



美国麦格劳-希尔教育出版公司工商管理最新教材（英文版）

# 人力资源管理基础（第4版）

[美] Raymond A. Noe John R. Hollenbeck Barry Gerhart Patrick M. Wright 著

## Fundamentals of Human Resource Management (Fourth Edition)



清华大学出版社

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## Fundamentals of Human Resource Management, 4e

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

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

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

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

最近几年，我在美国授课的过程中，注意到教学网络技术：CMS（课程管理系统）。通过这个教学辅助系统，教师可以将所要讲授的课程内容简单地张贴到一个系统化的网页上，包括教学演示文件 PPT、章节提要（Lecture Notes）、在线阅读资料，以及问答题、简答题还有课后大作业等，还可以很简单地开设自己课程的在线论坛 BBS。学生在注册后，便成为在线学生，通过该平台与教师交互，完成习题、在线提交作业，在线考试，自动出评测分析报告。这一切是以教师为中心，完全解决了教师对于自己教学内容以及对学学生及教学过程的网络化数字化管理的问题，并可多次复用、异地复用。这个在线学习系统（BlackBoard, WebCT, eCollege）等不同于国内各高校自己研发的以学籍管理或居于录像、课件的远程教学为中心的校园管理平台，直接解决大学的核心问题：即“大

师”们对课程教学内容的管理问题，成为对教师授课最好的在线数字化辅助支持平台。

2004 年的春季学期，中国人民大学商学院 247 位教师，所有 364 门课程全面上线，2000 多名学生在线注册学习，引发了人大商学院一场真正意义上的“教学革命”。教师与学生实现了很好地沟通与互动，学生之间也有了很好地学习谈论的天地。目前，我商学院的经验，已经成为赛尔毕博支持国内院校教学上线发展的典范，成为 BlackBoard 在国内的示范教学网站。

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

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

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

徐二明

# 出 版 说 明

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

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

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

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

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

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# 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 Applied Psychology*, 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** received his PhD in Management from New York University in 1984, and is currently the Eli Broad Professor of Management at the Eli Broad Graduate School of Business Administration at Michigan State University. Dr. Hollenbeck was the first recipient of the Ernest J. McCormick Award for Early Contributions to the field of Industrial and Organizational Psychology in 1992, and is currently a Fellow of the Academy of Management, the American Psychological Association, and the Society of Industrial and

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**Barry Gerhart** is the Bruce R. Ellig Distinguished Chair in Pay and Organizational Effectiveness and Director of the Strategic Human Resources Program at the University of Wisconsin–Madison. He was previously the Frances Hampton Currey Chair in Organizational Studies at 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, staffing, and employee attitudes. Professor Gerhart has worked with a variety of organizations,

including TRW, Corning, and Bausch & Lomb. 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*, 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 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

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He has co-authored two textbooks, has co-edited a number of special issues of journals dealing with the future of Strategic HRM as well as Corporate Social Responsibility. He has taught in Executive Development programs and has conducted programs and/or consulted for a number of large public and private sector organizations. Dr. Wright served as the Chair of the HR Division of the Academy of Management and on the Board of Directors for SHRM Foundation, World at Work, and Human Resource Planning Society.



# Preface

The management of human resources is critical for companies to provide “value” to customers, shareholders, employees, and the community where they are located. Value includes not only profits but also employee growth and satisfaction, creation of new jobs, protection of the environment, and contributions to community programs. All aspects of human resource management including acquiring, preparing, developing, and compensating employees can help companies meet their competitive challenges and create value. Also, effective human resource management requires an awareness of broader contextual issues affecting business such as the economic recession, legal issues, and globalization. Both the popular press and academic research show that effective human resource management practices do result in greater value for shareholders and employees. For example, the human resource management practices at companies such as SAS, Google, Edward Jones, and W. L. Gore help them earn recognition on *Fortune* magazine’s list of “The Top 100 Best Companies to Work For.” This publicity creates a positive vibe for these companies, helping them attract talented new employees, motivate and retain current employees, and make their services and products more desirable to consumers.

## **Engaging, Focused, and Applied: Our Approach in *Fundamentals of Human Resource Management***

Following graduation most students will find themselves working in businesses or not-for-profit organizations. Regardless of their position or career aspirations, their role in either directly managing other employees or understanding human resource management practices is critical for ensuring both company and personal success. As a result, *Fundamentals of Human Resource Management* focuses on human resource issues and how HR is used at work. *Fundamentals of Human Resource Management* is applicable to both HR majors and students from other majors or colleges who are taking a human resource course as an elective or a requirement. Our approach to teaching human resource management involves *engaging* the student in learning through the use of examples and best practices, *focusing* them on the important HR issues and concepts, and providing them the opportunity to *apply* what they have learned through end-of-chapter cases and in-chapter features. Students not only learn about best practices but they are actively engaged through the use of cases and decision making. As a result, students will be able to take what they have learned in the course and apply it to solving human resource management problems they will encounter on their jobs.

For example, as described in detail in the guided tour of the book, each chapter includes “Thinking Ethically” which confronts students with ethical issues that occur in managing human resources, “HR Oops!”, which highlights human resource management issues that were handled poorly, and several different cases (*BusinessWeek* cases and additional end-of-chapter cases). All of these features encourage students

to critically evaluate human resource–related situations and problems that have occurred in companies and apply the chapter concepts.

“Did You Know” boxes are included in each chapter. The information provided in these boxes shows how the issues discussed in the chapter play out in companies. Some examples include what turns off an interviewer, how job satisfaction is slipping, and the top 10 causes of workplace injuries.

Adopters of *Fundamentals* have access to Manager’s Hot Seat exercises which include video segments showing scenarios that are critical for HR success including ethics, diversity, working in teams, and the virtual workplace. Students assume the role of manager as they watch the videos and answer questions that appear during the segments—forcing them to make on-the-spot decisions. *Fundamentals of Human Resource Management* also assists students with “how to” perform HR activities such as responding to complaints of harassment, which they are likely to have to address as part of their jobs. Finally, the eHRM boxes show how the Internet and other technologies can be useful in managing human resources on a daily basis.

The author team believes that the focused, engaging, and applied approach distinguishes this book from others that have similar coverage of HR topics. The book has timely coverage of important HR issues, is easy to read, has many features that grab the students’ attention, and gets the students actively involved in learning. We would like to thank those of you who have adopted previous editions of *Fundamentals*, and we hope that you will continue to use upcoming editions! For those of you considering *Fundamentals* for adoption, we believe that our approach makes *Fundamentals* your text of choice for human resource management.

## Organization

*Fundamentals of Human Resource Management* includes an introductory chapter (Chapter 1) and five parts.

Chapter 1 discusses why human resource management is an essential element for an organization’s success. The chapter introduces human resource management practices and human resource professionals and managers’ roles and responsibilities in managing human resources. Also, ethics in human resource management is emphasized.

Part 1 discusses the environmental forces that companies face in trying to effectively use their human resources. These forces include economic, technological, and social trends, employment laws, and work design. Employers typically have more control over work design than development of equal employment law or economic, technological, or social trends, but all affect how employers attract, retain, and motivate human resources. Some of the major trends discussed in Chapter 2 include how workers are trying to find employment and make ends meet as the U.S. economy moves from recession to recovery, greater availability of new and inexpensive technology for human resource management, the growth of human resource management on a global scale, the types of skills needed for today’s jobs, and a focus on aligning human resource management with a company’s overall strategy. Chapter 4, “Analyzing Work and Designing Jobs,” shows how jobs and work systems determine the knowledge, skills, and abilities that employees need to provide services or produce products and influence employees’ motivation, satisfaction, and safety at work. The process of analyzing and designing jobs is discussed.

Part 2 deals with identifying the types of employees needed, recruiting and choosing them, and training them to perform their jobs. Chapter 5, “Planning for

and Recruiting Human Resources,” discusses how to develop a human resource plan. The strengths and weaknesses of different employment options for dealing with shortages or excesses of human resources including outsourcing, use of contract workers, and downsizing are emphasized. Strategies for recruiting talented employees including use of electronic recruiting sources such as job boards and blogs are emphasized. Chapter 6, “Selecting Employees and Placing Them in Jobs,” emphasizes that selection is a process starting with screening applications and résumés and concluding with a job offer. The chapter takes a look at the most widely used methods for minimizing errors in choosing employees including applications and résumés, employment tests, and interviews. Selection method standards such as reliability and validity are discussed in understandable terms. Chapter 7, “Training Employees,” covers the features of effective training systems. Effective training includes not only creating a good learning environment, but managers who encourage employees to use training content in their jobs and employees who are motivated to learn. The advantages and disadvantages of different training methods, including e-learning, are discussed.

Part 3 discusses how to assess employee performance and capitalize on their talents through retention and development. In “Managing Employees’ Performance” (Chapter 8), we examine the strengths and weaknesses of different performance management systems including controversial forced distribution or ranking systems. “Developing Employees for Future Success” (Chapter 9) shows the student how assessment, job experiences, formal courses, and mentoring relationships can be used to develop employees for future success. Chapter 10, “Separating and Retaining Employees,” discusses how to maximize employee satisfaction and productivity and retain valuable employees as well as how to fairly and humanely separate employees if the need arises because of poor performance or economic conditions.

Part 4 covers rewarding and compensating human resources, including how to design pay structures, recognize good performers, and provide benefits. In Chapter 11, “Establishing a Pay Structure,” we discuss how managers weigh the importance and costs of pay to develop a compensation structure and levels of pay for each job given the worth of the jobs, legal requirements, and employee’s judgments about the fairness of pay levels. The advantages and disadvantages of different types of incentive pay including merit pay, gainsharing, and stock ownership are discussed in Chapter 12, “Recognizing Employee Contributions with Pay.” Chapter 13, “Providing Employee Benefits,” highlights the contents of employee benefit packages, the ways that organizations administer benefits, and what companies can do to help employees understand the value of benefits and control benefits costs. The chapter also includes a new section on the Health Care legislation passed by Congress in 2010. The discussion includes a general overview of the Law’s provisions as they relate to companies providing health care as an employee benefit.

Part 5 covers other HR goals including collective bargaining and labor relations, managing human resource globally, and creating and maintaining high-performance organizations. “Collective Bargaining and Labor Relations” (Chapter 14) explores human resource activities where employees belong to unions or are seeking to join unions. Traditional issues in labor-management relations such as union structure and membership, the labor organizing process, and contract negotiations are discussed, as well as new ways unions and management are working together in less adversarial and more cooperative relationships. In “Managing Human Resources Globally” (Chapter 15), HR planning, selection, training, and compensating in international

settings are discussed. We show how global differences among countries affect decisions about human resources. The role of human resources in creating an organization that achieves a high level of performance for employees, customers, community, shareholders, and managers is the focus of Chapter 16, "Creating and Maintaining High-Performance Organizations." The chapter describes high-performance work systems and the conditions that contribute to high performance and introduces students to the ways to measure the effectiveness of human resource management.

# FEATURES

## WHAT DO I NEED TO KNOW?

Students who want to learn more about how human resource management is used in the everyday work environment will find that the fourth edition is engaging, focused, and applied giving them the HRM knowledge they need to succeed.

Assurance of learning:

- Learning objectives open each chapter.
- Learning objectives are referenced in the page margins where the relevant discussion begins.
- The chapter summary is written around the same learning objectives.
- The student quiz on the textbook OLC and instructor testing questions are tagged to the appropriate objective they cover.

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## Training Employees

### What Do I Need to Know?

After reading this chapter, you should be able to:

1. Discuss how to link training programs to organizational needs.
2. Explain how to assess the need for training.
3. Explain how to assess employees' readiness for training.
4. Describe how to plan an effective training program.
5. Compare widely used training methods.
6. Summarize how to implement a successful training program.
7. Evaluate the success of a training program.
8. Describe training methods for employee orientation and diversity management.

### Introduction

The reason clients turn to Advanced Technology Institute (ATI), a nonprofit organization that helps companies collaborate with schools and government on research and development, is that ATI offers them access to talented experts. In other words, the skills of its people are central to what the organization does. ATI has fewer than 60 employees but that hasn't held back its efforts to find and develop the right talent. Employees hired after the organization's rigorous selection process spend two weeks learning their job requirements, ATI's history and culture, and the use of the company's "knowledge management" system, which gives employees a simple way to post details about what they've learned so that others can look up guidance whenever they need it. ATI also defines career paths for its employees, and each employee works with his or her manager to identify the skills the employee needs to move along that path and plan how to acquire those skills. Employees

who take advantage of the opportunities can go far. Madeleine Fincher started out as a temporary employee, took a job as an assistant to one of the managers, signed up for ATI's training program, and in a few years had worked her way up to senior program assistant, talking directly with clients in business and government to set up meetings nationwide.  
The HR function that helps employees like Fincher increase their value to their organization is training.

## HR Oops!

### When Training Crashes

Edy Greenblatt conducts adventure training in which participants experience how a team of four people must work together to put on a performance on the flying trapeze. Everyone learns first-hand how hard it is to listen while swinging high above the ground and wondering if they'll fall.

While Greenblatt has seen her clients learn a lot about teamwork under pressure, she also has seen and heard about the limits of adventure training. She recalls that one team of trainees told her about an earlier outing with a boss whose leadership they doubted. The training exercises only reinforced their doubts.

The boss became terrified and started crying, and the team concluded, "It's the boss we thought he was."

Trainer, Linda Herndon doesn't ever bother recommending adventure learning anymore. She says when groups would spend the morning learning teamwork skills with her, then move to a park for an afternoon of practicing teamwork through wilderness navigation, they would return complaining that the time outside had been wasted. They preferred a focus on work-related issues.

Source: Based on Holly Cristable, "Extreme Training," *Training*, January

© 2010, Business & Company Resource Center, <http://planet.galegroup.com>.

### Questions

1. Given the criticisms of adventure learning, why do you think it remains an attractive option to some? Would you want to participate in one of these training programs? Why or why not?
2. Imagine that you are an HR manager in a company where an executive wants to sign the sales team up for adventure learning. What steps could you take to increase the likelihood that the effort will benefit the organization?

## HR Oops!

Engage students through examples of companies whose HR department has fallen short. Discussion questions at the end of each example encourage student analysis of the situation. Examples include "When Social Networking Gets Too 'Social,'" "When Training Crashes," and "Programs That Discourage Safety."

UPDATED!

## Best Practices

### Orkin Trains Experts

When people call Orkin, it's generally because they have an unpleasant problem, like ants, cockroaches, or bedbugs. And when people have that kind of problem, they generally just want it to go away. That's where Orkin sees a chance to offer a competitive advantage. As the company's ads say, when you call on Orkin, you "hire an expert."

So where does Orkin get those experts? The company does have a team of entomologists and other scientists with doctorate degrees, but the people who call on homes and companies to get rid of bugs didn't join the company as experts. Rather, they are committed, service-oriented individuals who have taken advantage of the company's extensive training program.

While many employers would say they consider their employees key resources, Orkin backs that claim with training that amounts to "the biggest investment we make in our employees," in the words of David Lamb, Orkin's vice president of learning and media services. Now employ-

ees as well as working with interactive Web-based training materials. The broadcasts originate in a 28,000-square-foot training facility that Orkin built in Atlanta, featuring simulated customer locales: a house, hospital room, restaurant, bar, grocery store, and warehouse. Employees view these realistic setups to understand what they'll need to look for while they're on the job.

After this orientation period, the training continues on the job. Each new employee begins working alongside a certified field trainer, service manager, or branch manager, who observes how the new employee performs. This field trainer quizzes and coaches employees in identifying the particular species of pests they encounter, selecting the best treatment, and explaining their plans to the customer.

Even when employees have learned their job, the training continues. New pests invade, and new treatments are developed, so employees need to continue their training. Orkin's commitment to learning includes inviting external

company's specialists. The forums are recorded, so employees in the field can watch the videos afterward. Orkin also brings in experts from the Centers for Disease Control and Prevention to inform its employees about health risks related to pests, so that employees can share these lessons with their customers. And in a partnership with the Building Owners and Managers Association, Orkin has developed guidelines for preventing and treating pests in the most environmentally friendly ways that have been identified.

All that training supports Orkin's strategy only if the company verifies that it is covering relevant topics. So staff members from the learning and media services department visit field offices to verify that the training is relevant to the actual issues workers are encountering.

Source: Holly Dolowitz, "Shape! Learning," November 25, 2009, <http://www.galegroup.com>, accessed 1/15/10; <http://www.orkin.com>; Orkin Pest Control, Atlanta, Orkin's Buildings, January 2009, p. 12; and Orkin, Careers Web page, <http://www.orkin.com>.

UPDATED!

## Best Practices

Engage students through examples of companies where the HR department is working well. Examples include "Verizon Connects with Disabled Workers," "Frito-Lay Takes a Fresh Look at Job Design," and "Room to Bloom and Grow at Four Seasons."

## HR How To

What separates a boring lecture from an attention-grabbing presentation that helps you learn? Here are some ideas for developing a classroom presentation that gets results:

- **Build rapport and two-way communication from the very beginning.** As participants arrive, introduce yourself, learn names, and show you're interested in the people who are there. Lead off with a question that invites discussion.
- **Remember the real purpose.** The presentation should cover knowledge and skills participants can apply at work, not just facts for them to memorize. As you consider what to include, imagine participants hearing you and asking, "So what? How can I use this?" Then tailor the presentation to answer those questions.
- **Use PowerPoint thoughtfully.** It's easy to write a list of key points, but that doesn't take advantage of the major strength of presentation

software: the chance to convey ideas visually. Before you get to bullet points, think about ways to interest the audience with a photograph or drive a point home with a graph. For example, one of the first slides could be a flow chart showing how the ideas in the presentation are related to each other and to the objectives for the course. As the presentation progresses, you can provide additional images to illustrate which part of the flow you're covering. At the end, another graph (a "concept map") could show relationships among the pieces of knowledge, relating them to each other and to participants' real-world applications.

Take the general ideas and apply them to their specific situations. When they get involved in this way, participants not only are more likely to remember what they learned, they also are in a stronger position to use what they learned. If participants don't have questions, the presenter should have some ready—even as simple as a pop quiz about what was just covered.

- **Introduce role playing.** If the topic involves ways that people interact, a role-play is an excellent way for you to demonstrate and for the participants to practice the skills being taught.

Source: Carmen Gallo, "Improve Your Employee Training Sessions," *BusinessWeek*, February 2, 2010, <http://www.businessweek.com>; Emanuel Abu, "Presenting Content Online as a Live Chat Format," *1001*, January 2010, pp. 16-17; and Mark Muzina, "Do You Have a 'So What' Moment?," *1001*, November 2009, pp. 36-41.

UPDATED!

## HR How To

Engage students through specific steps to create HRM programs and tackle common challenges. Examples include "Putting Compensation into Perspective," "Leading after Layoffs," and "Developing Effective Classroom Presentations."

## eHRM

### TRAINING GETS MOBILE

Just as the widespread adoption of personal computers brought training to employees' desks, now the greater capabilities of wireless devices are bringing training pretty much anywhere employees can get a signal on their cell phone or PDA. Content can include anything these devices can download: alerts, study aids, audio and video clips, and interactive practices and tests.

For Allison Hickey, director and program manager of consultant Accenture's national security services practice, receiving training on her BlackBerry is huge.

Juggling work and family responsibilities, Hickey had struggled to carve out time to sit down at a computer and complete a training module. The mobile training divides training programs into handy ten-minute chunks that Accenture executives can squeeze in when they step out for a lunch break or while waiting for a boarding call at the airport. At the end of each course is a quiz that participants complete and transmit back to Accenture's learning management system to verify they have learned the mandatory lessons.

Users of mobile learning praise the approach. Employees love the convenience. Merrill Lynch says participants in its mobile learning program complete their courses faster than through traditional e-learning, boosting their personal productivity by saving hours of training time every year.

Source: Sarah Boehle, "Mobile Training: Don't Leave Home without Your BlackBerry," *Training*, September 21, 2009, Business & Company Resource Center, <http://planet.galegroup.com>, and Judy Brown, "Can You Hear Me Now?," *T&D*, February 2010, Business & Company Resource Center, <http://planet.galegroup.com>.

UPDATED!

## eHRM

Engage students through examples of how HR departments use technology on a daily basis. Examples include "Talent Management," "Confirming Eligibility with E-Verify," and "Finding a Mentor Online."

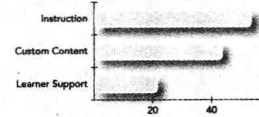
## Did You Know?

### Many Companies Outsource Training Tasks

A recent survey of U.S.-based corporations found that over half ten said they used outside experts were outsourcing the instruction to create custom content.

Source: "Training 2009 Industry Report," *Training*, November/December 2009, pp. 32-36.

Percentage of Companies Outsourcing Task



UPDATED!

## Did You Know?

Engage students through interesting statistics related to chapter topics. Examples include "Employees Want More Feedback," "Unpleasant Employees Are Bad for Business," and "Investing in Human Resources."

# FEATURES

Focused on ethics. Reviewers indicate that the Thinking Ethically feature, which confronts students in each chapter with an ethical issue regarding managing human resources, is a highlight. This feature has been updated throughout the text.

## thinking ethically

### THE ETHICS OF OFFSHORING

When companies use offshoring, they are eliminating higher-paid U.S. jobs and replacing them with lower-paid jobs elsewhere. The debate has raged over whether this practice is ethical.

Businesses certainly need to make a profit, and offshoring can help lower costs. One manager who endorses offshoring is George Heffernan, vice president and general counsel for Mindcrest, a legal services firm based in Chicago. According to Heffernan, the company would not even exist if it couldn't hire lawyers in Mumbai and Pune, India. At far lower rates than U.S. attorneys charge, the Indian lawyers review lease agreements and do other routine tasks. This assistance frees employees in Chicago to tackle more complicated assignments.

The downside involves considerations other than profits. In a country where companies routinely offshore important talents, such as engineering innovation, the country may become weaker in those areas. And workers suffer if they lose jobs or have to accept pay cuts to compete with workers in lower-cost areas.

Business owner Valerie King-Bailey once lost her own engineering job to offshoring. King-Bailey then started her own company, OnShore Technology, an information technology (IT) engineering firm. The company now has eight employees and a mission of "keeping technology jobs on America's shores."

SOURCES: Ann Meyer, "U.S. Exit Strategy Splits Employer," *Chicago Tribune*, October 29, 2007, sec. 3, p. 2; and Jamie Etkle, "Career Watch: Ron Hira," *ComputerWorld*, December 21, 2009, p. 28 (interview with Ron Hira).

### Questions

1. When a company moves jobs to another country, who benefits? Who loses? Given the mix of winners and losers, do you think offshoring is ethical? Why or why not?
2. Imagine you are an HR manager at a company that is planning to begin offshoring its production or customer service operations. How could you help the company proceed as ethically as possible?

A model that shows how to make jobs more motivating at the Job Characteristics Model, developed by Richard Hackman and Greg Oldham. This model describes jobs in terms of five characteristics.<sup>10</sup>

1. **Skill variety**—The extent to which a job requires a variety of skills to carry out the tasks involved.
2. **Task identity**—The degree to which a job requires completing a "whole" piece of work from beginning to end (for example, building an entire component or resolving a customer's complaint).
3. **Task significance**—The extent to which the job has an important impact on the lives of other people.
4. **Autonomy**—The degree to which the job allows an individual to make decisions about the way the work will be carried out.
5. **Feedback**—The extent to which a person receives clear information about performance effectiveness from the work itself.

As shown in Figure 4.6, the more of each of these characteristics a job has, the more motivating the job will be, according to the Job Characteristics Model. The model predicts that a person with such a job will be more satisfied and will produce more and better work. For example, to increase the meaningfulness of making artery stents (devices that are surgically inserted to promote blood flow), the maker of these products invites its production workers to an annual party, where they meet patients whose lives were saved by the products they helped to manufacture.<sup>11</sup>

Applications of the job characteristics approach to job design include job enlargement, job enrichment, self-managing work teams, flexible work schedules, and telework.

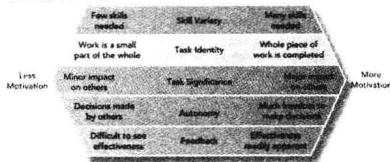
### Job Enlargement

In a job design, **job enlargement** refers to broadening the types of tasks performed. The objective of job enlargement is to make jobs less repetitive and more interesting. Spant AeroSystems improved profitability by enlarging jobs. After the company

Job enlargement  
Broadening the types  
of tasks performed in  
a job.

Focus on  
social  
responsibility

Figure 4.6  
Characteristics of a Motivating Job



Focused on corporate social responsibility. Throughout the chapters, in-text discussions highlight companies and their commitment to social responsibility and are identified by this icon.

Focused on student resources. The end-of-chapter 'It's a WRAP!' box clearly indicates options students have for Reviewing, Applying, and Practicing the concepts learned in each chapter at [www.mhhe.com/noe4e](http://www.mhhe.com/noe4e).

## It's a WRAP! connect

[www.mhhe.com/noe4e](http://www.mhhe.com/noe4e) is your source for Reviewing, Applying, and Practicing the concepts you learned about in Chapter 4.

### Review

- Chapter learning objectives

### Application

- Manager's Hot Seat segment: "Virtual Workplace: Out of Office Reply"
- Video case and quiz: "Working Smart"
- Self-Assessments Find Your Match: O'NET
- Web exercise: Comparative Job Analysis

### Practice

- Chapter quiz

Apply the concepts in each chapter through comprehensive review and discussion questions.

**REVIEW AND DISCUSSION QUESTIONS**

1. Assume you are the manager of a fast-food restaurant. What are the outputs of your work unit? What are the activities required to produce those outputs? What are the inputs?
2. Based on Question 1, consider the cashier's job in the restaurant. What are the outputs, activities, and inputs for that job?
3. Consider the job of a college student. Perform a job analysis on this job. What tasks are required in the job? What knowledge, skills, and abilities are necessary to perform those tasks? Prepare a job description based on your analysis.
4. Discuss how the following trends are changing the skill requirements for managerial jobs in the United States:
  - a. Increasing use of computers and the Internet.
  - b. Increasing international competition.
  - c. Increasing work-family conflicts.
5. How can a job analysis of each job in the work unit help a supervisor to do his or her job?
6. Consider the job of a customer service representative who fields telephone calls from customers of a retailer that sells online and through catalogs. What measures can an employer take to design this job to make it efficient? What might be some drawbacks or challenges of designing this job for efficiency?
7. How might the job in Question 6 be designed to make it more motivating? How well would these considerations apply to the cashier's job in Question 2?
8. What ergonomic considerations might apply to each of the following jobs? For each job, what kinds of costs would result from addressing ergonomics? What costs might result from failing to address ergonomics?
  - a. A computer programmer.
  - b. A UPS delivery person.
  - c. A child care worker.
9. The chapter said that modern electronics have eliminated the need for a store's cashiers to calculate change due on a purchase. How does this development modify the job description for a cashier? If you were a store manager, how would it affect the skills and qualities of job candidates you would want to hire? Does this change in mental processing requirements affect what you would expect from a cashier? How?
10. Consider a job you hold now or have held recently. Would you want this job to be redesigned to place more emphasis on efficiency, motivation, ergonomics, or mental processing? What changes would you want, and why? (Or why do you not want the job to be redesigned?)

**BUSINESSWEEK CASE**

**Jack B. Kelley Drives Home Safety Lessons**

Jack B. Kelley, Jr. (JBK) is a trucking company—a common carrier that hauls bulk commodities in tanker trucks for its customers around the United States and parts of Canada. It specializes in transporting compressed gas, liquid carbon dioxide, and a variety of specialized chemicals. It can deliver them on demand or will set up a regular distribution system for repeat loads.

The company defines a three-part corporate vision of being “(1) A great place for our customers,” “(2) A great place for people to work,” and having “(3) The financial strength to accomplish 1 and 2.” Especially at a company where many employees drive trucks delivering liquid and gas chemicals, it’s clear that safety is important not only for being “a great place” to work but also as a basis for providing the best service to customers and maintaining financial strength. “When drivers operate safely, they take better care of their equipment,” notes Mark Davas, JBK’s president. And, in fact, safety records are one of the company’s basic performance measures.

In support of these corporate objectives, safety training has an important place at JBK. It is the responsibility of Lee Davy, safety director at JBK, who started out with JBK as a trainer and has since put together a team of employees focused on safety.

Safety training begins as soon as the company hires new drivers. Groups of about four or five new employees meet in JBK’s corporate training facility for six days of classroom training and hands-on practice.

The first session introduces a variety of topics including the company’s drug-use policy, the types of commodities transported, the satellite tracking and communication system installed in the trucks, and the company’s history and culture. On the afternoon of the first session, drivers climb into a 15-passenger van to practice using the company’s satellite tracking system, which records and reports safety issues such as incidents of speeding or heavy braking, as well as other measures such as the amount of time the truck has been driving and idling. The trainers emphasize that the electronic reporting relieves them of paperwork and helps them become safer drivers, free to concentrate on the road.

is repeated on each of the remaining days of training. The goal is that by the end of the orientation training, employees will know how to load and unload each product JBK transports for its customers.

The third day of orientation training includes a visit to corporate headquarters, where the new drivers meet employees in the billing department who will handle their paperwork. They also meet Davas, who stresses JBK’s commitment to safety. Davas emphasizes that JBK’s goals include zero accidents, zero incidents, and zero personal injuries. During the remaining orientation days, the lessons on handling products are extended and reinforced with further practice. Drivers also learn how to refresh their memory on details by checking the company’s online information system.

After the orientation period, JBK’s drivers move to their home terminals, where each one is assigned to a driver trainer. There, training continues until the terminal manager and safety director determine that the new driver is fully prepared to work alone safely and professionally. Even then, a regional trainer rides along with the driver on at least one round trip to verify that the driver is handling the job well.

After orientation is behind them, drivers are fully prepared, but training continues to be available. The company provides refresher training to its experienced drivers, as well as the computer system where they can look up information on products they may not handle often.

**SOURCE:** Charles E. Wilson, “Award-Winning Safety Starts at the Top at Jack B. Kelley, Jr.,” *Truck Transporter*, June 2009; Fairmont State University Business Center, <http://businesscenter.fairmont.edu>; Charles E. Wilson, “Safety Should Be a Zero-Sum Game,” *Truck Transporter*, June 2009; Fairmont State University Business Center, <http://businesscenter.fairmont.edu>; and Jack B. Kelley, Jr., “About Us,” Corporate Web site, [www.jbktrucking.com](http://www.jbktrucking.com), accessed March 28, 2010.

- Questions**
1. How is training at Jack B. Kelley related to its organizational needs?
  2. If you were involved in preparing JBK’s safety training program, how would you assess employees’ readiness for training? In what ways can (or do) the company’s work environment support the training?
  3. Do you think e-learning might be an appropriate training method for JBK’s drivers? Why or why not?

Lucky for Cain, Pinar now lets him punt those tedious and time-consuming tasks to India with the click of a button. PinarWorks launched early last year, permits some 4,000 employees to pass off parts of their job to outsiders. You might call it personal outsourcing. With workers in India handling everything from basic market research projects to presentations, professionals such as Cain can focus on higher-value work. “It has really been a godsend,” says Cain. “I can send them something in the evening, and the next morning it’s waiting for use when I get to the office.”

Apply the concepts in each chapter through two cases looking at companies and how their practices illustrate chapter content. These cases can be used in class lecture, and the questions provided at the end of each case are suitable for assignments or discussion.

**BUSINESSWEEK CASE**

**International The World Is IBM’s Classroom**

When 10 IBM management trainees piled into a minibus in the Philippines for a weekend tour last October, the last thing they expected was to wind up local lessons. Yet that’s what happened in the tiny village of Carmen. After passing a water well project, they learned the effort had included because of engineering mistakes and a lack of money. The IBMers decided to do something about it. They organized a meeting of the key people involved in the project and volunteered to pay \$20 out of their own pockets for additional building materials. Two weeks later the well was completed. Locals would no longer have to walk four miles for drinkable water. And the trainees learned a lesson in collaborative problem solving. “You motivate people to take the extra step, you create a shared vision, you divide the labor, and the impact can be big,” says Erwin van Overbeek, 40, who runs environmental sustainability projects for IBM clients.

While solving a village well wasn’t exactly part of the group agenda for that trip, it’s the kind of experience the architects of IBM’s Corporate Service Corps had in mind when they launched the initiative last year. Modeled on the U.S. Peace Corps, the program aims to train IBM employees into global citizens. Last year, IBM selected 100 top management prospects out of 5,400 applicants. It then trained and dispatched them to emerging markets for a month in groups of 8 to 10 to help solve economic and social problems. The goal, says IBM’s human resources chief, J. Randall MacAnard, is to help future leaders “understand how the world works, show them how to network, and show them how to work collaboratively with people who are far away.”

Like most corporations, IBM trains managers in classrooms, so this represents a dramatic departure. And while other companies encourage employees to volunteer for social service, IBM is the first to use such programs for management training, says Kenneth M. Kassar, a professor at Harvard Business School.

The program is growing rapidly. This year some 500 people will participate, and the list of countries will expand from five to nine, including Brazil, India, Malaysia, and South Africa. The team spends three months

before going overseas reading about their host countries, studying the problems they’re assigned to work on, and getting to know their trainees via teleconferences and social networking Web sites. On location, they work with local governments, universities, and business groups to do anything from upgrading technology for a government agency to improving public water quality.

Participating in the program is not without its risks. Charlie Ung, a new media producer from IBM Canada, got malaria while working in Ghana and spent a week in the hospital. Other participants report encounters with wild dogs in Romania. IBM planners deliberately choose out-of-the-way places and bank the trainees in guest houses that lack amenities as Western food and CNN. “We want them to have a transformative experience, so they’re shaken up and walk away feeling they’re better equipped to confront the challenges of the 21st century,” says Kevin Thompson, the IBMer who conceived of the CSC program and now manages it.

IBM concludes that one month overseas is a short stint, but it believes participants can pick up valuable lessons. Debbie Macomber, a 45-year-old IT project manager in Lexington, Kentucky, says the trip prompted her to change her management style. She coordinates the activities of 13 people in the United States and 11 in India, Mexico, and China. She used to give assignments to the overseas employees and then leave them on their own. Now she spends more time trying to build a global team.

**SOURCE:** “Inspired from Steve Jobs,” *The World Is IBM’s Classroom*, accessed March 18, 2010, <http://www.ibm.com/work>.

- Questions**
1. Based on the information given but in your own words, what are the training objectives for IBM’s Corporate Service Corps? based on the information given, how well would you say the program is meeting those objectives? What additional measures would help you evaluate the program’s success?
  2. Which of the training methods described in this chapter are incorporated into the Corporate Service Corps? How well suited are these methods to achieving IBM’s objectives?
  3. Suggest some ways that IBM can help participants apply on the job what they have learned from their one-month service project.

Here’s what our reviewers have said:

“I definitely would say this is the best introduction to HRM text on the market. I find it easy to read and understand, yet it contains the necessary level of knowledge needed to be successful in an entry level HR generalist role.” *Jerry Carbo, Fairmont State University*

“The features are outstanding . . . very easy to read and understand and allow for application of the information.” *Angela Boston, The University of Texas–Arlington*

“The features are outstanding and add a lot to the book. They keep the book current and give insight to real-life applications.” *Jane Gibson, Nova Southeastern University*



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