

Instructor's Resource Guide
H u m a n R e s o u r c e M a n a g e m e n t
Sixth Edition

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Prepared by
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INSTRUCTOR'S RESOURCE GUIDE
TO ACCOMPANY

Human Resource Management

Sixth Edition

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<p style="text-align: center;">INTRODUCTION INSTRUCTOR'S RESOURCE GUIDE FOR <i>HUMAN RESOURCE MANAGEMENT, 6TH EDITION</i> <i>BY DECENZO & ROBBINS</i></p>
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This Instructor's Resource Guide is provided to help you effectively utilize the DeCenzo and Robbins text in an introductory human resource management class.

Material Provided for Each Chapter

For each chapter, the Guide provides:

Chapter Overview: A brief overview of chapter topics that includes a summary of the chapter's introductory case.

Additional Features of This Chapter: Highlights of chapter inserts, such as Exhibits, "Workplace Issues" inserts, "Ethical Decisions in HRM," and "Meet (an interesting individual)" inserts are listed. The material in these inserts can often be used as the basis for a class discussion or analysis.

Additional Lecture or Activity Suggestions: Ideas for class discussions, guest speakers, and sources of supplemental material that can enhance lectures.

Chapter Outline and Lecture Suggestions: Outlines of text material with key words in **bold**. Key words are highlighted in the text chapters and defined in the Glossary.

Experiential Exercises and Case Applications: A brief summary of each exercise and case, with suggestions and variations to consider when using the exercise or case. Sample responses are provided for questions directed at students.

Both the exercises and cases provide many ideas for active student participation. Activities include:

- ◆ Small group activities: You may want to consider assigning students to permanent teams that they can get to know and work with throughout the semester. This type of format can make a large class seem smaller. Students can expand their group to include joint study sessions and, perhaps, social activities. Their experiences can be related to the emphasis on teamwork in business today.
- ◆ Research activities: Students are guided to obtain information from each other and from resources outside of class, such as local employers and human resource managers. They are also encouraged to systematically summarize and compare information, using team discussions and charting techniques. These activities are excellent for developing students' "basic" skills in communications and analysis.

They also emphasize that effective human resource management involves "hard" thinking, as well as "soft" skills.

- ◆ **Role plays:** Role playing offers opportunities for learning on several levels. Some roles provide the opportunity to get insight into how others feel in specific work situations. Other roles allow students to practice skills that they will need, such as those required of supervisors. By observing and reacting to each other, students can start to learn what behaviors are effective and ineffective. It's important to discuss the benefits of role playing, so that it's not perceived as a "game."
- ◆ **Presentations:** Student presentations can be evaluated for presentation skills, as well as content. Your colleagues who teach communications may be able to share criteria for effective presentations.

Additional Review and Discussion Questions: Ten additional questions, with answers, are given for each chapter. These can be used for class discussion, student study guides or exam questions.

Additional Cases

An additional case (or two) is provided for each chapter in the text. Discussion questions and answers are included. These cases can be copied and used for class discussions, small group exercises or homework assignments.

Web-Wise Exercises

A new feature of the 6th Edition is **Web-Wise Exercises** for each chapter. These exercises introduce students to the wealth of resources on the Internet, as well as encourage curiosity, research and critical thinking skills. The exercises include opportunities for students to:

- ◆ Check out a variety of web addresses, including those of universities, institutes, government agencies, professional associations, consulting firms, businesses, news media, etc.
- ◆ Determine what information is useful and of interest to them.
- ◆ Search the web for specific information and share it with others.
- ◆ Explore links and appreciate how web resources are interrelated.
- ◆ Summarize and integrate findings from various sources.

- ◆ Note web sites and resources that can be useful to them in their future classes and careers.

Things to Tell Students about Using the Web

- ❖ There is a lot of information out there in cyberspace and it varies in quality and objectivity.
- ❖ Always ask, "Who sponsors this site?" "Why do they post information on this topic?" "Are they a credible source of information?" "Is the information designed to convey a message, or just to inform?"
- ❖ Exploring the web can be very time consuming. How can we make web-based research more efficient? Some ideas:
 - Keep bookmarks of useful sites so you can find them easily.
 - Have a specific question in mind when you start to explore.
 - Skim for the information you need; don't get distracted by information that is irrelevant.
- ❖ Searching the web using key words is a skill that requires some practice. (The text is really helpful in getting you started because the exercises list many quality site addresses!). Don't assume that the first sites that you find in response to a search are useful. (Many HRM terms (e.g., "*discrimination*," "*satisfaction*," even "*human resources*" have multiple meanings -- they don't always lead to sites relevant to HRM!)
- ❖ Keep in mind that the web is widely used by business managers to both convey and acquire information. As you "surf" the web, consider how practicing managers can use the sites you're viewing. Make note of things that appeal to you about some web sites, and don't appeal to you about others. You can use this information as you develop your own site or contribute to your company's site.



Organizing Your Course

If you have a 15-16 week semester to teach your class, you can cover approximately one chapter every week. Some topics can more easily be covered in one or two hour sessions, making time for exams and in-class exercises. A sample 16 week syllabus is shown below:

Week	Chapters/Topics	Class Activities
1	1 Introduction 2 Changing Environment	<i>Getting Acquainted</i> Exercise Case Discussion
2	3 Equal Employment Opportunity	Discuss <i>Know Your Rights</i> Exercise Hand in Web assignment Case Discussion
3	4 Motivating Employees 5 Employment Planning	<i>Motivating Factors</i> exercise Job Analysis Information Due
4	5 Job Analysis 6 Recruiting	Smelly's Shoes Case Discussion
5	6 Recruiting and Foundations of Selection	Hand in Web Assignment & use Info in role play exercise
6	Exam I 7 Effective Selection Devices	Discuss <i>Frank's Catering</i> case
7	8 Socializing, Orienting and Developing Employees	Students attend orientation or training session/guest speaker
8	9 Managing Careers	<i>Career Insights</i> Exercise Use related Web info.
9	10 Evaluating Employee Performance	Student Presentations (360 degree performance exercise)
10	11 Rewards and Pay Plans	Discuss <i>Pay for Performance</i> case
11	Exam II 12 Employee Benefits	<i>Benefits Task Force</i> Presentations
12	13 Employee Rights & Ethics	Discuss <i>What if</i> exercise and <i>Almost Fatal ...</i> case
13	14 Safety and Health Programs	Hand in Web info Guest Speaker
14	15 HRM Communications	Field trips for <i>On-Site Visits</i> Exercise
15	16 Labor Relations Review for Final	Case Discussion
16	Final Exam	

HAVE A GREAT SEMESTER -- ENJOY YOUR CLASS! 😊

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CHAPTER 1 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT

CHAPTER OVERVIEW

This introductory chapter starts with a “state-of-HRM” recap from a hypothetical VP of Human Resource Management. Current HR themes, including family-friendly benefits, use of computerized information networks, employee monitoring, team-based work, changing skill requirements, change management, diversity, and government legislation are mentioned. The importance of human resources to all organizations is stressed, and the fact that human resource management is a part of the broader practice of management is explained. The increasingly important role and professional status of HRM in organizations is presented, and an overview given of the four HRM functions -- staffing, training and development, motivation and maintenance. A discussion of external influences includes a brief history of management thought. Typical organizational structures and work roles for HRM departments representing each of the four functions are summarized, as well as trends toward more generalist positions and shared services. Final sections discuss the nature of HRM in a small business and issues relevant to HRM in a global market place.

Additional Features of This Chapter:

Exhibits list major laws affecting HRM practice (Exhibit 1-2) and provide a sample HRM organizational chart, with salary information (Exhibit 1-4).

An end-of-chapter insert summarizing the six HRM skill areas certified by the Human Resource Certification Institute is entitled “HRM Skills.”

ADDITIONAL LECTURE OR ACTIVITY SUGGESTIONS

Introductory “Bingo”: Each box in a Bingo grid format can represent a personal attribute or experience relevant to HR (e.g. “wants to work with people,” “is a business major,” “speaks a foreign language”). Students mingle with each other, putting an individual’s name in a box if the student matches the description. Each name can only be used once. The first student to get six names across, down, or diagonally is the “winner” of the Bingo game. This is a great first-day ice-breaker. Box descriptions can be used as the basis for an introductory discussion; e.g. you can discuss the nature of HR work, the education required, the relevance of foreign languages, etc.

The first class session is an excellent time to talk about HR career paths and the relevance of different majors. The profession of HR has many career paths, and HR practitioners come from a variety of academic and work backgrounds. In most introductory HR classes you will have individuals from a variety of majors who often do not fully understand the similarities, differences, and ways that different academic areas complement each other.

If your school has a chapter of the Society for Human Resource Management (SHRM) this is an excellent time to introduce students to the benefits of a professional association. If your school does not have a chapter, perhaps there is a local chapter which welcomes students at their meetings or which will provide a speaker who can give an overview of HR activities in the area.

CHAPTER OUTLINE AND LECTURE SUGGESTIONS

I. Introduction

A. The Essentials of **Management**: Human Resource Management is part of the larger field of management.

1. Management is the process of efficiently achieving the objectives of the organization with and through people. The primary functions are **planning, organizing, leading, and controlling**.
2. Management involves attaining goals (effectiveness) and allocating scarce resources (efficiency).

B. The Importance of Human Resource Management

1. The role of human resource managers (who used to be called “personnel” managers) has changed.
 - a. Federal and state employment legislation has placed new requirements on employers.
 - b. Jobs have become more technical and skilled.
 - c. Job boundaries have become blurred.
 - d. Global competition has increased demands for productivity.
2. The Strategic Nature
 - a. HRM must be a strategic business partner and represent employees.
 - b. HRM must be forward-thinking, support the business strategy, and assist the organization in maintaining competitive advantage.

3. HRM Certification
 - a. Colleges and universities offer HR programs.
 - b. The Society for Human Resource Management and Human Resource Certification Institute offer professional certification.

II. A Closer Look at the Foundations of HRM

- A. HRM is the part of the organization concerned with the “people” dimension.
 1. HRM is both a staff, or support function that assists line employee, and a responsibility of all managers.
 2. HRM consists of four basic functions: staffing (getting people); training and development (preparing people); motivation (stimulating them); and maintenance (keeping them).
- B. The External (**Environmental**) Influences
 1. The dynamic environment within which HR operates includes globalization, work force diversity, changing skill requirements, corporate rightsizing, continuous improvement, reengineering work processes, decentralized work sites and employee involvement.
 2. Governmental **employment legislation** (See Exhibit 1-2 for a listing of laws; these will be covered in chapter 3).
 3. Labor unions. Unions act on behalf of their members by negotiating contracts with management that spell out how HRM is to be administered.
 4. **Management thought.** Management principles, such as those from **scientific management** or based on the **Hawthorne studies** influence the practice of HRM.
- C. The Staffing Function
 1. Strategic human resource planning (SHRP) ensures that that staffing will contribute to the organization’s mission and strategy.
 2. Job analysis is used to determine the specific skills, knowledge and abilities needed to fill a particular job.
 3. Recruitment is the process of attracting qualified applicants representing all groups in the labor market.
 4. Selection refers to the process of assessing who will be successful on the job and the communication of information to assist job candidates in their decision to accept an offer

- D. The Training and Development Function
 - 1. Orientation helps employees to adapt and become 100-percent performers.
 - 2. Employee training, employee development, organization development and career development ensure that employees and organizations continue to meet the demands placed upon them.
- E. The Motivation Function
 - 1. Motivation involves understanding complex human behavior to influence employees so that they will exert high energy levels.
 - 2. Managing motivation includes job design, setting performance standards, and establishing effective compensation and benefits programs.
- F. The Maintenance Function
 - 1. Productive employees are more likely to be committed and loyal if you provide a safe and healthy work environment and care for their well-being.
 - 2. Effective communications programs ensure that employees are well informed and can have their voices heard.
- G. HRM Areas
 - 1. Employment specialists coordinate the staffing function and help line management by doing initial screening, interviewing, making job offers, and doing paperwork related to hiring.
 - 2. Training and Development specialists help employees to maximize their potential, serve as internal change agents to the organization, and provide counseling and career development.
 - 3. Compensation and Benefits staff establish objective and equitable pay systems and put together cost-effective benefits packages that meet employee needs. Benefits administrators also help employees to effectively utilize their benefits, such as by retirement planning.
 - 4. Employee Relations involves communications, enforcement of policies and procedures, documentation and coordination of activities and services to ensure employee commitment and loyalty. *Employee* relations should not be confused with *industrial* relations, which refers to HRM in a unionized environment.

- H. Conclusion: Trends in HRM
 - 1. There is a movement away from centralization of functional business areas toward more self-contained business units which may have their own HR generalist, who has responsibilities in all the HR areas.
 - 2. A complementary trend is for the use of **shared services**, which means that specialized HR services, like compensation and benefits, are handled by staff in a centralized location.
 - 3. In some organizations, HRM is outsourced to firms such as staffing agencies, training consultants and financial managers.
- III. HRM in a Small Business
 - A. General managers may perform HRM functions, HRM activities may be outsourced, or a single generalist may handle all the HRM functions.
 - B. Benefits of a small business environment include freedom from some government regulations and absence of bureaucracy.
- IV. HRM in a Global Marketplace
 - A. HRM functions are more complex when employees are located around the world.
 - B. HRM involves considering needs of employees' families when they are sent overseas.

EXPERIENTIAL EXERCISE: GETTING ACQUAINTED

OVERVIEW

Students answer questions regarding their objectives for the class, share the information in small groups and then with the entire class.

SUGGESTIONS/VARIATIONS

Students often don't have a very clear understanding of what HRM includes; this exercise may be a good opportunity to clarify issues such as the ways in which HR professionals "work with people," the difference between HRM and supervisory skills, and the roles of line managers vs. HR staff.

Keep a summary of the student responses and requests, and refer back to them during the semester when you are covering topics or giving assignments that will help students fulfill their personal objectives.

CASE APPLICATION: FAMILY FRIENDLY BENEFITS ARRIVE IN CORPORATE AMERICA

CASE SUMMARY

Examples are given of companies that offer benefits meeting the needs of employees with children.

QUESTIONS AND ANSWERS

1. Do companies have the responsibility to provide special benefits that benefit working moms? Explain your rationale.

Some benefits of special interest to working moms have been legislated (Family and Medical Leave Act; Pregnancy Discrimination Act). The legislation reflects a general societal view that employers should support workers' family lives. Individuals will differ on how strongly they feel family-friendly benefits are considered an employer obligation. While larger, successful organizations have the resources to offer diverse benefits, smaller organizations, or those which are struggling economically, may not. Even resource-poor organizations can often offer low or no-cost benefits such as flexible scheduling or leave without pay. And organizations must consider the economic payoffs of offering such benefits. Many quality employees also place a high priority on their families' welfare; the proportion of women of childbearing age in the work force is increasing; there are more single parents and dual-career couples. Employers who are not willing to accommodate the needs of these diverse employees may not be able to attract and retain the employees they want and need. Recruitment, training and dealing with employees who are overly worried about their families' welfare are costly to the organization.

2. Suppose you have a work force that is evenly divided. That is you have 50 percent who have children and 50 percent who do not. Is providing child-care benefits for one-half of your work force giving those employees something additional that the other half cannot use? What do you think would be the motivational effect on those employees without children?

This question illustrates a dilemma that is very common in HRM -- how do you motivate a work force with diverse needs and still treat employees fairly and equally, overall? If most employees feel that, overall, their more important needs are being met by their employer, offering a benefit that only some use should not be a problem. While some

take advantage of a subsidized child care center, for example, others may take advantage of pre-retirement counseling and still others may make greater use of a wellness program. This is why communications is so important in HR. All employees need to be asked periodically about what benefits they would like and how fair they perceive the current program to be. Some organizations may decide, based on the demographics and preferences of their particular work forces, that child care benefits would not be cost-effective. Others may decide to provide limited benefits, such as offering flexible spending plans that can be used for child care expenses, but not to have an on-site daycare center. Smart companies also do a good job of educating employees about their overall benefits program and helping employees to understand the strategic thinking behind the benefits that they offer.

3. What role do you see Human Resources playing in promoting, and offering these family-friendly benefits? In which function of HRM would you see this activity having the greatest impact. Explain.

Benefits administration is covered in the "Motivation" section of the text, and family-friendly benefits may motivate employees to choose and stay with a particular company or to do whatever they have to to avail themselves of benefits which they need or desire. The offering of benefits has implications for the other three HR functions as well, as staffing involves recruiting diverse employees; training and development helps individuals to consider benefits as they plan their careers; and benefits and their communications contribute to the positive working environment developed in the maintenance function.

ADDITIONAL REVIEW AND DISCUSSION QUESTIONS

1. Contrast management, personnel, and Human Resources Management.

Management is the broad discipline that looks at efficiently getting activities completed with and through people. Personnel and human resources management are sub-disciplines of management. While both terms are often used interchangeably, personnel has more of a "softer" and tactical connotation, while human resources management has a more sophisticated and strategic focus.

2. Explain the purpose of HRM in an organization.

Human resource management is the people component of management. As a staff function, HR helps line managers with staffing (getting people); training and development (preparing people); motivation (stimulating them to put forth their greatest efforts); and maintenance (keeping good employees).

3. What is involved in the staffing function?

getting people

Staffing includes strategic human resource planning, to determine what the human resource needs are to fulfill the organization's mission; job analysis, to specify the knowledges, skills and abilities needed by employees; recruitment, to attract qualified individuals; and selection, to choose successful employees from an applicant pool.

4. What is involved in the training and development function?

Training and Development ensures that employees can continue to meet the demands placed upon them by the organization. Included are orientation, to help new employees adapt; specific training in job-related skills; employee development, to prepare employees for the future; organization development, to facilitate changes which entire organizations are experiencing, and career development, to help individuals grow and meet their own needs while they are supporting the organization.

5. What is the motivation function? Is motivation part of human resource management, or something that all managers need to worry about?

Motivation is that aspect of management which involves influencing employees so that they will exert high energy levels for those behaviors which are important to the organization. Motivation is a basic component of general management, and is something that all line managers need to do. Human resource specialists can help line managers motivate employees by providing assistance in the areas of job design, setting performance standards, and establishing effective compensation and benefits programs. HR specialists can also train managers in motivational techniques and help line managers diagnose motivational problems.

6. What is meant by the maintenance function?

Maintenance means that organizations want to develop and keep productive employees. Commitment and loyalty among employees are more likely to occur if employees feel safe and that their organizations care about them. Communications programs also enhance employee commitment, because they help employees to feel well informed and that they have a voice in determining their working conditions.

7. How does globalization affect business practice? Human Resources Management practices?

Globalization offers more opportunities and more challenges to business. The standard of performance for the U. S. work force can no longer be the U. S. work force. An example of this may be found in automobile manufacturing. Into the 1970s, Detroit automakers looked only to each other in terms of customer responsiveness,

engineering standards, production time, and costs. When Japanese cars entered the market, the standard for measurement changed.

In addition, with the labor pool redefined on a global scale, working conditions and working expectations have to be compared to other workers around the world. U. S. workers are higher paid, and less insured, with shorter vacations, than workers in most of the rest of the world. U. S. workers are characterized as more innovative and more careless than many other workers.

With instantaneous communications and nearly instantaneous travel potential, we are no longer buffered by time or distance. Globalization adds a new dimension to the traditional challenges of attracting, retaining, and maintaining qualified workers. Globalization is good if we want to be excellent; bad if we want to be complacent.

Because human resources management deals with the human aspect of the enterprise, all of these issues are in the domain of the human resources professional.

8. What must Human Resources Management do to ensure that skill requirements for employees are appropriate?

Good job analysis and development, good job descriptions, talking with corporate staff, being on the strategic planning committee is necessary. Human resources must be aware of the needs of the organizations, of the managers. Human resources must know the skills of available workers. The gap between needs and skills should be filled with training for existing workers and changes in recruiting and selection for new workers.

9. "Globalization is more talk than action. Workers are fairly interchangeable between countries as long as interpreters are provided." Do you agree or disagree with this statement? Explain.

This statement is, on the whole, dangerously simplistic. An executive who hold this opinion has a narrow view of the value of human resources to the firm and will exploit workers, rather than enable them.

Agree. If all you are talking about is physical labor ability, if you view workers as animals, there is some truth to this statement.

Disagree. In terms of motivation, skill expectations, salary and benefit expectations, how managers will treat them, what they want to do with spare time, how vacations should be allocated, there is wide variation from country to country. Although we all have common physical needs, and an interpreter can provide help, the issues are much greater, especially if the goal is an empowered work force. If the workers are recognized as beings with potential for extraordinary contribution, then the differences must be explored and allowed.