Учреждение образования "Белорусский государственный экономический университет"

УПРАВЛЕНИЕ ЧЕЛОВЕЧЕСКИМИ РЕСУРСАМИ
(HUMAN RESOURCES MANAGEMENT)

Учебная программа учреждения высшего образования по учебной дисциплине
по специальности 1-26 81 01 «Бизнес-администрирование»
2-ая ступень высшего образования (магистратура)

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Рекомендована к утверждению:

Кафедрой международного бизнеса Учреждения образования «Белорусский государственный экономический университет»
(протокол _____ от _____);

Научно-методическим Советом Учреждения образования «Белорусский государственный экономический университет»
(протокол № _____ от _____).

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Дисциплина **«Управление человеческими ресурсами»** является самостоятельной дисциплиной. В ней студенты магистерской подготовки получают знания и навыки по формированию и организации функционирования систем управления персоналом в организациях, планированию кадровой работы, управлению персоналом и его развитием.

Цель преподавания дисциплины:
- формирование комплексных теоретических знаний в области управления человеческими ресурсами современной организации; а также приобретение практических навыков применения различных методик управления человеческими ресурсами на практике.
- систематизация теоретических знаний в области менеджмента и управления человеческими ресурсами;
- овладение современными методиками управления человеческими ресурсами;
- умение применять современные подходы и методики на практике.

Задачи изучения дисциплины
Задачи изучения дисциплины состоят в обеспечении подготовки специалиста, обладающего знаниями и практическими навыками управления кадровым потенциалом в условиях рыночной экономики.
Решение поставленных задач предполагает:
- дать студентам практические навыки работы с информацией о персонале;
- изучить особенности кадровой работы на предприятии;
- раскрыть современные подходы к концепции управления персоналом;
- освоить современные технологии привлечения, отбора и адаптации персонала;
- сформировать у студентов ориентацию на непрерывное профессиональное и социальное развитие.

В результате изучения дисциплины обучаемый должен:
знать:
- особенности разработки кадровой политики и инструментов ее реализации;
- современные теории и концепции взаимодействия людей в организации, включая вопросы адаптации и мотивации персонала;
- методологию разработки и эффективного использования современных социальных технологий в работе с персоналом;
- механизмы оптимизации функционирования системы управления персоналом или отдельных ее функций;
- специфику кадрового планирования и маркетинга персонала в современном обществе;
- методологию системного анализа;
- содержание современных концепций и стратегий развития персонала, их отражение в технологиях развития;

- особенности формирования эффективного взаимодействия людей в организации;
- причины и методики профилактики личной профессиональной деформации и профессионального выгорания в современных условиях;

уметь
- планировать и организовывать деятельность по внедрению политики адаптации персонала;
- анализировать условия труда в организации и разрабатывать программы первоочередных мер по созданию комфортных условий труда в организации, оптимальные режимы труда и отдыха, обеспечения безопасности для различных категорий персонала организации;
 - определять требования к сотрудникам на конкретных участках деятельности;
- разрабатывать и применять современные методы управления персоналом;
- использовать результаты анализа социально-экономической эффективности системы и процессов управления персоналом для подготовки решений в области оптимизации функционирования системы управления персоналом или отдельных ее функций;
- оценивать экономическую и социальную эффективность управления персоналом   - оценивать экономическую и социальную эффективность управления персоналом;
-систематизировать информацию для достижения поставленной цели
- решать системные задачи и проблемы;
- разрабатывать и внедрять современные образовательные технологии обучения и развития персонала организации;
-проектировать технологии управления развитием персонала в соответствии со стратегическими планами организации;
- организовать применение на практике методов оценки эффективности системы обучения и развития персонала и ее вклада в достижение целей организации.

иметь навыки:
-современными методами оценки и диагностики состояния социальной следы, социального самочувствия персонала;
 -технологиями реализации политики адаптации персонала организации навыками организации, управления и оценки эффективности внедрения программ по созданию комфортных условий труда в организации;
- навыками организации анализа социально-экономической эффективности системы и процессов управления персоналом навыками организации деятельности в системе управления персоналом исходя из задач организации;
- навыками организации, управления и оценки эффективности образовательных процессов;
- навыками наставничества, способностью вдохновлять других на развитие; навыками организации, управления и оценки эффективности образовательных процессов
-навыками работы в группе, кооперации с коллегами.

Межпредметные связи:

Дисциплина «Управление человеческими ресурсами» относится к профессиональному циклу практико-ориентированной магистратуры и ориентирована на оптимизацию организационно-управленческого уровня подготовки магистров. И теоретические и практические аспекты управления человеческими ресурсами предметно связаны со всеми дисциплинами управленческого цикла: современными персонал-технологиями, кадровым консалтингом и аудитом, социальной ответственностью организации, организационными культурой и поведением, управлением персоналом, стратегическим менеджментом и др. Все эти курсы представляют собой характеристики отдельных аспектов организации производственной деятельности и поведения человека на предприятии, изучается в объеме всего – 220 часов, в том числе 66 часов аудиторных занятий (34 часа – лекции, 32 часа – семинарские занятия), рекомендуемая форма контроля – зачет.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Раздел 1Современные особенности управления человеческими ресурсами

Тема 1. Стратегическое управление человеческими ресурсами

Основы стратегического управления ЧР. Концепции стратегического управления ЧР. Факторы стратегического управления ЧР. Механизмы управления ЧР.

Тема 2. Международное управление человеческими ресурсами

Концепция МУЧР Международные организационные модели. Конвергенция и дивергенция. Проблемы МУЧР

Раздел 2 Современные технологии планирования, привлечения, развития и оценки человеческих ресурсов.

Тема 1 Формирование человеческих ресурсов**.** Основные демографические закономерности формирования человеческих ресурсов. Показатели численности и структуры ЧР. Обучение ЧР, анализ потребности в обучении. Уроки теории обучения. Профессиональное обучение. Методы обучения..

Тема 2. Использование человеческих ресурсов

Адаптация персонала. Развитие персонала. Управление карьерным ростом.

Тема 3. Эффективность человеческих ресурсов

Оценка и аттестация персонала. Системы оплаты. Системы компенсации и вознаграждений. Переход от менеджмента персонала к управлению потенциалом человеческих ресурсов компаний и организаций

Раздел 3 Современные направления в системе управления человеческими ресурсами

Тема 1. Управление профессиональными командами.

Технологии достижения конкурентоспособности через формирование управление профессиональными командами. Элементы и методы формирования профессиональных команд.

Тема 2. Зарубежные модели управления ЧР

Японская. Американская. Европейская.

COURSE OUTLINE

1. Modern Trends in HR Management
1.1Strategic HR Management
1.1.1 What is strategic human resource management?
1.1,2 Strategic HRM and business strategy
1.1.3 Strategic HRM and human capital management
1.1.4 Strategic HRM and business performance
1.2. Managing HR in Global Environment
1.2.1What is International HRM
1.2.2Organization structure and Design
1.2.3Country Culture and HRM Culture
2. Modern Techniques in Managing HR
2.1Acquiring and Preparing HR
2,1.1 Planning for and recruiting HR
2.1.2 Selecting Employees and placing them in Jobs
2.1.3 Training Employees
2.2 Assessing Performance and Developing Employees
2.2.1Managing Employees'Performance
2.2.2Developing Employees for Future Success
2.2.3 Separating and Retaining Employees
2.3Compensating HR
2.3.1 Establishing a Pay Structure
2.3.2 Recognizing Employee Contributions with pay
2.3.3Providing Employee Benefits
3 Innovative strategies in HR
3.1 Team management
3.1.1Elements of Successful Teams
3.1.2Methods of Team Management
3.1.3Problems of Team Management
3.2 Global Practices
3.2.1 Japanese
3.2.2 American
3.2.3 European

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

№ раздела, темы	Название раздела, темы	Количество аудиторных часов						Иное	Формы контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия	Управляемая самостоятельная			
						Лекции	Практические занятия		
1	2	3	4	5	6	7	8	9	10
		34		**32**	**-**	**28**	**16**		**зачет**
1.	Modern trends in Human Resources								
1.1.	Strategic management in HR	**4**		4	**-**	**4**	**2**	Презентация раздаточный	тест
1.2.	Managing HR in Global Environment	4		4	**-**	**4**	**2**	Презентация раздаточный материал	проект
2.	Modern Techniques in Managing HR								

2.1.	Acquiring and Preparing HR	6		4	-	**4**	**2**	Презентация раздаточный	тест
2.2.	Assessing Performance and Developing Employees	4		6	-	**4**	**2**	Презентация раздаточный	дискуссия
2.3.	Compensating HR	6		4	-	**4**	**2**	Презентация раздаточный	проект
3.	Innovations in HR								
3.1	Team Management	4		4	-	**4**	**2**	Презентация раздаточный материал	тест
3.2	International Practices in HR	6		6	-	**4**	**4**	Презентация раздаточный материал	проект

ПРИМЕРНЫЙ ТЕМАТИЧЕСКИЙ ПЛАН

№ п/п	Наименование темы	Всего	Лекции	Практические занятия
1	Современные особенности управления человеческими ресурсами			
1.1	Стратегическое управление человеческими ресурсами	8	4	4
1.2	Международное управление человеческими ресурсами	8	4	4
2	Технологии планирования, привлечения, развития и оценки человеческих ресурсов.			
2.1	Формирование человеческих ресурсов	10	6	4
2.2	Использование человеческих ресурсов	10	4	6
2.3	Эффективность человеческих ресурсов	10	6	4
3	Современные направления в системе управления человеческими ресурсами			
3.1	Управление профессиональными командами	8	4	4
3.2	Международные практики управления ЧР	12	6	6
		66	**34**	**32**

COURSE SYLLABUS

№	Themes	Total	Lectures	Seminars
1	Modern trends in Human Resources			
1.1	Strategic management in HR	8	4	4
1.2	Managing HR in Global Environment	8	4	4
2	Modern Techniques in Managing HR			
2.1	Acquiring and Preparing HR	10	6	4
2.2	Assessing Performance and Developing Employees	10	4	6
2.3	Compensating HR	10	6	4
3	Innovations in HR			
3.1	Team Management	8	4	4
3.2	International Practices in HR	12	6	6
		66	**34**	**32**

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ
Методические рекомендации по организации самостоятельной работы студентов по учебной дисциплине «Управление человеческими ресурсами»

В овладении знаниями учебной дисциплины важным этапом является самостоятельная работа студентов. Рекомендуется бюджет времени для самостоятельной работы в среднем 2-2,5 часа на 2-х часовое аудиторное занятие.

Основными направлениями самостоятельной работы студента являются:

- первоначально подробное ознакомление с программой учебной дисциплины;

- ознакомление со списком рекомендуемой литературы по дисциплине в целом и ее разделам, наличие ее в библиотеке и других доступных источниках, изучение необходимой литературы по теме, подбор дополнительной литературы;

- изучение и расширение лекционного материала преподавателя за счет специальной литературы, консультаций;

- подготовка к практическим занятиям по специально разработанным планам с изучением основной и дополнительной литературы;

- подготовка к выполнению диагностических форм контроля (тесты, контрольные работы, устные опросы и т.п.);

- подготовка к зачету.

ЛИТЕРАТУРА

Основная:

1 Noe Hollenbeck, Gerhart Wright Human Resource Management - New York: McGraw-Hill Irwin, 2009. – 567p.

2. Michael Armstrong, Strategy and Human Resource Management, - Basingstoke: Palgrave Macmillan, 2008. – 345p.

3.Dennis R. Briscoe, Randall S. Schuler, Lisbeth Claus, International HR Management: Taylor & Francis, 2008. - 424

Дополнительная:

1. Brunsson, N. and Olsen, J.P. (1993) The Reforming Organisation, London: Routledge. Clark, T. and Salaman, G. - 1998.

2.Storey, J. 'Human resource management today: an assessment', in Storey, J. (ed.), Human Resource Management: A Critical Text, London: Thomson Learning. 2001.

3.Storey, Leadership in Organizations: Current Issues and Key Trends, London: Routledge. 2004.

4.Storey, J. and Salaman, G. Managers of Innovation, Oxford: Blackwell.- 2005.

5. Raymond Noe ,Employee Training & Development, 2012.

ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ УВО

Название учебной дисциплины, которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ УВО
на _____/_____ учебный год

№ п/п	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры
_____(протокол № _____ от _____ 20____ г.)

Заведующий кафедрой
_____ _____
_____

УТВЕРЖДАЮ
Декан факультета

_____ _____ _____
_____

LEARNING OBJECTIVES (LO) OF THE LECTURES

Lecture 1

Managing Human Resources

Learning objectives (LO):

LO1 Define human resource management, and explain how HRM contributes to an organization's performance.

Human resource management consists of an organization's "people practices"—the policies, practices, and systems that influence employees' behavior, attitudes, and performance. HRM influences who works for the organization and how those people work. These human resources, if well managed, have the potential to be a source of sustainable competitive advantage, contributing to basic objectives such as quality, profits, and customer satisfaction.

LO2 Identify the responsibilities of human resource departments.

By carrying out HR activities or supporting line management, HR departments have responsibility for a variety of functions related to acquiring and managing employees. The HRM process begins with analyzing and designing jobs, then recruiting and selecting employees to fill those jobs. Training and development equip employees to carry out their present jobs and follow a career path in the organization. Performance management ensures that employees' activities and outputs match the organization's goals. Human resource departments also plan and administer the organization's pay and benefits. They carry out activities in support of employee relations, such as communications programs and collective bargaining. Conducting all these activities involves the establishment and administration of personnel policies. Management also depends on human resource professionals for help in ensuring compliance with labor laws, as well as for support for the organization's strategy—for example, human resource planning and change management.

LO3 Summarize the types of skills needed for human resource management.

Human resource management requires substantial human relations skills, including skill in communicating, negotiating, and team development. Human resource professionals also need decision-making skills based on knowledge of the HR field as well as the organization's line of business. Leadership skills are necessary, especially for managing conflict and change. Technical skills of human resource professionals include knowledge of current techniques, applicable laws, and computer systems.

LO4 Explain the role of supervisors in human resource management.

Although many organizations have human resource departments, non-HR managers must be familiar with the basics of HRM and their own role with regard to managing human resources. Supervisors typically have responsibilities related to all the HR functions. Supervisors help analyze work, interview job candidates, participate in selection decisions, provide training, conduct performance appraisals, and recommend pay increases. On a day-to-day basis, supervisors represent the company to their employees, so they also play an important role in employee relations.

LO5 Discuss ethical issues in human resource management.

Like all managers and employees, HR professionals should make decisions consistent with sound ethical principles. Their decisions should result in the greatest good for the largest number of people; respect basic rights of privacy, due process, consent, and free speech; and treat employees and customers equitably and fairly. Some areas in which ethical issues arise include concerns about employee privacy, protection of employee safety, and fairness in employment practices (for example, avoiding discrimination).

LO6 Describe typical careers in human resource management.

Careers in human resource management may involve specialized work in fields such as recruiting, training, or labor relations. HR professionals may also be generalists, performing the full range of HR activities described in this chapter. People in these positions usually have a college degree in business or the social sciences. Human resource management means enhancing communication with employees and concern for their well-being, but it also involves a great deal of paperwork and a variety of non-people skills, as well as knowledge of business and laws.

Lecture 2

Modern trends in Human Resources

LO1 Describe trends in the labor force composition and how they affect human resource management.

An organization's internal labor force comes from its external labor market—individuals who are actively seeking employment. In the world this labor market is aging and becoming more racially and ethnically diverse. The share of women in the workforce has grown to nearly half of the total. To compete for talent, organizations must be flexible enough to meet the needs of older workers, possibly redesigning jobs. Organizations must recruit from a diverse population, establish bias-free HR systems, and help employees understand and appreciate cultural differences. Organizations also need employees with skills in decision making, customer service, and teamwork, as well as technical skills. The competition for such talent is intense.

Organizations facing a skills shortage often hire employees who lack certain skills, then train them for their jobs.

LO2 Summarize areas in which human resource management can support the goal of creating a high-performance work system.

HRM can help organizations find and keep the best possible fit between their social system and technical system. Organizations need employees with broad skills and strong motivation. Recruiting and selection decisions are especially important for organizations that rely on knowledge workers. Job design and appropriate systems for assessment and rewards have a central role in supporting employee empowerment and teamwork.

LO3 Define employee empowerment, and explain its role in the modern organization.

Employee empowerment means giving employees responsibility and authority to make decisions regarding all aspects of product development or customer service. The organization holds employees accountable for products and services, and in exchange, the employees share in the rewards (or losses) that result. Selection decisions should provide to the organization people who have the necessary decision-making and interpersonal skills. HRM must design jobs to give employees latitude for decision making and train employees to handle their broad responsibilities. Feedback and rewards must be appropriate for the work of empowered employees. HRM can also play a role in giving employees access to the information they need

LO4 Identify ways HR professionals can support organizational strategies for quality, growth, and efficiency.

HR professionals should be familiar with the organization's strategy and may even play a role in developing the strategy. Specific HR practices vary according to the type of strategy. Job design is essential for empowering employees to practice total quality management. In organizations planning major changes such as a merger or acquisition, downsizing, or reengineering, HRM must provide leadership for managing the change in a way that includes skillful employee relations and meaningful rewards. HR professionals can bring "people issues" to the attention of the managers leading these changes. They can provide training in conflict-resolution skills, as well as knowledge of the other organization involved in a merger or acquisition. HR professionals also must resolve differences between the companies' HR systems, such as benefits packages and performance appraisals. For a downsizing, the HR department can help to develop voluntary programs to reduce the workforce or can help identify the least valuable employees to lay off. Employee relations can help maintain the morale of employees who remain after a downsizing. In reengineering, the HR department can lead in communicating with employees and providing training. It will also have to prepare new approaches for recruiting and

appraising employees that are better suited to the reengineered jobs. Outsourcing presents similar issues related to job design and employee selection.

LO5 Summarize ways in which human resource management can support organizations expanding internationally.

Organizations with international operations hire employees in foreign countries where they operate, so they need knowledge of differences in culture and business practices. Even small businesses discover that qualified candidates include immigrants, because they account for a significant and growing share of the labor market. HRM needs to understand and train employees to deal with differences in cultures. HRM also must be able to help organizations select and prepare employees for overseas assignments. To support efficiency and growth, HR staff can prepare companies for offshoring, in which operations are moved to lower-wage countries. HR experts can help organizations determine whether workers in offshore locations can provide the same or better skills, how offshoring will affect motivation and recruitment of employees needed , and whether managers are prepared to manage offshore employees.

LO6 Discuss how technological developments are affecting human resource management.

Information systems have become a tool for more HR professionals, and often these systems are provided through the Internet. The widespread use of the Internet includes HRM applications. Organizations search for talent globally using online job postings and by screening candidates online. Organizations' Web sites feature information directed toward potential employees. Employees may receive training online. At many companies, online information sharing enables employee self-service for many HR needs, from application forms to training modules to information about the details of company policies and benefits. Organizations can now structure work that involves collaboration among employees at dif¬ferent times and places. In such situations, HR professionals must ensure that communications remain effective enough to detect and correct problems when they arise.

LO7 Explain how the nature of the employment relationship is changing.

The employment relationship takes the form of a "psychological contract" that describes what employees and employers expect from the employment relationship. It includes unspoken expectations that are widely held. In the traditional version, organizations expected their employees to contribute time, effort, skills, abilities, and loyalty in exchange for job security and opportunities for promotion. Today, modern organizations' needs are constantly changing, so organizations are requiring top performance and longer work hours but cannot provide job security. Instead, employees are looking for flexible work schedules, comfortable working conditions, greater autonomy, opportunities for training and development, and performance-

related financial incentives. For HRM, the changes require planning for flexible staffing levels.

LO8 Discuss how the need for flexibility affects human resource management.

Organizations seek flexibility in staffing levels through alternatives to the traditional employment relationship. They may use outsourcing as well as temporary and contract workers. The use of such workers can affect job design and also the motivation of the organization's permanent employees. Organizations also may seek flexible work schedules, including shortened workweeks. They may offer flexible schedules as a way for employees to adjust work hours to meet personal and family needs. Organizations also may move employees to different jobs to meet changes in demand.

Lecture 3

Strategic management in HR

This lecture has charted the development of strategic human resource management, exploring the links between the strategic management literature and strategic human resource management. It has examined the different approaches to strategic human resource management identified in the literature, including the best-fit approach, the best-practice approach, the configurational approach and the resource-based view, in order to understand what makes human resource management strategic.

LO1 A key claim of much strategic human resource management literature is a significant contribution to a firm's *competitive advantage*, whether it is through cost reduction methods or more often *added value* through best-practice HR policies and practices.
An understanding of the business context and particularly of the 'strategy-making' process is therefore considered significant to developing an understanding of strategic human resource management.

LO2 Whittington's typology (1993, 2001) was used to analyse the different approaches to 'strategy-making' experienced by organisations, and to consider the impact this would have on our understanding of the development of strategic human resource management. The influence of the classical rational-planning approach on the strategic management literature and therefore strategic HRM literature was noted, with its inherent assumption that strategy-making was a rational, planned activity. This ignores some of the complexities and 'messiness' of the strategy-making process, identified by Mintzberg and others. Other approaches, which recognised the constituents of this 'messiness', namely the processual approach, the evolutionary approach and the systemic approach, were identified. These took account of changes and competing interests in both the external and internal business environment. Significantly, for human resource management, there is a recognition that it is not

always appropriate to separate operational policies from higher-level strategic planning, as it is often operational policies and systems that may provide the source of 'tactical excellence', and thus the traditional distinction between strategy and operations can become blurred.

*LO3*The best-fit approach to strategic HRM explored the close relationship between strategic management and human resource management, by considering the influence and nature of vertical integration. Vertical integration, where leverage is gained through the close link of HR policies and practices to the business objectives and therefore the external context of the firm, is considered to be a key theme of *strategic* HRM. Best-fit was therefore explored in relation to life-cycle models and competitive advantage models, and the associated difficulties of matching generic business-type strategies to generic human resource management strategies were considered, particularly in their inherent assumptions of a classical approach to the strategy-making process.

*LO4*The configurational approach identifies the value of having a set of HR practices that are both vertically integrated to the business strategy and horizontally integrated with each other, in order to gain maximum performance or synergistic benefits. This approach recognises the complexities of hybrid business strategies and the need for HRM to respond accordingly. In advocating unique patterns or configurations of multiple independent variables, they provide an answer to the linear, deterministic relationship advocated by the best-fit approach.

*LO5*The resource-based view represents a paradigm shift in strategic HRM thinking by focusing on the internal resources of the firm as a key source of sustainable competitive advantage, rather than focusing on the relationship between the firm and the external business context. Human resources, as scarce, valuable, organisation-specific and difficult to imitate resources, therefore become key *strategic assets*. The work of Hamel and Prahalad (1994) and the development of core competencies is considered significant here.

*LO6*The best-practice approach highlights the relationship between 'sets' of good HR practices and organisational performance, mostly defined in terms of employee commitment and satisfaction. These sets of best practice can take many forms: some have advocated a universal set of practices that would enhance the performance of all organisations to which they were applied (Pfeffer, 1994, 1998); others have focused on integrating the practices to the specific business context (high-performance work practices). A key element of best practice is horizontal integration and congruence between policies. Difficulties arise here, as best-practice models vary significantly in their constitution and in their relationship to organisational performance, which makes generalisations from research and empirical data difficult.

LO7 In endeavouring to gain an understanding of the meaning of strategic human resource management, it soon becomes apparent that a common theme of all

approaches is enhanced organisational performance and viability, whether this be in a 'hard' sense, through cost reduction and efficiency-driven practices, or through high-commitment and involvement-driven value-added. This relationship is considered significant to understanding the context and meaning of strategic human resource management.

LO8 Finally, the need for further theory development in the field of strategic human resource management and for human resource practitioners to develop business capability was noted.

Lecture 4

Managing HR in Global Environment

LO1 Summarize how the growth in international business activity affects human resource management.
More and more companies are entering international markets by exporting and operating foreign facilities. Organizations therefore need employees who understand customers and suppliers in other countries. They need to understand local laws and customs and be able to adapt their plans to local situations. To do this organizations may hire a combination of parent-country, host-country, and third-country nationals. They may operate on the scale of an exporter or an international, global, or multinational organization. A global organization needs a transnational HRM system, which makes decisions from a global perspective, includes managers from many countries, and is based on ideas contributed by people representing a variety of cultures.

LO2 Identify the factors that most strongly influence HRM in international markets.

By far the most important influence is the culture of each market—its set of shared assumptions about how the world works and what ideals are worth striving for. A culture has the dimensions of individualism/collectivism, high or low power distance, high or low uncertainty avoidance, masculinity/femininity, and long-term or short-term orientation. Countries also differ in the degree to which their labor markets include people with education and skills of value to employers. Another influence on international HRM is the foreign country's political-legal system—its government, laws, and regulations. Finally, a country's economic system, capitalist or socialist, as well as the government's involvement in the country's economy, such as through taxes and price controls, is a strong factor determining HRM practices.

LO3 Discuss how differences among countries affect HR planning at organizations with international operations.

As organizations consider decisions about their level of international activity, HR professionals should provide information about the relevant human resource issues. When organizations decide to operate internationally or globally, HR planning involves decisions about where and how many employees are needed for each international facility. Some countries limit employers' ability to lay off workers, so organizations would be less likely to staff for peak periods. Other countries allow employers more flexibility in meeting human resource needs. HRM professionals need to be conversant with such differences.

LO4 Describe how companies select and train human resources in a global labor market.

Many organizations with foreign operations fill most positions with host-country nationals. These employees can more easily understand the values and customs of the local workforce, and hiring locally tends to be less expensive than moving employees to new locations. Organizations also fill foreign positions with parent-country and third-country nationals who have human relations skills associated with success in foreign assignments. When sending employees on foreign assignments, organizations prepare the employees (and often their families) through cross-cultural training. Before the assignment, the training provides instruction in the foreign country's language and culture. During the assignment, there is communication with the home country and mentoring. For the return home the employer provides further training.

LO5 Discuss challenges related to managing performance and compensating employees from other countries.

Pay structures can differ substantially among countries in terms of pay level and the relative worth of jobs. Organizations must decide whether to set pay levels and differences in terms of what workers are used to in their own countries or in terms of what employees' colleagues earn at headquarters. Typically, companies have resolved this dilemma by linking pay and benefits more closely to those of the employee's country, but this practice may be weakening so that it depends more on the nature and length of the foreign assignment. These decisions affect the organization's costs and ability to compete, so organizations consider local labor costs in their location decisions. Along with the basic pay structure, organizations must make decisions regarding incentive pay, such as bonuses and stock options. Laws may dictate differences in benefit packages, and the value of benefits will differ if a country requires them or makes them a government service.

LO6 Explain how employers prepare managers for international assignments and for their return home.

When an organization has selected a manager for an overseas assignment, it must prepare the person for the experience. In cross-cultural training the soon-to-be expatriate learns about the foreign culture he or she is heading to, and studies her or

his own home-country culture as well for insight. The trainee is given a detailed briefing on how to behave in business settings in the new country. Along with cross-cultural training, preparation of the expatriate should include career development activities to help the individual acquire valuable career skills during the foreign assignment and at the end of the assignment to handle repatriation successfully. Communication of changes at home and validation of a job well done abroad help the expatriate through the repatriation process.

Lecture 5

Analyzing Work and Designing Jobs

LO1 Summarize the elements of work flow analysis.

The analysis identifies the amount and quality of a work unit's outputs, which may be products, parts of products, or services. Next, the analyst determines the work processes required to produce these outputs, breaking down tasks into those performed by each person in the work unit. Finally, the work flow
analysis identifies the inputs used to carry out the processes and produce the outputs.

LO2 Describe how work flow is related to an organization's structure.

Within an organization, units and individuals must cooperate to create outputs, and the organization's structure brings people together for this purpose. The structure may be centralized or decentralized, and people may be grouped according to function or into divisions focusing on particular products or customer groups. A functional structure is most appropriate for people who perform highly specialized jobs and hold relatively little authority. Employee empowerment and teamwork succeed best in a divisional structure. Because of these links between structure and types of jobs, considering such issues improves the success of job design.

LO3 Define the elements of a job analysis, and discuss their significance for human resource management.

Job analysis is the process of getting detailed information about jobs. It includes preparation of job descriptions and job specifications. A job description lists the tasks, duties, and responsibilities of a job. Job specifications look at the qualities needed in a person performing the job. They list the knowledge, skills, abilities, and other characteristics that are required for successful performance of a job. Job analysis provides a foundation for carrying out many HRM responsibilities, including work redesign, human resource planning, employee selection and training, performance appraisal, career planning, and job evaluation to determine pa scales.

LO4 Tell how to obtain information for a job analysis.

Information for analyzing an existing job often comes from incumbents and their supervisors. The Labor Department publishes general background information about jobs in the *Dictionary of Occupational Titles* and Occupational Information Network (O*NET). Job analysts, employees, and managers may complete a Position Analysis Questionnaire or fill out a survey for the Fleishman Job Analysis System.

LO5 Summarize recent trends in job analysis.

Because today's workplace requires a high degree of adaptability, job tasks and requirements are subject to constant change. For example, as some organizations downsize, they are defining jobs more broadly, with less supervision of people in those positions. Organizations are also adopting project-based structures and teamwork, which also require flexibility and the ability to handle broad responsibilities.

LO6 Describe methods for designing a job so that it can be done efficiently.

The basic technique for designing efficient jobs is industrial engineering, which looks for the simplest way to structure work to maximize efficiency. Through methods such as time-and-motion studies, the industrial engineer creates jobs that are relatively simple and typically repetitive. These jobs may bore workers because they are so simple.

LO7 Identify approaches to designing a job to make it motivating.

According to the Job Characteristics Model, jobs are more motivating if they have greater skill variety, task identity, task significance, autonomy, and feedback about performance effectiveness. Ways to create such jobs include job enlargement (through job extension or job rotation) and job enrichment. In addition, self-managing work teams offer greater skill variety and task identity. Flexible work schedules and telework offer greater autonomy.

LO8 Explain how organizations apply ergonomics to design safe jobs.

The goal of ergonomics is to minimize physical strain on the worker by structuring the physical work environment around the way the human body works. Ergonomic design may involve modifying equipment to reduce the physical demands of performing certain jobs or redesigning the jobs themselves to reduce strain. Ergonomic design may target work practices associated with injuries.

LO9 Discuss how organizations can plan for the mental demands of a job.

Employers may seek to reduce mental as well as physical strain. The job design may limit the amount of information and memorization involved. Adequate lighting, easy-to-read gauges and displays, simple-to-operate equipment, and clear instructions also

can minimize mental strain. Computer software can simplify jobs—for example, by performing calculations or filtering out spam from important e-mail. Finally, organizations can select employees with the necessary abilities to handle a job's mental demands.

Module 2 Acquiring and Preparing Human Resources

Lecture 6 Planning for and Recruiting Human Resources

LO1 Discuss how to plan for human resources needed to carry out the organization's strategy.

The first step in human resource planning is personnel forecasting. Through trend analysis and good judgment, the planner tries to determine the supply of and demand for various human resources. Based on whether a surplus or a shortage is expected, the planner sets goals and creates a strategy for achieving those goals. The organization then implements its HR strategy and evaluates the results.

LO2 Determine the labor demand for workers in various job categories.

The planner can look at leading indicators, assuming trends will continue in the future. Multiple regression can convert several leading indicators into a single prediction of labor needs. Analysis of a transitional matrix can help the planner identify which job categories can be filled internally and where high turnover is likely.

LO3 Summarize the advantages and disadvantages of ways to eliminate a labor surplus and avoid a labor shortage.

To reduce a surplus, downsizing, pay reductions, and demotions deliver fast results but at a high cost in human suffering that may hurt surviving employees' motivation and future recruiting. Also, the organization may lose some of its best employees. Transferring employees and requiring them to share work are also fast methods and the consequences in human suffering are less severe. A hiring freeze or natural attrition is slow to take effect but avoids the pain of layoffs. Early-retirement packages may unfortunately induce the best employees to leave and may be slow to implement; however, they, too, are less painful than layoffs. Retraining can improve the organization's overall pool of human resources and maintain high morale, but it is relatively slow and costly.

To avoid a labor shortage, requiring overtime is the easiest and fastest strategy, which can easily be changed if conditions change. However, overtime may exhaust workers and can hurt morale. Using temporary employees and outsourcing do not build an in-house pool of talent, but by these means staffing levels can be quickly and easily modified. Transferring and retraining employees require investment of time and money, but can enhance the quality of the organization's human resources; however,

this may backfire if a labor surplus develops. Hiring new employees is slow and expensive but strengthens the organization if labor needs are expected to expand for the long term. Using technology as a substitute for labor can be slow to implement and costly, but it may improve the organization's long-term performance. New technology and hiring are difficult to reverse if conditions change.

LO4 Describe recruitment policies organizations use to make job vacancies more attractive.

Internal recruiting (promotions from within) generally makes job vacancies more attractive because candidates see opportunities for growth and advancement. Lead-the-market pay strategies make jobs economically desirable. Due-process policies signal that employers are concerned about employee rights. Image advertising can give candidates the impression that the organization is a good place to work.

LO5 List and compare sources of job applicants.

Internal sources, promoted through job postings, generate applicants who are familiar to the organization and motivate other employees by demonstrating opportunities for advancement. However, internal sources are usually insufficient for all of an organization's labor needs. Direct applicants and referrals tend to be inexpensive and to generate applicants who have self-selected; this source risks charges of unfairness, especially in cases of nepotism. Newspaper and magazine advertising reach a wide audience and may generate many applications, although many are likely to be unsuitable. Electronic recruiting gives organizations access to a global labor market, tends to be inexpensive, and allows convenient searching of databases. Public employment agencies are inexpensive and typically have screened applicants. Private employment agencies charge fees but may provide many services. Another inexpensive channel is schools and colleges, which may give the employer access to top-notch entrants to the labor market.

LO6 Describe the recruiter's role in the recruitment process, including limits and opportunities.

Through their behavior and other characteristics, recruiters influence the nature of the job vacancy and the kinds of applicants generated. Applicants tend to perceive job experts as more credible than recruiters who are HR specialists. They tend to react more favorably to recruiters who are warm and informative. Recruiters should not mislead candidates. Realistic job previews are helpful but have a weak and inconsistent effect on job turnover compared with personnel policies and actual job conditions. Recruiters can improve their impact by providing timely feedback, avoiding behavior that contributes to a negative impression of the organization, and teaming up with job experts.

Lecture 7

Selecting Employees and Placing Them in Jobs

LO1 Identify the elements of the selection process.

Selection typically begins with a review of candidates' employment applications and resumes. 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.

LO2 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.

LO3 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 adjusted to discriminate against or give preference to any group. Questions may not gather information about a person's membership in a protected class, such as race, sex, or religion, nor may the employer investigate a person's disability status. Employers must respect candidates' privacy rights and ensure that they keep personal information confidential. They must obtain consent before conducting background checks and notify candidates about adverse decisions made as a result of background checks.

LO4 Compare the common methods used for selecting human resources.

Nearly all organizations gather information through employment applications and resumes. 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 skills and to gather more detailed information about a candidate's background. Structured interviews are more valid than unstructured ones. Situational interviews provide greater validity than general questions. Interviews are costly and may introduce bias into the selection process. Organizations can minimize the drawbacks through preparation and training.

LO5 Describe major types of employment tests.

Physical ability tests measure strength, endurance, psychomotor abilities, and other physical abilities. They can be accurate but can discriminate and are not always job related. Cognitive ability tests, or intelligence tests, tend to be valid, especially for complex jobs and those requiring adaptability. They are a relatively low-cost way to predict job performance but have been challenged as discriminatory. Job performance tests tend to be valid but are not always generalizable. Using a wide variety of job performance tests can be expensive. Personality tests measure personality traits such as extroversion and adjustment. Research supports their validity for appropriate job situations, especially for individuals who score high on conscientiousness, extroversion, and agreeableness. These tests are relatively simple to administer and generally meet legal requirements. Organizations may use paper-and-pencil honesty tests, which can predict certain behaviors, including employee theft. Organizations may not use polygraphs to screen job candidates. Organizations may also administer drug tests (if all candidates are tested and drug use can be an on-the-job safety hazard). A more job-related approach is to use impairment testing. Passing a medical examination may be a condition of employment, but to avoid discrimination against persons with disabilities, organizations usually administer a medical exam only after making a job offer.

LO6 Discuss how to conduct effective interviews.

Interviews should be narrow, structured, and standardized. Interviewers should identify job requirements and create a list of questions related to the requirements. Interviewers should be trained to recognize their own personal biases and conduct objective interviews. Panel interviews can reduce problems related to interviewer bias. Interviewers should put candidates at ease in a comfortable place that is free of distractions. Questions should ask for descriptions of relevant experiences and job-related behaviors. The interviewers also should be prepared to provide information about the job and the organization.

LO7Explain how employers carry out the process of making a selection decision.

The organization should focus on the objective of finding the person who will be the best fit with the job and organization. This includes an assessment of ability and motivation. Decision makers may use a multiple-hurdle model in which each stage of the selection process eliminates some of the candidates from consideration at the following stages. At the final stage, only a few candidates remain, and the selection decision determines which of these few is the best fit. An alternative is a compensatory model, in which all candidates are evaluated with all methods. A candidate who scores poorly with one method may be selected if he or she scores very high on another measure.

Lecture 8 Training Employees

LO1 Discuss how to link training programs to organizational needs.

Organizations need to establish training programs that are effective. In other words, they teach what they are designed to teach, and they teach skills and behaviors that will help the organization achieve its goals. Organizations create such programs through instructional design. This process begins with a needs assessment. The organization then ensures readiness for training, including employee characteristics and organizational support. Next, the organization plans a training program, implements the program, and evaluates the results.

LO2 Explain how to assess the need for training.

Needs assessment consists of an organization analysis, person analysis, and task analysis. The organization analysis determines the appropriateness of training by evaluating the characteristics of the organization, including its strategy, resources, and management support. The person analysis determines individuals' needs and readiness for training. The task analysis identifies the tasks, knowledge, skills, and behaviors that training should emphasize. It is based on examination of the conditions in which tasks are performed, including equipment and environment of the job, time constraints, safety considerations, and performance standards.

LO3 Explain how to assess employees' readiness for training.

Readiness for training is a combination of employee characteristics and positive work environment that permit training. The necessary employee characteristics include ability to learn the subject matter, favorable attitudes toward the training, and motivation to learn. A positive work environment avoids situational constraints such as lack of money and time. In a positive environment, both peers and management support training.

LO4 Describe how to plan an effective training program.

Planning begins with establishing objectives for the training program. These should define an expected performance or outcome, the desired level of performance, and the conditions under which the performance should occur. Based on the objectives, the planner decides who will provide the training, what topics the training will cover, what training methods to use, and how to evaluate the training. Even when organizations purchase outside training, someone in the organization, usually a member of the HR department, often is responsible for training administration. The training methods selected should be related to the objectives and content of the training program. Training methods may include presentation methods, hands-on methods, or group-building methods.

LO5 Compare widely used training methods.

Classroom instruction is most widely used and is one of the least expensive and least time-consuming ways to present information on a specific topic to many trainees. It also allows for group interaction and may include hands-on practice. Audiovisual and computer-based training need not require that trainees attend a class, so organizations can reduce time and money spent on training. Computer-based training may be interactive and may provide for group interaction. On-the-job training methods such as apprenticeships and internships give trainees firsthand experiences. A simulation represents a real-life situation, enabling trainees to see the effects of their decisions without dangerous or expensive consequences. Business games and case studies are other methods for practicing decision-making skills. Participants need to come together in one location or collaborate online. Behavior modeling gives trainees a chance to observe desired behaviors, so this technique can be effective for teaching inter-personal skills. Experiential and adventure learning programs provide an opportunity for group members to interact in challenging circumstances but may exclude members with disabilities. Team training focuses a team on achievement of a common goal.

Action learning offers relevance, because the training focuses on an actual work-related problem.

LO6 Summarize how to implement a successful training program.

Implementation should apply principles of learning. In general, effective training communicates learning objectives, presents information in distinctive and memorable ways, and helps trainees link the subject matter to their jobs. Employees are most likely to learn when training is linked to job experiences and tasks. Employees learn best when they demonstrate or practice what they have learned and when they receive feedback that helps them improve. Trainees remember information better when it is broken into small chunks, presented with visual images, and practiced many times. Written materials should be easily readable by trainees.

LO7 Evaluate the success of a training program.

Evaluation of training should look for transfer of training by measuring whether employees are performing the tasks taught in the training program. Assessment of training also should evaluate training outcomes, such as change in attitude, ability to perform a new skill, and recall of facts or behaviors taught in the training program. Training should result in improvement in the group's or organization's outcomes, such as customer satisfaction or sales. An economic measure of training success is return on investment.

LO8 Describe training methods for employee orientation and diversity management.

Employee orientation is training designed to prepare employees to perform their job effectively, learn about the organization, and establish work relationships. Organizations provide for orientation because, no matter how realistic the information provided during employment interviews and site visits, people feel shock and surprise when they start a new job, and they need to learn the details of how to perform the job. A typical orientation program includes information about the overall company and the department in which the new employee will be working, covering social as well as technical aspects of the job. Orientation programs may combine several training methods, from printed materials to on-the-job training to e-learning. Diversity training is designed to change employee attitudes about diversity and/or develop skills needed to work with a diverse work-force. Evidence regarding these programs suggests that diversity training is most effective if it is tied to business objectives, has management support, emphasizes behaviors and skills, and is tied to organizational policies and practices that value diversity, including a way to measure success.

Module 3Assessing Performance and Developing Employees

Lecture 9 Managing Employees' Performance

LO1 Identify the activities involved in performance management.

Performance management is the process through which managers ensure that employees' activities and outputs contribute to the organization's goals. The organization begins by specifying which aspects of performance are relevant to the organization. Next, the organization measures the relevant aspects of performance through performance appraisal. Finally, in performance feedback sessions, managers provide employees with information about their performance so they can adjust their behavior to meet the organization's goals. Feedback includes efforts to identify and solve problems.

LO2 Discuss the purposes of performance management systems.

Organizations establish performance management systems to meet three broad purposes. Effective performance management helps the organization with strategic

purposes, that is, meeting business objectives. It does this by helping to link employees' behavior with the organization's goals. The administrative purpose of performance management is to provide information for day-to-day decisions about salary, benefits, recognition, and retention or termination. The developmental purpose of performance management is using the system as a basis for developing employees' knowledge and skills.

LO3 Define five criteria for measuring the effectiveness of a performance management system.

Performance measures should fit with the organization's strategy by supporting its goals and culture. Performance measures should be valid, so they measure all the relevant aspects of performance and do not measure irrelevant aspects of performance. These measures should also provide interrater and test-retest reliability, so that appraisals are consistent among raters and over time. Performance measurement systems should be acceptable to the people who use them or receive feedback from them. Finally, a performance measure should specifically tell employees what is expected of them and how they can meet those expectations.

LO4 Compare the major methods for measuring performance.

Performance measurement may use ranking systems such as simple ranking, forced distribution, or paired comparisons to compare one individual's performance with that of other employees. These methods may be time-consuming, and they will be seen as unfair if actual performance is not distributed in the same way as the ranking system requires. However, ranking counteracts some forms of rater bias and helps distinguish employees for administrative decisions. Other approaches involve rating employees' attributes, behaviors, or outcomes. Rating attributes is relatively simple but not always valid, unless attributes are specifically defined. Rating behaviors requires a great deal of information, but these methods can be very effective. They can link behaviors to goals, and ratings by trained raters may be highly reliable. Rating results, such as productivity or achievement of objectives, tends to be less subjective than other kinds of rating, making this approach highly acceptable. Validity may be a problem because of factors outside the employee's control. This method also tends not to provide much basis for determining how to improve. Focusing on quality can provide practical benefits but is not as useful for administrative and developmental decisions.

LO5 Describe major sources of performance information in terms of their advantages and disadvantages.

Performance information may come from an employee's self-appraisal and from appraisals by the employee's supervisor, employees, peers, and customers. Using only one source makes the appraisal more subjective. Organizations may combine many sources into a 360-degree performance appraisal. Gathering information from each employee's manager may produce accurate information, unless the supervisor has little opportunity to observe the employee. Peers are an excellent source of

information about performance in a job where the supervisor does not often observe the employee. Disadvantages are that friendships (or rivalries) may bias ratings and peers may be uncomfortable with the role of rating a friend. Subordinates often have the best chance to see how a manager treats employees. Employees may be reluctant to contribute honest opinions about a supervisor unless they can provide information anonymously. Self-appraisals may be biased, but they do come from the person with the most knowledge of the employee's behavior on the job, and they provide a basis for discussion in feedback sessions, opening up fruitful comparisons and areas of disagreement between the self-appraisal and other appraisals. Customers may be an excellent source of performance information, although obtaining customer feedback tends to be expensive.

LO6 Define types of rating errors, and explain how to minimize them.

People observe behavior often without a practical way of knowing all the relevant circumstances and outcomes, so they necessarily interpret what they see. A common tendency is to give higher evaluations to people we consider similar to ourselves. Other errors involve using only part of the rating scale: Giving all employees ratings at the high end of the scale is called leniency error. Rating everyone at the low end of the scale is called strictness error. Rating all employees at or near the middle is called central tendency. The halo error refers to rating employees positively in all areas because of strong performance observed in one area. The horns error is rating employees negatively in all areas because of weak performance observed in one area. Ways to reduce rater error are training raters to be aware of their tendencies to make rating errors and training them to be sensitive to the complex nature of employee performance so they will consider many aspects of performance in greater depth. Politics also may influence ratings. Organizations can minimize appraisal politics by establishing a fair appraisal system and bringing managers together to discuss ratings in calibration meetings.

LO7 Explain how to provide performance feedback effectively.

Performance feedback should be a regular, scheduled management activity, so that employees can correct problems as soon as they occur. Managers should prepare by establishing a neutral location, emphasizing that the feedback session will be a chance for discussion, and asking the employee to prepare a self-assessment. During the feedback session, managers should strive for a problem-solving approach and encourage employees to voice their opinions and discuss performance goals. The manager should look for opportunities to praise and should limit criticism. The discussion should focus on behavior and results rather than on personalities.

LO8 Summarize ways to produce improvement in unsatisfactory performance.

For an employee who is motivated but lacks ability, the manager should provide coaching and training, give detailed feedback about performance, and consider restructuring the job. For an employee who has ability but lacks motivation, the manager should investigate whether outside problems are a distraction and if so, refer

the employee for help. If the problem has to do with the employee's not feel-ing appreciated or rewarded, the manager should try to deliver more praise and evaluate whether additional pay and other rewards are appropriate. For an employee lacking both ability and motivation, the manager should consider whether the employee is a good fit for the position. Specific feedback or withholding rewards may spur improvement, or the employee may have to be demoted or terminated. Solid employees who are high in ability and motivation will continue so and may be able to contribute even more if the manager provides appropriate direct feedback, rewards, and opportunities for development.

LO9 Discuss legal and ethical issues that affect performance management.

Lawsuits related to performance management usually involve charges of discrimination or unjust dismissal. Managers must make sure that performance management systems and decisions treat employees equally, without regard to their race, sex, or other protected status. Organizations can do this by establishing and using valid performance measures and by training raters to evaluate performance accurately. A system is more likely to be legally defensible if it is based on behaviors and results, rather than on traits, and if multiple raters evaluate each person's performance. The system should include a process for coaching or training employees to help them improve, rather than simply dismissing poor performers. An ethical issue of performance management is the use of electronic monitoring. This type of performance measurement provides detailed, accurate information, but employees may find it demoralizing, degrading, and stressful. They are more likely to accept it if the organization explains its purpose, links it to help in improving performance, and keeps the performance data private.

Lecture 10

Developing Employees for Future Success

LO1 Discuss how development is related to training and careers.
Employee development is the combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers. Training is more focused on improving performance in the current job, but training programs may support employee development. In modern organizations, the concept of a career is fluid—a protean career that changes along with changes in a person's interests, abilities, and values and changes in the work environment. To plan and prepare for a protean career requires active career management, which includes planning for employee development.

LO2 Identify the methods organizations use for employee development.

Organizations may use formal educational programs at the workplace or off-site, such as workshops, university courses and degree programs, company-sponsored training, or programs offered by independent institutions. Organizations may use the

assessment process to help employees identify strengths and areas requiring further development. Assessment can help the organization identify employees with managerial potential or identify areas in which teams need to develop. Job experiences help employees develop by stretching their skills as they meet new challenges. Interpersonal relationships with a more experienced member of the organization—often in the role of mentor or coach—can help employees develop their understanding of the organization and its customers.

LO3 Describe how organizations use assessment of personality type, work behaviors, and job performance to plan employee development.

Organizations collect information and provide feedback to employees about their behavior, communication style, and skills. The information may come from the employees, their peers, managers, and customers. Many organizations use performance appraisals as a source of assessment information. Appraisals may take the form of 360-degree feedback. Some organizations use psychological tests designed for this purpose, including the Myers-Briggs Type Indicator and the Benchmarks assessment. Assessment centers combine a variety of methods to provide assessment information. Managers must share the assessments, along with suggestions for improvement.

LO4 Explain how job experiences can be used for developing skills.

Job experiences contribute to development through a combination of relationships, problems, demands, tasks, and other features of an employee's jobs. The assumption is that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job, so employees must stretch to meet the demands of the new assignment. The impact varies according to whether the employee views the experience as a positive or negative source of stress. Job experiences that support employee development may include job enlargement, job rotations, transfers, promotions, downward moves, and temporary assignments with other organizations.

LO5 Summarize principles of successful mentoring programs.

A mentor is an experienced, productive senior employee who helps develop a less-experienced employee. Although most mentoring relationships develop informally, organizations can link mentoring to development goals by establishing a formal mentoring program. A formal program also provides a basis for ensuring that all eligible employees are included. Mentoring programs tend to be most successful when they are voluntary and participants understand the details of the program. The organization should reward managers for employee development, carefully select mentors based on interpersonal and technical skills, train them for the role, and evaluate whether the program has met its objectives.

LO6 Tell how managers and peers develop employees through coaching.

A coach is a peer or manager who works with an employee to motivate the employee, help him or her develop skills, and provide reinforcement and feedback. Coaches should be prepared to take on one or more of three roles: working one-on-one with an employee, helping employees learn for themselves, and providing resources, such as mentors, courses, or job experiences.

LO7 Identify the steps in the process of career management.

First, during data gathering employees use information to determine their career interests, values, aptitudes, and behavioral tendencies, looking for opportunities and areas needing improvement. Data gathering tools often include psychological tests or exercises that ask about career status and plans. The second step is feedback, during which the organization communicates information about the employee's skills and knowledge and how these fit into the organization's plan. The employee then sets goals and discusses them with his or her manager, who ensures that the goals are specific, challenging, and attainable. Finally, the employee works with his or her manager to create an action plan and follow-up for development activities that will help the employee achieve the goals.

LO8 Discuss how organizations are meeting the challenges of the "glass ceiling," succession planning, and dysfunctional managers.

The glass ceiling is a barrier that has been observed preventing women and minorities from achieving top jobs in an organization. Development programs can ensure that these employees receive access to development resources such as coaches, mentors, and developmental job assignments. Succession planning ensures that the organization prepares qualified employees to fill management jobs as managers retire. It focuses on applying employee development to high-potential employees. Effective succession planning includes methods for selecting these employees, providing them with developmental experiences, and getting the CEO actively involved with employees who display qualities associated with success as they participate in the developmental activities. For dysfunctional managers who have the potential to contribute to the organization, the organization may offer development targeted at correcting the areas of dysfunction. Typically, the process includes collecting information about the manager's personality, skills, and interests; providing feedback, training, and counseling; and ensuring that the manager can apply new, functional behaviors on the job.

Lecture 11

Separating and Retaining Employees

LO1 Distinguish between involuntary and voluntary turnover, and describe their effects on an organization.

Involuntary turnover occurs when the organization requires employees to leave, often when they would prefer to stay. Voluntary turnover occurs when employees initiate the turnover, often when the organization would prefer to keep them. Both are costly because of the need to recruit, hire, and train replacements. Involuntary turnover can also result in lawsuits and even violence.

LO2 Discuss how employees determine whether the organization treats them fairly.

Employees draw conclusions based on the outcomes of decisions regarding them, the procedures applied, and the way managers treat employees when carrying out those procedures. Outcome fairness is a judgment that the consequences are just. The consequences should be consistent, expected, and in proportion to the significance of the behavior. Procedural justice is a judgment that fair methods were used to determine the consequences. The procedures should be consistent, unbiased, based on accurate information, and correctable. They should take into account the viewpoints of everyone involved, and they should be consistent with prevailing ethical standards. Interactional justice is a judgment that the organization carried out its actions in a way that took the employee's feelings into account—for example, by listening to the employee and treating the employee with dignity.

LO3 Identify legal requirements for employee discipline.

Employee discipline should not result in wrongful discharge, such as a termination that violates an implied contract or public policy. Discipline should be administered evenhandedly, without discrimination. Discipline should respect individual employees' privacy. Searches and surveillance should be for a legitimate business purpose, and employees should know about and consent to them. Reasons behind disciplinary actions should be shared only with those who need to know them. When termination is part of a plant closing, employees should receive the legally required notice, if applicable.

LO4 Summarize ways in which organizations can fairly discipline employees.

Discipline should follow the principles of the hot-stove rule, meaning discipline should give warning and have consequences that are consistent, objective, and immediate. A system that can meet these requirements is progressive discipline, in which rules are established and communicated, and increasingly severe consequences follow each violation of the rules. Usually, consequences range from a spoken warning through written warnings, suspension, and termination. These actions should be documented in writing. Organizations also may resolve problems through alternative dispute resolution, including an open-door policy, peer review, mediation, and arbitration. When performance problems seem to result from substance abuse or

mental illness, the manager may refer the employee to an employee assistance program. When a manager terminates an employee or encourages an employee to leave, outplacement counseling may smooth the process.

LO5 Explain how job dissatisfaction affects employee behavior.

Circumstances involving the nature of a job, supervisors and co-workers, pay levels, or the employee's own disposition may produce job dissatisfaction. When employees become dissatisfied, they may engage in job withdrawal. This may include behavior change, as employees try to bring about changes in policy and personnel through inside action or through whistle-blowing or lawsuits. Physical job withdrawal may range from tardiness and absenteeism to job transfer or leaving the organization altogether. Especially when employees cannot find another job, they may psychologically withdraw by displaying low levels of job involvement and organizational commitment.

LO6 Describe how organizations contribute to employees' job satisfaction and retain key employees.

Organizations can try to identify and select employees who have personal dispositions associated with job satisfaction. They can make jobs more complex and meaningful—for example, through job enrichment and job rotation. They can use methods such as the role analysis technique to make roles clear and appropriate. They can reinforce shared values and encourage social support among employees. They can try to establish satisfactory pay levels and communicate with employees about pay structure and pay raises. Monitoring job satisfaction helps organizations identify which of these actions are likely to be most beneficial.

Module 4 Compensating Human Resources

Lecture 12

Establishing a Pay Structure

LO1 Identify the kinds of decisions involved in establishing a pay structure.

Organizations make decisions to define a job structure, or relative pay for different jobs within the organization. They establish relative pay for different functions and different levels of responsibility for each function. Organizations also must establish pay levels, or the average paid for the different jobs. These decisions are based on the organization's goals, market data, legal requirements, and principles of fairness. Together, job structure and pay level establish a pay structure policy.

LO2 Summarize legal requirements for pay policies.

To meet the standard of equal employment opportunity, employers must provide equal pay for equal work, regardless of an employee's age, race, sex, or other protected status. Differences in pay must relate to factors such as a person's qualifications or market levels of pay. Under the Fair Labor Standards Act (FLSA), the employer must pay at least the minimum wage established by law. Some state and local governments have established higher minimum wages. The FLSA also requires overtime pay—at one and a half times the employee's regular pay rate, including bonuses—for hours worked beyond 40 in each week. Managers, professionals, and outside salespersons are exempt from the overtime pay requirement. Employers must meet FLSA requirements concerning child labor. Federal contractors also must meet requirements to pay at least the prevailing wage in the area where their employees work.

LO3 Discuss how economic forces influence decisions about pay

To remain competitive, employers must meet the demands of product and labor markets. Product markets seek to buy at the lowest price, so organizations must limit their costs as much as possible. In this way, product markets place an upper limit on the pay an employer can afford to offer. Labor markets consist of workers who want to earn as much as possible. To attract and keep workers, employers must pay at least the going rate in their labor markets. Organizations make decisions about whether to pay at, above, or below the pay rate set by these market forces. Paying above the market rate may make the organization less competitive in product markets but give it an advantage in labor markets. The organization benefits only if it can attract the best candidates and provide the systems that motivate and enable them to do their best work. Organizations that pay below the market rate need creative practices for recruiting and training workers so that they can find and keep enough qualified people.

LO4 Describe how employees evaluate the fairness of a pay structure.

According to equity theory, employees think of their pay relative to their inputs, such as training, experience, and effort. To decide whether their pay is equitable, they compare their outcome (pay)/input ratio with other people's outcome/input ratios. Employees make these comparisons with people doing the same job in other organizations and with people doing the same or different jobs in the same organization. If employees conclude that their outcome/input ratio is less than the comparison person's, they conclude that their pay is unfair and may engage in behaviors to create a situation they think is fair.

LO5 Explain how organizations design pay structures related to jobs.

Organizations typically begin with a job evaluation to measure the relative worth of their jobs. A job evaluation committee identifies each job's compensable factors and rates each factor. The committee may use a point manual to assign an appropriate

number of points to each job. The committee can research market pay levels for key jobs, then identify appropriate rates of pay for other jobs, based on their number of points relative to the key jobs. The organization can do this with a pay policy line, which plots a salary for each job. The organization can combine jobs into several groups, called pay grades. For each pay grade or job, the organization typically establishes a pay range, using the market rate or pay policy line as the midpoint. Differences in working conditions or labor markets sometimes call for the use of pay differentials to adjust pay levels.

LO6 Describe alternatives to job-based pay.

To obtain more flexibility, organizations may reduce the levels in the organization's job structure. This process of delayering creates broad bands of jobs with a pay range for each. Other organizations reward employees according to their knowledge and skills. They establish skill-based pay systems, or structures that set pay according to the employees' level of knowledge and what they are capable of doing. This encourages employees to be more flexible and adapt to changing technology. However, if the organization does not also provide systems in which employees can apply new skills, it may be paying them for skills they do not actually use.

LO7 Summarize how to ensure that pay is actually in line with the pay structure.

The human resource department should routinely compare actual pay with the pay structure to see that policies and practices match. A common way to do this is to measure a compa-ratio for each job or pay grade. The compa-ratio is the ratio of average pay to the midpoint of the pay range. Assuming the pay structure supports the organization's goals, the compa-ratios should be close to 1. When compa-ratios are more or less than 1, the HR department should work with managers to identify whether to adjust the pay structure or the organization's pay practices.

LO8 Discuss issues related to paying employees serving in the military and paying executives.

The Uniformed Services Employment and Reemployment Rights Act requires employers to make jobs available to any of their employees who leave to fulfill military duties for up to five years. While these employees are performing their military service, many are earning far less. To demonstrate their commitment to these employees and to earn the public's goodwill, many companies pay the difference between their military and civilian earnings, even though this policy is costly. Executive pay has drawn public scrutiny because top executive pay is much higher than average workers' pay. The great difference is an issue in terms of equity theory. Chief executive officers have an extremely large impact on the organization's performance, but critics complain that when performance falters, executive pay does not decline as fast as the organization's profits or stock price. Top executives help to set the organization's tone or culture, and employees at all levels are affected by the

behavior of the people at the top. Therefore, employees' opinions about the equity of executive pay can have a large effect on the organization's performance.

Lecture 13

Recognizing Employee Contributions with Pay

LO1 Discuss the connection between incentive pay and employee performance.

Incentive pay is pay tied to individual performance, profits, or other measures of success. Organizations select forms of incentive pay to energize, direct, or control employees' behavior. It is influential because the amount paid is linked to predefined behaviors or outcomes. To be effective, incentive pay should encourage the kinds of behavior that are most needed, and employees must believe they have the ability to meet the performance standards. Employees must value the rewards, have the resources they need to meet the standards, and believe the pay plan is fair.

LO2 Describe how organizations recognize individual performance.

Organizations may recognize individual performance through such incentives as piecework rates, standard hour plans, merit pay, sales commissions, and bonuses for meeting individual performance objectives. Piecework rates pay employees according to the amount they produce. Standard hour plans pay workers extra for work done in less than a preset "standard time." Merit pay links increases in wages or salaries to ratings on performance appraisals. Bonuses are similar to merit pay, because they are paid for meeting individual goals, but they are not rolled into base pay, and they usually are based on achieving a specific output, rather than subjective performance ratings. A sales commission is incentive pay calculated as a percentage of sales closed by a salesperson.

LO3 Identify ways to recognize group performance.

Common group incentives include gainsharing, bonuses, and team awards. Gainsharing programs, such as Scanlon plans, measure increases in productivity and distribute a portion of each gain to employees. Group bonuses reward the members of a group for attaining a specific goal, usually measured in terms of physical output. Team awards are more likely to use a broad range of performance measures, such as cost savings, successful completion of a project, or meeting a deadline.

LO4 Explain how organizations link pay to their overall performance.

Incentives for meeting organizational objectives include profit sharing and stock ownership. Profit-sharing plans pay workers a percentage of the organization's profits; these payments do not become part of the employees' base salary. Stock ownership incentives may take the form of stock options or employee stock

ownership plans. A stock option is the right to buy a certain number of shares at a specified price. The employee benefits by exercising the option at a price lower than the market price, so the employee benefits when the company's stock price rises. An employee stock ownership plan (ESOP) is an arrangement in which the organization distributes shares of its stock to employees by placing the stock in a trust managed on the employees' behalf. When employees leave the organization, they may sell their shares of the stock.

LO5 Describe how organizations combine incentive plans in a "balanced scorecard."

A balanced scorecard is a combination of performance measures directed toward the company's long- and short-term goals and used as the basis for awarding incentive pay. Typically, it includes financial goals to satisfy stockholders, quality- and price-related goals for customer satisfaction, efficiency goals for improved operations, and goals related to acquiring skills and knowledge for the future. The mix of pay programs is intended to balance the disadvantages of one type of incentive with the advantages of another type. The balanced scorecard also helps employees to understand and care about the organization's goals.

LO6 Summarize processes that can contribute to the success of incentive programs.

Communication and participation in decisions can contribute to employees' feeling that the organization's incentive pay plans are fair. Employee participation in pay-related decisions can be part of a general move toward employee empowerment. Employees may put their own interests first in developing the plan, but they also have firsthand insight into the kinds of behavior that can contribute to organizational goals. Communicating with employees is important because it demonstrates that the pay plan is fair and helps them understand what is expected of them. Communication is especially important when the organization is changing its pay plan.

LO7 Discuss issues related to performance-based pay for executives.

Because executives have such a strong influence over the organization's performance, incentive pay for them receives special attention. Executive pay usually combines long-term and short-term incentives. By motivating executives, these incentives can significantly affect the organization's performance. The size of incentives should be motivating but also meet standards for equity. Performance measures should encourage behavior that is in the organization's best interests, including ethical behavior. Executives need ethical standards that keep them from insider trading or deceptive practices designed to manipulate the organization's stock price.

Module 5 Innovations Strategies in HR

Lecture 14

Creating and Maintaining High-Performance Organizations

.LO1 Define high-performance work systems, and identify the elements of such a system.

A high-performance work system is the right combination of people, technology, and organizational structure that makes full use of the organization's resources and opportunities in achieving its goals. The elements of a high-performance work system are organizational structure, task design, people, reward systems, and information systems. These elements must work together in a smoothly functioning whole.

LO2 Summarize the outcomes of a high-performance work system.

A high-performance work system achieves the organization's goals, typically including growth, productivity, and high profits. On the way to achieving these overall goals, the high-performance work system meets such intermediate goals as high quality, innovation, customer satisfaction, job satisfaction, and reduced absenteeism and turnover.

LO3 Describe the conditions that create a high-performance work system.

Many conditions contribute to high-performance work systems by giving employees skills, incentives, knowledge, autonomy, and employee satisfaction. Teamwork and empowerment can make work more satisfying and provide a means for employees to improve quality and productivity. Organizations can improve performance by creating a learning organization, in which people constantly learn and share knowledge so that they continually expand their capacity to achieve the results they desire. In a high-performance organization, employees experience job satisfaction or even "occupational intimacy." For long-run high performance, organizations and employees must be ethical as well.

LO4 Explain how human resource management can contribute to high performance.

Jobs should be designed to foster teamwork and employee empowerment. Recruitment and selection should focus on obtaining employees who havethe qualities necessary for teamwork, empowerment, and knowledge sharing. When the organization selects for teamwork and decision-making skills, it may have to provide training in specific job tasks. Training also is important because of its role in creating a learning organization. The performance management system should be related to the organization's goals, with a focus on meeting internal and external customers' needs. Compensation should include links to performance, and employees should be included in decisions about compensation. Research suggests that it is more effective to improve HRM practices as a whole than to focus on one or two isolated practices.

LO5 Discuss the role of HRM technology in high-performance work systems.

Technology can improve the efficiency of the human resource management functions and support knowledge sharing. HRM applications involve transaction processing, decision support systems, and expert systems, often as part of a human resource information system using relational data

Lecture 15

HRM and Europe

Human resource management is a concept that is slowly becoming absorbed into the language of European models of personnel management, but within different institutional structures from those that obtain in the UK, the USA or Japan. Within many Western European countries there is a strong tradition of employee rights incorporated into state provision and the nature of the employment relationship. This explains the move towards social integration that dominated the EU agenda in the early 1990s. The advent of the single European market stimulated a debate about the proper role of a 'social dimension' in the operation of the EU and the Maastricht Treaty, committing the EU to ever-closer monetary and political union.

LO1 By the mid-1990s the debate within the EU concerning the pursuit of regulation or deregulation was set against the backdrop of a moribund Social Charter. The Amsterdam Treaty 1997 is an attempt to rejuvenate the social agenda through the adoption of a 'third way'.

LO2 This has been reinforced by the recognition that the intensification of global competition has created the need for a much more proactive labour market to solve the problems of unemployment and skill shortages. This view has been embodied in the Amsterdam Treaty in terms of the four pillars: employability, adaptability, entrepreneurship, and equal opportunities.

LO3 Nevertheless, there is evidence that some common HRM developments are occurring across Europe within EU members as well as in those economies that are not as yet members. Among the more notable HRM shifts are those connected with the decentralisation of decision-making and the devolution to line managers of decisions relating to the management of employees, as well as increases in forms of flexible working.

LO4 In Eastern and Central Europe the agenda for change has been sudden and large: the replacement of highly centralised state-run economies with the 'shock treatment' of market forces has led to vast upheaval in terms of unemployment. Recent slumps in the world economy have not helped these processes and while they proceed apace there has been a slowing effect on economic growth in some economies.

LO5 A form of tripartitism has emerged in most CEE states but in varying degrees of strength. Despite relatively high union membership, union influence is relatively weak, particularly at company level.

LO6 Management attitudes in CEE economies have equally felt the stress of reform and the difficulty of transition to more market-oriented and less bureaucratic modes of operation. In these circumstances HRM is a concept that has little currency. Most HRM innovations are being implemented in fully foreign-owned subsidiaries, some say to the detriment of trade unions and tripartite systems.

ASSIGNMENTS FOR SEMINARS

Assignment 1

Key Terms

performance management, recruitment, selection, stakeholders, training, corporate social responsibility, development, ethics,
evidence-based HR, high-performance work system, human capital,
human resource management
(HRM), human resource planning, job analysis, job design

REVIEW AND DISCUSSION QUESTIONS

1. How can human resource management contribute to a company's success?
2. Imagine that a small manufacturing company decides to invest in a materials resource planning (MRP) system. This is a computerized information system that improves efficiency by automating such work as planning needs for resources, ordering materials, and scheduling work on the shop floor. The company hopes that with the new MRP system, it can grow by quickly and efficiently processing small orders for a variety of products. Which of the human resource functions are likely to be affected by this change? How can human resource management help the organization carry out this change successfully?
3. What skills are important for success in human resource management? Which of these skills are already strengths of yours? Which would you like to develop?
4. Traditionally, human resource management practices were developed and administered by the company's human resource department. Line managers are now playing a major role in developing and implementing HRM practices. Why do you think non-HR managers are becoming more involved?
5. If you were to start a business, which aspects of human resource management would you want to entrust to specialists? Why?
6. Why do all managers and supervisors need knowledge and skills related to human resource management?
7. Federal law requires that employers not discriminate on the basis of a person's race, sex, national origin, or age over 40. Is this also an ethical requirement? A competitive requirement? Explain.
8. When a restaurant employee slipped on spilled soup and fell, requiring the evening off to recover, the owner
realized that workplace safety was an issue to which she had not devoted much time. A friend warned the owner that if she started creating a lot of safety rules and procedures, she would lose her focus on customers and might jeopardize the future of the restaurant. The safety problem is beginning to feel like an ethical dilemma. Suggest some ways the restaurant owner might address this dilemma. What aspects of human resource management are involved?
9. Does a career in human resource management appeal to you? Why or why not?

Assignment 2

KEY TERMS

alternative work arrangements,
electronic human resource
management (e-HRM), employee empowerment, expatriates, external labor market,
high-performance work systems,
human resource information system
(HRIS),
internal labor force, knowledge workers, offshoring,
outsourcing, psychological contract, reengineering, self-service, teamwork,
total quality management (TQM)

REWIEW AND ANSWER THE QUESTIONS

1. How does each of the following labor force trends affect HRM?

   a. Aging of the labor force.
   b. Diversity of the labor force.
   c. Skill deficiencies of the labor force.

2. At many organizations, goals include improving people's performance by relying on knowledge workers, empowering employees, and assigning work to teams. How can HRM support these efforts?

3. Merging, downsizing, and reengineering all can radically change the structure of an organization. Choose one of these changes, and describe HRM's role in making the change succeed. If possible, apply your discussion to an actual merger, downsizing, or reengineering effort that has recently occurred.

4. When an organization decides to operate facilities in other countries, how can HRM practices support this change?

5. Why do organizations outsource HRM functions? How does outsourcing affect the role of human resource professionals? Would you be more attracted to the role of HR professional in an organization that outsources many HR activities or in the outside firm that has the contract to provide the HR services? Why?

6. Suppose you have been hired to manage human resources for a small company that offers business services including customer service calls and business report preparation. The 20-person company has been preparing to expand from serving a few local clients that are well known to the company's owners. The owners believe that their experience and reputation for quality will help them expand to serve more and larger clients. What challenges will you need to prepare the company to meet? How will you begin?

7. What e-HRM resources might you use to meet the challenges in Question 4?

8. What HRM functions could an organization provide through self-service? What are some advantages and disadvantages of using self-service for these functions?

9. How is the employment relationship typical of modern organizations different from the relationship of a generation ago?

Assignment 3

ACTIVITY

Either
Draw up a strategy map for your organisation or Jet Airlines and identify appropriate balanced scorecard measures. Share your ideas with your colleagues and consider how you would audit HR.
Or
Evaluate your organisation's strategy map and balanced scorecard measures. How effective has this approach been in your organisation? Has it focused all stakeholders' attention on strategy implementation? Consult your colleagues, and prepare an audit of your HR provision.

Defining the effective human resource manager

What does an effective HR manager look like? What skills, competencies and knowledge
does he or she require to become a business partner?
Try to collect information from a range of sources, for example:
- corporate websites,
- HR practitioner journals (*Personnel Today*, *People Management*),
- other journals (*Human Resource Management Journal*, *Management Learning*),
- the CIPD website and HRM textbooks, to develop a profile of an effective HR manager in the 21st century. Which skills, competencies and knowledge would you identify as *strategic* HR competencies?

REVIEW AND ANSWER THE QUESTIONS

1. In what way does an understanding of *strategic management* contribute to your understanding
of strategic human resource management?
2. How would you differentiate human resource management from strategic human resource management?
3. Compare and contrast the best-fit and best-practice approach to strategic human resource management.
4. Evaluate the relationship between strategic human resource management and organisational performance.
5. Why do human resources practitioners need to develop business capabilities?

Assignment 4

KEY TERMS

cross-cultural preparation,   host country,   repatriation,
culture shock,   international organization,   third country,
expatriates,   multinational company,   transnational HRM system,
global organization,   parent country,

REVIEW AND ANSWER THE QUESTIONS

1. Identify the parent country, host country(ies), and third country(ies) in the following example: A global soft-drink company called Cold Cola has headquarters in Atlanta, Georgia. It operates production facilities in Athens, Greece, and in Jakarta, Indonesia. The company has assigned a manager from Boston to head the Athens facility and a manager from Hong Kong to manage the Jarkarta facility.
2. What are some HRM challenges that arise when a U.S. company expands from domestic markets by exporting? When it changes from simply exporting to operating as an international company? When an international company becomes a global company?
3. In recent years, many U.S. companies have invested in Russia and sent U.S. managers there in an attempt to transplant U.S.-style management. According to Hofstede, U.S. culture has low power distance, uncertainty avoidance, and long-term orientation and high individuality and masculinity. Russia's culture has high power distance and uncertainty avoidance, low masculinity and long-term orientation, and moderate individuality. In light of what you know about cultural differences, how well do you think U.S. managers can succeed in each of the following U.S.-style HRM practices? (Explain your reasons.)

   a. Selection decisions based on extensive assessment of individual abilities.
   b. Appraisals based on individual performance.
   c. Systems for gathering suggestions from workers.
   d. Self-managing work teams.
5. Besides cultural differences, what other factors affect human resource management in an organization with international operations? Suppose you work in the HR department of a company that is expanding into a country where the law and culture make it difficult to lay off employees. How should your knowledge of that difficulty affect human resource planning for the overseas operations?
6. Why do multinational organizations hire host-country nationals to fill most of their foreign positions, rather than sending expatriates for most jobs?
7. Suppose an organization decides to improve collaboration and knowledge sharing by developing an intranet to link its global workforce. It needs to train employees in several different countries to use this system. List the possible cultural issues you can think of that the training program should take into account.
8. For an organization with operations in three different countries, what are some advantages and disadvantages of setting compensation according to the labor

markets in the countries where the employees live and work? What are some advantages and disadvantages of setting compensation according to the labor market in the company's headquarters? Would the best arrangement be different for the company's top executives and its production workers? Explain.

9. What abilities make a candidate more likely to succeed in an assignment as an expatriate? Which of these abilities do you have? How might a person acquire these abilities?

Assignment 5

KEY TERMS

ergonomics, job description,
Fleishman Job Analysis System, job design,
flextime, job enlargement,
industrial engineering, job enrichment,
job, job extension,
job analysis, job rotation, job sharing, job specification, position,
Position Analysis Questionnaire(PAQ), work flow design

REVIEW 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 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 your country.

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?)

Assignment 6

KEY TERMS

core competency, direct applicants, downsizing, due-process policies, employment at will, 8 forecasting, job posting, leading indicators, nepotism, outsourcing, realistic job preview, recruiting, referrals, transitional matrix, trend analysis, workforce utilization review, yield ratio

REVIEW AND ANSWER THE QUESTIONS

1. Suppose an organization expects a labor shortage to develop in key job areas over the next few years. Recommend general responses the organization could make in each of the following areas:

a. Recruitment

b. Training

c. Compensation (pay and employee benefits)

2. Review the sample transitional matrix shown in Table 4.1. What jobs experience the greatest turnover (employees leaving the organization)? How might an organization with this combination of jobs reduce the turnover?

3. In the same transitional matrix, which jobs seem to rely the most on internal recruitment? Which seem to rely most on external recruitment? Why?

4. Why do organizations combine statistical and judgmental forecasts of labor demand, rather than relying on statistics or judgment alone? Give an example of a situation in which each type of forecast would be inaccurate.

5. Some organizations have detailed affirmative-action plans, complete with goals and timetables, for women and minorities, yet have no formal human resource plan

for the organization as a whole. Why might this be the case? What does this practice suggest about the role of human resource management in these organizations?

6. Give an example of a personnel policy that would help attract a larger pool of job candidates. Give an example of a personnel policy that would likely reduce the pool of candidates. Would you expect these policies to influence the quality as well as the number of applicants? Why or why not?

7. Discuss the relative merits of internal versus external recruitment. Give an example of a situation in which each of these approaches might be particularly effective.

8. List the jobs you have held. How were you recruited for each of these? From the organization's perspective, what were some pros and cons of recruiting you through these methods?

9. Recruiting people for jobs that require international assignments is increasingly important for many organizations. Where might an organization go to recruit people interested in such assignments?

10. A large share of HR professionals have rated e-recruiting as their best source of new talent. What qualities of electronic recruiting do you think contribute to this opinion?

11. How can organizations improve the effectiveness of their recruiters?

Assignment 7

KEY TERMS

achievement tests, aptitude tests, assessment center, behavior description interview(BDI), cognitive ability tests, compensatory model, concurrent validation, construct validity, content validity, criterion-related validity, generalizable, multiple-hurdle model, nondirective interview, panel interview, personnel selection, predictive validation, p. reliability, situational interview, structured interview, utility, validity

REVIEW AND ANSWER THE 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 laws affect organizations' use of each of the employment tests? Interviews?

6. Suppose your organization needs to hire several computer programmers, and you are reviewing resumes you obtained from an online service. What kinds of information will you want to gather from the "work experience" portion of these resumes? What kinds of information will you want to gather from the "education" portion of these resumes? 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.
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 selection process symbolize to job seekers? How do you think this would affect the organization's ability to attract the best employees?

Assignment 8

KEY TERMS

action learning, adventure learning, apprenticeship, avatars, coordination training, cross-training, diversity training, e-learning, experiential programs, instructional design, internship, learning management system (LMS), needs assessment, on-the-job training (OJT), organization analysis, orientation, person analysis, readability, readiness for training, simulation, task analysis, team leader training, training, transfer of training, virtual reality

REVIEW AND ANSWER THE QUESTIONS

1. "Melinda!" bellowed Toran to the company's HR specialist, "I've got a problem, and you've got to solve it. I can't get people in this plant to work together as a team.

As if I don't have enough trouble with our competitors and our past-due accounts, now I have to put up with running a zoo. You're responsible for seeing that the staff gets along. I want a training proposal on my desk by Monday." Assume you are Melinda.

a. Is training the solution to this problem? How can you determine the need for training?

b. Summarize how you would conduct a needs assessment.

2. How should an organization assess readiness for learning? In Question 1, how do Toran's comments suggest readiness (or lack of readiness) for learning?

3. Assume you are the human resource manager of a small seafood company. The general manager has told you that customers have begun complaining about the quality of your company's fresh fish. Currently, training consists of senior fish cleaners showing new employees how to perform the job. Assuming your needs assessment indicates a need for training, how would you plan a training program? What steps should you take in planning the program?

4. Many organizations turn to e-learning as a less-expensive alternative to classroom training. What are some other advantages of substituting e-learning for classroom training? What are some disadvantages?

5. Suppose the managers in your organization tend to avoid delegating projects to the people in their groups. As a result, they rarely meet their goals. A training needs analysis indicates that an appropriate solution is training in management skills. You have identified two outside training programs that are consistent with your goals. One program involves experiential programs, and the other is an interactive computer program. What are the strengths and weaknesses of each technique? Which would you choose? Why?

6. Consider your current job or a job you recently held. What types of training did you receive for the job? What types of training would you like to receive? Why?

7. A manufacturing company employs several maintenance employees. When a problem occurs with the equipment, a maintenance employee receives a description of the symptoms and is supposed to locate and fix the source of the problem. The company recently installed a new, complex electronics system. To prepare its maintenance workers, the company provided classroom training. The trainer displayed electrical drawings of system components and posed problems about the system. The trainer would point to a component in a drawing and ask, "What would happen if this component were faulty?" Trainees would study the diagrams, describe the likely symptoms, and discuss how to repair the problem. If you were responsible for this company's training, how would you evaluate the success of this training program?

8. In Question 7, suppose the maintenance supervisor has complained that trainees are having difficulty trouble-shooting problems with the new electronics system. They are spending a great deal of time on problems with the system and coming to the supervisor with frequent questions that show a lack of understanding. The supervisor is convinced that the employees are motivated to learn the system, and

they are well qualified. What do you think might be the problems with the current training program?
 What recommendations can you make for improving the program?
9. Who should be involved in orientation of new employees? Why would it not be appropriate to provide employee orientation purely online?
10. Why do organizations provide diversity training? What kinds of goals are most suitable for such training?

Assignment 9

KEY TERMS

360-degree performance appraisal, behavioral observation scale (BOS), behaviorally anchored rating scale(BARS), calibration meeting, critical-incident method, forced-distribution method, graphic rating scale, management by objectives (MBO),mixed-standard scales, organizational behavior modification (OBM), paired-comparison method, performance management, simple ranking.

REVIEW AND ANSWER THE QUESTIONS

1. How does a complete performance management system differ from the use of annual performance appraisals?
2.Give two examples of an administrative decision that would be based on performance management information. Give two examples of developmental decisions based on this type of information.
3.How can involving employees in the creation of performance standards improve the effectiveness of a performance management system? (Consider the criteria for effectiveness listed in the lecturer.)
4.Consider how you might rate the performance of three instructors from whom you are currently taking a course. (If you are currently taking only one or two courses, consider this course and two you recently completed.)
a. Would it be harder to rate the instructors' performance or to rank their performance? Why?
b.Write three items to use in rating the instructors— one each to rate them in terms of an attribute, a behavior, and an outcome.
c.Which measure in (b) do you think is most valid? Most reliable? Why?
d.Many colleges use questionnaires to gather data from students about their instructors' performance. Would it be appropriate to use the data for administrative decisions? Developmental decisions? Other decisions? Why or why not?
5.Imagine that a pet supply store is establishing a new performance management system to help employees provide better customer service. Management needs to decide who should participate in measuring the performance of each of the store's salespeople. From what sources should the store gather information? Why?

6.Would the same sources be appropriate if the store in Question 5 used the performance appraisals to support decisions about which employees to promote? Explain.

7.Suppose you were recently promoted to a supervisory job in a company where you have worked for two years. You genuinely like almost all your co-workers, who now report to you. The only exception is one employee, who dresses more formally than the others and frequently tells jokes that embarrass you and the other workers. Given your preexisting feelings for the employees, how can you measure their performance fairly and effectively?

8. Continuing the example in Question 7, imagine that you are preparing for your first performance feedback session. You want the feedback to be effective—that is, you want the feedback to result in improved performance. List five or six steps you can take to achieve your goal.

9. Besides giving employees feedback, what steps can a manager take to improve employees' performance?

10. Suppose you are a human resource professional helping to improve the performance management system of a company that sells and services office equipment. The company operates a call center that takes calls from customers who are having problems with their equipment. Call center employees are supposed to verify that the problem is not one the customer can easily handle (for example, equipment that will not operate because it has come unplugged). Then, if the problem is not resolved over the phone, the employees arrange for service technicians to visit the customer. The company can charge the customer only if a service technician visits, so performance management of the call center employees focuses on productivity—how quickly they can complete a call and move on to the next caller. To measure this performance efficiently and accurately, the company uses electronic monitoring.

a. How would you expect the employees to react to the electronic monitoring? How might the organization address the employees' concerns?

b. Besides productivity in terms of number of calls, what other performance measures should the performance management system include?

c. How should the organization gather information about the other performance measures?

Assignment 10

KEY TERMS

assessment, assessment center, Benchmarks, coach, downward move, employee development, externship, feedback, glass ceiling, job experiences, leaderless group discussion, mentor, Myers-Briggs Type Indicator (MBTI), promotion, protean career, sabbatical, self-assessment, succession planning, transfer.

REVIEW AND ANSWER THE QUESTIONS

1. How does development differ from training? How does development support career management in modern organizations?

2. What are the four broad categories of development methods? Why might it be beneficial to combine all of these methods into a formal development program?

3. Recommend a development method for each of the following situations, and explain why you chose that method.

a. An employee recently promoted to the job of plant supervisor is having difficulty motivating employees to meet quality standards.

b. A sales manager annoys salespeople by dictating every detail of their work.

c. An employee has excellent leadership skills but lacks knowledge of the financial side of business.

d. An organization is planning to organize its production workers into teams for the first time.

4. A company that markets sophisticated business management software systems uses sales teams to help customers define needs and to create systems that meet those needs. The teams include programmers, salespeople who specialize in client industries, and software designers. Occasionally sales are lost as a result of conflict or communication problems among team members. The company wants to improve the effectiveness of these teams, and it wants to begin with assessment. How can the teams use 360-degree feedback and psychological tests to develop?

5. In an organization that wants to use work experiences as a method of employee development, what basic options are available? Which of these options would be most attractive to you as an employee? Why?

6. Many employees are unwilling to relocate because they like their current community and family members prefer not to move. Yet preparation for management requires that employees develop new skills, strengthen areas of weakness, and be exposed to new aspects of the organization's business. How can an organization change an employee's current job to develop management skills?

7. Many people feel that mentoring relationships should occur naturally, in situations where senior managers feel inclined to play that role. What are some advantages of setting up a formal mentoring program, rather than letting senior managers decide how and whom to help?

8. What are the three roles of a coach? How is a coach different from a mentor? What are some advantages of using someone outside the organization as a coach? Some disadvantages?

9. Why should organizations be interested in helping employees plan their careers? What benefits can companies gain? What are the risks?

10. What are the manager's roles in a career management system? Which role do you think is most difficult for the typical manager? Which is the easiest role? List reasons why managers might resist becoming involved in career management.

11. What is the glass ceiling? What are the possible consequences to an organization that has a glass ceiling? How can employee development break the glass ceiling? Can succession planning help? Explain.

12. Why might an organization benefit from giving employee development opportunities to a dysfunctional manager, rather than simply dismissing the manager? Do these reasons apply to nonmanagement employees as well?

Assignment 11

KEY TERMS

alternative dispute resolution(ADR), arbitration, employee assistance program (EAP), exit interview, hot-stove rule, interactional justice, involuntary turnover, job involvement, job satisfaction, job withdrawal, mediation, open-door policy, organizational commitment, outcome fairness, outplacement counseling, peer review, procedural justice, progressive discipline, role, role ambiguity, role analysis technique, role conflict, role overload, voluntary turnover.

REVIEW AND ANSWER THE QUESTIONS

1. Give an example of voluntary turnover and an example of involuntary turnover. Why should organizations try to reduce both kinds of turnover?
2. A member of a restaurant's serving staff is chronically late to work. From the organization's point of view, what fairness issues are involved in deciding how to handle this situation? In what ways might the employee's and other servers' ideas of fairness be different?
3. For the situation in Question 2, how would a formal discipline policy help the organization address issues of fairness?
4. The progressive discipline process described in this lecture is meant to be fair and understandable, but it tends to be slow. Try to think of two or three offenses that should result in immediate discharge, rather than follow all the steps of progressive discipline. Explain why you selected these offenses. If the dismissed employee sued, do you think the organization would be able to defend its action in court?
5. A risk of disciplining employees is that some employees retaliate. To avoid that risk, what organizational policies might encourage low-performing employees to leave while encouraging high-performing employees to stay? (Consider the sources of employee satisfaction and dissatisfaction discussed in this lecture.)
6. List forms of behavior that can signal job withdrawal. Choose one of the behaviors you listed, and describe how you would respond if an otherwise valuable employee whom you supervised engaged in this kind of behavior.
7. What are the four factors that influence an employee's job dissatisfaction (or satisfaction)? Which of these do you think an employer can most easily change? Which would be the most expensive to change?
8. The section on principles of justice used noncompete agreements as an example. How would you expect the use of noncompete agreements to affect voluntary turnover? How might the use of these agreements affect job withdrawal and job satisfaction? Besides requiring noncompete agreements, how could an organization

reduce the likelihood of employees leaving to work for competitors? Would these other methods have a better effect on employee satisfaction?

9. Consider your current job or a job you recently held. Overall, were you satisfied or dissatisfied with that job? How did your level of satisfaction or dissatisfaction affect your behavior on the job? Is your own experience consistent with this lecture's models of job withdrawal and job satisfaction?

10. Suppose you are an HR professional who convinced your company's management to conduct a survey of employee satisfaction. Your budget was limited, and you could not afford a test that went into great detail. Rather, you investigated overall job satisfaction and learned that it is low, especially among employees in three departments. You know that management is concerned about spending a lot for HR programs because sales are in a slump, but you want to address the issue of low job satisfaction. Suggest some ways you might begin to make a difference, even with a small budget. How will you convince management to try your ideas?

11. Why are exit interviews important? Should an organization care about the opinions of people who are leaving? How are those opinions relevant to employee separation and retention?

Assignment 12

 KEY TERMS

benchmarking, job structure, pay range delayering, minimum wage, pay structure, exempt employees, nonexempt employees, piecework rate, pay differential, salary, pay grades, skill-based pay systems, hourly wage, pay level, job evaluation, pay policy line

REVIEW AND ANSWER THE QUESTIONS

1. In setting up a pay structure, what legal requirements must an organization meet? Which of these do you think would be most challenging for a small start-up business? Why?

2. In gathering data for its pay policies, what product markets would a city's hospital want to use as a basis for comparison? What labor markets would be relevant? How might the labor markets for surgeons be different from the labor markets for nursing aides?

3. Why might an organization choose to pay employees more than the market rate? Why might it choose to pay less? What are the consequences of paying more or less than the market rate?

4. Suppose you work in the HR department of a manufacturing company that is planning to enrich jobs by having production workers work in teams and rotate through various jobs. The pay structure will have to be adjusted to fit this new work design. How would you expect the employees to evaluate the fairness of their pay in their redesigned jobs? In terms of equity theory, what comparisons would they be likely to make?

5. Summarize the way organizations use information about jobs as a basis for a pay structure.

6. Imagine that you manage human resources for a small business. You have recently prepared a report on the market rate of pay for salespeople, and the company's owner says the market rate is too high. The company cannot afford this level of pay, and furthermore, paying that much would cause salespeople to earn more than most of the company's managers. Suggest three possible measures the company might take to help resolve this conflict.

7. What are the advantages of establishing pay ranges, rather than specific pay levels, for each job? What are the drawbacks of this approach?

8. Suppose the company in Question 1 wants to establish a skills-based pay structure. What would be some advantages of this approach? List the issues the company should be prepared to address in setting up this system. Consider the kinds of information you will need and the ways employees may react to the new pay structure.

9. Why do some employers subsidize the pay of military reserve members called up to active duty? If the military instead paid these people the wage they command in the civilian market (that is, the salary they earn at their regular jobs), who would bear the cost? When neither the reserve members' employers nor the military pays reserve members their civilian wage, reserve members and their families bear the cost. In your opinion, who should bear this cost—employers, taxpayers, or service members (or someone else)?

10. Do you think U.S. companies pay their chief executives too much? Why or why not?

Assignment 13

KEY TERMS

balanced scorecard, commissions, differential piece rates, employee stock ownership plan (ESOP), gainsharing, incentive pay, merit pay, piecework rate, profit sharing, Scanlon plan, standard hour plan, stock options, straight piecework plan

REVIEW AND DISCUSSION QUESTIONS

1. With some organizations and jobs, pay is primarily wages or salaries, and with others, incentive pay is more important. For each of the following jobs, state whether you think the pay should emphasize base pay (wages and salaries) or incentive pay (bonuses, profit sharing, and so on). Give a reason for each.
a. An accountant at a manufacturing company.
b. A salesperson for a software company.
c. A chief executive officer.
d. A physician in a health clinic.

2. Consider your current job or a job that you have recently held. Would you be most motivated in response to incentives based on your individual performance, your

group's performance, or the organization's overall performance (profits or stock price)? Why?

3. What are the pros and cons of linking incentive pay to individual performance? How can organizations address the negatives?

4. Suppose you are a human resource professional at a company that is setting up work teams for production and sales. What group incentives would you recommend to support this new work arrangement?

5. Why do some organizations link incentive pay to the organization's overall performance? Is it appropriate to use stock performance as an incentive for employees at all levels? Why or why not?

6. Stock options have been called the pay program that "built Silicon Valley," because of their key role as incentive pay for employees in high-tech companies. They were popular during the 1990s, when the stock market was rising rapidly. Since then, stock prices have fallen.

a. How would you expect this change to affect employees' attitudes toward stock options as incentive pay?

b. How would you expect this change to affect the effectiveness of stock options as an incentive?

7. Based on the balanced scorecard in Table 12.2 , find the incentive pay for an employee earning a salary of $4,000 a month in each of the following situations.

a. The company met all of its target goals for the year. (Multiply the percentage at the top of the table by the employee's salary.)

b. The company met only its target goals for financial performance (25 percent of the total incentive pay) but none of the other goals.

c. The company met its stretch goals for financial performance and its base goals in the other areas. (For each category of goals, multiply the percentages by the employee's salary, and then add the amounts together.)

8. Why might a balanced scorecard like the one in Question 7 be more effective than simply using merit pay for a manager?

9. How can the way an organization creates and carries out its incentive plan improve the effectiveness of that plan?

10. In a typical large corporation, the majority of the chief executive's pay is tied to the company's stock price. What are some benefits of this pay strategy? Some risks? How can organizations address the risks?

Assignment 14

KEY TERMS

continuous learning
decision support systems
expert systems
high-performance work system
HR dashboard
HRM audit

learning organization
transaction processing

REVIEW AND ANSWER THE QUESTIONS

1. What is a high-performance work system? What are its elements? Which of these elements involve human resource management?
2. As it has become clear that HRM can help create and maintain high-performance work systems, it appears that organizations will need two kinds of human resource professionals. One kind focuses on identifying how HRM can contribute to high performance. The other kind develops expertise in particular HRM functions, such as how to administer a benefits program that complies with legal requirements. Which aspect of HRM is more interesting to you? Why?
3. How can teamwork, empowerment, knowledge sharing, and job satisfaction contribute to high performance?
4. If an organization can win customers, employees, or investors through deception, why would ethical behavior contribute to high performance?
5. How can an organization promote ethical behavior among its employees?
6. Summarize how each of the following HR functions can contribute to high performance.
a. Job design
b. Recruitment and selection
c. Training and development
d. Performance management
e. Compensation
7. How can HRM technology make a human resource department more productive? How can technology improve the quality of HRM decisions?
8. Why should human resource departments measure their effectiveness? What are some ways they can go about measuring effectiveness.

Assignment 15

ACIVITY

Hotel group in Poland
Kotel is a British-based hotel group that has recently acquired a group of five hotels in Poland. The board of the company is divided over which human resource strategy it should pursue. One board group, represented by the finance director and marketing director, wants to go for a policy whereby labour is recruited from other hotels at the cheapest possible price. The other group, represented by the human resource director and operations manager, desires a full HRM strategy based on careful recruitment and selection, with full training and development policies, and remuneration policies based on performance and quality of service.

1 Divide into three groups, two of these representing the two strategies proposed for the Kotel Group. Role-play a board meeting, with each group putting forward its views, backed by rational argument as to why their strategy should be adopted. A person should be selected to act as managing director to chair the meeting. The third group will act as neutral observers, with the power to question members of each group on their views. At the end of the meeting the third group will decide by vote which is the most convincing strategy to adopt.

2 Draw up a list of problems, particularly related to human resource and employment relationship issues, which would face the Kotel Group setting up its company in Poland.

REVIEW AND ANSWER THE QUESTIONS

1 What difficulties might there be in the operation of the principle of subsidiarity in enforcing the provisions of the Social Charter?

2 What are the main arguments for and against the regulationist and deregulationist views of labour market policy in the European Union?

3 How effective do you think the Amsterdam and Lisbon Treaties will be in producing solutions to unemployment in the European Union?

4 Can a tripartite system of employee relations survive in the former Soviet, Central and Eastern European states?

TIPS FOR DEVELOPING SELF-MANAGING LEARNING

To maintain ongoing employment success, you have to prepare themselves to become self-managing learners that are able to analyse new conditions as they arise, identify the new knowledge and skills that they will be required to deal with these conditions independently chart a course that responds to these changes, and think about your own cognitive processes: your thinking, reasoning, problem solving and learning. Tools for self-managed learning that could assist you to manage your learning and to improve your effectiveness as learners:

·   **E-portfolios** (collections of multimedia including text, images, audio, blogs) can be assembled to demonstrate your learning over time

·   **Learning journals**: students who analyse and reflect on their learning are more effective learners; that is, they are more able to acquire, retain, and apply new information and skills.

 Professor's task is to organize study skills sessions (goal setting, time management, working to deadlines, self-appraisal, reading).and to give you ongoing support, both in the classroom and the library, to help students use strategic approaches to finding the information they need by defining the scope of their searches.

Students' task is to prepare e- portfolios (different material) and e-learning journals with their analysis, judgement and conclusion on the theme and be ready to make a speech during the next session .

Student's learning Toolkit
Plan
activate knowledge, skills and understanding using tools such as Concept maps or KWL grids; determine the thinking process/method and learning strategy using tools such as Decision-making grids; and determine success criteria using tools such as KWL grids or Think-pair-share.
Do
think about cause and effect and making inferences using tools such as Fishbone diagrams, KWL grids or Odd One Out; form opinions and make decisions using tools such as Inference Ladders, Diamond Ranking or Decision Trees think logically and seek patterns using tools such as an Affinity Diagram Consider evidence, information and ideas using tools such as Jigsaw and Venn Diagrams.
Reflect
In classes we will evaluate your learning and thinking using tools such as PMI diagrams, Concept Maps, tests; Journals, e-portfolios, which you should send at my email box; and review outcomes and success criteria using tools such as PMI diagrams or Traffic Lighting (green for 'great', amber for 'almost there' and red for 're-think', discussions and final tests.

Test Module 1

1.What is human resource management?

a. analyzing work and designing jobs,

b. determining how many employees with specific knowledge and skills are needed

c. teaching employees how to perform their jobs and preparing them for the future

d. policies, practices, and systems that influence employees' behavior, attitudes, and performance.

2.HRM practices are

a. human resource planning

b. recruiting

c. training and development

d. performance management

e. compensation

f. employee relations

h. all of the above

3. Tools a company uses to manage employees are

a. HR tools

b. HR department

c. HR practices

d. HR challenges

4. More demanding work results in

a. greater employee stress,

b. less satisfied employees,

c. loss of productivity

d. higher turnover

e. being cost-effective for an organization

5. What does human capital mean to the organization?

a. economic value

b. a necessary expense

c. burden

d. easily replaced parts

6. When the organization is better than rivals at something and can hold that over a definite period of time it has

a. enough capital

b. a business plan

c. all necessary resources

d. a sustainable competitive advantage

7An organization in which technology, organizational structure, people, and processes all work together to give an organization an advantage in the competitive environment is

a. a high-performance work system

b. a well-developed organization

c. a lucrative business

8. Responsibilities of HRD are

a. Administrative services and transactions, business partner services

b. Strategic partner, Business partner services

c. Handling administrative tasks, developing effective HR systems, contributing to the company's strategy

d. Contributing to the company's strategy, strategic partner, business partner services

9. The process of getting detailed information about jobs.

a. Job analysis

b. Job design

c. Recruitment

d. Selection

10. The internal labor force consists of

a. individuals who are actively seeking employment

b. its employees and the people who have contracts to work at the organization.

c. a well-skilled, motivated labor force.

d. all workers

11. Recruiting and retaining older workers may present some challenges related to

a. their lack of knowledge

b. costs of health care and other benefits,

c. part-time and temporary work assignments

d. employees' talents and experience

12. HRM systems are considered to be bias-free if there is

a. communication with employees from a variety of backgrounds

b. career development for employees with different backgrounds and abilities

c. a feedback based on objective outcomes

d. a work environment that is comfortable all and fosters creativity

e. all of the above

13. A companywide effort to continually improve the ways people, machines, and systems accomplish work is

  a. Total Quality management

  b. Reengineering

  c. Outsourcing

  d. merger

  14. TQM has core values

  a. training

  b. needs

  c. detection

  d. cooperation

  e. feedback

  f. creativity

15. In mergers and acquisitions HR managers should sort out differences with regard to training, compensation, performance appraisal and other HR systems.

True or False

16. While downsizing the HRM function must diversify the workforce by cutting only the workers who are less valuable in their performance.

True or False

17. A complete review of the organization's critical work processes to make them more efficient and able to deliver higher quality.
a. reengineering
b. Outsourcing
c. merger
d. acquisition
18.It refers to the practice of having another company (a vendor, third-party provider, or consultant) provide services.
a. reengineering
b. Outsourcing
c. merger
d. acquisition
19. The efforts to hire workers in other countries
a. outsourcing
b. offshoring
c. merger
d. acquisition
20.The process of analyzing the tasks necessary for the production of a product or service.
a. work flow design
b. a job design
c. a job analysis
d. job description
21.The work flow analysis identifies
a. a set of related duties
b. the output of the process,
c. the activities involved
d. three categories of inputs: raw inputs (materials and information), equipment, and human resources.
e. All of the above
22.TDRs stands for
a. tasks, duties, and responsibilities
b. tasks, debt and responsibilities
c. team, deputy and reward
d. talent demonstration role
23.A job description includes
a. the job title
b. a brief description of the TDRs
c. a list of the essential duties with detailed specifications of the tasks involved in carrying out each duty
d. All of the above
24. Flexibility in human resource management includes
a. staffing levels
b. work schedules.
c. On-call workers

d. Independent contractors

25. To achieve high-quality performance, organizations have to understand and match job requirements and people
a. Work Flow Design
b. a job design
c. a job analysis
d. job description

26. A list of the knowledge, skills, abilities, and other characteristics that an individual must have to perform a particular job.
a. Job description
b. job specification
c. PAQ

27. The Position Analysis Questionnaire contains work behaviors, work conditions, and job characteristics. They are ......items
a. 194
b. 294
c. 165

28. The Fleishman Job Analysis System is based on
a. 52 categories
b. 194 categories
c. 25 categories

29. Design for efficiency is used to make jobs highly specialized and repetitive.
a. industrial engineering
b. job enlargement
c. job enrichment

30. Jobs that involve teamwork or broad responsibility tend
a. to have low authority and to work alone at highly specialized jobs.
b. to require a structure based on divisions other than functions.
c. to require more experience and cognitive (thinking) ability than managing a department that handles a particular function.
d. to enable broad responsibility

31. The study of the interface between individuals' physiology and the characteristics of the physical work environment.
a. ergonomics
b. biomechanics
c. anthropometry
d. industrial and organizational psychology

32. Recruiting and retaining older workers companies also are benefiting from
a. employees' talents and experience.
b. part-time and temporary work assignments
c. their lack of knowledge
d. costs of health care and other benefits,

33. The Fleishman Job Analysis System is based on categories of abilities, ranging from
a. written comprehension to

b. deductive reasoning

c. manual dexterity,

d. stamina, and originality.

e. All of the above

34. Broadening the types of tasks performed in a job

a. industrial engineering

b. job enlargement

c. job enrichment

35. A list of the tasks, duties, and responsibilities that a job entails.

a. Work Flow Design

b. a job design

c. a job analysis

d. job description

36. The Fleishman Job Analysis System is based on

a. work behaviors,

b. work conditions,

c. job characteristics.

d. None of the above

37. Enlarging jobs by combining several relatively simple jobs to form a job with a wider range of tasks.

a. industrial engineering

b. job enlargement

c. job enrichment

d. job extension

38. A schedule in which full-time workers complete their weekly hours in fewer than five days.

a. flextime

b. Job sharing

c. telework or telecommuting

39. Corporate social responsibility describes a company's commitment to meeting the needs of

a. its stakeholders

b. its employees

c. its customers

d. its community

f. all of the above

40. While recruiting employers are more interested in

a. specific skills

b. technical skills

c. cognitive skills

d. interpersonal skills

Test Module 2 Acquiring and Preparing Human Resources

1.Organizations should carry out human resource planning so as
a. to meet business objectives
b. to gain an advantage over competitors.
c. to define the number and kinds of employees
d. to predict which areas of the organization will experience labor shortages or surpluses.
e. to determine the supply of and demand for various types of human resources
2. The human resource planning process consists of
a. three stages
b. two stages
c. six stages
d. four stages
3. The human resource planning process consists of
a. Forecasting
b. Goal Setting and Strategic Planning
c. Implementing and Evaluating the HR Plan
d. Overtime and Expanded Hours
e. Applying HR Planning to Affirmative Action
4. The attempts to determine the supply of and demand for various types of human resources to predict areas within the organization where there will be labor shortages or surpluses.
a. Trend Analysis
b. Leading Indicators
c. Determining Labor Supply
d. Forecasting
5.By engaging in downsizing the companies meet the following objectives
a. to reduce costs
b. to replacing labor with technology
c. mergers and acquisitions
d. long-term organizational effectiveness
e. to move to more economical locations
f. high-involvement work practices
6.Reducing hours is more costly than layoffs requiring severance pay, and it is more difficult to restore the work hours than to hire new employees after a downsizing effort.
a. True
b. False
7.Contracting with another organization to perform a broad set of services.
a. Outsourcing
b. Contractor
c. Employee
8. People who apply for a vacancy because someone in the organization prompted them to do so.

a. Direct Applicants

b. External Sources

c. Referrals

9.Research that consists of administering a test to people who currently hold a job, then comparing their scores to existing measures of job performance.

a. Concurrent Validation

b. Content Validity

c. Construct Validity

d. Utility

10.Tests that assess how well a person can learn or acquire skills and abilities.

a. Aptitude Tests

b. Achievement Tests

c. Physical Ability

d. Cognitive Ability

11.Five Major Personality Dimensions Measured by Personality Inventories

a. extroversion

b. adjustment

c. agreeableness

d. conscientiousness

e. inquisitiveness

f. all of the above

g. a,b,c are true

12.A wide variety of specific selection programs that use multiple selection methods to rate applicants or job incumbents on their management potential.

a. assessment center

b. panel interview

c. selection

13. A structured interview in which the interviewer asks the candidate to describe how he or she handled a type of situation in the past.

a.Structured Interview

b. Situational Interview

c. Behavior Description Interview

d. Panel Interview

14.Process of arriving at a selection decision by eliminating some candidates at each stage of the selection process.

a. Multiple-Hurdle Model

b. Compensatory Model

15.Effective training objectives have the following characteristics:

a. They include a statement of what the employee is expected to do, the quality or level of performance that is acceptable, and the conditions under which the employee is to apply what he or she learned (for instance, physical conditions, mental stresses, or equipment failure)

b. They include performance standards that are measurable.

c. They identify the resources needed to carry out the desired performance or outcome. Successful training requires employees to learn but also employers to provide the necessary resources.

d. All of the above

e. C is true

16.Instructional methods are the following

a. Hands-on

b. group building

c. presentation

d. e-learning

17. A work-study training method that teaches job skills through a combination of on-the-job training and classroom training

a. Apprenticeship

b. On-the-job

c. Internship

d. Simulation

18.A teamwork and leadership training program based on the use of challenging, structured outdoor activities

a. Experiential Programs

b. Team Training

c. Internship

d. Adventure Learning

19.Team training in which team members understand and practice each other's skills so that they are prepared to step in and take another member's place

a. cross-Training

b. coordination Training

c. e-learning

d. on-job learning

20. An economic measure of training success is

a. change in attitude

b. ability to perform a new skill

c. recall of facts or behaviors taught

d. return on investment

e. improvement in the group's or organization's outcomes

21.Objective measures that accurately predict future labor demand.

a. Trend Analysis

b. Leading Indicators

c. Determining Labor Supply

d. Forecasting

22.Objective measures that accurately predict future labor demand include

a. the economy (such as sales or inventory levels),

b. actions of competitors,

c. changes in technology

d. trends in the composition of the workforce and overall population

e. All of the above

23. Statistical planning models are useful in everyday situation
true or false
24. This is a chart that lists job categories held in one period and shows the proportion of employees in each of those job categories in a future period.

25. The planner should examine trends in the external labor market and the labor supply within the organization
true or false
26. The planner should keep abreast of labor market forecasts, including
a. the size of the labor market,
b. the unemployment rate
c. the kinds of people who will be in the labor market.
d. All of the above
e. None of the above
27.The primary reason organizations engage in downsizing is
a. to promote future competitiveness
b. to reduce costs
c. to replace labor with technology
d. mergers and acquisitions
e. to move to more economical locations
28. Each selection method should have utility, meaning it provides economic value
a. greater than its cost
b. lower than its cost
c. the same as its cost
29. Selection interview in which several members of the organization meet to interview each candidate.
a. Structured Interview
b. Situational Interview
c. Behavior Description Interview
d. Panel Interview
30. Constructing and applying statistical models that predict labor demand for the next year, given relatively objective statistics from the previous year.
a. Trend Analysis
b. Leading Indicators
c. Determining Labor Supply
d. Forecasting

TEST Module 3

1.The process through which managers ensure that employees' activities and outputs contribute to the organization's goals.
a.Performance management
b. Task management
c.Total Quality management
2.Stages of the Performance Management Process

a.defining

b.measuring

c.feeding back

d.controlling

e. a, b, c

f. all of the above

3.Organizations establish performance management systems to meet three broad purposes:

a.organizational

b.strategic,

c.administrative

d.developmental

4. The effectiveness of performance measures:

a.Fit with strategy

b.Validity

c.Reliability

d.Acceptability

e.Specific feedback

5.Method of performance measurement that compares each employee with each other employee to establish rankings.

a.Paired-Comparison Method

b.Simple Ranking

c.Forced-Distribution Method

6.Method of performance measurement that requires managers to rank employees in their group from the highest performer to the poorest performer.

a.Paired-Comparison Method

b.Simple Ranking

c.Forced-Distribution Method

7.Method of performance measurement that assigns a certain percentage of employees to each category in a set of categories.

a.Paired-Comparison Method

b.Simple Ranking

c.Forced-Distribution Method

8.The rankings are not helpful for employee development and may hurt morale or result in legal challenges.

True

False

9.Method of performance measurement that rates behavior in terms of a scale showing specific statements of behavior that describe different levels of performance.

a.Critical-Incident Method

b.Behaviorally AnchoredRating Scale (BARS)

c.Behavioral Observation Scale (BOS)

10.A system in which people at each level of the organization set goals in a process that flows from top to bottom, so employees at all levels are contributing to the

organization's overall goals; these goals become the standards for evaluating each employee's performance.

a. Management by Objectives (MBO)

b. Total Quality Management

11.360-Degree Performance Appraisal combines information from the employee's managers

a. Peers
b. Subordinates
c. Providers
d. Self
e. Customers

12.A system isunlikely to be legally defensible if it is based on behaviors and results, rather than on traits, and if multiple raters evaluate each person's performance

True

False

13.The system of performance management should include a process for ....

a. coaching employees

b. training employees

c. dismissing poor performers

14.Psychological test that identifies individuals' preferences for source of energy, means of information gathering, way of decision making, and lifestyle, providing information for team building and leadership development.

a.Myers-Briggs Type Indicator

b.Benchmarks

c.Criterion-Referenced Test

d.Woodcock-Johnson Test

15.Assignment of an employee to a position in a different area of the company, usually in a lateral move.

a.Transfer

b.Downward Move

c.Promotion

d.Externship

16.Employee development through a full-time temporary position at another organization.

a.Transfer

b.Downward Move

c.Promotion

d.Externship

17. Information employers give employees about their skills and knowledge and where these assets fit into the organization's plans.

a.Self-Assessment

b.Feedback

c.Succession Planning

d.Job Experiences

18.Circumstances resembling an invisible barrier that keep most women and minorities from attaining the top jobs in organizations.
a.Glass Ceiling
b.Glass Wall
c.Transparent barrier
d.CrystalWall
19.Approaches to Employee development are
a.Interpersonal Relationships
b.Formal Education
c.Job experiences
d. Assessment
e. all of the above
f. b,c
20.ISTJs help organizations understand the communication, motivation, teamwork, work styles, and leadership of the people in their groups
True
False
21.Individuals tend to be serious, quiet, practical, orderly, and logicalwho are
a. Introverted, Sensing, Thinking, and Judging
b. Extroversion, Intuition, Feeling, and Perceiving
22.The MBTI is appropriate for measuring job performance
True
False
23. Place in the right order Steps in the Career Management
Data gathering
Feedback
Goal setting
Action planning
Follow-up
24.Typical Stages of Alternative Dispute Resolution
a. Alternative Dispute Resolution
b. Open-Door Policy
c. Peer Review
d. Mediation
e. Arbitration
f. All of the above
g. b,c,d,e

25.Binding process in which a professional arbitrator from outside the organization (usually a lawyer or judge) hears the case and resolves it by making a decision.
a. Alternative Dispute Resolution
b. Open-Door Policy
c. Peer Review
d. Mediation
e. Arbitration

26. A service in which professionals try to help dismissed employees manage the transition from one job to another.
a. Outplacement Counseling
b .Job Withdrawal
27.Uncertainty about what the organization expects from the employee in terms of what to do or how to do it.
a. Role Ambiguity
b. Role Conflict
c. Role Overload
28.The degree to which an employee identifies with the organization and is willing to put forth effort on its behalf.
a. Job Involvement
b. Job Satisfaction
c. Organizational Commitment
29.Organizations contribute to employees' job satisfaction and retain key employees through ....
a. job enrichment
b. the role analysis technique
c. social support
d. satisfactory pay levels
e .job rotation
f. All of the above
g. b, d.
30.Voluntary turnover occurs when the organization requires employees to leave, often when they would prefer to stay.
True
False

Module 4 and Revision

1.Decisions involved in establishing a pay structure are to define
a. a job structure, relative pay, pay levels and the average paid for different jobs, functions, levels of responsibility
b. a job structure, relative pay, pay levels and the average paid for different jobs, functions
c. a job structure and the average paid for different jobs, functions, levels of responsibility
d. the average paid for different jobs, functions, levels of responsibility
2.The relative pay for different jobs within the organization.
a. Pay Structure
b. Job Structure
c. Pay Level
3.The average amount (including wages, salaries, and bonuses) the organization pays for a particular job.
a. Pay Structure

b. Job Structure

c. Pay Level

4. Issues in Developing a Pay Structure

a. Legal Requirements

b. Market Forces

c. Organization's Goals

d. demand

5. Legal Requirements

a. Equal pay for equal work

b. High-quality workforce

c. Minimum wage

d. Overtime pay

e. Restrictions on child labor

f. Labor markets

6. If an organization's labor costs are higher than those of its competitors, it will be under pressure to charge less than competitors charge for similar products.
true or false

7. Rate of pay for each unit produced.

a. Pay Policy Line

b. Piecework Rate

c. Salary

7. Many organizations group jobs into……….—sets of jobs having similar worth or content, grouped together to establish rates of pay.

a. pay grades

b. pay Range

c. Job Evaluation Points

8. Adjustment to a pay rate to reflect differences in working conditions or labor markets.

a. Pay Differential

b. pay grades

c. Pay Range

d. Job Evaluation Points

9. Reducing the number of levels in the organization's job structure.

a. mergering

b. delayering

c. benchmarking

10. Pay structures that set pay according to the employees' levels of knowledge and what they are capable of doing.

a. Piecework Rate

b. Overtime pay

c. Skill-Based Pay

11. The HR department should compare actual pay to the pay structure, making sure that policies and practices match.
TRUE OR FALSE

12.When compa-ratios are more or less than 1, the HR department should work with managers to identify whether to adjust the pay structure or the organization's pay practices.

TRUE OR FALSE

13.Forms of pay linked to an employee's performance as an individual, group member, or organization member.

a. Piecework Rate

b. Incentive Pay

c. Commissions

d. Gainsharing

14. Pay in which the employer pays the same rate per piece, no matter how much the worker produces.

a. Commissions

b. Gainsharing

c. Straight Piecework Plan

15.Group incentive program that measures improvements in productivity and effectiveness and distributes a portion of each gain to employees.

a. Commissions

b. Gainsharing

c. Straight Piecework Plan

16.A gainsharing program in which employees receive a bonus if the ratio of labor costs to the sales value of production is below a set standard.

a. Profit sharing

b. Scanlon Plan

c. Group Bonuses

17. Incentive pay in which payments are a percentage of the organization's profits and do not become part of the employees' base salary.

a. Profit sharing

c. Scanlon Plan

d. Group Bonuses

18. Rights to buy a certain number of shares of stock at a specified price.

a. Balanced Scorecard

b. Employee Stock Ownership Plan

c. Stock Options

19. Employee participation in pay-related decisions can be part of a general move toward

a. employment

b. employee engagement

c. employee empowerment.

20. Pay plans are typically used to energize, direct, or control employee behavior

TRUE OR FALSE

21.Regardless of cost differences, different programs can have very different consequences for productivity and return on investment.

a. arbitration

b. pay

c. collaboration

d. collective action

22. The _____ theory focuses on the divergent interests and goals of the organization's stakeholders and the ways that employee compensation can be used to align these interests and goals.

a. reinforcement

b. agency

c. expectancy

d. behavioral modification

23. The two contingencies that may influence whether each pay program fits the situation are management style and type of work.

True

False

24. In which of these programs, the payment method is a bonus?

a. Gainsharing

b. Incentive pay

c. Profit sharing

d. All of these.

25. Which of these is described as a way for companies to track financial results while simultaneously monitoring progress in building the capabilities and acquiring the intangible assets they would need for future growth?

a. The balanced scorecard

b. Quality circles

c. Compensation communication

d. Skill-based pay

26. Concentration-oriented organizations are thought to require a very different set of pay practices by virtue of all of these except

a. more stable work force

b. lower rate of growth

c. more decentralization and flexibility in pay decisions.

d. greater need for consistency and standardization

27. Some of the complexity of establishing compensation for individual employees is because the rate of pay must be acceptable on the dimension(s) of:

a. external equity.

b. internal equity.

c. employer cost

d. all of the above

28. Which of the following is not an example of internal employee movement?

a. Attraction and retention of quality employees Attraction and retention of quality employees

b. Promotion

c. Transfer

d. Job Rotation

29. Product-market competition places a lower bound on labor costs and compensation levels.

True

False

30. Which of these indicates that actual pay is lagging behind the pay policy?

a. A compa-ratio greater than 1.0

b. A high employee satisfaction

c. A compa-ratio less than 1.0

d. A low employee turnover.

31.While recruiting employers are more interested in

a. specific skills

b. technical skills

c. cognitive skills

d. interpersonal skills

32.Cognitive skills are

a. working in teams

b. interacting with customers

c. thinking and problem solving

d. interpersonal skills

33. Employee empowerment means giving employees responsibility and authority

a. to make decisions regarding all aspects of product development or customer service.

b. to work in teams

c. to do what they want

d. to work independently

34. Flexibility in human resource management includes

a. staffing levels

b. work schedules.

c. On-call workers

d. Independent contractors

35. Alternative work arrangements are

a. Independent contractors

b. On-call workers

c. Temporary workers

d. Contract company workers

e. None of the above

36. To achieve high-quality performance, organizations have to understand and match job requirements and people

a. Work Flow Design

b. a job design

c. a job analysis

d. job description

37.The Fleishman Job Analysis System is based on

a. work behaviors,

b. work conditions,

c. job characteristics.

d. None of the above

38.Organizations should carry out human resource planning so as

a. to meet business objectives

b. to gain an advantage over competitors.

c. to define the number and kinds of employees

d. to predict which areas of the organization will experience labor shortages or surpluses.

e. to determine the supply of and demand for various types of human resources

39. The human resource planning process consists of

a. three stages

b. two stages

c. six stages

d. four stages

40. The human resource planning process consists of

a. Forecasting

b. Goal Setting and Strategic Planning

c. Implementing and Evaluating the HR Plan

d. Overtime and Expanded Hours

e. Applying HR Planning to Affirmative Action

EXAM QUESTIONS

1. Modern Trends in HR Management
2. Strategic HR Management
3. Strategic HRM and business performance
4. Managing HR in Global Environment
5. What is International HRM
6. Organization structure and Design
7. Country Culture and HRM Culture
8. Analyzing Work and Designing Jobs
9. Acquiring and Preparing HR
10. Planning for and recruiting HR
11. Selecting Employees and placing them in Jobs
12. Training Employees
13. Assessing Performance and Developing Employees
14. Managing Employees' Performance
15. Developing Employees for Future Success
16. Separating and Retaining Employees
17. Compensating HR
18. Establishing a Pay Structure
19. Recognizing Employee Contributions with pay
20. Providing Employee Benefits
21. Creating and Maintaining High-Performance Organizations
22. Innovative strategies in HR
23. Team HRM
24. HRM and Europe
25. HRM and Belarus