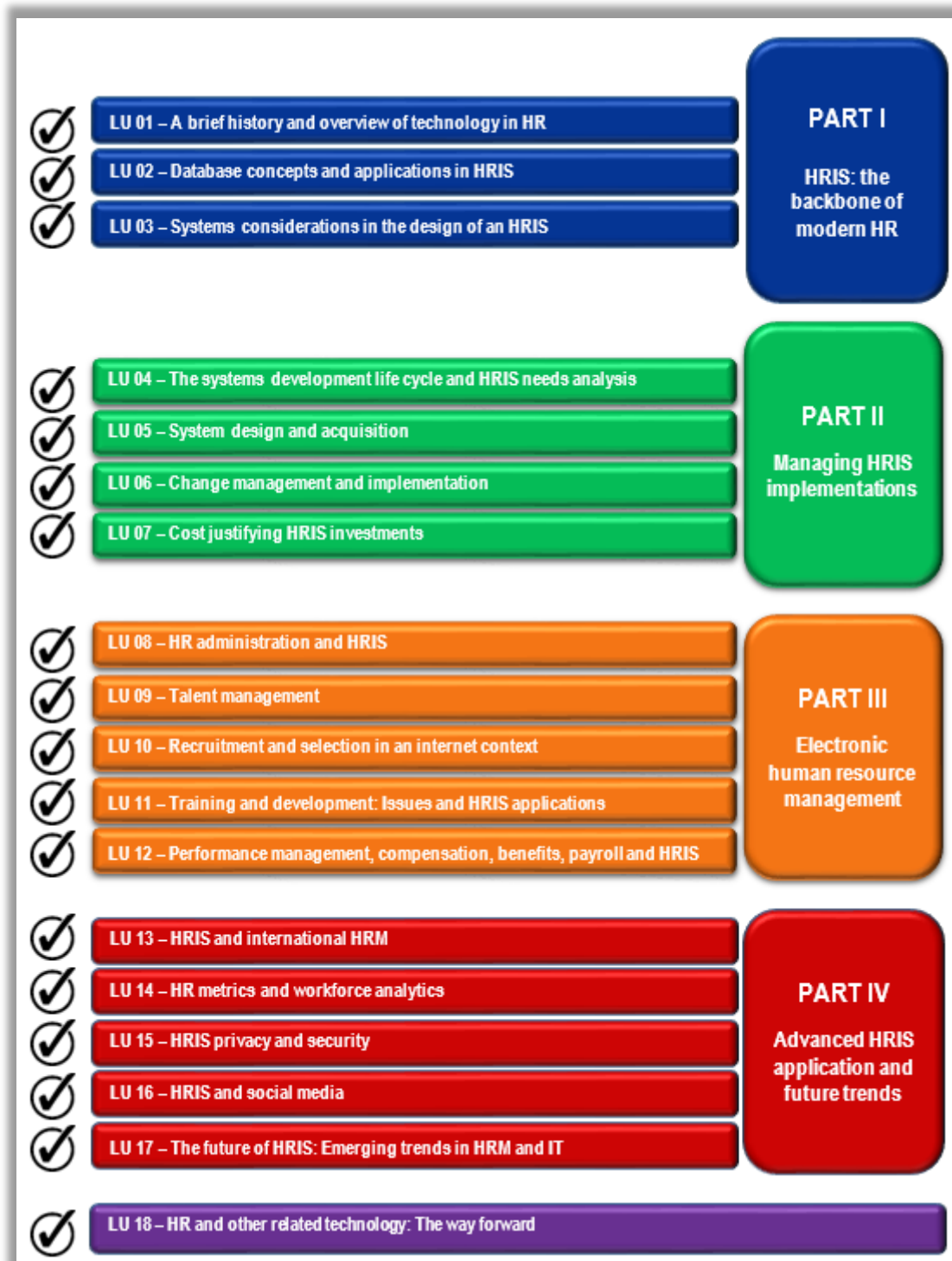
A word of caution, although there are wonderful apps freely available one must ensure that when you use these you are not violating any policies of your organisation, from a company perspective the policies and security measures should make provision for this as naturally this will require regular updates and or changes and one should aim to write these policies very generic to cover almost all the options. Also be mindful when using your own device and be sensitive towards this and the security risks.

We trust that you have found the information in learning unit 18 useful, remember that some of these might be useful in your personal life as well but we hope that you will be able to use some of this information in your job and at the organisation you work for. Perhaps some of the information only stimulate your thought and inspired you to think critically, outside the box and to look at information and developments critically to ensure that HR is ready for the challenge and change.

We have now come to end of our journey through the learning units. If you have followed the instructions as you worked through learning units you should have concise notes that you can use for your examination preparation. You can look in the assessment folder on the HRM3703 myUnisa module site for guidelines on the examination. Remember for this module it is important that you can practically apply what you have learnt. We also suggest that you keep your notes and the sources that we have provided in this module as you will need this in your world of work. When you prepare for the examination use the guidelines we provided in your tutorial letters and remember to also revise your assignment questions. You will be assessed on the learning outcomes for the module.

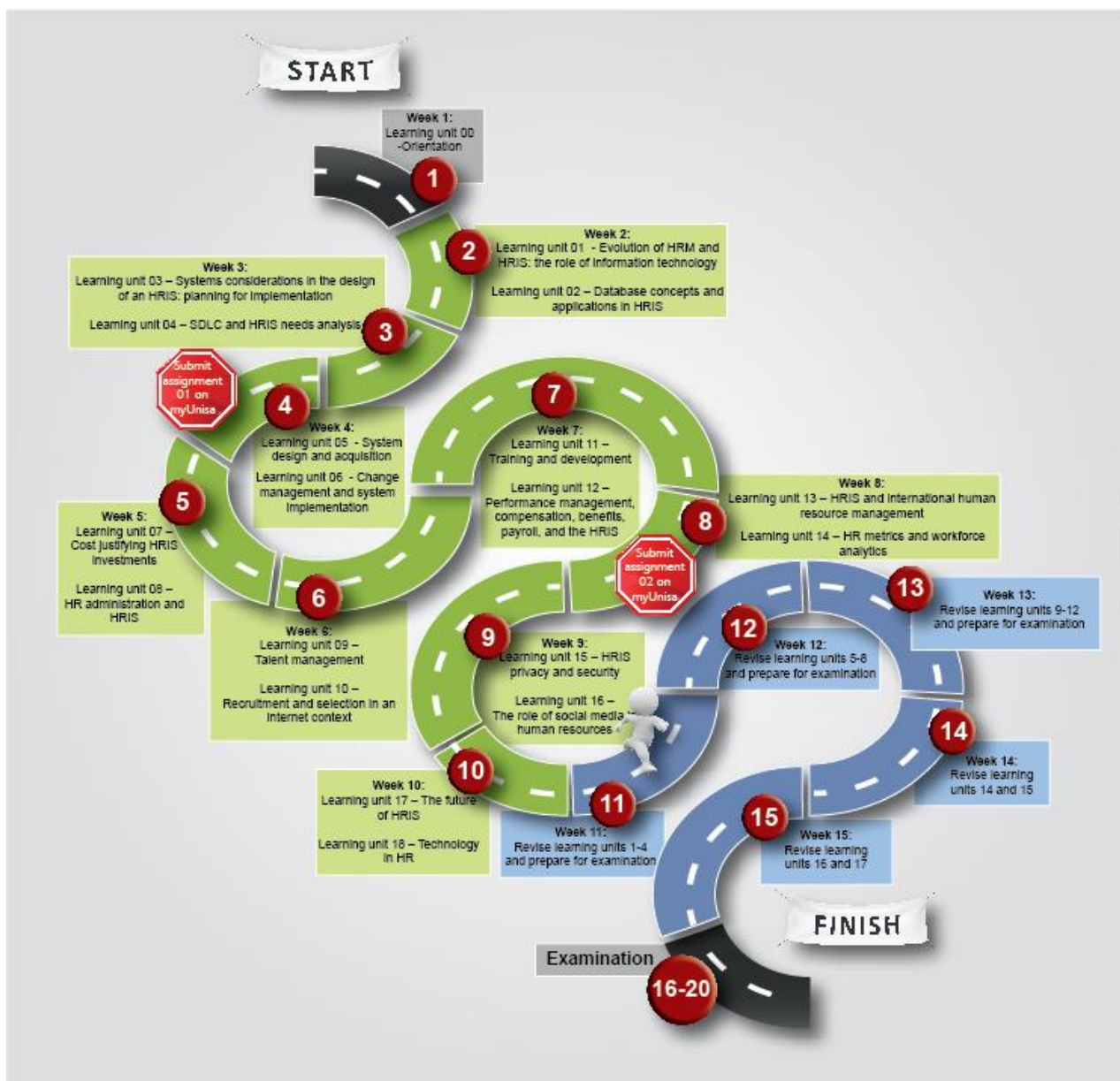
We hope that you have enjoyed this journey as much as we have – good luck with your examination!

Now look at the picture below, this is what we have worked through in this module.



Remember to use the notes that you have compiled during the semester when you start preparing for the examination during the next few weeks. You will find more information about the examination in your tutorial letters and on the HRM3703 myUnisa module site.

Where are we now? According to our schedule **week 11** starts now.



Now continue with weeks 11-20 where you will prepare for the examination and write the examination. Keep up the hard work!

