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管理系列

人力资源管理

(第十一版)

Managing Human
Resources

(Eleventh Edition)

(英文版)

Arthur Sherman
George Bohlander
Scott Snell

世界财经与管理教材大系



东北财经大学出版社

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管 理 系 列 · 英 文 版

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(第十一版)

Managing Human Resources
11th Edition

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出版者的话

但凡成事，均缘于势。得势则事成，失势则事不顺。顺势而行，如顺水行舟；借势而动，如假梯登高；造势而为，如太空揽月。治学、从政、经商、置业，均不可一日失势。势者，长处、趋势也。

今日中国，是开放的中国；当今世界，是开放的世界。改革开放，大势所趋，势不可挡。经济开放、文化开放、政治开放，世界需要一个开放的中国，中国更要融入开放的世界。借鉴国际惯例，学习他人之长，已经到了不可不为之时。

借鉴国际惯例，学习他人之长，已属老生常谈，但学什么、如何学、以何为蓝本为众多志士仁人所关注。可喜的是，由赤诚图文信息有限公司精心策划，ITP、McGraw-Hill 及 Simon & Schuster 等国际出版公司特别授权，东北财经大学出版社荣誉出版的“世界财经与管理教材大系”现已隆重面世！她以“紧扣三个面向，精选五大系列，奉献百部名著，造就亿万英才”的博大胸襟和恢弘气势，囊括经济学、管理学、财务与会计学、市场营销学、商务与法律等财经、管理类主干学科，并根据大学教育、研究生教育、工商管理硕士（MBA）和经理人员培训项目（ETP）等不同层次的需要，相应遴选了具有针对性的教材，可谓体系完整，蔚为大观。所选图书多为哈佛、斯坦福、麻省理工、伦敦商学院、埃维商学院等世界一流名校的顶尖教授、权威学者的经典之作，在西方发达国家备受推崇，被广为采用，经久不衰，大有“洛阳纸贵”之势。

借鉴国际惯例，毕竟只是因势而动；推出国粹精品，才是造势而为。在借鉴与学习的同时，更重要的是弘扬民族精神，创建民族文化。“民族的，才是国际的”。我们提倡学他人之长，但更希望立自己之势。

势缘何物，势乃人为。识人、用人、育人、成人，乃人本之真谛。育人才、成能人，则可造大势。育人、成人之根本在教育，教育之要件在教材，教材之基础在出版。换言之，人本之基础在书本。

凡事均需讲效益，所谓成事，亦即有效。高效可造宏基，无效难以为继，此乃事物发展之规律。基于此，我们崇尚出好书、出人才、出效益！

东北财经大学出版社

1998年4月

*To my wife, Leneve Sherman, and to our children,
Judy, Beverly, and Sandy*

*To my wife, Ronnie Bohlander, and to our children,
Ryan and Kathryn*

*To my wife, Marybeth Snell, and to our children,
Sara, Jack, and Emily*

Special Features

T our

Before You Open The Door To The 11th Edition of *Managing Human Resources*, take a walk through the special features of the text, detailed on the next few pages. The topic of human resources management holds special interest for us, and we are pleased to share what we know with you. As you'll see on the next few pages, we offer a variety of rich and interesting features to help you develop practical skills for managing a valuable and critical resource—people, as well as an awareness and appreciation for the challenges involved.

Guided Tour for Readers

INTEGRATED LEARNING SYSTEM

AFTER STUDYING THIS CHAPTER YOU SHOULD BE ABLE TO:

- | | | | |
|---|---|---|---|
| 1 | Review the issues appropriate for watershed assessment in a water program. | 2 | Use the range of, and means for implementing, various goals for watershed management. |
| 3 | Explain why water-related goals may fail to achieve watershed sustainability, and discuss ways to overcome their limitations. | 4 | Plan and quantify the coverage of each of the principal hydrologic units to implement management. |
| 5 | Explain watershed planning goals and use the advantages and disadvantages of these programs. | 6 | Illustrate the planning to develop water infrastructure in Florida, Alaska, Texas, and watersheds with geographically isolated. |
| 7 | Describe the water use of each phase and understand the advantages of different components and resources. | | |

10

Fraser University Business Plan

To provide employees with incentives that encourage initiative effort and cooperation, firms are not out of profits. Because low average prices have been devalued. Two plans, which bear the names of their originators, for Sealed Air and Alan W. Buckner, are similar in their philosophy. Both plans emphasize performance management. Both encourage cost reduction by sharing with employees any savings resulting from their initiatives. The formula on which the Sealed Air is based, however, are somewhat different. The third plan, implemented, is a performance bonus based on the number of finished goods that employees work under complete or no-justified period. The fourth plan, earnings-at-risk, encourages employees to achieve higher output and quality standards by placing a portion of their base salary at risk of loss.

The Seattle Plan

The philosophy behind the Swedish Plan is that employees should also take responsibility for their own work, and as such, be regarded as their own resources. The idea was to give employees responsibility, to make them more active. The other significant goal was empowerment. Indebtedness, trust and respect between employees and managers, and a traditional inclination to impossible decisions making. When correctly implemented, the Swedish Plan can result in increased efficiency and profitability for the corporation and much cooperation and high commitment for the employees.

According to the Swedish government, effective employee participation, which includes the use of consultation on which employees are represented, is the most significant feature of the Swedish Plan. This gives employees the opportunity to communicate their ideas and opinions and to exercise three degrees of influence over decisions affecting their work and their welfare within the corporation. The first degree of influence is to become involved in those time and energy consuming areas, the quality and quantity of their production, and other factors relating to their work. This means changes in the way of working and in the selection of new ideas. The Swedish Plan also includes the second degree of knowledge or the know-how to discuss and evaluate the ideas and the planning of activities to be done by the employees.

The primary motivation to improve the sleep constraints established in each business of the American fleet suggests that design problems and safety suggestions are dependent on its operation. While such a working connection is to ensure the sleep-restricted team the sleep constraint, and to be based on to be based. The connection may be with and activity may management. But the sleep constraint is to be based on the members of employees and managers.

Financial incentives under the American employees (a significant factor of the sleep constraint) is based on income in the



Beginning with the learning objectives that open each chapter, the text is organized as an integrated learning system. To keep the central ideas before you, the learning objectives are noted again in key places: at the beginning of the section where the objective is fulfilled and within the chapter summary and discussion questions where the key points of each objective are recapped.

Table 10. Summary of Results

The success of an incentive plan largely depends on the organizational climate in which it is being applied. Employees' confidence in it, and its applicability to employees and organizational goals, largely determine how "view their incentive can be being applicable and related to their performance. Performance measures should be identifiable, easily understood, and have a demonstrated relationship to incentive plan performance.

For incentive plans are employees a given time for each unit consistently consistent. Employees' employees then plans when cannot a really consistent and effective performance plan on which, management. However, can incentive programs have been success plan an either or individual or more than. A bonus is offered to encourage employees to meet given target. Standard base plans cannot a standard basis for job conditions. An incentive is paid for exceeding the job or less than the preestablished target. These plans are popular for jobs with a fixed time to completion.

[illegible]

activity. These programs can make an employee more productive. The primary purpose of profit sharing is to increase through their participation in organizational success to improved productivity, profits, and organizational success and, so, in turn, the success of the entire organization. The success of the organization is the primary purpose of profit sharing. The success of the organization is the primary purpose of profit sharing. The success of the organization is the primary purpose of profit sharing.

5. YIN (1969) *Journal of the Royal Microscopical Society*, 89, 310-312.

840 Engineering, Technology and Society

the relationship between the social impacts of heavily engineered and the value it produces, the companies agree. The importance here is paid where engineers measure production output directly, a gross output figure. With traditional oil and gas, the value of the production is measured in terms of barrels of oil or gas, as well as in terms that have not yet been put into place.

With a stock issue IPO and now the expansion, companies must find a way to link such a stock issue to the IPO itself. With a licensed IPO, the expansion becomes more from a trading situation in production than the IPO. With either plan, the IPO itself is the stock for companies and then either issue or leave the company, in which case the stock is sold back to the company or through a brokerage firm. Companies must also be able to quantify the IPO, in terms of the IPO, to make their expansion more visible to the market and to the public. Companies must also find that expansion means should the company sell at a much lower price. Another challenge is to find a way that they are not governed by an index agency.

1000

<ul style="list-style-type: none"> long inner curve (inner corner) curved outer and (outside) rim different place very common at risk increase 	<ul style="list-style-type: none"> engine such security also 2000 producing place top-down landscape active program area pollution program 	<ul style="list-style-type: none"> Radio Fax Radio Fax yes home control line plan single movement the single movement the single silver plate
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1. Working individually or in groups, identify the factors for a successful transition plan.
2. Contrast the differences between simple planning, differential prices and equalized hour plans. Explain when each plan might be used.
3. A highly paid consultant about merit rates that they do help to increase explains that "We do the cases of working rates in which the rate is lowered."
4. What are the reasons behind the different payment methods in sales organizations?
5. Increase of competitive sales without extra discounts is best achieved to implement a simple sharing plan for extra commissions.
6. Discuss the advantages of profit sharing and identify specific characteristics that will ensure success for your plan.
7. What are the reasons for the success of the incentive and flexible plan?
8. When a company is planning for the rapid growth of 100% per year, the plan will produce one of the following results.

To help you organize your study, we have structured the **Study Guide** around these same learning objectives. First we recap each key section in the chapter, grouped by learning objectives. Next come multiple choice, application, and true-false review questions—all organized according to the learning objectives they test. Lastly, a matching section reviews important terms in the chapter.

CHAPTER 2

EQUAL EMPLOYMENT OPPORTUNITY AND HUMAN RESOURCES MANAGEMENT

In this chapter you will learn how managers must be constantly aware of the laws and regulations governing the employment relationship. This is true for both federal and state regulations. Many of these laws concern the fair and equal employment of protected classes of workers, although equal employment opportunity (EEO) laws pertain to all members of the labor force. You will understand from this chapter that EEO laws cover all aspects of employment, including recruitment, selection, training, promotion, and compensation. In hiring or supervising employees, you will know to give careful attention to the application of EEO laws and regulations to prevent charges of discrimination. Finally, you will be able to distinguish how protected classes can sustain a charge of adverse impact, how an employer can establish a defense of adverse impact, and how the employer should establish an affirmative action program.

LEARNING OBJECTIVES

After studying this chapter you should be able to

1. Explain the reasons behind the passage of Equal Employment Opportunity

2. List the major laws affecting equal employment opportunity.

3. Explain the Uniform Guidelines on Employee Selection Procedures.

4. Explain the concept of adverse impact and apply the four-fifths rule.

2-1

1-4

Managing Human Resources

REVIEW QUESTIONS

Multiple Choice

Choose the letter of the word or phrase that best completes each statement.



1. The key to a firm's success is based on establishing a set of:
 - a. HR certification.
 - b. HR procedures on outsourcing.
 - c. core competencies.
 - d. behavioral sciences.

Applied Applications



1. Disney, Southwest Airlines, and Mirage Resorts develop a competitive advantage by creating unique cultures that get the most from employees through teamwork and are:
 - a. difficult to imitate.
 - b. labor unions.
 - c. strictly domestic operations.
 - d. outsourcing.

True/False

Identify the following statements as True or False.



1. A more diverse and multicultural workforce has mandated that managers know and comply with a myriad of legal requirements affecting all aspects of the employment relationship.

As early as the eighteenth century, the public has been aware of discriminatory employment practices, however during the last decade these practices have been eliminated.

Employers violate the Equal Pay Act when differences in wages to men and women for equal work are based on seniority, merit, or incentive pay plans.

Employers are permitted to apply employment conditions differently if those differences are based on such objective factors as merit, seniority, or incentive payments.

Chapter 1 The Challenge of Human Resources Management

1-11

Matching

Match each term with the proper definition.

Terms

- | | |
|---------------------------------------|-----------------------------|
| a. core competencies | h. knowledge workers |
| b. downsizing | i. managing diversity |
| c. employee leasing | j. outsourcing |
| d. globalization | k. proactive change |
| e. human capital | l. reactive change |
| f. human resources information system | m. reengineering |
| g. intellectual capital | n. total-quality management |

Definitions

1. employees whose responsibilities are expanded to include a wider array of activities such as planning, decision making, and problem solving
2. when external forces affect an organization's performance and are seldom planned
3. the value of knowledge, skills, and capabilities that may not show up on a company's balance sheet but has a tremendous impact on an organization's performance
4. represents the knowledge, skills, and capabilities of employees
5. set of principles and practices whose core ideas include understanding customer needs, doing things right the first time, and striving for continuous improvement
6. hiring someone outside the company to perform tasks that could be done internally
7. integrated knowledge sets within an organization that distinguish it from its competitors and deliver value to customers
8. being acutely aware of characteristics common to employees, while also managing these employees as individuals

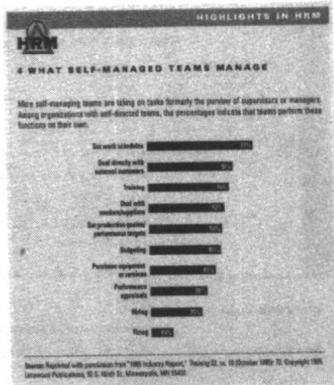
The tightly integrated learning system is designed to help you study efficiently. After reading the chapter, review the summary. Next prepare verbal or written answers to the discussion questions to help you move from the concepts to applications. Then work through the review questions in the Study Guide. If you find from these review activities that you need further study on a particular objective, you can easily locate all of the applicable material by looking for the appropriate learning objective icon in the text and Study Guide.

Special Features

WHAT'S HOT IN HUMAN RESOURCES MANAGEMENT TODAY

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Part 1 Managing Human Resources Requirements



Unfortunately, not all teams succeed or operate to their full potential. Therefore, in adopting the self-team concept, organizations must address several issues that could present obstacles to effective team function, including overly high expectations, group composition, training, career movement, and power. For example, new team members must be recruited to work outside their primary functional area, and compensation systems must be constructed to reward individuals for team accomplishments. Since team membership demands more general skills and since it moves an employee out of the traditional career path, new career paths to general management must be created from the team experience. Finally, as the team members become capable of carrying out functions, such as strategic planning, that were previously restricted to higher levels of management, managers must be prepared to utilize their newfound expertise.

Teams and Teamwork

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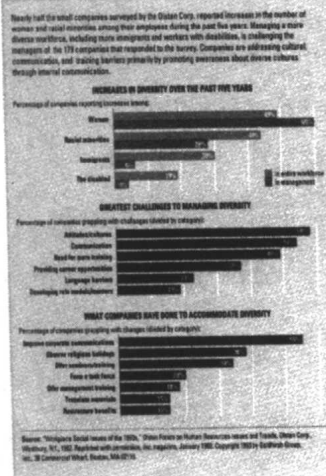
Guided Tour for Readers

Now in its 11th edition, this text has all the advantages of a time-tested product—and the added benefit of an author team committed to bringing you the most current and critical topics in HRM today. The excerpts shown here are only a small sample of the hot topics you'll encounter in this edition.

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Part 1 Human Resources Management in Progress

FIGURE 1-4 Managing Diversity



Managing Diversity

Human Resource Information Systems represent the most central use of technology in HRM today. An HRIS provides current and accurate data for purposes of control and decision making. Use of HRIS software is explained and illustrated throughout *Managing Human Resources*.

Using the Internet Boxes ▶ will allow you to find interesting or more extended information about subjects covered in the textbook. They also will be starting points for you to explore the wealth of resources for human resource management available on the Internet.

Part 1: Human Resource Management in Perspective

we have devoted an entire chapter (Chapter 16) to discussing its competitive, cultural, and practical implications.

Challenge 2: Embracing New Technology

Advances in computer technology have enabled corporations to take advantage of the information explosion. With computer networks, unlimited amounts of data can be stored, retrieved, and used in a wide variety of ways, from simple record keeping to controlling complex operations. In our everyday living we use bank tellers, airline reservation clerks, and supermarket cashiers using computers to perform their jobs.

From Tough Labor to Knowledge Workers

The introduction of advanced technology tends to reduce the number of jobs that require little skill and to increase the number of jobs that require considerable skill. In general, this transformation is referred to as a shift from "dead labor" to "knowledge workers," where employees responsibilities expand to include a wider array of activities such as planning, decision making, and problem solving. In many cases, current employees can be retrained to assume new roles and responsibilities. However, those employees who are displaced also require retraining. This also represents the pros and cons of having pages and pages of newspaper advertise means for applicants with technical or scientific training while several million job seekers without such training struggle for work with employment agencies.

In Ottawa, Ontario, a coalition of high-technology businesses and educators launched the Pierson Summer Institute for high school teachers as part of a larger program that is encouraging students to pursue technologically-oriented careers. IBM alone has spent more than \$60 million since 1982 working with Canadian

forty states now have some kind of technology education program. In New York, for example, all junior high school students are required to take a one-semester technology course. The program stresses hands-on laboratory problem-solving activities, and a computer class must follow.

Use of Technology in HRM

business technology has, of course, changed the face of HRD in the United States and abroad. Perhaps the most central use of technology in HRD is in organizational human resources information systems (HRIS). As HRIS provides and accretes data for purposes of control and decision making, it thus provides beyond simply storing and retrieving information to include broader impacts such as producing reports, forecasting HR needs, strategic planning, and promotion planning, and evaluating HR policies and practices—a topic and synthesis in Chapter 4.

The recent survey found that the most frequent uses of information technology include maintaining employee records, executing payroll operations, handling

Chapter 7: Career Development

offers a personal challenge that many individuals prefer over being an employee. Small businesses are typically run by entrepreneurs who accept the personal financial risks that go with starting a business but who also benefit directly from the success of the business.¹⁰

Small businesses are actually big employers. Over 81 percent of all businesses employ fewer than twenty people. But in total, these small firms employ 23 percent of the U.S. workforce. Businesses with ninety-nine or fewer employees account for 56 percent of the workforce.* Hence small business is the source of over half of wage and salary jobs in this country.

The individual who considers starting a small business can obtain assistance from the Small Business Administration (SBA), which advises and assists the millions of small businesses in the United States. It is essential to first considering a small business to obtain as much information as possible from the SBA, from libraries, and from organizations and individuals who are knowledgeable about the type of business one is considering. For instance, valuable assistance may be obtained from members of the Service Corps of Retired Executives (SCORE), who offer advisory services under the auspices

Since the details of organizing a business are beyond the scope of this book, Figure 7-8 is presented to provide an overview of the basic steps in starting a new business.⁶ *Nation's Business*, published monthly by the U.S. Chamber of Commerce, has a column entitled "Entrepreneur's Notebook" in each issue.

Keeping a Career in Perspective

For most people, work is a primary factor in the overall quality of their lives. It provides a setting for satisfying practically the whole range of human needs and is thus of considerable value to the individual. Nevertheless, it is advisable to keep one's eyes open in perspective so that other important areas of life are not neglected.

^aIf the job interests

fulfillment with one's life is a product of many items. Some of the more important problems are physical health, emotional well-being, financial security, harmonious interpersonal relationships, freedom from too much stress, and achievement of one's goals. While a career can provide some of the satisfaction that one needs, it is not people that it necessary to turn to interests and activities outside their careers. Off-job activities can only provide a respite from daily work responsibilities but offer satisfaction in and of themselves to work.

Living and/or Family Life

to create development plans of an individual as well as of an organization now is to meet the needs of spouses and children. As we have said, the greatest threat that often poses the greatest threat to family needs is education. Conflicts seem to arise to advance in one's career and a desire to stay in one place and down family needs often borders on the disastrous. Many employers now provide assistance in this area, including relocation counseling, in an effort to reduce the severity of the pain that can accompany education.

Chapter 6 Training

distance education. In cooperation with Western Communications and the Eastern Education Network, for example, Penn State University was the first to offer a human resources management program to students via interactive television. Participants can sign on from remote locations throughout the United States and work through a series of three-hour live sessions with a faculty instructor. The participants interact with each other and with the instructor via satellite hookup to discuss topics, view videos, or work jointly on spreadsheets and other mathematical applications.

Computer-Based Training (CBT):

As developers of technology perceive it at a rapid pace and the cost of computers continues to decline, high-technology training methods are finding increasing use in industry, medicine, and the military. Computer-based training (CBT) encompasses two distinct techniques: computer-assisted instruction and computer-managed instruction. A **computer-assisted instruction (CAI)** system delivers training material directly through a computer terminal in an interactive format. Computers make it possible to provide skill and practice, problem solving, analysis, giving forms of instruction, and create very sophisticated forms of individualized learning interaction.

A **computer-managed instruction (CMI)** system is normally used in conjunction with CMI, thereby providing an efficient means of managing the training function. CMI uses a computer to generate and score tests and to determine the level of trainee proficiency. CMI systems can also track the performance of trainees and direct them to appropriate study material to meet their specific needs. With CMI the computer takes on some of the routine aspects of training, freeing the instructor to concentrate on the more complex aspects of training.

Companies such as Domstich's Plus, Hewlett Packard, and Lotus have begun combining CAI with interactive multimedia software to make CBT more powerful and user-friendly. Additionally, when the CBT is structured in a way that makes it available to employees on the job whenever they need it, it is referred to as "just-in-time training." A summary of the advantages of CBT is given in Highlights in PKM.

Internet Instruction

Recently, organizations have begun exploring the Internet as a potential vehicle for CBT. Because web pages can be updated rapidly, the Internet has the potential to provide continuously updated training content, thereby making it easier and cheaper to revise training materials. In addition, many believe that use of the Internet can save travel and classroom time. The downside for training might be that Internet use tends to be "one-way" and sometimes nondirect format of the Internet, may pose a challenge to foster trainee interaction. Of course, this could be an advantage as well. The learner now requires that you become active in monitoring, computing, and making sense of a large amount of information. These skills are particularly important for building effective self-managing, problem solving, and analytical thinking. These combined with e-mail capabilities, Internet-based training may be a very useful resource."

Special Features

HUMAN RESOURCES MANAGEMENT IN THE REAL WORLD

Throughout the text, we integrate real-world experiences using **Highlights in HRM** boxed features. Some **Highlights in HRM** boxes use real experiences to illustrate how businesses and other organizations cope with human resources issues. Other **Highlights in HRM** boxes allow the reader to test his or her knowledge or attitudes concerning HR issues. Still other **Highlights in HRM** boxes provide how-to suggestions taken from real-world experience.

Chapter 1 Human Resources Planning and Recruitment

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HIGHLIGHTS IN HRM

1 HUMAN RESOURCES PLANNING AT EASTMAN KODAK

The rising concept of HR planning at Eastman Kodak is "organizational capability," the capacity to act and change in pursuit of sustainable competitive advantage. The company defines a four-step process to develop a human resources strategy to support the business strategy goals.

- Step 1: Define Overall Organizational Capabilities.** Use objectives and HR managers define the overall organizational capabilities required for implementing Kodak's business strategy. Examples include that organizational capability is a function of six specific capabilities:
1. Accountability: Hold individuals, teams, and departments accountable for their work.
 2. Action orientation: Reduce cycle time for all ongoing activities.
 3. Customer focus: Ensure customer focus early in time and new ideas are generated.
 4. Customer focus: Approach everything from the point of view of the customer (internal and external).
 5. Diversity: Value differences and encourage new ways of working with others.
 6. Empowerment: Encourage decisions at the appropriate levels by employees with authority and competence.

Step 2: Define a Set of HR Practices for Each Capability. Managers identify which HR practices—staffing, training, compensation, performance appraisal, and employee relations—are needed to develop, sustain, and enhance the capabilities and organizational success.

Step 3: Develop a Human Resources Strategy. In order to achieve the business strategy, Eastman Kodak must develop a human resources strategy that is consistent with the business strategy and the capabilities of the organization.

Step 4: Develop Implementation Plans. Action plans for each HR practice and responsibility of HR and HR managers are developed as well as the metrics to determine whether the managers work only by HR in human resources planning.

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Part 1 Developing HR Practices in Human Resources

HIGHLIGHTS IN HRM

BENCHMARKING HR TRAINING

MEASUREMENT NAME	MEASUREMENT TYPE	HOW TO CALCULATE	EXAMPLE
Percent of payroll spent on training	Training activity	Total training expenditures ÷ total payroll	U.S. average = 14 percent of payroll spent on training per year
Training dollars spent per employee	Training activity	Total training expenditures ÷ total employees trained	Three Buildings workers spent \$2,100 per employee on training in 1995
Average training hours per employee	Training activity	Total number of training hours ÷ total employees trained	U.S. average for large firms (100+ employees) = 30 hours per employee in 1995
Percent of employees trained per year	Training activity	Total number of employees receiving training ÷ total employee population	Three Buildings workers trained an average of 93 percent of their workforce in 1995
HR staff per 1,000 employees	Training activity	Number of HR staff ÷ total employee population × 1,000	Three Buildings workers had an average of 4.1 HR staff members per 1,000 employees
Cost savings as a ratio of training expenses	Training results	Total savings in scrap or waste ÷ dollars invested in training	A Savings winner reported saving \$24 for every \$1 spent on training in 1995
Profits per employee per year	Training results	Total yearly gross profits ÷ total number of employees	
Training costs per student hour	Training efficiency	Total costs of training ÷ total number of hours of training	

Source: Adapted from David J. Roth, "Benchmarking HR Training," *Human Resources Planning*, 1996, 10(1), 10-15. Reprinted with permission.

Chapter 4 Human Resources Planning and Recruitment

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HIGHLIGHTS IN HRM

2 GUIDELINES FOR SETTING UP AN ON-LINE JOB POSTING SYSTEM

To begin building an on-line job posting system, organizations need an electronic mail software program with the capability to display job postings and accept incoming requests for available openings.

Outgoing and Incoming Mail System

- To design and administer the system, organizations need:
- An external network to enter job postings into the system and to display listings once they are filed.
 - The capability to automatically calculate each listing's expiration date.
 - A system that automatically assigns numbers to job postings.
 - The capability to track each job posting for future postings.
 - A way for candidates to review and delete listings after they are on the system.
 - Security measures that allow access to authorized users only.
 - A printing function.

Making It Easy for Applicants and Users

- Applicants and other users need:
- Search capabilities for locating job openings by geographic area and job title.
 - When to display and print notices, notices, and positions regarding the system.
 - Electronic applications form with job titles and departments already filed in.
 - Ways to address and send applications electronically to the appropriate HR manager.

Source: Adapted from Stephen J. Kozlowski, "Setting Up an On-Line Job Posting System," *Training and Development*, 1996, 10(1), 10-15. Reprinted with permission.

current openings it may be necessary to hire individuals from the outside who have gained from another employee the knowledge and experience required for these jobs. Even though HR policies encourage job openings to be filled from within the organization, potential candidates from the outside should be considered to make up for the loss of knowledge and experience. Applicants from the outside, particularly for certain technical and managerial positions, can be a source of new ideas and new ways of doing the same knowledge acquired from those previous employees. Included, however, reliance upon external sources can create the risk of "employee cloning." Furthermore, it is not uncommon for firms to experience difficulties with high technology to ensure to give users from competitors by using more their employees. How research used (I) over just such an issue.

Guided Tour for Readers

LEARN BY DOING: THE PRACTICE OF HRM

Case Studies

To become a successful manager of people, you will need practice. In addition to offering practical information ready to put to use, each chapter of the textbook concludes with two Case Studies. These case studies present current HRM issues in real-life settings that allow for critical analysis.

Chapter 11 Incentive Pay

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CASE STUDY 1

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Incentive Pay: Success at Viking Freight

Federal deregulation of the trucking industry created a fiercely competitive market for long-haul freight companies. Tracking time learned that incentive pay was a key factor in maintaining a competitive edge. At Viking Freight Systems, Inc., one key to developing an effective incentive was to compensate employees for superior performance through an incentive pay program designed to achieve corporate objectives. Under the Viking Performance Incentive Plan (VIP), hourly employees can earn a maximum of 7.5 percent of their gross pay for a four-week scoring period; supervisors can earn up to 11.2 percent; department managers 15 percent; and regional managers as much as 20 percent when company objectives are met.

At each of Viking's four service freight terminals, employees are divided into district groups that share common goals and performance criteria. VIP objectives are set for groups such as truck drivers, client administrative, warehouse, and maintenance employees. A customized VIP is developed for each group at each terminal. Measurable performance standards are set in Viking's code of conduct and the performance engineering group to ensure that objectives are realistic and achievable. Individual performance and market conditions are considered when objectives are set. In order to obtain maximum incentive payment, objectives are established that require employees to exceed their performance. Incentive payments are based entirely upon the company's operating ratio. This ratio is defined as operating expenses divided by revenue before interest and taxes. At Viking, operating ratio for the four-week period isn't less than 95 percent, then no payments are made, regardless of performance level.

Terminal performance data are gathered weekly and distributed to individual group each Monday. Data are presented in easy-to-read bar charts showing particular performance objectives. Employees can quickly identify areas needing improvement. Additionally, major employee meetings are held, allowing employees to share ideas about how to improve their terminal's performance.

Terry Strimling, vice president of human resources, identifies several factors as contributing to the plan's success:

1. All employees are included in the plan, guaranteeing company-wide cooperation and support.
2. Objectives reflect the company's critical performance areas and are attainable by employees, and are easily measured.
3. The incentive program is tied to the company's bottom line performance; it's made simple for the company's profitability.
4. Communication is at the heart of everything.
5. Payments are kept separate from base wages for greater visibility.
6. Employees are rewarded.

Cases

CASE 1 Continental Airlines: One Company's Flight to Success

In the past decade, Continental Airlines has had a spotty track record. The airline twice filed for bankruptcy, realized diminished performance culminating in a \$613 million loss in 1994, and was ranked dead last in industry indicators such as on-time performance among the major carriers. During those years, employees at Continental had undergone several waves of layoffs and sustained both wage cuts and delayed wage increases in an effort to slash Continental's costs. The result of those efforts was a diminished workforce and a corporate reputation that put Continental near the top of *Fortune's* list of "most admired" companies.

Despite this history, things have taken a positive turn for the airline in recent years. Since the arrival of Gordon Bethune, Continental's new CEO, the company appears to have made a 180-degree turn and is now a highly productive and profitable carrier. Indeed, all indicators are that Continental is back on track. For example, in 1995, the carrier was number 1 in on-time performance for the first time ever and was highly ranked in baggage handling. Customer complaints are down more than 60 percent, and Continental recently gained the distinction of being the number 1 airline in customer satisfaction among the major U.S. carriers for long-distance flights. Just a few years earlier, Continental was last in this category. Moreover, stock prices and on-the-job ratings have improved, and applications for employment at Continental are back up again. Perhaps most impressive is that Continental posted an all-time record annual profit in 1995, and in 1996 Continental's stock price rose over 100 percent.

Compared to their failure efforts in the past, workers at Continental are now operating at a productivity level that is quite impressive. But what is the cause of this turnaround? Granted, the airline industry as a whole has realized greater profitability in recent years, but Continental's dramatic change of course has occurred for other reasons as well.

One of the first actions that Bethune took was to reduce the company and streamline operations at Continental. Once in charge of the struggling airline, Bethune eliminated more than 7,000 jobs, dismissed fifty vice presidents and replaced them with twenty new managers, and consolidated much of the carrier's maintenance work. The thrust of this reorganization embodied Bethune's efforts and goals to improve company service while eliminating on-the-job and cost-based practices. In addition to these explicit restructuring actions, Bethune also changed several practices that had significant symbolic value in the redefining effort at Continental. For example, surveillance cameras were removed from executive offices, and the contents of phones were scheduled to be checked every thirty rather than every ninety days.

Perhaps the most important change, however, were the actions taken to adopt the human resources management practices to facilitate the achievement of the company's new goals. The first step was to involve the workers in the decision-making process at Continental. When Bethune arrived and determined that

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Comprehensive Cases

More comprehensive cases are located at the back of the text. These longer cases include topics found in more than just a single text chapter. The more complicated issues found in these cases enable you to put a variety of concepts into practice.

Preface

While maintaining many of the features that have made it the leader in introductory textbooks, the new 11th edition of *Managing Human Resources* brings the changes that are occurring in management at all levels into clear focus. The role of HR managers is no longer limited to service functions such as recruiting and selecting employees. Today they assume an active role in the strategic planning and decision making at their organizations. Meeting challenges head-on and using human resources effectively are critical to the success of any work organization.

Also, many functions that may have been done by HR specialists in the past are now done in partnership with line managers and team directors. To ensure effectiveness, HR policies and procedures must be placed into a comprehensive program that managers can use effectively in their day-to-day interactions with employees.

The eleventh edition of *Managing Human Resources* will place your students at the forefront in understanding how organizations can gain sustainable competitive advantage through people. We begin with an entirely new first chapter that explains the key challenges to HRM in developing the flexible and skilled workforce needed to compete effectively—going global, embracing new technology, managing change, developing human capital, responding to the market, and containing costs. Side by side with the competitive challenges, HRM must also address important employee concerns such as managing a diverse workforce, recognizing employee rights, and adjusting to new work attitudes. The first chapter also discusses the important partnership with line managers, and the competencies required of HR management.

Then the textbook continues with the introduction, explanation, and discussion of the individual practices and policies that make up HRM. We recognize the manager's changing role and emphasize current issues and real-world problems and the policies and practices HRM uses to meet them. While the focus is on the HR role of managers, we do not exclude the impact and importance of the HR department's role in developing, coordinating, and enforcing policies and procedures relating to HR functions. Whether the reader becomes a manager, an HR specialist, or is employed in other areas of the organization, *Managing Human Resources* provides a functional understanding of HR programs to enable students to see how HR affects all employees, the organization, the community, and the larger society.

Organizations in today's competitive world are discovering that it is how the individual HR topics are combined that makes all the difference. Managers typically don't focus on HR issues like staffing, training, and compensation in isolation from one another. Each of these HR practices is combined into an overall system to enhance employee involvement and productivity. This edition of *Managing Human Resources* ends with a new final chapter that focuses on development of high-performance work systems. We outline the various components of the system including workflow design, HR practices, management processes, and supporting technologies. We also discuss the strategic processes used to implement high-performance work systems and the outcomes that benefit both the employee and the organization as a whole.

Lastly, there have also been changes in teaching the HR management course. Our users and reviewers told us that they wanted a shorter text that was more

focused on human resources. They told us that they did not use certain chapters because of time constraints, or that students received adequate coverage in their other business and management courses. As a result we have deleted the separate chapters on Communication, Motivation and Leadership, and Auditing the HR Program that appeared in earlier editions of this text. Specific topics important to HR management were transferred to the relevant places in other text chapters.

ORGANIZATION OF THE 11TH EDITION

Under its new focus, this edition of *Managing Human Resources* is divided into six parts and seventeen chapters covering the following major topics:

Part 1 Human Resources Management in Perspective

The Challenge of Human Resources Management, and Equal Employment Opportunity and Human Resources Management

Part 2 Meeting Human Resources Requirements

Job Requirements and Employee Contributions, Human Resources Planning and Recruitment, and Selection

Part 3 Developing Effectiveness in Human Resources

Training, Career Development, and Appraising and Improving Performance

Part 4 Implementing Compensation and Security

Managing Compensation, Incentive Rewards, Employee Benefits, and Safety and Health

Part 5 Enhancing Employee Relations

Employee Rights and Discipline, The Dynamics of Labor Relations, and Collective Bargaining and Contract Administration

Part 6 Expanding Human Resources Management Horizons

International Human Resources Management and Creating High-Performance Work Systems

WHAT'S NEW IN THE 11TH EDITION

In addition to new chapters and organizational changes already described, there are many other new features and information provided in this extensive revision. We introduce overall text improvements that more accurately reflect HR in today's business world and help students understand HR issues more effectively.

- Internet references and addresses throughout the text point students to the latest on-line sources for HR information and examples.
- Complete update of all laws and court decisions governing HRM includes such recent developments as the 1996 EEOC suit against Mitsubishi Motors for sexual harassment of female employees.
- A new section in Chapter 3 describes work design techniques to increase employee contributions: employee empowerment, employee involvement groups, and employee teams.

- Expanded discussions cover major current issues such as:

Employee teams	Conflict resolution
HR technologies	HR in small businesses
Competencies	Violence in the workplace
Diversity in the workplace	HRM in the global setting
High-performance work systems	Employee rights and management responsibilities
Employee empowerment	
- Many new Highlights in HRM boxes present the student with up-to-date real-world examples from a variety of large and small organizations.
- References and examples of the policies and practices of hundreds of organizations show HR concepts in action in the business world today.
- At the request of users and reviewers, we've increased the number of Case Studies to two per chapter. Five new comprehensive cases reinforce critical-thinking skills and problem-solving techniques.
- Integrated Learning System. Use of the system (which is carefully described on the front end sheet) started in the 10th Edition. For the new edition, the numbered icons identifying the learning objectives can also be found in the text end-of-chapter discussion questions and throughout the *Study Guide*. This integrated structure creates a comprehensive teaching and testing system.
- A completely revised test bank plays a strategic role in the Integrated Learning System.
- The inclusion of PowerPoint screens and new color acetates makes teaching and preparation easier and more convenient.

FEATURES OF THE BOOK

Designed to facilitate understanding and retention of the material presented, each chapter contains the following material:

- **Learning objectives** listed at the beginning of each chapter provide the basis for the Integrated Learning System. Icons for identifying the learning objectives appear throughout the text and end-of-chapter material, and all print ancillaries.
- **Key terms** appear in boldface and are defined in margin notes next to the text discussion. The key terms are also listed at the end of the chapter and appear in the glossary at the end of the text.
- **Figures.** An abundance of graphic materials, flowcharts, and summaries of research data provide a visual, dynamic presentation of concepts and HR activities. All figures are systematically referenced in the text discussion.
- **"Highlights in HRM."** This popular boxed feature provides real-world examples of how organizations perform HR functions. The Highlights are introduced in the text discussion and include topics such as small businesses and international issues.

- **Illustrations.** Captioned, full-color photographs and carefully selected cartoons reinforce points made in the text and maintain student interest.
- **Summary.** A paragraph or two for each learning objective provides a brief review of the chapter.
- **Discussion questions** following the chapter summary offer an opportunity to focus on each of the learning objectives in the chapter and to stimulate critical thinking and discussion.
- **Two case studies** present current HRM issues in real-life settings that allow for student consideration and critical analysis.
- **Notes and References.** Each chapter includes references from academic and practitioner journals and books. Author notes cite some historical information as well as personal observations and experiences.

In addition to the features found in each of the seventeen chapters, the text provides:

- **Ten comprehensive cases** at the end of the main text that portray current issues/problems in HRM. New cases cover changes in HR policies at Continental Airlines, recruiting at Microsoft, making layoff decisions, aligning HR functions with strategic objectives, and outsourcing the training function at Corning.
- **A glossary** of all the key terms introduced in the text that provides students with easy access to their definitions.
- **Name, organization, and subject indexes** that allow the text to become a valuable reference source.

SUPPLEMENTARY MATERIALS

All printed supplementary materials were prepared by or under the direction of the text authors to guarantee full integration with the text. Multimedia and additional text supplements were prepared by experts in those fields.

- **Study Guide** to accompany *Managing Human Resources* (ISBN: 0-538-87078-8). This new study guide was prepared by Thomas Lloyd of Westmoreland County Community College. His many years of junior college teaching experience allow him to bring a new insight to this popular student supplement. It now includes review questions that can be used to check understanding and prepare for examinations on each chapter in this textbook. In an expansion of the Integrated Learning System, Study Guide questions are now arranged by chapter learning objective so the student can quickly refer back to the textbook if further review is needed.
- **Instructor's Resource Guide** (ISBN: 0-538-87076-1). For each chapter in the textbook, the resource guide for the 11th Edition contains the following:
 - Chapter synopsis and learning objectives.
 - Descriptive materials for the videos and other video suggestions.
 - A detailed lecture outline, based on the textbook chapter outline, complete with notes for incorporating the transparencies.

Answers to the end-of-chapter discussion questions and case studies in the textbook.

Solutions to the comprehensive cases in the textbook.

The *Resource Guide* also includes the lecture notes that accompany the PowerPoint screens.

- **Test Bank** (ISBN: 0-538-87079-6). The test bank includes at least one hundred questions for each text chapter. Each test bank chapter includes a matrix table that classifies each question according to type and learning objective. There are true/false, multiple-choice, and essay items for each chapter, arranged by learning objective. Page references from the text are included. Each objective question is coded to indicate whether it covers knowledge of key terms, understanding of concepts and principles, or application of principles.
- **Computerized Test Bank** (ISBN: 0-538-87080-X). The computerized testing software, WesTest™, contains all the questions from the printed test bank, and allows the instructor to edit, add, delete, or randomly mix questions for customized tests.
- **PowerPoint screens** (ISBN: 0-538-87082-6). Developed by Lewis Hershey of Apple Mountain Software, these screens will add color and interest to your lectures. Each screen is accompanied by lecture notes and a student note form. The print materials are included in the *Instructor's Resource Guide*.
- **Videos** (ISBN: 0-538-87083-4). Video segments taken from real companies as well as business features shown on CNBC, the cable business news network, were chosen to accompany the text chapters. Descriptions of the videos are shown in the text end-of-chapter activities and in the *Instructor's Resource Guide*. The descriptions and other information are designed to help you integrate the videos with the text material. Use them to introduce a topic, cover lecture material, or stimulate discussion.
- **Transparencies** (ISBN: 0-538-8706-8). Also available with this edition is a set of transparencies. Only a few of these transparencies duplicate the figures in the textbook.
- **Internet Guide to Human Resources** by Georganna Hall and Gemmy Allen (ISBN: 0-538-87620-4). The Guide extends many relevant HR web sites with interesting learning activities. It provides an excellent extension of the technology focus of the new edition of *Managing Human Resources*.
- **Applications in Human Resource Management: Cases, Exercises, and Skill Builders**, 3d Edition, by Stella M. Nkomo, Myron D. Fottler, and R. Bruce McAfee (ISBN: 0-538-85337-9). This text supplement includes seventy-five new and updated cases, experiential exercises, skill builders, and term projects. These activities will supplement many of the topics covered in *Managing Human Resources*, 11th Edition.
- **Human Resource Manager CD-ROM** from The Institute for the Learning Sciences, Northwestern University. This new interactive multimedia CD-ROM-based simulation uses personnel information for a fictitious company to allow students to interact with managers as they make decisions just as an HR manager would on issues of productivity, morale, and profits. The program covers five years, including one year of history and four years of work time. Students advance one month at a time as they learn how to manage people throughout the employee life cycle.