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RESOURCE
Management

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fundamentals of

Human Resource Management

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Mc Graw Hill **Irwin**

Mc Graw Hill Irwin

In memory of my Mom
—R. A. N.

To my parents, Harold and Elizabeth, my wife, Patty,
and my children, Jennifer, Marie, Timothy, and Jeffrey
—J. R. H.

To my parents, Robert and Shirley, my wife, Heather,
and my children, Chris and Annie
—B. G.

To my parents, Patricia and Paul, my wife, Mary, and
my sons, Michael and Matthew
—P. M. W.

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.

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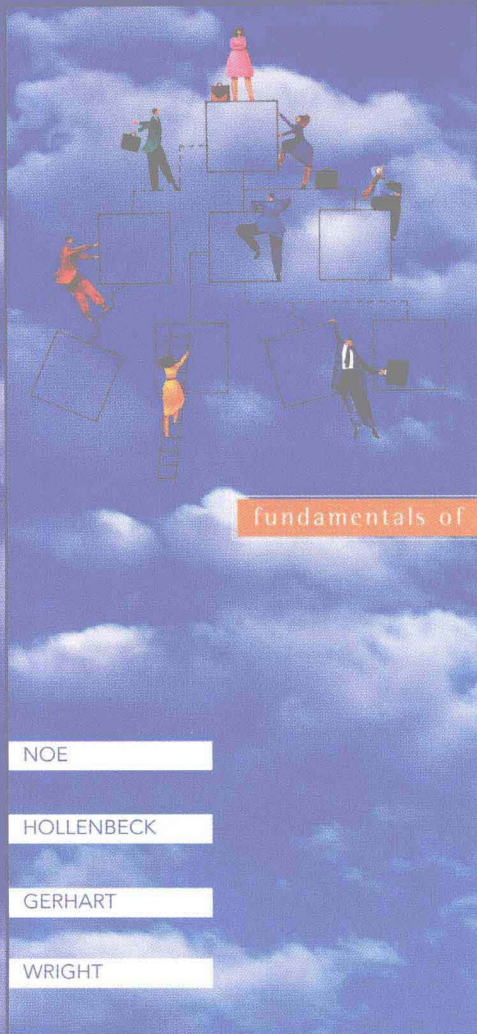
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FOCUSED.

ENGAGING.

APPLIED.

The first edition of *Fundamentals of Human Resource Management* has been developed to give students a brief introduction to HRM that is rich with examples and engaging in its application.

Please take a moment to page through some of the highlights of this new edition.

FEATURES

This successful author team has developed a new text that is geared toward students and classes that want to learn more about how human resource management is used in the everyday work environment.

WHAT DO I NEED TO KNOW?

These objectives open each chapter. They bring attention to the key topics in the chapter and are referenced in the margins of the chapter content so students can easily see where each topic is being discussed.

Learning objectives are referenced in the margins where that discussion begins. These refer to the What do I Need to Know objectives that open each chapter.

Chapter 8

Managing Employees' Performance

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

1. Identify the activities involved in performance management.
2. Discuss the purposes of performance management systems.
3. Define five criteria for measuring the effectiveness of a performance management system.
4. Compare the major methods for measuring performance.
5. Describe major sources of performance information in terms of their advantages and disadvantages.
6. Define types of rating errors and explain how to minimize them.
7. Explain how to provide performance feedback effectively.
8. Summarize ways to produce improvement in unsatisfactory performance.
9. Discuss legal and ethical issues that affect performance management.

Introduction

When Synergy, a Philadelphia-based software company, was a start-up, its seven employees would regularly meet to discuss performance issues. Sitting around a table,

Organization Analysis

organization analysis
A process for determining the appropriateness of training by evaluating the characteristics of the organization.

Usually, the needs assessment begins with the ... for determining the appropriateness of traini... the organization. The organization analysis lo... ganization's strategy, resources available for t... training activities.

Training needs will vary depending on whe... the training will be meaningful and helpfu...

After deciding on the goals and content ... cide how the training will be conducted. ... wide variety of methods is available. Trai... of presentation methods, hands-on metho...

presentation methods
Training methods in which trainees receive information provided by instructors or via computers or other media.

With **presentation methods,** trainees r... or via computers or other media. Trainees ... ture, or the material may be presented o... workbooks. Presentations are appropriate ...

... or result in a significant improvement, relative ...ing proposals with specific goals, timetables, ...

hands-on method
Actively involve th... trainee in trying o... skills being taught

group-building methods

...nt, needs assessment turns to the remaining ...erson analysis is a process for determining in...ing. It involves answering several questions:

...om a lack of knowledge, skill, or ability? (If so, ...solutions are more relevant.)

...ng?

...e manager identify whether training is appro-...ning. In certain situations, such as the intro-..., all employees may need training. However, ...response to a performance problem, training

person analysis
A process for determining individuals' needs and readiness for training.

KEY TERMS

Key terms and definitions appear in the text margins, so terms are highlighted where they are discussed for each review and students can get to know the language of HRM.

BEST PRACTICES
Success in Global Fast Food Depends on Good Selection for Overseas Assignments

BEST PRACTICES
Team Spirit Makes Winners of Whole Foods Employers

HR HOW TO

Off to a Safe Start

Starting a new business usually entails long hours for the owners and managers. It's no wonder, when you think of all the issues involved—raising money, finding a place to work, crafting the details of a business plan, hiring all the employees. And regardless of whether the business will manufacture goods or consist entirely of office workers, the government expects that the owners will address health and safety issues from the very start.

OSHA regulations have a (sometimes justifiable) reputation for being complex and difficult to follow. Fortunately, the agency has prepared materials designed to help businesses, including start-ups, succeed. A good place to begin is to call the local OSHA office or visit the agency's website (www.osha.gov) and download the OSHA Fact Sheet titled "OSHA Help for New Businesses." This fact sheet

provides a basic summary of employers' duties and information about where to get more detailed help.

When planning the setup of operations, new-business owners can begin to identify potential hazards. Can any of these be avoided? Avoiding hazards may be as simple as arranging homes so that electrical cords do not cause accidents. Under the OSH Act, these basic concerns are a legal requirement. Employers also must display OSHA's Safe and Healthful Workplaces poster in a location where it is conspicuous to employees and job candidates. The poster provides information about employees' rights and responsibilities under the OSH Act.

New-business owners also must obtain copies of OSHA's Log of Work-Related Injuries and Illnesses. Recording any work-related injuries and illnesses on the log is another

duty under the OSH Act. (Some businesses, such as employers in many services industries, are exempt, however.)

Employers can get guidance and training at OSHA area offices. They may request free and confidential on-site consultations to help them identify and correct hazards. Several OSHA training centers conduct courses related to worker safety and health. At the OSHA website, employers can also download interactive training materials on general and specific topics related to occupational safety and health.

By getting off to a safe start, employers help to create an environment in which employees recognize safety and health as important values of the organization.

SOURCE: Occupational Safety and Health Administration, "OSHA Help for New Businesses," OSHA Fact Sheet (2002); OSHA website, www.osha.gov, February 19, 2002.

E-HRM

Getting Oriented Online

If you take a job with ChemConnect, don't expect to be greeted on your first day with a dry lecture from human resource personnel. Rather, the San Francisco–based online seller of chemicals and plastics offers an orientation via its intranet. The online orientation, titled "Tour de Chem," is a takeoff on the Tour de France bicycle race. Trainees use a computer mouse to manipulate the image of a bicycle to travel online through various scenarios. Clicking on the front wheel to move forward and on the rear wheel to move backward, trainees take a tour through company jargon, a menu of employee services and benefits, and background about ChemConnect's leaders. For each stage of the tour, one of those executives rides along—shown as a stick figure with a photo of the executive's head patched on top. The whole tour takes about 90 minutes.

says ChemConnect's vice president of operations, Peter Navin, who is responsible for HRM, says, "If you look into a screen and see no creativity, you certainly get a sense of what you're joining."

No doubt, Jane Paradiso would applaud the Tour de Chem. Paradiso, leader of the recruiting solutions practice at the Watson Wyatt Worldwide consulting firm, says online orientations should be more than a video about the company plus a signup sheet for benefits. According to Paradiso, an online orientation should take advantage of the Internet's potential for communication. The orientation program should assign the new employee an e-mail address and a password to the intranet, let the employee schedule lunch with his or her boss, set up a connection between the new employee and his or her mentor, and describe the

the organization gives out a password for the system.

That's what Pinnacle Decision Systems does. The consulting and software development company, located in Middletown, Connecticut, sends new hires to a website it calls "HQ." There, the newly hired individuals can read policies and procedures, view the company's organization chart, or order business cards and company T-shirts. Thanks to these online services, employees are already acquainted with the company on their first day. During their first day at work, they meet with department heads to deepen their knowledge of the organization. Pinnacle believes that in-depth employee orientation and development require more than a virtual touch, however. Says Joanne Keller, Pinnacle's HR director, "We wouldn't want to lose the personal touch, where you pick

FEATURES

Summary

1. Identify the elements of the selection process.
   Selection typically begins with a review of candidates' employment applications and résumés. The organization administers tests to candidates who meet basic requirements, and qualified candidates undergo one or more interviews. Organizations check references and conduct background checks to verify the accuracy of information provided by candidates. A candidate is selected to fill each vacant position. Candidates who accept offers are placed in the positions for which they were selected.

2. Define ways to measure the success of a selection method.
   One criterion is reliability, which indicates the method is free from random error, so that measurements are consistent. A selection method should also be valid, meaning that performance on the measure (such as a test score) is related to what the measure is designed to assess (such as job performance). Criterion-related validity shows a correlation between test scores and job performance scores. Content validity shows consistency between the test items or problems and the kinds of situations or problems that occur on the job. Construct validity establishes that the test actually measures a specified construct, such as intelligence or leadership ability, which is presumed to be associated with success on the job. A selection method also should be generalizable, so that it applies to more than one specific situation. Each selection method should have utility, meaning it provides economic value greater than its cost. Finally, selection methods should meet the legal requirements for employment decisions.

3. Summarize the government's requirements for employee selection.
   The selection process must be conducted in a way that avoids discrimination and provides access to persons with disabilities. This means selection methods must be valid for job performance, and scores may not be ad-

Nearly all organizations gather information through employment applications and résumés. These methods are inexpensive, and an application form standardizes basic information received from all applicants. The information is not necessarily reliable, because each applicant provides the information. These methods are most valid when evaluated in terms of the criteria in a job description. References and background checks help to verify the accuracy of the information. Employment tests and work samples are more objective. To be legal, any test must measure abilities that actually are associated with successful job performance. Employment tests range from general to specific. General-purpose tests are relatively inexpensive and simple to administer. Tests should be selected to be related to successful job performance and avoid charges of discrimination. Interviews are widely used to obtain information about a candidate's interpersonal and communication s... gather more detailed information about a... background. Structured interviews are mor... unstructured ones. Situational intervie... greater validity than general questions. Int... costly and may introduce bias into the selec... Organizations can minimize the drawbac... preparation and training.

5. Describe major types of employment tests.
   Physical ability tests measure strength, end... chomotor abilities, and other physical abi... can be accurate but can discriminate and ar... job related. Cognitive ability tests, or intelli... tend to be valid, especially for complex job... requiring adaptability. They are a relative... way to predict job performance but have... lenged as discriminatory. Job performance t... be valid but are not always generalizable. U... variety of job performance tests can be exp... sonality tests measure personality traits su... version and adjustment. Research supports... ity for appropriate job situations, esp...

CHAPTER SUMMARIES recap the "What Do I Need to Know?" objectives from the beginning of each chapter with brief summary discussions.

BusinessWeek Case

BusinessWeek It's Not Easy Making Pixie Dust

We are in the Utilidor—a series of tunnels below Disney World's Magic Kingdom theme park in Orlando. The tunnel complex is generally off-limits to outsiders, but not to 41 visiting managers whose companies have anted up $2,295 a head so they can learn about Walt Disney Company's approach to people management.

This underground city is a beehive of activity. Employees rush through the gray concrete tunnels, scrambling to put on costumes and assume their roles upstairs. Golf carts speed by with supplies. Makeup artists prepare an array of Cinderella and Snow White wigs.

Before coming to this 3½-day seminar, I was skeptical. The program sounded like little more than a dream junket: three nights at the resort's most elegant hotel, plus four-day passes to Disney's theme parks. Besides, I thought, what could any manager possibly learn at Disney World? By the end of the first day's activities, however, my note pad was brimming with ideas and lessons dished out by Disney staff.

My colleagues, most of them human-resource managers, take the program seriously. Most are facing a slew of challenges in need of Disney-style magic. A delivery manager at Anheuser-Busch Companies is trying to make his drivers more responsive to retailers. Personnel managers at a fast-growing bagel chain in Florida worry about maintaining standards as they beef up the chain's ranks. And an employee trainer at South Africa's state-owned transportation conglomerate is looking for ways to streamline the company's hiring process.

Disney's reputation for cleanliness, attention to detail, and helpful employees is what has drawn them here. "Everyone knows how wonderful Disney is, so you figure they must be doing something right," says Kathleen Scapini, who works for Multi-Media in West Hartford, Connecticut. That "something right" is what Disney refers to as the "pixie-dust" formula, with four key ingredients—employee selection, training, support, and benefits. Our seminar, "Disney's Approach to People Management," promises to reveal how the company motivates employees.

Instructors, called facilitators, tell us that we cannot count on Tinkerbell. "The solutions are not complicated," assures Jeff Soluri, a Disney instructor. "It's attention to detail and hard-nosed business practices that produce the magic."

If there is pixie dust, it starts with the hiring process.

One of the first activities is a field trip to Disney's "casting center," a Venetian-style castle where job candidates view a video before being interviewed. The short film informs job seekers about the company's strict appearance guidelines (one ring per hand and no tattoos, please) and the rigors of the work. By being blunt and detailed, Disney says, it's able to weed out incompatible candidates at the first crack.

The critical part of the process, though, is employee training. New hires, who average less than $10 an hour, are treated to a visual company history. They are told that they are not just employees but pivotal "cast members" in a "show." From street sweepers to monorail pilots, each cast member must go out of his way to make the resort seem unreal. No matter how tired workers are or how deeply guests may try their patience, they must never lose composure. To do so, the company tells its cast, is to risk alienating a guest, spoiling the illusion, and damaging Disney's standing in entertainment and American culture.

Between excursions, participants share what they have learned—and what they might use. Disney staffers with wireless microphones dart Oprah-like through a conference room seeking comments. They get plenty. John Lealos, the Anheuser-Busch manager, says he wants to incorporate more of an appreciative, team feel into his unit's corporate culture. "If we can get that kind of atmosphere at our company, the productivity will go up," he says. Hugo Strydom, the training manager at South Africa's Transit Ltd., intends to use a Disney-style orientation to weed out weak candidates in a major hiring blitz.

SOURCE: Antonio Fins, "It's Not Easy Making Pixie Dust," BusinessWeek, September 19, 1997.

Questions

1. This case reveals much about what Disney looks for in a job applicant as well as what it does (realistic job previews) to get unsuitable job candidates to remove themselves from the process. What characteristics would you expect Disney to be selecting for?
2. Based on the information given, what selection methods might be appropriate for further screening job applicants?
3. Why is selection an important part of a maintaining a competitive advantage at Disney? Would it be equally important at a bank? Why or why not?

BUSINESSWEEK CASES look at events at real companies as reported by the nation's number one business weekly and encourage students to critically evaluate each situation and apply the chapter concepts.
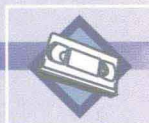

VIDEO CASE

Developing a Diverse Workforce

Most jobs start with an interview, whether it's conducted in person, by phone, or even online. Interpersonal dynamics can affect those interviews, so a human resource manager who is looking to develop a diverse workforce to meet company needs must be able to ask the right questions of a candidate and listen to the answers in... located. So, it makes sense to recruit, develop, and retain employees who can relate to this broadening customer base and meet their needs in specific ways.

Managers at all companies, whether product or service oriented, can reap the rewards of diversity in their organizations if they practice... employee—employer relationship but also boosts overall productivity of the company. Managers must be aware of the possibility of a glass ceiling in their organization, an invisible barrier that separates female employees or those of different cultural or ethnic backgrounds from top levels of the organization. One way to guard against...

VIDEO CASES at the end of each Part include questions to challenge students to view HRM issues and problems from different perspectives. Teaching notes to the video cases are included in the Instructor's Manual.

REVIEW AND DISCUSSION QUESTIONS at the end of each chapter help students nail down the concepts presented in the chapter and understand potential applications of the chapter material.

FINAL CASES in each chapter take another look at companies and how their practices illustrate or apply concepts from the chapter. They provide external examples to bring into a lecture, along with questions for assignments or classroom discussion.

ences and job-related behaviors. The interviewers also should be prepared to provide information about the job and the organization.

scores poorly with one method may be selected if he or she scores very high on another measure.

Review and Discussion Questions

1. What activities are involved in the selection process? Think of the last time you were hired for a job. Which of those activities were used in selecting you? Should the organization that hired you have used other methods as well?
2. Why should the selection process be adapted to fit the organization's job descriptions?
3. Choose two of the selection methods identified in this chapter. Describe how you can compare them in terms of reliability, validity, ability to generalize, utility, and compliance with the law.
4. Why does predictive validation provide better information than concurrent validation? Why is this type of validation more difficult?
5. How do U.S. laws affect organizations' use each of the employment tests? Interviews?
6. Suppose your organization needs to hire several computer programmers, and you are reviewing résumés you obtained from an online service. What kinds of information will you want to gather from the "work experience" portion of these résumés? What kinds of information will you want to gather from the "education" portion of these résumés? What methods would you use for verifying or exploring this information? Why would you use those methods?
7. For each of the following jobs, select the two kinds of

a. City bus driver.
b. Insurance salesperson.
c. Member of a team that sells complex high-tech equipment to manufacturers.
d. Member of a team that makes a component of the equipment in (c).
8. Suppose you are a human resource professional at a large retail chain. You want to improve the company's hiring process by creating standard designs for interviews, so that every time someone is interviewed for a particular job category, that person answers the same questions. You also want to make sure the questions asked are relevant to the job and maintain equal employment opportunity. Think of three questions to include in interviews for each of the following jobs. For each question, state why you think it should be included.
a. Cashier at one of the company's stores.
b. Buyer of the stores' teen clothing line.
c. Accounts payable clerk at company headquarters.
9. How can organizations improve the quality of their interviewing so that interviews provide valid information?
10. Some organizations set up a selection process that is long and complex. In some people's opinion, this kind of selection process not only is more valid but also has symbolic value. What can the use of a long, complex job seekers? How do e organization's ability

same time that companies were cutting retirement benefits for employees, for example, some were also creating special supplemental plans for their highest-paid executives that guaranteed lush retirements.

The crunched pay and benefits create more inequality. Employers are using variable pay to lavish financial resources on their most prized employees, creating a kind of corporate star system.

No doubt, dismantling the old entitlement culture is bound to create a whole new set of questions. "How do you communicate to a workforce that it isn't created equally?" asks Jay Schuster of Los Angeles–based compensation consultants Schuster-Zingheim & Associates. "How do you treat a workforce in which everyone has a different deal?"

SOURCE: M. Conlin, "A Little Less in the Envelope This Week," *BusinessWeek*, February 18, 2002, pp. 64+.

1. The case says many organizations shifted to greater use of variable pay during the 1990s, a time of rapid economic growth. What forms of variable pay are mentioned? What were some advantages of switching to variable pay during a growth period?
2. Variable pay helped IBM compete in the labor market during the 1990s. Since then, economic conditions have changed. How does variable pay affect IBM's competitiveness now?
3. At the end of this case, consultant Jay Schuster asks, "How do you communicate to a workforce that it isn't created equally?" and "How do you treat a workforce in which everyone has a different deal?" Considering that the way an organization implements its pay plan will affect that plan's success, how would you answer Schuster's questions?

Case: Paying for Good Employee Relations

Organizations understand that their ability to reach financial goals depends largely on how well they manage relationships with customers and employees. Therefore, many organizations link incentive pay to customer satisfaction and employee satisfaction. Eastman Kodak, for example, inion results as one upon which bonuses s, which is employee stem in which execu- e results of employee managers for good em- appeal, this practice

plan that directly rewards employee satisfaction produce only the intended positive consequences? Or might this practice also produce unintended and less desirable consequences?

Eastman Kodak and United are two examples of companies that have decided some direct incentive makes sense, even if the incentive is small compared with the rewards for satisfying other measures such as financial performance. Other companies have shied away from these incentives out of concern for unintended consequences. In this way, we can see that the organizations' pay strategies are related to their business goals.

Which of those activities were used in selecting you? Should the organization that hired you have used other methods as well?
2. Why should the selection process be adapted to fit the organization's job descriptions?
3. Choose two of the selection methods identified in this chapter. Describe how you can compare them in terms of reliability, validity, ability to generalize, utility, and compliance with the law.
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6. Suppose your organization needs to hire several computer programmers, and you are reviewing résumés you obtained from an online service. What kinds of information will you want to gather from the "work experience" portion of these résumés? What kinds of information will you want to gather from the "education" portion of these résumés? What methods would you use for verifying or exploring this information? Why would you use those methods?
7. For each of the following jobs, select the two kinds of tests you think would be most important to include in the selection process. Explain why you chose those tests.

c. Member of a team that sells complex high-tech equipment to manufacturers.
d. Member of a team that makes a component of the equipment in (c).
8. Suppose you are a human resource professional at a large retail chain. You want to improve the company's hiring process by creating standard designs for interviews, so that every time someone is interviewed for a particular job category, that person answers the same questions. You also want to make sure the questions asked are relevant to the job and maintain equal employment opportunity. Think of three questions to include in interviews for each of the following jobs. For each question, state why you think it should be included.
a. Cashier at one of the company's stores.
b. Buyer of the stores' teen clothing line.
c. Accounts payable clerk at company headquarters.
9. How can organizations improve the quality of their interviewing so that interviews provide valid information?
10. Some organizations set up a selection process that is long and complex. In some people's opinion, this kind of selection process not only is more valid but also has symbolic value. What can the use of a long, complex selection process symbolize to job seekers? How do you think this would affect the organization's ability to attract the best employees?

What's Your HR IQ?

The Student CD-ROM offers two more ways to check what you've learned so far. Use the Self-Assessment exercise to test your knowledge of employee selection. Go on-line with the Web Exercise to see how well your knowledge works in cyberspace.

WHAT'S YOUR HR IQ? sections at the end of each chapter reference the assessment activities included on the Student CD with the desired outcomes of the Web exercises, which are hands-on activities to reinforce the specific chapter content.

supplements for students and instructors

INSTRUCTOR'S MANUAL
The Instructor's Manual includes chapter summaries, learning objectives, an extended chapter outline, key terms, description of text boxes, discussion questions, summary of end-of-chapter cases, video notes, additional activities, and references to Annual Editions articles.

TEST BANK
The test bank includes multiple choice, true/false, and essay questions for each chapter. Rationales and page references are also provided for the answers.

INSTRUCTOR PRESENTATION CD-ROM
This multimedia CD-ROM allows instructors to create dynamic classroom presentations by incorporating PowerPoint, videos and the Instructor's Manual and Test Bank.

BROWNSTONE'S DIPLOMA FOR WINDOWS
This test generator allows instructors to add and edit questions, create new versions of the test, and more.

VIDEOS
Five new videos on HRM issues accompany this edition. The accompanying video cases are included in the text at the end of each Part. Teaching notes are included in the Instructor's Manual.

POWERPOINT
This presentation program features 10–20 slides for each chapter, which are also found on the Instructor CD-ROM and on the Instructor Center of the Online Learning Center.
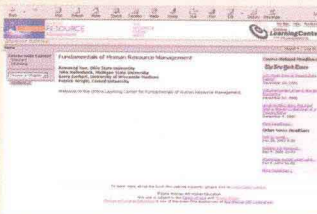
ONLINE LEARNING CENTER
(www.mhhe.com/fundamentals)
This text-specific website follows the text chapter by chapter. OLC content is ancillary and supplementary germane to the textbook; as students read the book, they can go online to take self-grading quizzes, review material, or work through interactive exercises. OLCs can be delivered multiple ways—professors and students can access them directly through the textbook website, through PageOut, or within a course management system (i.e., WebCT, Blackboard, TopClass, or eCollege).

STUDENT CD-ROM
This NEW CD-ROM contains the Self-Assessment and Internet Activities that are referenced in the text. It also includes chapter review questions, flashcards to review key terms, and a link to **Human Resources Online**. Students will stay current and expand their knowledge in the field of human resources by completing approximately 20 online exercises in such areas as training and employee development, selection and recruitment, compensation and benefits, labor relations, employee separation and retention, as well as training and employee development. In each exercise, students will review one or more online resources, such as articles covering a recent HRM trend. They will then answer some challenging questions. For the busy instructor, **Human Resources Online** includes password-protected teaching notes that provide insights and answers to each question.

POWERWEB
Harness the assets of the Web to keep your course current with PowerWeb! This online resource provides high-quality, peer-reviewed content including up-to-date articles from leading periodicals and journals, current news, weekly updates with assessment, interactive exercises, Web research guide, study tips, and much more! Visit **www.dushkin.com/powerweb** or access through the OLC at www.mhhe.com/fundamentals.

Acknowledgments

Brief Contents

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