人力资源管理基础

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Fundamentals of Human Resource Management

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出 版 说 明

　　为了适应经济全球化的发展趋势，满足国内广大读者了解、学习和借鉴国外先进经济管理理论和管理经验的需要，清华大学出版社与国外著名出版公司McGraw-Hill教育出版集团合作影印出版了一系列商科英文版教材。鉴于大部分外版教材篇幅过长，且其中部分内容与我国的教学需要不符，我们请专家学者结合国内教学的实际要求，对所选图书进行了必要的删节。我们所选择的图书，基本上是在国外深受欢迎、并被广泛采用的优秀教材的缩减版，其主教材均是该领域中较具权威性的经典之作。在选书和删节的过程中，我们得到了对外经济贸易大学马春光和北京大学周长辉两位老师的支持、帮助和鼓励，在此表示谢意！

　　由于原作者所处国家的政治、经济和文化背景等与我国不同，对书中所持观点，敬请广大读者在阅读过程中注意加以分析和鉴别。

　　我们在对原版图书进行删节的同时仍采用了原书的页码，因此读者在阅读过程中可能会发现有漏页、跳页的现象，而且文中提到的页码或内容有可能已被删掉从而无法找到，由此给读者带来的诸多不便，我们深表歉意。

　　我们期望这套影印书的出版对我国经济管理科学的发展能有所帮助，对我国商科的教学，尤其是商学本科的教学能有所促进。

　　欢迎广大读者给我们提出宝贵的意见和建议；同时也欢迎有关专业人士向我们推荐您所接触到的国外优秀图书。

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清华大学出版社经管事业部

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引 言

中国的学生要不要使用英文版的教材，一直有争议。有人认为，我们应该使用自己编写的教材，这样才能更准确地反映我们在课堂上所要表述的观点。用国外的原版教材，有些隔靴搔痒，不能解决中国的实际问题。持不同意见的观点认为，尽管各国在管理体制上有意识、制度、文化等差异，但管理本身是在国际环境下具有共同性的问题。特别是，中国的企业在经济全球化的环境下，需要更多地了解国外的管理理论与现状。在这种情况下，就需要引进一些外版的教材。一则，用于满足我们教学的部分需求；二则，更好地了解外版教材的教学服务体系；三则，为我们的师生创造英语教学的环境。

在进行2004年本科教指委的工作规划时，我曾特别谈及，要加强对本科教育中教书育人、服务于学生的使命的认识，继续优化专业课程设计，扩大精品课程建设，增加专业导向课程，尤其要加强对国际商科与经济管理学科教学进展的研究，并引进最新的教学成果，包括教材及教学资源。这一切都是为了更好地为国家与社会培养更好的人才。

为此，清华大学出版社与美国麦格劳－希尔教育出版公司的合作，引进出版这套"精编版"的英文工商管理教材，也是体现这一理念。这套教材吸收国际最新教学成果，提供全方位的教学资源，并借助英语的语言媒介，将会大力提升与发展中国工商管理教学水平，提高学生使用英语语言和网络手段获得长久的终生学习的能力和兴趣，进而提高我国工商界的国际竞争力。这是一件具有重大意义的工作。

讲到美国麦格劳－希尔教育出版公司，就要提到该公司的中国首席代表姜峰先生。我同他认识已经多年了。1995年，他供职西蒙与舒斯特公司北京代表处。从那时起，他便开始来学校拜访，打破出版社坐等教师上门的惯例。他这种服务教学的理念就是直接同我们的教师见面，为教师提供教学资源，从早期的印刷版图书到磁盘、光盘，到在线资源、在线系统。这些年，姜峰先生尽管已经换到目前的公司工作，但他始终坚持着这一服务教学的理念，认真实践着他的教育出版观。

在同姜峰先生讨论引进国际上在工商管理教学的最新成果时，基本上确定了引进本套教材及教学资源的基本格调，即对"国际最新教学成果"的几个共同认识：一是国际上教学技术的进展究竟走到了哪一步，我们就引进到哪一步；二是要注意教学技术的发展给教学及教材带来的影响，我们要借鉴新的教学辅助手段。

最近几年，我在美国授课的过程中，注意到教学网络技术：CMS（课程管理系统）。通过这个教学辅助系统，教师可以将所要讲授的课程内容简单地张贴到一个系统化的

网页上，包括教学演示文件PPT、章节提要 (Lecture Notes)、在线阅读资料，以及问答题、简答题还有课后大作业等，还可以很简单地开设自己课程的在线论坛BBS。学生在注册后，便成为在线学生，通过该平台与教师交互，完成习题、在线提交作业，在线考试，自动出评测分析报告。这一切是以教师为中心，完全解决了教师对于自己教学内容，以及对学生和教学过程的网络化数字化管理的问题，并可多次复用、异地复用。这个在线学习系统 (BlackBoard, WebCT, eCollege) 等不同于国内各高校自己研发的以学籍管理或基于录像、课件的远程教学为中心的校园管理平台，直接解决大学的核心问题，即"大师"们对课程教学内容的管理问题，成为对教师授课最好的在线数字化辅助支持平台。

2003年12月底，从姜峰先生处得知BlackBoard在中国落地，便通过他与赛尔毕博公司接触，很快决定在中国人民大学商学院引进该平台支持教学。2004年的春季学期，我商学院247位教师，所有364门课程全面上线，2000多名学生在线注册学习，引发了人大商学院一场真正意义上的"教学革命"。教师与学生实现了很好的沟通与互动，学生之间也有了很好的学习谈论的天地。目前，我商学院的经验，已经成为赛尔毕博支持国内院校教学上线发展的典范，成为BlackBoard在国内的示范教学网站。

课堂教学同网络平台结合之后，又给教学带来了新的挑战，也给教材和教材的出版商们带来了新的机遇。历史悠久的麦格劳—希尔教育出版公司积极适应这种挑战，在商科及经管教材的出版上做了战略性的调整：即将教材本身做"薄"，出版一批新型的、跨媒介的教材；将研讨性、探索性、展开式的学习内容放到网上，将动态交互性的内容放到网上；印刷版的教材从过去强调各章节内容全面，呈现教学过程、学习环节，转向注重概念性及引导性，展现学习的核心内容。同时，他们将教材配套的教学资源做得更"全"，将更多的内容上线后全面依托网络，更加动态地呈现教学内容及教学过程；并为不同的教学平台提供完全解决方案，提供跨平台的不同版本的内容"子弹"。无论采用BlackBoard还是WebCT等平台，教师们都可以从出版商处获得标准的教学资源包，为自己采用的教材轻松搭建课程网站，实现教学的在线革命。

总之，教学在革命，教学的手段也在革命。我们要看到工商管理教学在国际上的各种变化，努力跟上时代的发展变化，使我们的学生真正获得国际水准的教育。为此，我衷心地感谢这批教材的国外作者们，正是他们不懈的教学实践，给我们学科的发展带来源源的活力；同时感谢国内外的出版界人士，感谢他们对教材、教材市场的永恒追求，不断地帮助我们提升教学的水准；衷心希望这批适应新的教学需要的国际最新教材的出版能抛砖引玉，再次带动整个工商管理教育，无论是本科、高职高专教学还是MBA、EMBA教学的发展。

子曰："学而时习之，不亦说乎。"在这场教学革命中，我们有更大的勇气面临新的教学挑战，将中国的工商管理教育推向世界一流的前列！

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徐二明

教育部高校工商管理类教学指导委员会主任委员
中国人民大学商学院院长

2004 年金秋于北京

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About the Authors

Raymond A. Noe is the Robert and Anne Hoyt Professor of Management at The Ohio State University. He was previously a professor in the Department of Management at Michigan State University and the Industrial Relations Center of the Carlson School of Management, University of Minnesota. He received his BS in psychology from The Ohio State University and his MA and PhD in psychology from Michigan State University. Professor Noe conducts research and teaches undergraduate as well as MBA and PhD students in human resource management, managerial skills, quantitative methods, human resource information systems, training, employee development, and organizational behavior. He has published articles in the *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Journal of Vocational Behavior*, and *Personnel Psychology*. Professor Noe is currently on the editorial boards of several journals including *Personnel Psychology*, *Journal of Business and Psychology*, *Journal of Training Research*, and *Journal of Organizational Behavior*. Professor Noe has received awards for his teaching and research excellence, including the Herbert G. Heneman Distinguished Teaching Award in 1991 and the Ernest J. McCormick Award for Distinguished Early Career Contribution from the Society for Industrial and Organizational Psychology in 1993. He is also a fellow of the Society for Industrial and Organizational Psychology.

John R. Hollenbeck is Professor of Management at the Eli Broad Graduate School of Business Administration at Michigan State University. He received his PhD in management and organizational behavior from New York University in 1984. Professor Hollenbeck is the editor of *Personnel Psychology* and has served on the editorial boards of *Academy of Management Journal*, *Organizational Behavior and Human Decision Processes*, the *Journal of Management*, and the *Journal of Applied Psychology*. Professor Hollenbeck has been recognized for both his research and teaching. He was the first recipient of the Ernest J. McCormick Award for Distinguished Early Career Contributions to the field of Industrial and Organizational Psychology in 1992 and was the 1987 Teacher–Scholar Award winner at Michigan State University. Dr. Hollenbeck's research focuses on self-regulation theories of work motivation, employee separation and acquisition processes, and team decision making and performance.

Barry Gerhart is the John and Barbara Keller Distinguished Chair in Business at University of Wisconsin–Madison. He was previously the Frances Hampton Currey Professor and Area Coordinator, Organization Studies in the Owen School of Management at Vanderbilt University and Associate Professor and Chairman of the Department of Human Resource Studies, School of Industrial and Labor Relations at Cornell University. He received his BS in psychology from Bowling Green State University in 1979 and his PhD in industrial relations from the University of Wisconsin–Madison in 1985. His research is in the areas of compensation/rewards, human resource strategy staffing, and employee attitudes. Professor Gerhart has worked with a variety of organizations, including TRW, Corning, and Hewitt Associates. His work has appeared in the *Academy of Management Journal, Industrial Relations, Industrial and Labor Relations Review, Journal of Applied Psychology, Personnel Psychology,* and *Handbook of Industrial and Organizational Psychology,* and he has served on the editorial boards of the *Academy of Management Journal, Industrial and Labor Relations Review, Administrative Science Quarterly, International Journal of Human Resource Management,* and the *Journal of Applied Psychology.* He was a corecipient of the 1991 Scholarly Achievement Award, Human Resources Division, Academy of Management.

Patrick M. Wright is Professor of Human Resource Studies and Research Director of the Center for Advanced Human Resource Studies in the School of Industrial and Labor Relations at Cornell University. He was formerly Associate Professor of Management and Coordinator of the Master of Science in Human Resource Management program in the College of Business Administration and Graduate School of Business at Texas A & M University. He holds a BA in psychology from Wheaton College and an MBA and a PhD in organizational behavior/human resource management from Michigan State University. He teaches, conducts research, and consults in the areas of personnel selection, employee motivation, and strategic human resource management. His research articles have appeared in journals such as the *Academy of Management Journal, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Journal of Management,* and *Human Resource Management Review.* He has served on the editorial boards of *Journal of Applied Psychology* and *Journal of Management* and also serves as an ad hoc reviewer for *Organizational Behavior and Human Decision Processes, Academy of Management Journal,* and *Academy of Management Review.* In addition, he has consulted for a number of organizations, including Whirlpool Corporation, Amoco Oil Company, and the North Carolina state government.

Chapter 1

Managing Human Resources

What Do I Need to Know? After reading this chapter, you should be able to:

1. Define human resource management and explain how HRM contributes to an organization's performance.

2. Identify the responsibilities of human resource departments.

3. Summarize the types of skills needed for human resource management.

4. Explain the role of supervisors in human resource management.

5. Discuss ethical issues in human resource management.

6. Describe typical careers in human resource management.

Introduction

Can a company operate without people? Moffatt/Rosenthal, a Portland, Oregon, ad agency, came dangerously close to finding out. Toward the end of the 1990s, when the search for talented employees was a challenge for almost any company, all but one of the agency's 13 employees left. Some were lured to the exciting world of Internet commerce; others were laid off when clients shifted work to other agencies, as often happens in the advertising business. Employees move on to new opportunities all the time, but agency founders Al Moffatt and Rob Rosenthal were stunned by the impact on their firm. Almost too late, they realized they needed to focus on their staff, not just on their clients.

Moffatt and Rosenthal committed themselves to finding and keeping good people. To make room in the budget for a top-notch business development executive, the
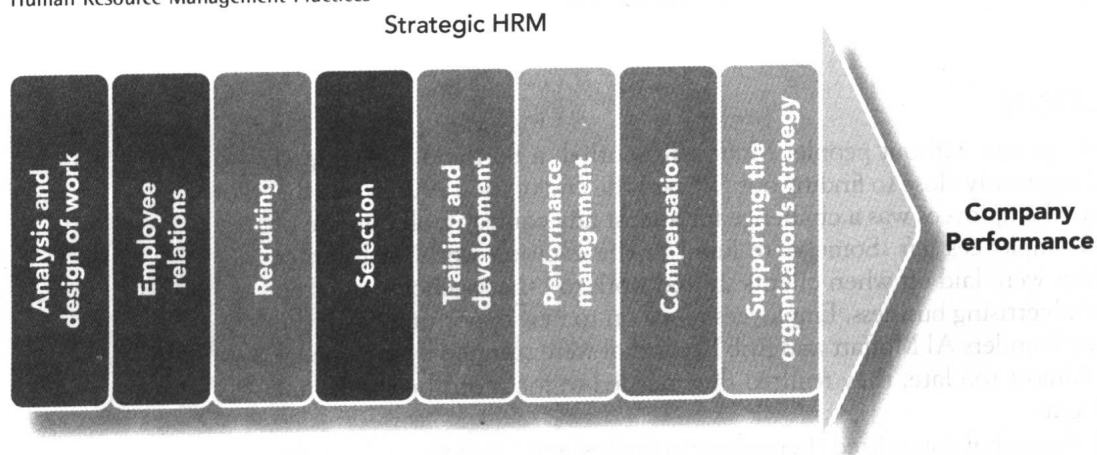
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partners cut their own salaries. They studied the company's history and concluded that employees who initially had been stimulated by the challenge of building a new company had grown bored once the company had established itself with a few big accounts. The partners now found new employees and set out to make them want to stay. They began to encourage greater employee creativity, taking on pro bono (charitable) assignments and giving employees free rein in creating promotional pieces for the agency. They selected a challenging mission for Moffatt/Rosenthal—focusing on brand promotion, a prestigious advertising specialty—to stimulate excitement and long-term commitment among the new set of employees. Two years later, Moffatt/Rosenthal had earned its biggest profits ever and was planning a big party to celebrate its 10th anniversary.[1]

LO1

human resource management (HRM)
The policies, practices, and systems that influence employees' behavior, attitudes, and performance.

The changes that revitalized Moffatt/Rosenthal centered around **human resource management (HRM),** the policies, practices, and systems that influence employees' behavior, attitudes, and performance. Many companies refer to HRM as involving "people practices." Figure 1.1 emphasizes that there are several important HRM practices: analyzing work and designing jobs, attracting potential employees (recruiting), choosing employees (selection), teaching employees how to perform their jobs and preparing them for the future (training and development), evaluating their performance (performance management), rewarding employees (compensation), creating a positive work environment (employee relations), and supporting the organization's strategy (HR planning and change management). An organization performs best when all of these practices are managed well. At companies with effective HRM, employees and customers tend to be more satisfied, and the companies tend to be more innovative, have greater productivity, and develop a more favorable reputation in the community.[2]

In this chapter, we introduce the scope of human resource management. We begin by discussing why human resource management is an essential element of an organization's succcess. We then turn to the elements of managing human resources: the roles and skills needed for effective human resource management. Next, the chapter describes how all managers, not just human resource professionals, participate in the activities related to human resource management. The following section of the chap-

FIGURE 1.1

Human Resource Management Practices

Strategic HRM

Analysis and design of work · Employee relations · Recruiting · Selection · Training and development · Performance management · Compensation · Supporting the organization's strategy → **Company Performance**

ter addresses some of the ethical issues that arise with regard to human resource management. We then provide an overview of careers in human resource management. The chapter concludes by highlighting the HRM practices covered in the remainder of this book.

Human Resources and Company Performance

Managers and economists traditionally have seen human resource management as a necessary expense, rather than as a source of value to their organizations. Economic value is usually associated with *capital*—equipment, technology, and facilities. However, research has demonstrated that HRM practices can be valuable.[3] Decisions such as whom to hire, what to pay, what training to offer, and how to evaluate employee performance directly affect employees' motivation and ability to provide goods and services that customers value. Companies that attempt to increase their competitiveness by investing in new technology and promoting quality throughout the organization also invest in state-of-the-art staffing, training, and compensation practices.[4]

The concept of "human resource management" implies that employees are *resources* of the employer. As a type of resource, **human capital** means the organization's employees, described in terms of their training, experience, judgment, intelligence, relationships, and insight—the employee characteristics that can add economic value to the organization. In other words, whether it manufactures automobiles or forecasts the weather, for an organization to succeed at what it does, it needs employees with certain qualities, such as particular kinds of training and experience. This view means employees in today's organizations are not interchangeable, easily replaced parts of a system but the source of the company's success or failure. By influencing *who* works for the organization and *how* those people work, human resource management therefore contributes to such basic measures of an organization's success as quality, profitability, and customer satisfaction. Figure 1.2 shows this relationship.

Athleta Corporation, a catalog and Internet retailer of sports apparel, based in Petaluma, California, demonstrates the importance of human capital to the company's

human capital
An organization's employees, described in terms of their training, experience, judgment, intelligence, relationships, and insight.
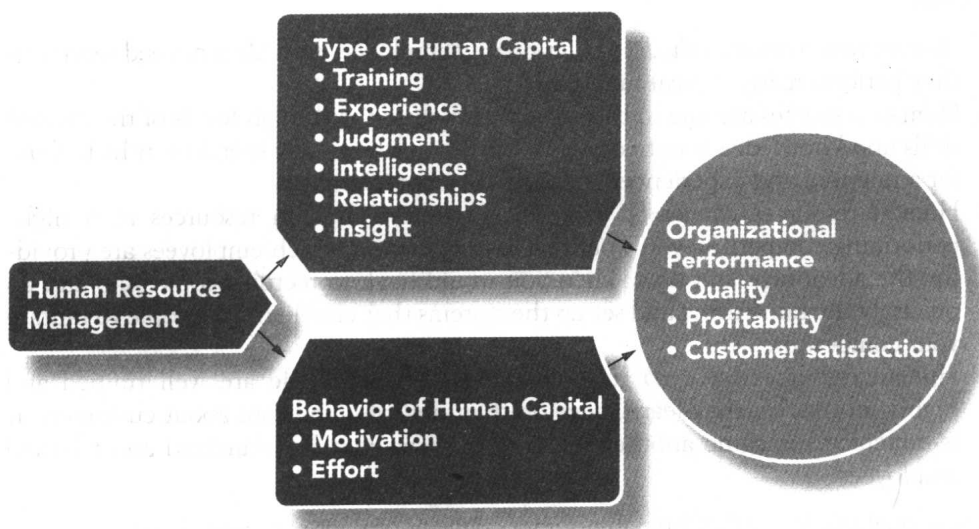

FIGURE 1.2

Impact of Human Resource Management

At Southwest Airlines, the company's focus is on keeping employees loyal, motivated, trained, and compensated. In turn, there is a low turnover rate and a high rate of customer satisfaction.

bottom line. Athleta's workforce is so committed to the company that turnover is less than 1 percent (1 out of 100 employees leave the company in an average year), productivity (output per worker) is increasing, and the company's growth is skyrocketing—it grew by five times in 2000 alone. One way the company has built a committed workforce is by cultivating a positive work environment. Most of Athleta's 60 employees set their own work schedules and are permitted to take personal time during the day. Employees take the initiative to learn one another's jobs, so they can fill in for one another during the day. Those who take time off for personal reasons willingly work odd hours. The company encourages employees to take breaks for physical activity, and employees can even bring along their dogs, which join employees outside for a run or to play catch. Employees use the open space preserve behind Athleta's facility to run, or they work out with the gym equipment set up in the company's storage area.[5]

Human resource management is critical to the success of organizations because human capital has certain qualities that make it valuable. In terms of business strategy, an organization can succeed if it has a *sustainable competitive advantage* (is better than competitors at something, and can hold that advantage over a sustained period of time). Therefore, we can conclude that organizations need the kind of resources that will give them such an advantage. Human resources have these necessary qualities:

- Human resources are *valuable*. High-quality employees provide a needed service as they perform many critical functions.
- Human resources are *rare* in the sense that a person with high levels of the needed skills and knowledge is not common. An organization may spend months looking for a talented and experienced manager or technician.
- Human resources *cannot be imitated*. To imitate human resources at a high-performing competitor, you would have to figure out which employees are providing the advantage and how. Then you would have to recruit people who can do precisely the same thing and set up the systems that enable those people to imitate your competitor.
- Human resources have *no good substitutes*. When people are well trained and highly motivated, they learn, develop their abilities, and care about customers. It is difficult to imagine another resource that can match committed and talented employees.

These qualities imply that human resources have enormous potential. An organization realizes this potential through the ways it practices human resource management.

Effective management of human resources can form the foundation of a **high-performance work system**—an organization in which technology, organizational structure, people, and processes all work together to give an organization an advantage in the competitive environment. As technology changes the ways organizations manufacture, transport, communicate, and keep track of information, human resource management must ensure that the organization has the right kinds of people to meet the new challenges. Maintaining a high-performance work system may include development of training programs, recruitment of people with new skill sets, and establishment of rewards for such behaviors as teamwork, flexibility, and learning. In the next chapter, we will see some of the changes that human resource managers are planning for, and Chapter 16 examines high-performance work systems in greater detail.

high-performance work system
An organization in which technology, organizational structure, people, and processes all work together to give an organization an advantage in the competitive environment.

Responsibilities of Human Resource Departments

LO2

In all but the smallest organizations, a human resource department is responsible for the functions of human resource management. On average, an organization has one HR staff person for every 100 employees served by the department. Table 1.1 details the responsibilities of human resource departments. These responsibilities include the practices introduced in Figure 1.1 plus two areas of responsibility that support those practices: (1) establishing and administering personnel policies and (2) ensuring compliance with labor laws.

FUNCTION	RESPONSIBILITIES
Analysis and design of work	Work analysis; job design; job descriptions
Recruitment and selection	Recruiting; job postings; interviewing; testing; coordinating use of temporary labor
Training and development	Orientation; skills training; career development programs
Performance management	Performance measures; preparation and administration of performance appraisals; discipline
Compensation and benefits	Wage and salary administration; incentive pay; insurance; vacation leave administration; retirement plans; profit sharing; stock plans
Employee relations	Attitude surveys; labor relations; employee handbooks; company publications; labor law compliance; relocation and outplacement services
Personnel policies	Policy creation; policy communication; record keeping; HR information systems
Compliance with laws	Policies to ensure lawful behavior; reporting; posting information; safety inspections; accessibility accommodations
Support for strategy	Human resource planning and forecasting; change management

TABLE 1.1

Responsibilities of HR Departments

SOURCE: Based on SHRM-BNA Survey No. 66, "Policy and Practice Forum: Human Resource Activities, Budgets, and Staffs, 2000–2001," *Bulletin to Management*, Bureau of National Affairs Policy and Practice Series (Washington, DC: Bureau of National Affairs, June 28, 2001).

Although the human resource department has responsibility for these areas, many of the tasks may be performed by supervisors or others inside or outside the organization. No two human resource departments have precisely the same roles because of differences in organization sizes and characteristics of the workforce, the industry, and management's values. In some companies, the HR department handles all the activities listed in Table 1.1. In others, it may share the roles and duties with managers of other departments such as finance, operations, or information technology. In some companies, the HR department actively advises top management. In others, the department responds to top-level management decisions and implements staffing, training, and compensation activities in light of company strategy and policies.

Let's take an overview of the HR functions and some of the options available for carrying them out. Human resource management involves both the selection of which options to use and the activities of using those options. Later chapters of the book will explore each function in greater detail.

Analyzing and Designing Jobs

job analysis
The process of getting detailed information about jobs.

job design
The process of defining the way work will be performed and the tasks that a given job requires.

recruitment
The process through which the organization seeks applicants for potential employment.

selection
The process by which the organization attempts to identify applicants with the necessary knowledge, skills, abilities, and other characteristics that will help the organization achieve its goals.

To produce their given product or service (or set of products or services) companies require that a number of tasks be performed. The tasks are grouped together in various combinations to form jobs. Ideally, the tasks should be grouped in ways that help the organization to operate efficiently and to obtain people with the right qualifications to do the jobs well. This function involves the activities of job analysis and job design. **Job analysis** is the process of getting detailed information about jobs. **Job design** is the process of defining the way work will be performed and the tasks that a given job requires.

In general, jobs can vary from having a narrow range of simple tasks to having a broad array of complex tasks requiring multiple skills. At one extreme is a worker on an assembly line at a poultry-processing facility; at the other extreme is a doctor in an emergency room. In the past, many companies have emphasized the use of narrowly defined jobs to increase efficiency. With many simple jobs, a company can easily find workers who can quickly be trained to perform the jobs at relatively low pay. However, greater concern for innovation and quality have shifted the trend to more use of broadly defined jobs. Also, as we will see in Chapters 2 and 4, some organizations assign work even more broadly, to teams instead of individuals.

Recruiting and Hiring Employees

Based on job analysis and design, an organization can determine the kinds of employees it needs. With this knowledge, it carries out the function of recruiting and hiring employees. **Recruitment** is the process through which the organization seeks applicants for potential employment. **Selection** refers to the process by which the organization attempts to identify applicants with the necessary knowledge, skills, abilities, and other characteristics that will help the organization achieve its goals. An organization makes selection decisions in order to add employees to its workforce, as well as to transfer existing employees to new positions. Selecting employees for overseas assignments can be especially challenging, as described in the nearby "Best Practices" box.

Approaches to recruiting and selection involve a variety of alternatives. The organization may actively recruit from many external sources, such as Internet job postings, newspaper want-ads, and college recruiting events. Other organizations may rely
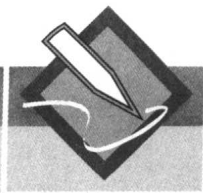
Success in Global Fast Food Depends on Good Selection for Overseas Assignments

As companies expand globally, they are spending more time and energy assessing employees' cultural fit for overseas assignments. By one estimate, the cost of a failed overseas assignment ranges from $200,000 to $500,000. These costs result from lost productivity, relocation, recruitment, and severance pay. The most common reason for a failed overseas assignment is choosing people who have the technical skills needed to perform the job but lack the necessary personality characteristics and family support. In other words, overseas assignments typically fail because the employee or family becomes homesick, or the employee cannot interact well with people in a different culture.

Tricon Restaurants International has planned extensively to avoid these pitfalls. Dallas-based Tricon is the franchiser for over 10,000 overseas Kentucky Fried Chicken, Pizza Hut, and Taco Bell restaurants. The company has 100 expatriates, including 20 Americans working overseas. Rather than choosing candidates who are merely excited about an overseas assignment and who have the technical skills to perform the job, Tricon is taking a closer look at whether the candidates also have the necessary personality characteristics. In particular, Tricon looks for the ability to adapt to different situations and the family support needed to succeed in overseas assignments.

To identify employees for overseas assignments, Tricon interviews candidates about the position, the country's culture, and its marketplace. If there is any doubt whether the candidate can make the adjustment, the company hires a consulting firm to further assess whether the candidate has the personality needed to succeed in an overseas assignment. Some of the personality characteristics needed include empathy, adaptability, and the ability to interact with others (sociability). If candidates pass the interview, their peers and manager complete a feedback survey about their strengths and weaknesses to provide an evaluation of their skills.

If the evaluation is positive, the company sends the candidates and their families overseas for a week. During the visit, local managers evaluate each candidate while the family evaluates the community. The family spends time touring local schools, exploring potential housing locations, and meeting with other expatriates in the country, who tell them about the local culture and environment. If the local managers find the candidate acceptable, the candidate, with input from his or her family, can accept or reject the position.

SOURCE: Based on C. Patton, "Match Game," *Human Resource Executive,* 2001, pp. 36–41.

heavily on promotions from within and applicants referred by current employees. The choice of recruiting methods is influenced by the types of positions to be be filled, as well as by characteristics of the employer. A well-known employer in a large city may receive so many applications for entry-level jobs that it need not recruit very actively. Other positions are harder to fill. For ATX Forms, a developer of tax software, the big challenge is the company's location in cold, out-of-the way Caribou, Maine—not the destination of choice for the majority of college graduates. ATX decided to focus its recruiting on people who already have ties to the area. The company publicized its generous pay for programmers, as well as a $5,000 bonus for signing on. ATX

TABLE 1.2

Top 10 Qualities Employers Seek in Job Candidates

1. Communication skills (verbal and written)
2. Honesty/integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/initiative
7. Flexibility/adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills

SOURCE: National Association of Colleges and Employers, "Job Outlook 2002," online version, www.jobweb.com.

employees and their neighbors began encouraging their adult children to return to Caribou; other adults who had planned to move away changed their minds in favor of taking positions with ATX.[6]

At some organizations the selection process may focus on specific skills, such as experience with a particular programming language or type of equipment. At other organizations, selection may focus on general abilities, such as the ability to work as part of a team or find creative solutions. The focus an organization favors will affect many choices, from the way the organization measures ability, to the questions it asks in interviews, to the places it recruits. Table 1.2 lists the top 10 qualities that employers say they are looking for in job candidates, based on a survey by the National Association of Colleges and Employers.

Training and Developing Employees

Although organizations base hiring decisions on candidates' existing qualifications, most organizations provide ways for their employees to broaden or deepen their knowledge, skills, and abilities. To do this, organizations provide for employee training and development. **Training** is a planned effort to enable employees to learn job-related knowledge, skills, and behavior. For example, many organizations offer safety training to teach employees safe work habits. **Development** involves acquiring knowledge, skills, and behavior that improve employees' ability to meet the challenges of a variety of new or existing jobs, including the client and customer demands of those jobs. Development programs often focus on preparing employees for management responsibility. Likewise, if a company plans to set up teams to manufacture products, it might offer a development program to help employees learn the ins and outs of effective teamwork. Figure 1.3 illustrates examples of training and development designed to increase the value of an organization's human capital.

Decisions related to training and development include whether the organization will emphasize enabling employees to perform their current jobs, preparing them for future jobs, or both. An organization may offer programs to a few employees in whom the organization wants to invest, or it may have a philosophy of investing in the training of all its workers. Some organizations, especially large ones, may have extensive formal training programs, including classroom sessions and training programs on CD-ROM. Other organizations may prefer a simpler, more flexible approach of encourag-

training
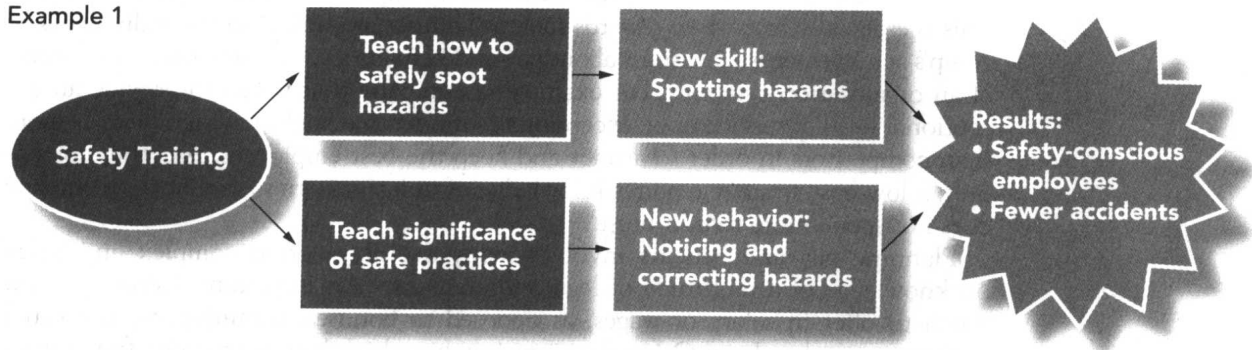A planned effort to enable employees to learn job-related knowledge, skills, and behavior.

development
The acquisition of knowledge, skills, and behaviors that improve an employee's ability to meet changes in job requirements and in customer demands.
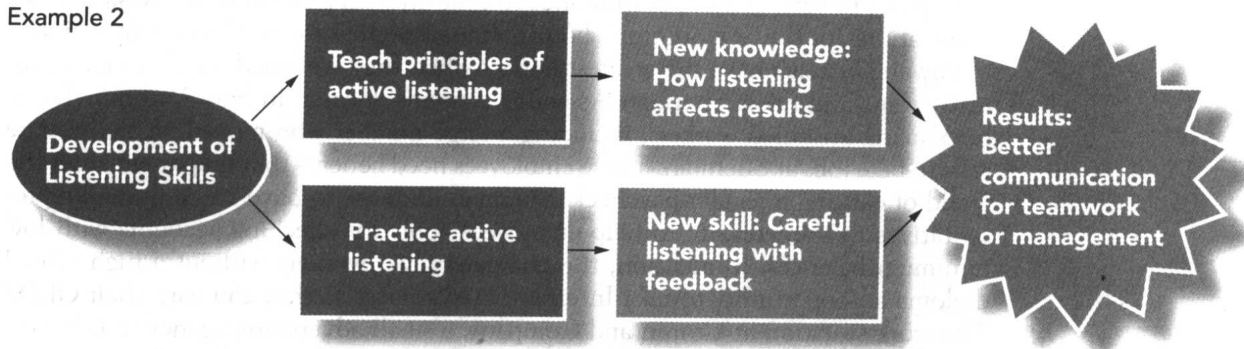
FIGURE 1.3

How Training and Development Can Increase the Value of Human Capital

Example 1

- Safety Training
  - Teach how to safely spot hazards → New skill: Spotting hazards
  - Teach significance of safe practices → New behavior: Noticing and correcting hazards
- Results:
  - Safety-conscious employees
  - Fewer accidents

Example 2

- Development of Listening Skills
  - Teach principles of active listening → New knowledge: How listening affects results
  - Practice active listening → New skill: Careful listening with feedback
- Results: Better communication for teamwork or management

ing employees to participate in outside training and development programs as needs are identified.

Managing Performance

Managing human resources includes keeping track of how well employees are performing relative to objectives such as job descriptions and goals for a particular position. The process of ensuring that employees' activities and outputs match the organization's goals is called **performance management.** The activities of performance management include specifying the tasks and outcomes of a job that contribute to the organization's success. Then various measures are used to compare the employee's performance over some time period with the desired performance. Often, rewards—the topic of the next section—are developed to encourage good performance.

The human resource department may be responsible for developing or obtaining questionnaires and other devices for measuring performance. The performance measures may emphasize observable behaviors (for example, answering the phone by the second ring), outcomes (number of customer complaints and compliments), or both. When the person evaluating performance is not familiar with the details of the job, outcomes tend to be easier to evaluate than specific behaviors.[7] The evaluation may focus on the short term or long term and on individual employees or groups. Typically, the person who completes the evaluation is the employee's supervisor. Often employees also evaluate their own performance, and in some organizations, peers and subordinates participate, too.

performance management
The process of ensuring that employees' activities and outputs match the organization's goals.