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人力资源管理

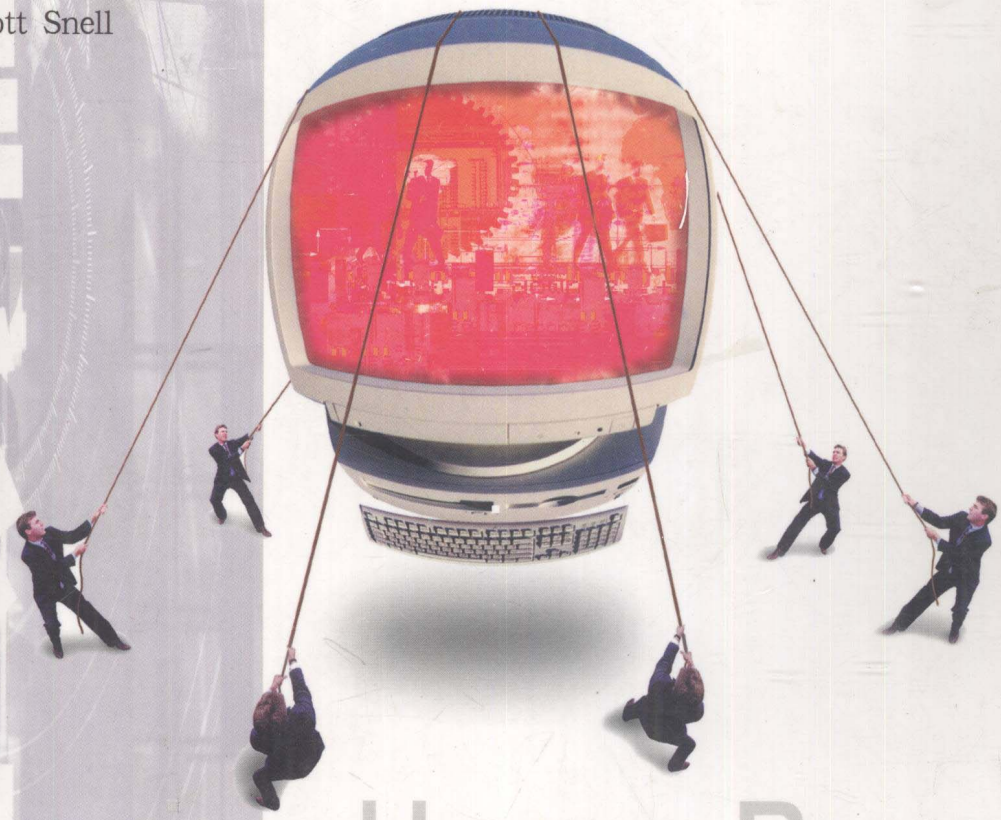
（第十三版）

Thirteen Edition

英文版

(美)乔治·伯兰德　斯科特·斯内尔　著

George Bohlander
Scott Snell



Managing Human Resources

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管理系列

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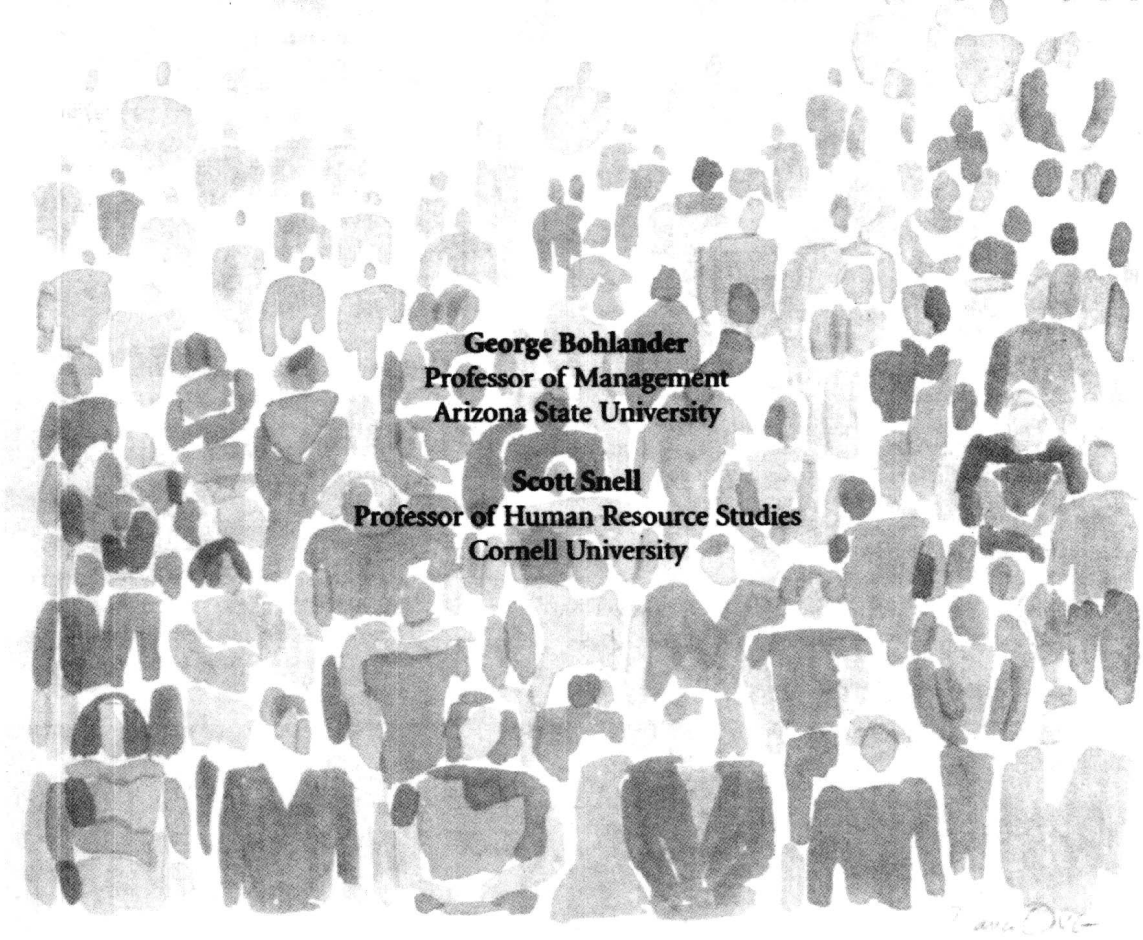

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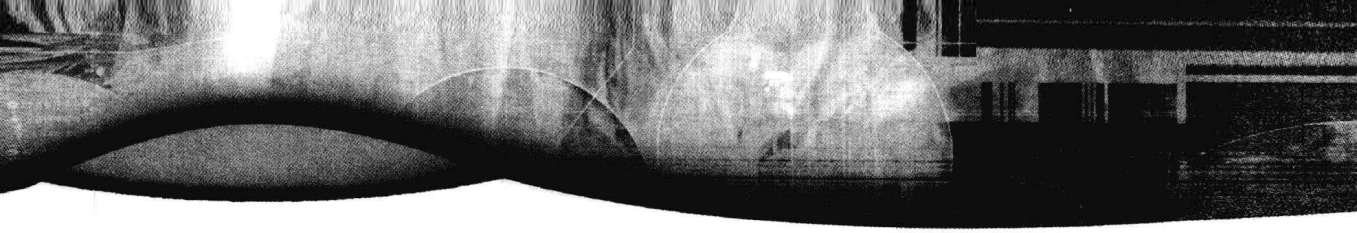

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Before You Open the Door to the 13th Edition of *Managing Human Resources,* take a walk through the special features of the text, detailed on the next few pages. The topic of human resources management holds special interest for us, and we are pleased 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

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Special Features

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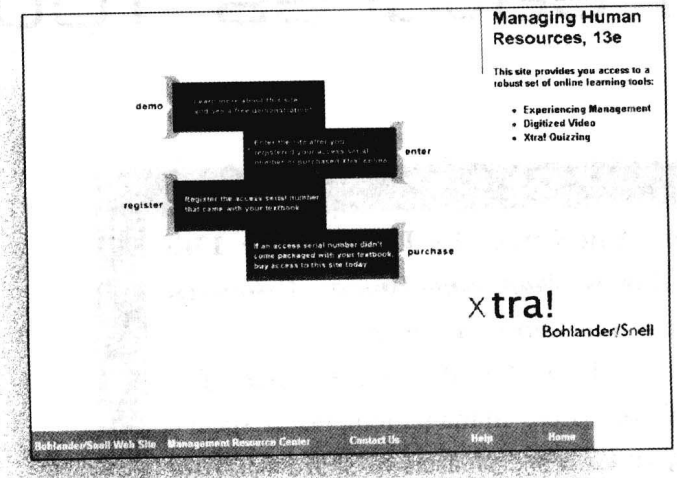

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Bring HR to life with Xtra!—a robust set of online learning tools that includes interactive quizzing, HR video examples, and more. Xtra! allows students to practice what they've learned through unique exercises that ask the student to apply HR theory to hypothetical scenarios with a real-world focus. An Xtra! access certificate is packaged with each new copy of the text. Xtra! is also available for purchase with used textbooks.

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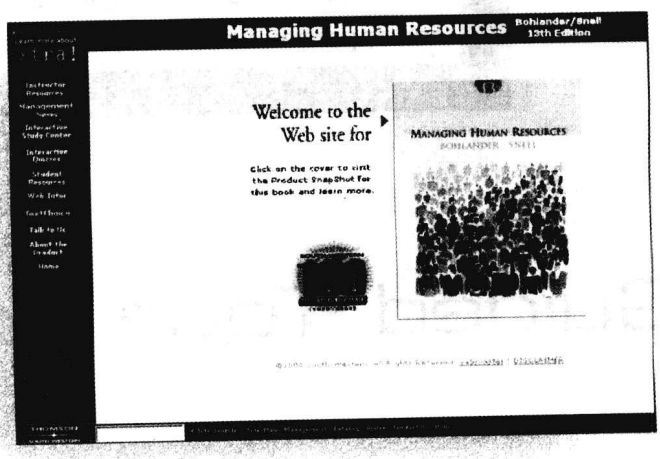

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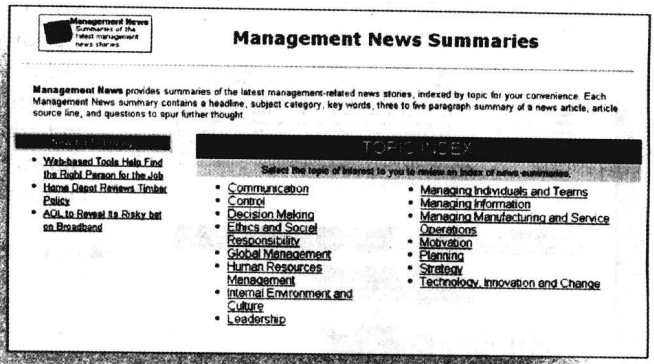

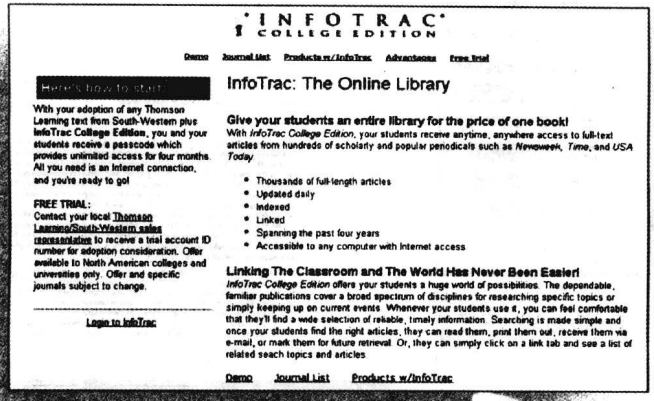

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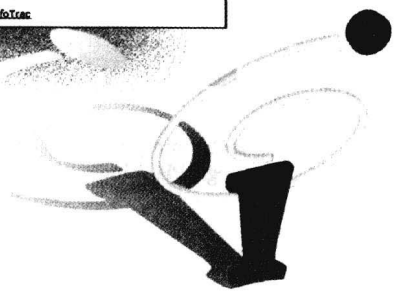
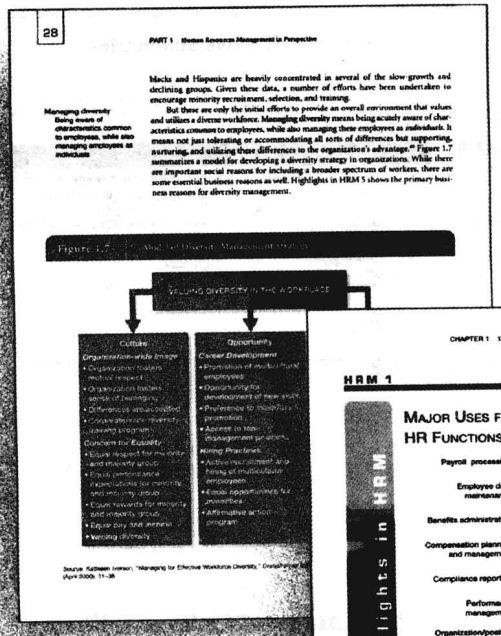


Special Features

WHAT'S CRITICAL IN HUMAN RESOURCES MANAGEMENT TODAY?

Now in its 13th 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 current topics you'll encounter in this edition.

◀ **Diversity Management**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PART 1 Human Resources Management in Perspective

Managing diversity
Being aware of characteristics common to employees, while also managing employees as individuals

blacks and Hispanics are heavily concentrated in several of the slow-growth and declining groups. Given these data, a number of efforts have been undertaken to encourage minority recruitment, selection, and training.

But these are only the initial efforts to provide an overall environment that values and utilizes a diverse workforce. Managing diversity means being acutely aware of characteristics common to employees, while also managing these employees as *individuals*. It means not just tolerating or accommodating all sorts of differences but supporting, nurturing, and utilizing these differences to the organization's advantage." Figure 1.7 summarizes a model for developing a diversity strategy in organizations. While there are important social reasons for including a broader spectrum of workers, there are some essential business reasons as well. Highlights in HRM 5 shows the primary business reasons for diversity management.

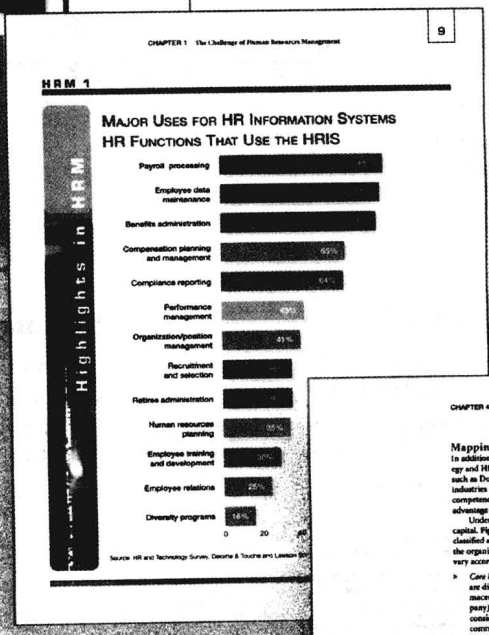
Figure 1.7 Model for Diversity Management Strategies

VALUING DIVERSITY IN THE WORKPLACE

Culture
Organization-wide change
• Organization fosters mutual respect
• Organization tackles sense of belonging
• Differences are valued/celebrated
• Create alternate diversity (skewing) programs
Concern for Equality
• Equal respect for majority and minority groups
• Equal personal social expectations for minority and majority groups
• Equal rewards for majority and minority groups
• Equal pay and benefits
• Managing diversity

Opportunity
Career Development
• Promotion of minority employees
• Opportunity for development of new skills
• Preference for minority promotion
• Access to non-displacement jobs
Hiring Practices
• Active recruitment and hiring of minority employees
• Equal opportunities for promotion
• Affirmative action program

Source: Kathleen Iverson, "Managing for Effective Workforce Diversity," Cornell Hotel and Restaurant Administration Quarterly (April 2000): 31–38.


CHAPTER 1 The Challenge of Human Resources Management

9

HRM 1

Highlights in HRM

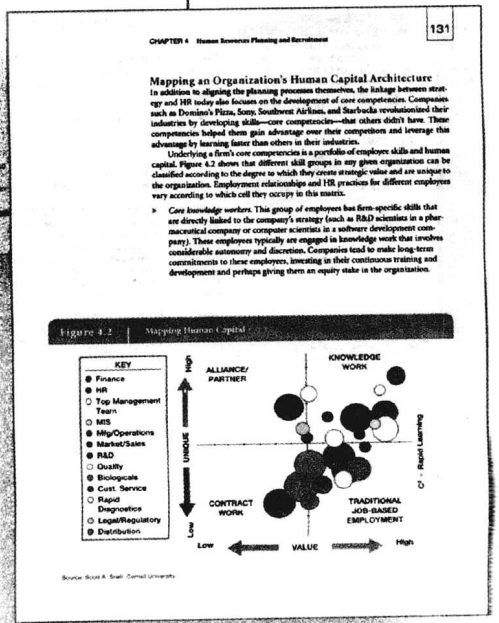
MAJOR USES FOR HR INFORMATION SYSTEMS
HR FUNCTIONS THAT USE THE HRIS

Payroll processing
Employee data maintenance
Benefits administration
Compensation planning and management 65%
Compliance reporting 64%
Performance management 49%
Organization/position management 41%
Recruitment and selection
Retiree administration
Human resources planning 35%
Employee training and development 30%
Employee relations 28%
Diversity programs 18%
0 20

Source: HR and Technology Survey, Deloitte & Touche and Lawson Software

◀ **HRIS**

HR Planning and Strategic Planning ▶


CHAPTER 4 Human Resources Planning and Recruitment

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Mapping an Organization's Human Capital Architecture

In addition to aligning the planning processes themselves, the linkage between strategy and HR today also focuses on the development of core competencies. Companies such as Domino's Pizza, Sony, Southwest Airlines, and Starbucks revolutionized their industries by developing skills—core competencies—that others didn't have. These competencies helped them gain advantage over their competitors and leverage this advantage by learning faster than others in their industries.

Underlying a firm's core competencies is a portfolio of employee skills and human capital. Figure 4.2 shows that different skill groups in any given organization can be classified according to the degree to which they create strategic value and are unique to the organization. Employment relationships and HR practices for different employees vary according to which cell they occupy in this matrix.

- *Core knowledge workers.* This group of employees has firm-specific skills that are directly linked to the company's strategy (such as R&D scientists in a pharmaceutical company or computer scientists in a software development company). These employees typically are engaged in knowledge work that involves considerable autonomy and discretion. Companies tend to make long-term commitments to these employees, investing in their continuous training and development and perhaps giving them an equity stake in the organization.

Figure 4.2 Mapping Human Capital

KEY
- Finance
- HR
- Top Management Team
- MIS
- Mfg/Operations
- Market/Sales
- R&D
- Quality
- Biologicals
- Cust. Service
- Rapid Diagnostics
- Legal/Regulatory
- Distribution

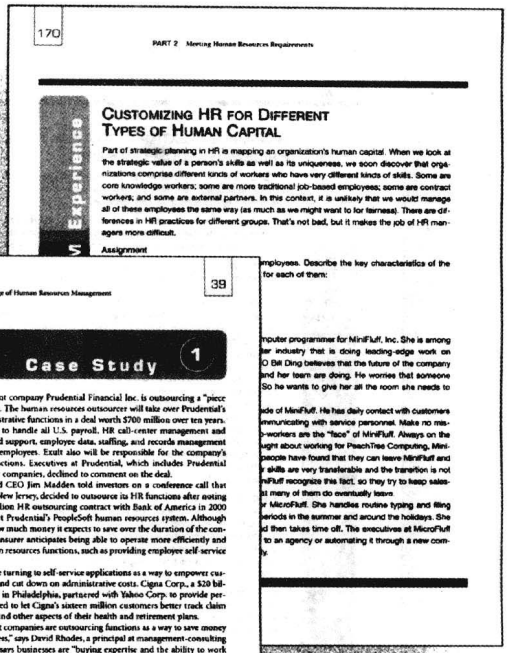
ALLIANCE/ PARTNER
KNOWLEDGE WORK
CONTRACT WORK
TRADITIONAL JOB-BASED EMPLOYMENT
UNIQUE
High
Low
VALUE
Low
High
Rapid Learning

Source: Scott A. Snell, Cornell University.

LEARN BY DOING: THE PRACTICE OF HRM

NEW! Experiential Exercise ►

Each chapter now contains an experiential exercise to explore significant issues in HRM. These skill-building exercises will help you gain practical experience when dealing with employee/management concerns. The exercises provide experience working as an individual or as part of a team.



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PART 2 Meeting Human Resources Requirements

Experiential Exercise 5

CUSTOMIZING HR FOR DIFFERENT TYPES OF HUMAN CAPITAL

Part of strategic planning in HR is mapping an organization's human capital. When we look at the strategic value of a person's skills as well as its uniqueness, we soon discover that organizations comprise different kinds of workers who have very different kinds of skills. Some are core knowledge workers; some are more traditional job-based employees; some are contract workers; and some are external partners. In this context, it is unlikely that we would manage all of these employees the same way (as much as we might want to for fairness). There are differences in HR practices for different groups. That's not bad, but it makes the job of HR managers more difficult.

Assignment

...employees. Describe the key characteristics of the ...for each of them:

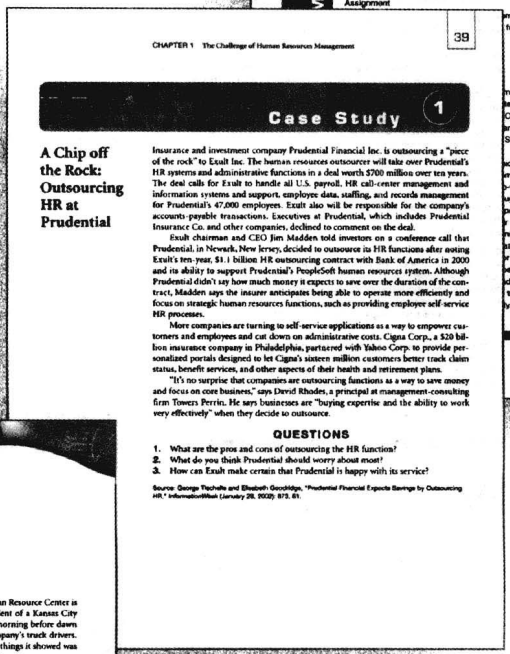
...mputer programmer for MiniFluff, Inc. She is among ...er industry that is doing leading-edge work on ...O Bit Ding believes that the future of the company ...and her team are doing. He worries that someone ...So he wants to give her all the room she needs to ...

...ade of MiniFluff. He has daily contact with customers ...mmunicating with service personnel. Make no mis... ...workers are the "face" of MiniFluff. Always on the ...ught about working for PeachTree Computing, Mini... ...people have found that they can leave MiniFluff and ...r skills are very transferable and the transition is not ...niFluff recognize this fact, so they try to keep sales... ...st many of them do eventually leave.

...r MicroFluff. She handles routine typing and filing ...eriods in the summer and around the holidays. She ...d then takes time off. The executives at MicroFluff ...to an agency or automating it through a new com... ...y.

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 1 The Challenge of Human Resources Management 39

Case Study 1

A Chip off the Rock: Outsourcing HR at Prudential

Insurance and investment company Prudential Financial Inc. is outsourcing a "piece of the rock" to Exult Inc. The human resources outsourcer will take over Prudential's HR systems and administrative functions in a deal worth $700 million over ten years. The deal calls for Exult to handle all U.S. payroll, HR call-center management and information systems and support, employee data, staffing, and records management for Prudential's 47,000 employees. Exult also will be responsible for the company's accounts-payable transactions. Executives at Prudential, which includes Prudential Insurance Co. and other companies, declined to comment on the deal.

Exult chairman and CEO Jim Madden told investors on a conference call that Prudential, in Newark, New Jersey, decided to outsource its HR functions after noting Exult's ten-year, $1.1 billion HR outsourcing contract with Bank of America in 2000 and its ability to support Prudential's PeopleSoft human resources system. Although Prudential didn't say how much money it expects to save over the duration of the contract, Madden says the insurer anticipates being able to operate more efficiently and focus on strategic human resources functions, such as providing employee self-service HR processes.

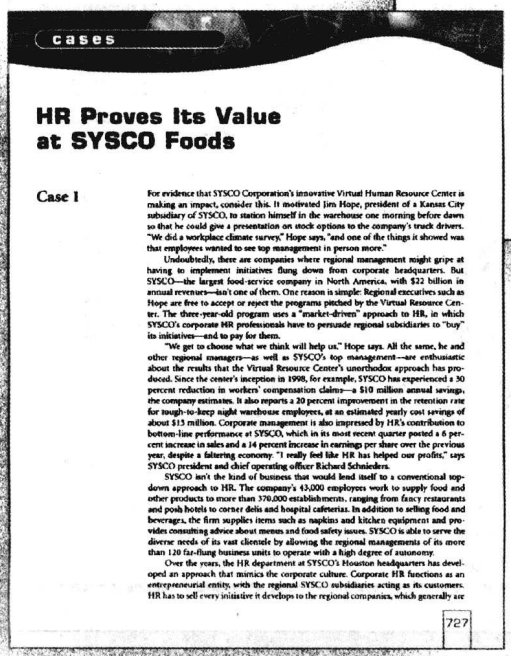
More companies are turning to self-service applications as a way to empower customers and employees and cut down on administrative costs. Cigna Corp., a $20 billion insurance company in Philadelphia, partnered with Yahoo Corp. to provide personalized portals designed to let Cigna's sixteen million customers better track claim status, benefit services, and other aspects of their health and retirement plans.

"It's no surprise that companies are outsourcing functions as a way to save money and focus on core business," says David Rhodes, a principal at management-consulting firm Towers Perrin. He says businesses are "buying expertise and the ability to work very effectively" when they decide so outsource.

QUESTIONS

1. What are the pros and cons of outsourcing the HR function?
2. What do you think Prudential should worry about most?
3. How can Exult make certain that Prudential is happy with its service?

Source: George Piscotta and Elisabeth Goodridge, "Prudential Financial Expects Savings by Outsourcing HR," InformationWeek (January 28, 2002): 873, 61.



cases

HR Proves Its Value at SYSCO Foods

Case 1

For evidence that SYSCO Corporation's innovative Virtual Human Resource Center is making an impact, consider this. It motivated Jim Hope, president of a Kansas City subsidiary of SYSCO, to station himself in the warehouse one morning before dawn so that he could give a presentation on stock options to the company's truck drivers. "We did a workplace climate survey," Hope says, "and one of the things it showed was that employees wanted to see top management in person more."

Undoubtedly, there are companies where regional management might gripe at having to implement initiatives flung down from corporate headquarters. But SYSCO—the largest food-service company in North America, with $22 billion in annual revenues—isn't one of them. One reason is simple: Regional executives such as Hope are free to accept or reject the programs pitched by the Virtual Resource Center. The three-year-old program uses a "market-driven" approach to HR, in which SYSCO's corporate HR professionals have to persuade regional subsidiaries to "buy" its initiatives—and to pay for them.

"We get to choose what we think will help us," Hope says. All the same, he and other regional managers—as well as SYSCO's top management—are enthusiastic about the results that the Virtual Resource Center's unorthodox approach has produced. Since the center's inception in 1998, for example, SYSCO has experienced a 30 percent reduction in workers' compensation claims—a $10 million annual savings, the company estimates. It also reports a 20 percent improvement in the retention rate for tough-to-keep night warehouse employees, at an estimated yearly cost savings of about $15 million. Corporate management is also impressed by HR's contribution to bottom-line performance at SYSCO, which in its most recent quarter posted a 6 percent increase in sales and a 14 percent increase in earnings per share over the previous year, despite a faltering economy. "I really feel like HR has helped our profits," says SYSCO president and chief operating officer Richard Schnieders.

SYSCO isn't the kind of business that would lend itself to a conventional top-down approach to HR. The company's 43,000 employees work to supply food and other products to more than 370,000 establishments, ranging from fancy restaurants and posh hotels to corner delis and hospital cafeterias. In addition to selling food and beverages, the firm supplies items such as napkins and kitchen equipment and provides consulting advice about menus and food safety issues. SYSCO is able to serve the diverse needs of its vast clientele by allowing the regional managements of its more than 120 far-flung business units to operate with a high degree of autonomy.

Over the years, the HR department at SYSCO's Houston headquarters has developed an approach that mimics the corporate culture. Corporate HR functions as an entrepreneurial entity, with the regional SYSCO subsidiaries acting as its customers. HR has to sell every initiative it develops to the regional companies, which generally are

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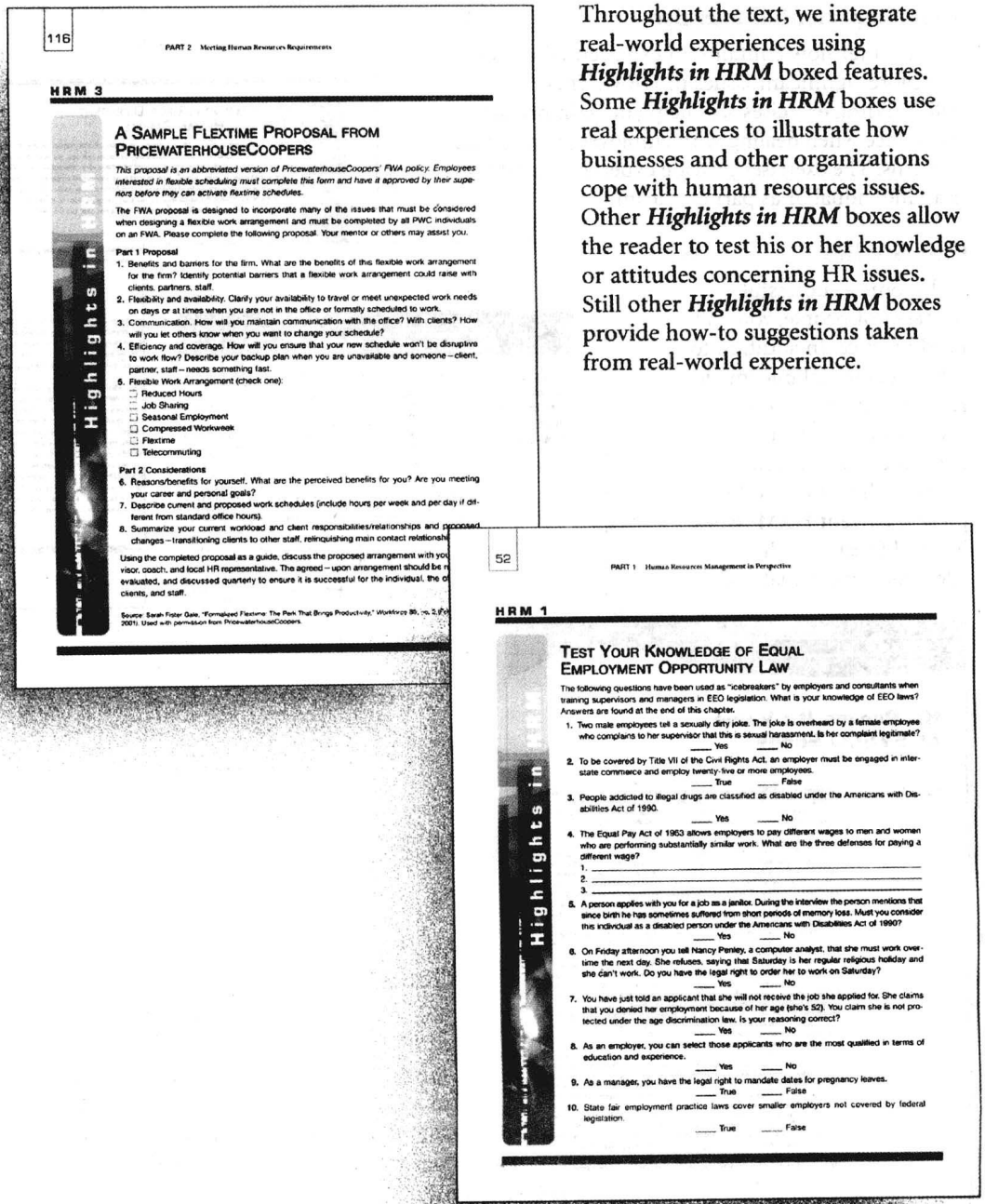
◄ Extended Cases

Ten extended 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.

Special Features

HUMAN RESOURCES MANAGEMENT IN THE REAL WORLD



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PART 2 Meeting Human Resources Requirements

HRM 3

Highlights in HRM

A Sample Flextime Proposal from PricewaterhouseCoopers

This proposal is an abbreviated version of PricewaterhouseCoopers' FWA policy. Employees interested in flexible scheduling must complete this form and have it approved by their supervisors before they can activate flextime schedules.

The FWA proposal is designed to incorporate many of the issues that must be considered when designing a flexible work arrangement and must be completed by all PWC individuals on an FWA. Please complete the following proposal. Your mentor or others may assist you.

Part 1 Proposal

1. Benefits and barriers for the firm. What are the benefits of this flexible work arrangement for the firm? Identify potential barriers that a flexible work arrangement could raise with clients, partners, staff.
2. Flexibility and availability. Clarify your availability to travel or meet unexpected work needs on days or at times when you are not in the office or formally scheduled to work.
3. Communication. How will you maintain communication with the office? With clients? How will you let others know when you want to change your schedule?
4. Efficiency and coverage. How will you ensure that your new schedule won't be disruptive to work flow? Describe your backup plan when you are unavailable and someone – client, partner, staff – needs something fast.
5. Flexible Work Arrangement (check one):
   - ☐ Reduced Hours
   - ☐ Job Sharing
   - ☐ Seasonal Employment
   - ☐ Compressed Workweek
   - ☐ Flextime
   - ☐ Telecommuting

Part 2 Considerations

6. Reasons/benefits for yourself. What are the perceived benefits for you? Are you meeting your career and personal goals?
7. Describe current and proposed work schedules (include hours per week and per day if different from standard office hours).
8. Summarize your current workload and client responsibilities/relationships and proposed changes – transitioning clients to other staff, relinquishing main contact relationsh

Using the completed proposal as a guide, discuss the proposed arrangement with you visor, coach, and local HR representative. The agreed – upon arrangement should be r evaluated, and discussed quarterly to ensure it is successful for the individual, the cl clients, and staff.

Source: Sarah Fister Gale, "Formalized Flextime: The Perk That Brings Productivity," Workforce 80, no. 2, (F 2001). Used with permission from PricewaterhouseCoopers.

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PART 1 Human Resources Management in Perspective

HRM 1

Highlights in HRM

Test Your Knowledge of Equal Employment Opportunity Law

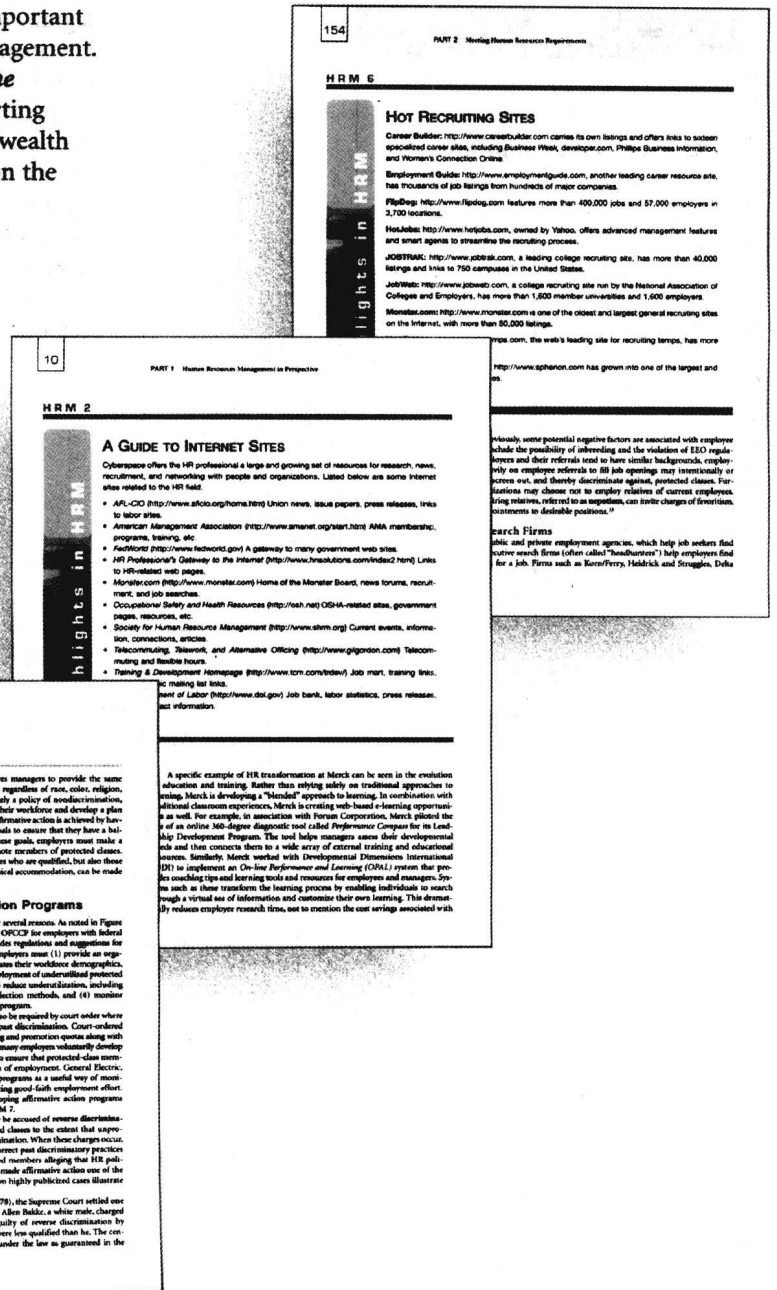
The following questions have been used as "icebreakers" by employers and consultants when training supervisors and managers in EEO legislation. What is your knowledge of EEO laws? Answers are found at the end of this chapter.

1. Two male employees tell a sexually dirty joke. The joke is overheard by a female employee who complains to her supervisor that this is sexual harassment. Is her complaint legitimate?
   ____ Yes ____ No
2. To be covered by Title VII of the Civil Rights Act, an employer must be engaged in interstate commerce and employ twenty-five or more employees.
   ____ True ____ False
3. People addicted to illegal drugs are classified as disabled under the Americans with Disabilities Act of 1990.
   ____ Yes ____ No
4. The Equal Pay Act of 1963 allows employers to pay different wages to men and women who are performing substantially similar work. What are the three defenses for paying a different wage?
   1. _____
   2. _____
   3. _____
5. A person applies with you for a job as a janitor. During the interview the person mentions that since birth he has sometimes suffered from short periods of memory loss. Must you consider this individual as a disabled person under the Americans with Disabilities Act of 1990?
   ____ Yes ____ No
6. On Friday afternoon you tell Nancy Penley, a computer analyst, that she must work overtime the next day. She refuses, saying that Saturday is her regular religious holiday and she can't work. Do you have the legal right to order her to work on Saturday?
   ____ Yes ____ No
7. You have just told an applicant that she will not receive the job she applied for. She claims that you denied her employment because of her age (she's 52). You claim she is not protected under the age discrimination law. Is your reasoning correct?
   ____ Yes ____ No
8. As an employer, you can select those applicants who are the most qualified in terms of education and experience.
   ____ Yes ____ No
9. As a manager, you have the legal right to mandate dates for pregnancy leaves.
   ____ True ____ False
10. State fair employment practice laws cover smaller employers not covered by federal legislation.
    ____ True ____ False

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.

A SPECIAL EMPHASIS ON THE ROLE OF THE INTERNET IN HRM TODAY

The Internet now plays an important role in human resources management. All new and updated ***Using the Internet*** boxes will be the starting points for you to explore the wealth of HRM resources available on the Internet.



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PART 2 Meeting Human Resource Requirements

HRM 6

Highlights in HRM

HOT RECRUITING SITES

CareerBuilder: http://www.careerbuilder.com carries its own listings and offers links to sixteen specialized career sites, including Business Week, developer.com, Phillips Business Information, and Women's Connection Online.

Employment Guide: http://www.employmentguide.com, another leading career resource site, has thousands of job listings from hundreds of major companies.

FlipDog: http://www.flipdog.com features more than 400,000 jobs and 57,000 employers in 3,700 locations.

HotJobs: http://www.hotjobs.com, owned by Yahoo, offers advanced management features and smart agents to streamline the recruiting process.

JOBTRAK: http://www.jobtrak.com, a leading college recruiting site, has more than 40,000 listings and links to 750 campuses in the United States.

JobWeb: http://www.jobweb.com, a college recruiting site run by the National Association of Colleges and Employers, has more than 1,600 member universities and 1,600 employers.

Monster.com: http://www.monster.com is one of the oldest and largest general recruiting sites on the Internet, with more than 80,000 listings.

...mps.com, the web's leading site for recruiting temps, has more

...http://www.sphenon.com has grown into one of the largest and ...es.

...viously, some potential negative factors are associated with employee ...clude the possibility of inbreeding and the violation of EEO regula- ...loyees and their referrals tend to have similar backgrounds, employ- ...rily on employee referrals to fill job openings may intentionally or ...screen out, and thereby discriminate against, protected classes. Fur- ...tionns may choose not to employ relatives of current employees, ...ring relatives, referred to as nepotism, can invite charges of favoritism, ...ointments to desirable positions."[9]

...earch Firms

...ublic and private employment agencies, which help job seekers find ...cutive search firms (often called "headhunters") help employers find ...for a job. Firms such as Korn/Ferry, Heidrick and Struggles, Delta

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PART 1 Human Resources Management in Perspective

HRM 2

Highlights in HRM

A GUIDE TO INTERNET SITES

Cyberspace offers the HR professional a large and growing set of resources for research, news, recruitment, and networking with people and organizations. Listed below are some Internet sites related to the HR field.

- *AFL-CIO* (http://www.aflcio.org/home.html) Union news, issue papers, press releases, links to labor sites.
- *American Management Association* (http://www.amanet.org/start.htm) AMA membership, programs, training, etc.
- *FedWorld* (http://www.fedworld.gov) A gateway to many government web sites.
- *HR Professional's Gateway to the Internet* (http://www.hrsolutions.com/index2.html) Links to HR-related web pages.
- *Monster.com* (http://www.monster.com) Home of the Monster Board, news forums, recruitment, and job searches.
- *Occupational Safety and Health Resources* (http://osh.net) OSHA-related sites, government pages, resources, etc.
- *Society for Human Resource Management* (http://www.shrm.org) Current events, information, connections, articles.
- *Telecommuting, Telework, and Alternative Offices* (http://www.gilgordon.com) Telecommuting and flexible hours.
- *Training & Development Homepage* (http://www.tcm.com/trdev) Job mart, training links, ...ic mailing list links.
- ...*ent of Labor* (http://www.dol.gov) Job bank, labor statistics, press releases, ...act information.

A specific example of HR transformation at Merck can be seen in the evolution ...ducation and training. Rather than relying solely on traditional approaches to ...ining, Merck is developing a "blended" approach to learning. In combination with ...ditional classroom experiences, Merck is creating web-based e-learning opportuni- ...s as well. For example, in association with Forum Corporation, Merck piloted the ...e of an online 360-degree diagnostic tool called *Performance Compass* for its Lead- ...ship Development Program. The tool helps managers assess their developmental ...eds and then connects them to a wide array of external training and educational ...ources. Similarly, Merck worked with Developmental Dimensions International ...DI) to implement an *On-line Performance and Learning (OPAL)* system that pro- ...des coaching tips and learning tools and resources for employees and managers. Sys- ...ms such as these transform the learning process by enabling individuals to search ...rough a virtual sea of information and customize their own learning. This dramat- ...lly reduces employer research time, not to mention the cost savings associated with

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PART 1 Human Resources Management in Perspective

AFFIRMATIVE ACTION

OBJECTIVE 8

Affirmative action Policy that goes beyond equal employment opportunity by requiring organizations to comply with the law and correct past discriminatory practices by increasing the numbers of minorities and women in specific positions

Equal employment opportunity legislation requires managers to provide the same opportunities to all job applicants and employees regardless of race, color, religion, sex, national origin, or age. While EEO law is largely a policy of nondiscrimination, affirmative action requires employers to analyze their workforce and develop a plan of action to correct areas of past discrimination. Affirmative action is achieved by having organizations follow specific guidelines and goals to ensure that they have a balanced and representative workforce. To achieve these goals, employers must make a concerted effort to recruit, select, train, and promote members of protected classes. Employers must locate not only minority candidates who are qualified, but also those who, with a reasonable amount of training or physical accommodation, can be made to qualify for job openings.

Establishing Affirmative Action Programs

Employers establish affirmative action programs for several reasons. As noted in Figure 2.3, affirmative action programs are required by the OFCCP for employers with federal contracts greater than $50,000.[36] The OFCCP provides regulations and suggestions for establishing affirmative action plans. Specifically, employers must (1) provide an organizational profile that graphically illustrates their workforce demographics, (2) establish goals and timetables for employment of underutilized protected classes, (3) develop actions and plans to reduce underutilizations, including initiating proactive recruitment and selection methods, and (4) monitor progress of the entire affirmative action program.

USING THE INTERNET

For information on the Office of Federal Contract Compliance Programs (OFCCP), go to: http://toolkit.bnatesting.com

Affirmative action programs may also be required by court order where an employer has been found guilty of past discrimination. Court-ordered programs will require the setting of hiring and promotion quotas along with stated timetables for compliance. Finally, many employers voluntarily develop their own affirmative action programs to ensure that protected-class members receive fair treatment in all aspects of employment. General Electric, the City of Portland, and Hilton Hotels use these programs as a useful way of monitoring the progress of employees while demonstrating good-faith employment effort. The EEOC recommends that organizations developing affirmative action programs follow specific steps, as shown in Highlights in HRM 7.

Reverse discrimination Act of giving preference to members of protected classes to the extent that unprotected individuals believe they are suffering discrimination

In pursuing affirmative action, employers may be accused of reverse discrimination, or giving preference to members of protected classes to the extent that unprotected individuals believe they are suffering discrimination. When these charges occur, organizations are caught between attempting to correct past discriminatory practices and handling present complaints from unprotected members alleging that HR policies are unfair. It is exactly this "catch-21" that has made affirmative action one of the most controversial issues of the past fifty years. Two highly publicized cases illustrate the controversy.

In *University of California Regents v Bakke* (1978), the Supreme Court settled one of the most famous reverse discrimination cases.[42] Allen Bakke, a white male, charged that the University of California at Davis was guilty of reverse discrimination by admitting minority-group members he believed were less qualified than he. The central issue before the Court was equal treatment under the law as guaranteed in the

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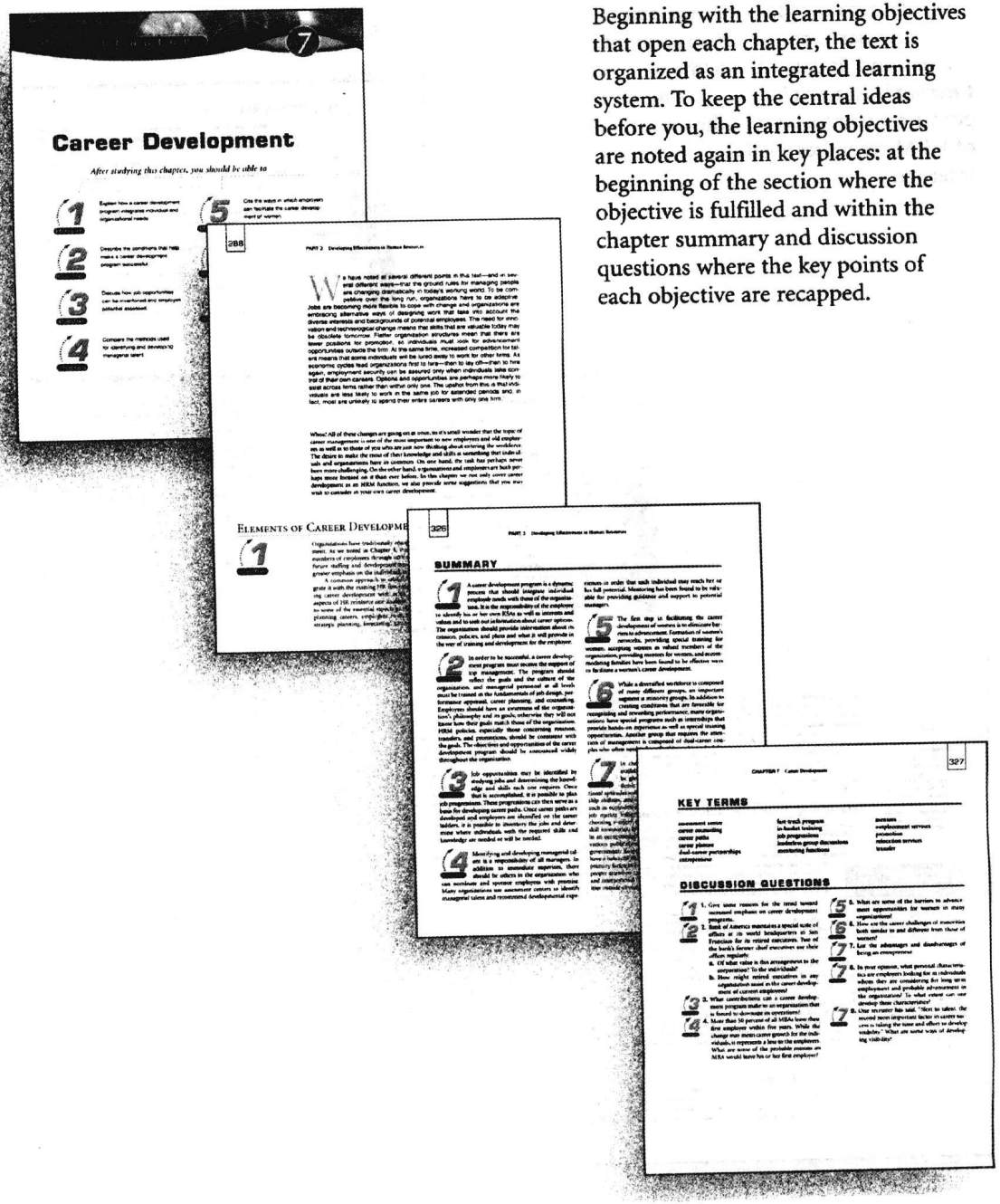
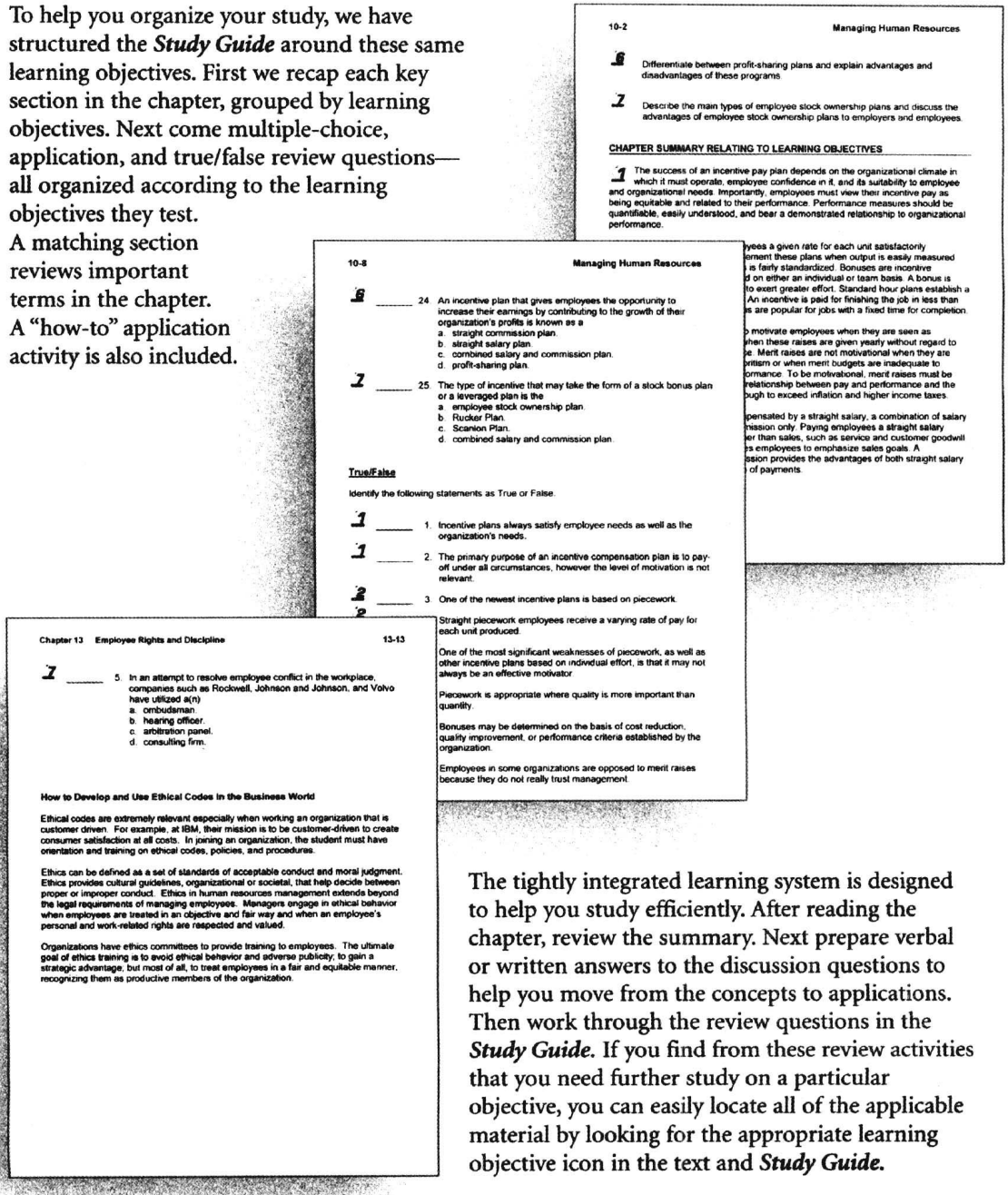
Special Features

INTEGRATED LEARNING SYSTEM



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.

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.
A matching section reviews important terms in the chapter.
A "how-to" application activity is also included.



10-2 Managing Human Resources

6 Differentiate between profit-sharing plans and explain advantages and disadvantages of these programs.

7 Describe the main types of employee stock ownership plans and discuss the advantages of employee stock ownership plans to employers and employees.

CHAPTER SUMMARY RELATING TO LEARNING OBJECTIVES

1 The success of an incentive pay plan depends on the organizational climate in which it must operate, employee confidence in it, and its suitability to employee and organizational needs. Importantly, employees must view their incentive pay as being equitable and related to their performance. Performance measures should be quantifiable, easily understood, and bear a demonstrated relationship to organizational performance.

yees a given rate for each unit satisfactorily
ement these plans when output is easily measured
is fairly standardized. Bonuses are incentive
d on either an individual or team basis. A bonus is
to exert greater effort. Standard hour plans establish a
An incentive is paid for finishing the job in less than
s are popular for jobs with a fixed time for completion.

motivate employees when they are seen as
hen these raises are given yearly without regard to
e. Merit raises are not motivational when they are
ritism or when merit budgets are inadequate to
ormance. To be motivational, merit raises must be
relationship between pay and performance and the
ough to exceed inflation and higher income taxes.

pensated by a straight salary, a combination of salary
nission only. Paying employees a straight salary
er than sales, such as service and customer goodwill
s employees to emphasize sales goals. A
ssion provides the advantages of both straight salary
of payments.

10-8 Managing Human Resources

6 _____ 24. An incentive plan that gives employees the opportunity to increase their earnings by contributing to the growth of their organization's profits is known as a
a. straight commission plan.
b. straight salary plan.
c. combined salary and commission plan.
d. profit-sharing plan.

1 _____ 25. The type of incentive that may take the form of a stock bonus plan or a leveraged plan is the
a. employee stock ownership plan.
b. Rucker Plan.
c. Scanlon Plan.
d. combined salary and commission plan.

True/False

Identify the following statements as True or False.

1 _____ 1. Incentive plans always satisfy employee needs as well as the organization's needs.

1 _____ 2. The primary purpose of an incentive compensation plan is to pay-off under all circumstances, however the level of motivation is not relevant.

2 _____ 3. One of the newest incentive plans is based on piecework.

Straight piecework employees receive a varying rate of pay for each unit produced.

One of the most significant weaknesses of piecework, as well as other incentive plans based on individual effort, is that it may not always be an effective motivator.

Piecework is appropriate where quality is more important than quantity.

Bonuses may be determined on the basis of cost reduction, quality improvement, or performance criteria established by the organization.

Employees in some organizations are opposed to merit raises because they do not really trust management.

Chapter 13 Employee Rights and Discipline 13-13

7 _____ 5. In an attempt to resolve employee conflict in the workplace, companies such as Rockwell, Johnson and Johnson, and Volvo have utilized a(n)
a. ombudsman.
b. hearing officer.
c. arbitration panel.
d. consulting firm.

How to Develop and Use Ethical Codes in the Business World

Ethical codes are extremely relevant especially when working an organization that is customer driven. For example, at IBM, their mission is to be customer-driven to create consumer satisfaction at all costs. In joining an organization, the student must have orientation and training on ethical codes, policies, and procedures.

Ethics can be defined as a set of standards of acceptable conduct and moral judgment. Ethics provides cultural guidelines, organizational or societal, that help decide between proper or improper conduct. Ethics in human resources management extends beyond the legal requirements of managing employees. Managers engage in ethical behavior when employees are treated in an objective and fair way and when an employee's personal and work-related rights are respected and valued.

Organizations have ethics committees to provide training to employees. The ultimate goal of ethics training is to avoid ethical behavior and adverse publicity; to gain a strategic advantage, but most of all, to treat employees in a fair and equitable manner, recognizing them as productive members of the organization.

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.***

The 13th edition of *Managing Human Resources* will place your students at the forefront in understanding how organizations can gain sustainable competitive advantage through people. The role of HR managers is no longer limited to service functions such as recruiting and selecting employees. Today, HR managers 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.

In the first chapter, we begin by explaining the key challenges to HRM in developing the flexible and skilled workforce needed to compete effectively. 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 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 of HRM used to meet them.

Although we focus on the HR role of managers, we do not exclude the impact and importance of the HR department's strategic role in developing, coordinating, and enforcing policies and procedures relating to HR functions. Whether the reader becomes a manager, a supervisor, or an HR specialist, or is employed in other areas of the organization, *Managing Human Resources* provides a functional and practical understanding of HR programs to enable readers 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 such as 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. *Managing Human Resources* ends with a final chapter that focuses on development of high-performance work systems. We outline the various components of the system including work-flow 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.

What's New in the 13th Edition

Many new features and much new information are provided in this revision. We introduce overall text improvements that more accurately reflect HRM in today's business world and help the reader understand HRM issues more effectively.

- HRM Experience: Each chapter contains a new experiential exercise to explore significant issues in HRM. These skill-building exercises will help students gain practical experience when dealing with employee/management concerns such as pay-for-performance; effective training; employee benefits; reducing employee stress; balancing competitive challenges and employee concerns; customizing

HR for different types of human capital; designing selection criteria and methods; and assessing the strategic fit of HPWS. Students can work through these new exercises on either an individual or a team basis.

- Human Resources Information Systems: Throughout the text, we have specifically highlighted the use of HRIS to facilitate the managing of employees and the efficient performance of HR functions. For example, the impact of information technology on HR and the role of HRIS in such areas as compensation, recruitment and selection, training, job analysis, and safety are discussed.
- Diversity: Because we believe that diversity issues are an integral part of every HRM activity, updated and expanded coverage is included throughout the text.
- HRM Strategy: The increasingly important role HRM plays in strategic planning is covered in discussion of the role of human capital and Six Sigma in Chapter 1; HR benchmarking in Chapter 4; balanced scorecard and performance diagnosis in Chapter 8; global HR strategy in Chapter 15; as well as Chapter 16's coverage of strategic alignment and implementing high-performance work systems.
- A complete update of all laws, administrative rulings and guidelines, and court decisions governing HRM includes such recent developments as OSHA standards covering ergonomics; added emphasis on arbitration to resolve employee discipline and discharge; genetic testing; e-mail and voice-mail privacy; negligent hiring; and other employee rights issues. In Chapter 13, we have added a new section on resolving employee complaints through employment mediation.
- The latest versions of the posters of all major federal regulations governing HRM are included.
- We have readdressed the important role of compensation in HRM by heightening our discussion of pay-for-performance, healthcare cost savings, strategic pension planning, and effective employee awards.
- Expanded discussions cover major issues, including:

  balanced scorecard
  child and elder care
  competency assessment for training
  conflict resolution techniques
  cumulative trauma disorders
  domestic partner benefits
  employee leasing
  401(k) savings plans
  OHSA reporting requirements
  performance diagnosis
  person-organization fit
  role of human capital
  strategic compensation planning
  violence and terrorism in the workplace

- Many new Highlights in HRM boxes present the reader with up-to-date real-world examples from a variety of large and small organizations.
- Internet: The ever-growing role of the Internet in HR activities is evident throughout the text. A few examples include online recruiting in Chapter 4; online staffing in Chapter 5; web-based training and e-learning in Chapter 6; and online 360-degree performance appraisal in Chapter 8.
- Each chapter has at least one new end-of-chapter case study highlighting chapter content.
- Six new extended cases are included at the end of the book. These cases have been carefully selected to reflect current issues in managing human resources. Cases explore the important topics of virtual HR, diversity, workforce mobility, employment downsizing, wrongful discharge, and the arbitration of employee complaints.
- New Ancillaries: There are new online ancillaries for instructors and students. A completely revised test bank plays a strategic role in the Integrated Learning

System. An entirely new set of PowerPoint presentation slides and acetates makes teaching and preparation easier and more convenient.

Features of the Book

Use of the Integrated Learning System (which is carefully described on the front endsheet) continues for the new edition. This integrated structure creates a comprehensive teaching and testing system. Designed to facilitate understanding and retention of the material presented, each chapter contains the following pedagogical features:

- **Learning objectives** listed at the beginning of each chapter provide the basis for the Integrated Learning System. Icons that identify the learning objectives appear throughout the text and end-of-chapter material, and all print ancillaries.
- **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.
- **Using the Internet.** All chapters include new government, research, and business Internet references and addresses.
- **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 and flowcharts provides a visual, dynamic presentation of concepts and HR activities. All figures are systematically referenced in the text discussion.
- **Summary.** A paragraph or two for each learning objective provides a brief and focused 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. Many of these questions allow for group analysis and class discussion.
- **HRM Experience.** A new experiential activity (described earlier) is included in each chapter.
- **Two or more case studies** per chapter present current HRM issues in real-life settings that allow for student consideration and critical analysis.
- **Extended cases.** Ten extended cases are provided at the end of the main text. These cases use material covered in more than one text chapter and provide capstone opportunities.

Ancillary Teaching and Learning Materials

New for this edition are three exceptional online tools: **Xtra!, Management News** on the product support site, and **InfoTrac® College Edition.** Details about these web-based resources are provided on pages iv and v of the Special Features Tour at the very front of the book.

For Students

Study Guide* to Accompany *Managing Human Resources (ISBN: 0-324-18406-9). Thomas Lloyd of Westmoreland County Community College again revised the *Study Guide.* His many years of teaching experience allow him to bring a special insight to

this popular student supplement. It includes review questions that can be used to check understanding and prepare for examinations on each chapter in this textbook. Using the Integrated Learning System, *Study Guide* questions are arranged by chapter learning objective so the student can quickly refer back to the textbook if further review is needed. A sample chapter of the *Study Guide* as well as online purchase are available at http://bohlander.swlearning.com.

For Instructors

The following instructor support materials are available to adopters from your South-Western Publisher's Representative, the Academic Resource Center at 800-423-0563, or through http://www.swlearning.com. All printed ancillary materials were prepared by or under the direction of the text authors to guarantee full integration with the text. Multimedia supplements were prepared by experts in those fields.

- ***Instructor's Resource Guide*** (ISBN: 0-324-18407-7). For each chapter in the textbook, the *Instructor's Resource Guide* contains a chapter synopsis and learning objectives, a very detailed lecture outline, answers to the end-of-chapter discussion questions and case studies, and solutions to the extended cases in the textbook.
- **Test Bank** (ISBN: 0-324-18408-5). The new test bank was prepared by James Carey, formerly of Arizona State University, who has used *Managing Human Resources* for years. Each test bank chapter provides over 100 questions and 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: 0-324-18428-X). *ExamView™* testing software 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™ Presentation Slides** (ISBN: 0-324-18410-7). Created specifically for the new edition by Charlie T. Cook of the University of West Alabama, these presentation slides will add color and interest to lectures. The transparencies are also included within the presentation slide package.
- **Instructor's Resource CD** (ISBN: 0-324-18410-7). The *Instructor's Resource Guide*, test bank, *ExamView*, and PowerPoint slides are provided on a single CD-ROM.
- **CNN Today: Managing Human Resources** (ISBN: 0-324-18412-3). Video segments taken from real companies as well as business features shown on CNN—the cable business news network—were chosen to accompany the text chapters. Use them to introduce a topic, highlight lecture material, or stimulate discussion.
- **Transparency Acetates** (ISBN: 0-324-18409-3). A set of transparencies is also available with this edition.
- **WebTutor™.** WebTutor is used by an entire class under the direction of the instructor and is particularly convenient for distance learning courses. It provides web-based learning resources to students as well as powerful communication and other course management tools including course calendar, chat,

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