**Chapter 9**

**HUMAN RESOURCES MANAGEMENT**

Chapter Outline

1. THE HUMAN RESOURCES MANAGEMENT PROCESS
2. The Human Resources Department
3. The Legal Environment
4. Harassment and Sexual Harassment
5. HUMAN RESOURCES PLANNING
6. Strategic Human Resources Planning
7. Job Analysis
8. ATTRACTING EMPLOYEES
9. Recruiting
10. The Selection Process
11. Selection Interviewing
12. DEVELOPING EMPLOYEES
13. Orientation
14. Training and Development
15. Performance Appraisal
16. RETAINING AND TERMINATING Separation
17. Compensation
18. Health and Safety
19. Unions and Labor Relations
20. Terminating Employees

Changes From 5e to 6e Chapter 3

* Chapters 9 was Chapter 7 in the 5e, with the same chapter title.
* Four of the 12 learning outcomes (4, 7, 9, 11) have been deleted to put more focus on the more relevant ones.
* The chapter has been updated, and 95 percent of the references are new to this edition.
* The introduction to the human resource management process has been rewritten with all new references supporting the importance of HRM.
* In the Human Resource Management Process section, there is a new subsection, Harassment and Sexual Harassment. Brief information on sexual harassment was in 5e Chapter 6 with diversity. The Applying the Concept is from 5e Chapter 6 and the Work Application is new.
* The Attracting Employees section now includes a discussion of why candidates should be informed that they didn’t get the job and what to say to them. The subsection on Selection Interviewing has been condensed by putting more information in the exhibits and models.
* In the Developing Employees section, there are three parts instead of six, and the introduction to each part has been rewritten with new references.
* Human resource information system (HRIS) has also been introduced with application forms.
* In the Performance Appraisal subsection, the difference between mechanistic and organic organization evaluations is explained.
* The term “You get what you reward” has been changed to “You get what you reinforce” to include the use of withholding rewards and punishment.
* The Types of Performance Appraisals has been moved to the end of the section and is now titled Evaluative and Developmental Performance Appraisal Interviews, combining three prior headings.
* The Retaining Employees and Loss of Employees sections have been combined and titled Retaining and Terminating Employees, and the introduction has been rewritten with new references. The term “loss of employees” has been replaced with “termination.”

Lecture Outline

**Note:** The textbook supplements include a PowerPoint presentation for each chapter, which can be used rather than or in addition to this lecture outline.

1. THE HUMAN RESOURCES MANAGEMENT PROCESS

|  |
| --- |
| Learning Outcome (LO) 9–1. List the four parts of the human resources management process.  The four parts of the human resources management process are (1) planning for, (2) attracting, (3) developing, and (4) retaining employees. |

The **human resources management process** involves planning for, attracting, developing, and retaining employees. It is also known as the *staffing process.* Exhibit 9–1 illustrates the process.

|  |
| --- |
| **Communication Skills Question (CSQ) 9–1. Why do you think that most organizations do not employ state-of-the-art human resources management (HRM) practices?**  Answers will vary. |

1. **The Human Resources Department**

Human resources is one of the four major functional departments in an organization. It is a staff department that advises and assists all the other departments in the organization. In organizations large enough (usually about 100 or more employees) to have a separate human resources department, the department performs each of the four functions of the HRM process.

Many firms, especially small businesses, are outsourcing most or parts of their HRM functions.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–1. Describe the kinds of interactions you have had with the human resources department of an organization you work for or have worked for.**  When I applied for a summer job, I was a walk-in at the human resources department. I had a screening interview and took a test. I was later called in for an interview with the person who became my boss. |

1. **The Legal Environment**

The external environment, especially the competitive and legal environment, has a major impact on human resources practices. Organizations are not completely free to hire whomever they want. The human resources department usually has the responsibility of seeing that the organization complies with the law.

1. **Federal Laws Related to HRM**

Some of the major federal laws and regulations affecting employment in U.S. companies are presented in Exhibit 9–2.

Major laws affecting employment are the Equal Employment Opportunity Act of 1972, which amended the Civil Rights Act of 1964 that prohibits employment discrimination on the basis of sex, religion, race or color, or national origin and applies to virtually all private and public organizations that employ 15 or more employees. The **Equal Employment Opportunity Commission (EEOC)** minority guidelines identify Hispanics, Asians, African Americans, Native Americans, and Alaskan natives as minorities protected under the act; the act also protects disadvantaged young people, disabled workers, and persons over forty years of age. Although the law protects women from discrimination in employment, they are not considered to be a statistical minority because they make up half of the population; in some work situations, women are a majority.

The EEOC is responsible for enforcing equal opportunity laws.

1. **Preemployment Inquiries**

On a job application or during an interview, no member of an organization can ask discriminatory questions. The two major rules of thumb to follow are: (1) Every question asked should be job related. When developing questions, you should have a purpose for using the information. Only ask questions you plan to use in the selection process. (2) Any general question that you ask should be asked of all candidates.

|  |
| --- |
| **Review Question (RQ) 9–1. List the two major rules of thumb to follow during preemployment inquiries.**  The two major rules of thumb to follow during preemployment inquiries are (1) Every question asked should be job related. (2) Any general question that you ask should be asked of all candidates. |

Exhibit 9–3 lists what can and cannot be asked during the selection process. In all cases, the assumption is that the information asked for must be related to a bona fide occupational qualification for the job. A **bona fide occupational qualification (BFOQ)** is one that is reasonably necessary to normal operation of a particular organization.

|  |
| --- |
| **RQ 9–2. What is a bona fide occupational qualification (BFOQ)?**  A bona fide occupational qualification (BFOQ) is one that is reasonably necessary to normal operation of a particular organization. |

|  |
| --- |
| **CSQ 9–2. What is your opinion of the use of bona fide occupational qualifications (BFOQs)?**  Answers will vary. |

|  |
| --- |
| WORK APPLICATION Example student answer  **9–2. Have you or has anyone you know been asked discriminatory questions during the preemployment process? If yes, please explain the situation in language acceptable to all.**  I have not been asked discriminatory questions personally, but my friend was asked her sex and marital status on an employment application. |

|  |
| --- |
| APPLYING THE CONCEPT Answers  AC 9–1—Legal or Illegal Questions  a 1. Legal (can ask). It’s OK to ask about membership in job-related organizations, such as unions or professional or trade associations.  b 2. Illegal (cannot ask during preemployment). This could be used to discriminate against older workers.  b 3. Illegal (cannot ask during preemployment). You cannot ask whether the candidate has ever been arrested (an arrest does not prove guilt); however, you can ask whether the candidate has been convicted of a felony.  b 4. Illegal (cannot ask during preemployment). In this context, it is not job relevant. However, if you were hiring a delivery person, a car would be a BFOQ. You could ask if he or she has access to a car, but not if he or she owns one.  b 5. Illegal (cannot ask during preemployment). You can only ask this if there is anything that would prevent an applicant from performing a specific task.  b 6. Illegal (cannot ask during preemployment). You cannot ask about membership in any non–job-related organization that would indicate the candidate’s race, religion, or the like.  a 7. Legal (can ask). You can ask if an applicant can prove it, but not to actually prove it until after hiring.  a 8. Legal (can ask). It’s OK to ask what languages an applicant can speak, but not what language the candidate speaks when not on the job or how the candidate learned the language.  b 9. Illegal (cannot ask during preemployment). You cannot ask specific questions about marital status.  b 10. Illegal (cannot ask during preemployment). This could be used to discriminate against people with large families.  a 11. Legal (can ask). It’s OK to ask about membership in job-related organizations, such as unions or professional or trade associations.  b 12. Illegal (cannot ask during preemployment). You cannot ask questions about the candidate’s sexual orientation/preference.  b 13. Illegal (cannot ask during preemployment). This is not job related and can be used to discriminate.  a 14. Legal (can ask). It’s OK to ask; see Exhibit 9–3 address.  b 15. Illegal (cannot ask during preemployment). This is not job related and violates ADA laws. |

1. **Harassment and Sexual Harassment**
2. **Harassment**

Harassment becomes unlawful where (1) enduring the offensive conduct becomes a condition of continued employment or (2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

1. **Sexual Harassment**

Keeping it simple, *sexual harassment* is any unwelcomed behavior of a sexual nature. There are two major types. *Quid pro quo sexual harassment* occurs when sexual consent affects job outcomes, such as getting a job, assignment, or promotion or keeping one’s job. *Hostile work environment* sexual harassment occurs when unwelcomed sexual behavior creates an intimidating and offensive workplace for anyone.

**Verbal Warning.** If someone does something that offends you, you should tell him or her that you find it offensive harassment and not to do it again. Repeated unwelcomed offensives become sexual harassment that you should report, even if you are not the victim.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–3. Have you or has anyone you know been harassed at work? If yes, please explain the situation in language acceptable to all.**  My sister was sexually harassed by repeatedly being asked out by her male boss who was married. She reported it to the HR department and he was fired. |

|  |
| --- |
| APPLYING THE CONCEPT Answers  AC 9–2—Sexual Harassment  a (1) 16. Sexual harassment quid pro quo. Sex as a requirement for the job is illegal.  a (2) 17. Sexual harassment hostile work environment. Although no complaint is stated, the courts have found offensive pictures to create a hostile work environment.  a (2) 18. Sexual harassment hostile work environment. After being told to stop, Gary’s behavior creates a hostile work environment.  b 19. Not sexual harassment. As long as both parties are comfortable with touching, it is not sexual harassment. However, touching is generally not recommended, and if one party tells the other to stop touching and it continues, it is sexual harassment.  b 20. Not sexual harassment. There is nothing illegal with asking for a date, unless the person has stated “No” before and asked that the behavior stop. |

1. HUMAN RESOURCES PLANNING
2. **Strategic Human Resources Planning**

**Strategic human resources planning** is the process of staffing the organization to meet its objectives. The job of the human resources department is to provide the right kinds of people, in the right quantity, with the right skills, at the right time. SHRM planning should be based on the mission, goals, and strategy of the organization.

**B. Job Analysis**

|  |
| --- |
| LO 9–2. Explain why job analysis is needed, and distinguish between a job description and job specifications.  Job analysis is necessary because it is the basis for attracting, developing, and retaining employees. The job description identifies the tasks and responsibilities of a position, whereas job specifications identify the qualifications needed by the person who is to fill the position. |

Strategic human resources planning determines the number of people and skills needed, but it does not specify how each job is performed. An important part of human resources planning is job analysis because it serves as a basis for attracting, developing, and retaining employees. Job analysis is the process of determining what the position entails and the qualifications needed to staff the position. As the definition implies, job analysis is the basis for the job description and the job specifications.

The **job description** identifies the tasks and responsibilities of a position.

Part of the job analysis should be to develop a *realistic job preview (RJP)*. The RJP provides the candidate with an accurate, objective understanding of the job.

**Job specifications** identify the qualifications needed by the person who is to fill a position. The job specifications identify the types of people needed.

|  |
| --- |
| **RQ 9–3. What is a job analysis?**  Job analysis is the process of determining what the position entails and the qualifications needed to staff the position. |

|  |
| --- |
| WORK APPLICATION Example student answer  **9–4. Complete a job analysis for a job you hold or held; write a simple job description and job specifications.**  *Job description*—Cashier, customer service; reports to Gail Cyr, manager; responsible for taking orders from customers, collecting payment from customers and making change, balancing the register at the end of the shift, and cleaning up during downtime.  *Job specifications—*Experience in retail sales; speak fluent English; high school graduate; competent with computerized register systems; and good people skills. |

|  |
| --- |
| WORK APPLICATION Example student answer  **9–5. For the job considered in Work Application 9–3, were you given a realistic job preview? Explain.**  Yes. When I was interviewed to work for McDonald’s, the manager told me that I would be waiting on customers and cleaning up. Having been in McDonald’s as a customer, I had a good idea of what it was like to wait on customers. |

1. ATTRACTING EMPLOYEES

|  |
| --- |
| LO 9–3. Describe recruiting sources of candidates for jobs and the selection process.  Recruiting can be either internal or external. Internal sources of job candidates are promotions and employee referrals. External sources include walk-ins, educational institutions, agencies, and advertising. The selection process can include having candidates complete application forms, be interviewed, take tests, and submit to background and reference checks. |

After hiring needs have been determined and jobs analyzed, the human resources department generally recruits people to fill positions and presents potential employees for line managers to select from.

1. **Recruiting**

**Recruiting** is the process of attracting qualified candidates to apply for job openings. Recruiting can be conducted internally and externally.

1. **Internal Recruiting**

*Internal recruiting* involves filling job openings with current employees or people they know. There are two common types of internal recruiting:

* ***Promotions from within.*** Many organizations post job openings on bulletin boards, in company newsletters, and so on. Current employees may apply or bid for the open positions.
* ***Employee referrals.*** Employees may be encouraged to refer friends and relatives for positions. For hard-to-recruit jobs, some firms pay a bonus to employees when their referred applicant is hired.

|  |
| --- |
| **RQ 9–4. What are the types of internal recruiting?**  Two common types of internal recruiting are (1) promotions from within and (2) employee referrals. |

|  |
| --- |
| **CSQ 9–3. What is your opinion of using promotions from within as a recruiting source?**  Answers will vary. |

1. **External Recruiting**

*External recruiting* involves filling job openings with applicants outside the organization. The following are external recruiting sources:

* ***Walk-ins.*** Without actually being recruited, good candidates may come to an organization “cold” and ask for a job.
* ***Educational institutions.*** Recruiting takes place at high schools, vocational/technical schools, and colleges. Many schools offer planning and placement services to aid students and potential employers. Educational institutions are good places to recruit people who have no prior experience.
* ***Agencies.*** There are three major types of agencies: (1) *Temporary agencies* provide part- or full-time help for limited periods. They are useful for replacing employees who will be out for a short period of time or for supplementing the regular workforce during busy periods. (2) *Public agencies* are nationwide state employment services. They generally provide job candidates to employers at no cost or very low cost. (3) *Private employment agencies* are privately owned and charge a fee for their services. Agencies are good for recruiting people with prior experience. *Executive recruiters* work for a particular type of private agency and are often referred to as “headhunters.” They specialize in recruiting managers and/or those with specific high-level technical skills, such as engineers and computer experts. They tend to charge the employer a large fee.
* ***Advertising.*** It is important to use the appropriate source to reach qualified candidates.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–6. Identify the recruiting source used to hire you for your current job or one of your previous jobs.**  I was hired for my job at the bank through educational institution recruiting. The bank called the co-op director and asked for an interested student. I applied and got the job. The bank also used internal recruiting (promotion from within) when I was asked to be a student manager, which I accepted. |

|  |
| --- |
| APPLYING THE CONCEPT Answers  AC 9–3—Recruiting Sources  f 21. Agencies. Temporary agencies provide part- or full-time help for limited periods.  a 22. Promotions from within. Most first-line supervisors are promoted from within because they have the technical skills to understand the departmental operations.  e 23. Advertising. Placing an ad in a newspaper, magazine, or online will let people know months ahead of time that a position is available.  d 24. Educational institutions. Educational institutions are good places to recruit people who have no prior experience.  c 25. Walk-ins. Walk-ins are a good source for unskilled labor. |

|  |
| --- |
| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—9–1  Homeless Workers  Answers will vary based on opinion. |

**B. The Selection Process**

**Selection** is the process of choosing the most qualified applicant recruited for a job.

1. **Application Form**

As part of the selection process, the recruited candidates are typically asked to complete an application. For professional jobs, a résumé may replace the application form.

1. **Screening Interviews**

Specialists in the human resources department often conduct screening interviews to select the top candidates who will continue in the selection process. This step helps save line managers’ time when there are large numbers of job applicants.

1. **Testing**

Tests can be used to predict job success, as long as the tests meet EEOC guidelines for validity (people who score high on the test do well on the job and those who score low do not do well on the job) and reliability (if people take the same test on different days, they will get approximately the same score each time). Some of the major types of tests include achievement tests, aptitude tests, personality tests, interest tests, and physical exams.

Internal and external candidates for open job positions are often tested through assessment centers. **Assessment centers** are places where job applicants undergo a series of tests, interviews, and simulated experiences to determine their potential. These tests and simulated experiences help the human resources department narrow down the number of candidates.

1. **Background and Reference Checks**

Organizations should prevent poor hiring decisions and the negative effects of negligent hiring by instituting a reference-checking system to verify the information on a candidate’s application form and/or résumé.

1. **Interviewing**

The interview is usually the most heavily weighted and the last of the steps in the selection process. The interview gives the candidate a chance to learn about the job and organization and the manager a chance to assess things about a candidate that can’t be obtained from an application, test, or references, such as the candidate’s ability to communicate and his or her personality, appearance, and motivation—and the importance of fit with the organizational culture.

|  |
| --- |
| **CSQ 9–4. Do you agree that the job interview should be the primary criterion for selection?**  Answers will vary. |

|  |
| --- |
| WORK APPLICATION Example student answer  **9–7. Identify which selection methods were used in the process of selecting you for a job you have now or one you held in the past. If a test was used, specify the type of test.**  For my co-op job at the bank, I had to fill out an application form. I went through a screening interview with a personnel specialist. I did not take any test. The bank contacted the co-op director at the college for a background and reference check. I went to an interview with the department manager. I was offered and accepted the job. |

1. **Hiring**

The manager compares the candidates and decides who is best suited for the job. Diversity should be considered when selecting a candidate. The candidate is contacted and offered the job. If the candidate does not accept the job or accepts but leaves after a short period of time, the next-best candidate is offered the job.

Don’t forget the importance of letting the other candidates know they were not selected.

**C. Selection Interviewing**

1. **Types of Interviews and Questions**

Exhibit 9–6 shows the types of interviews and questions. (Below is additional more extensive information)

***Interviews.*** Three basic types of interviews are based on structure: (1) In a *structured interview*, all candidates are asked the same list of prepared questions. (2) An *unstructured interview* has no planned questions or sequence of topics. (3) In a *semistructured interview*, the interviewer has a list of questions but also asks unplanned questions. The semistructured interview is generally preferred: It helps avoid discrimination (because the interviewer has a list of prepared questions to ask all candidates), but it also allows the interviewer to ask each candidate questions relating to his or her own situation. The interviewer departs from the structure when appropriate. At the same time, using a standard set of questions makes it easier to compare candidates. The amount of structure you should use depends on your experience as an interviewer. The less experience you have, the more structure you need.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–8. What types of job interviews have you experienced?**  When I went to the bank for a screening interview with a personnel specialist, I went through a semistructured interview. She asked me why I wanted the job, what my future plans were, etc. The job interview with the department manager was unstructured. I believe he just wanted to get to know me in order to decide if he liked me or not. |

***Questions.*** All questions should have a purpose and should be job related. You may use four types of questions during an interview: (1) The *closed-ended* *question* requires a limited response, often a yes or no answer, and is appropriate for dealing with fixed aspects of the job. (2) The *open-ended* *question* requires a detailed response and is appropriate for determining abilities and motivation. (3) The *hypothetical* *question* requires the candidate to describe what he or she would do and say in a given situation; it is appropriate in assessing capabilities. (4) The *probing* *question* requires a clarification response and is appropriate for improving the interviewer’s understanding. The probing question is not planned. It is used to clarify the candidate’s response to an open-ended or hypothetical question.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–9. Identify the types of questions you were asked during a job interview.**  *Closed-ended questions*—Do you live in Springfield? Do you have a nursing license? Do you have a valid driver’s license?  *Open-ended questions*—What brings you to visiting the Springfield Nurses Association? What can you see yourself doing for our association? What kind of experience have you had?  *Probing questions*—Can you give me an example? What kinds of problems did you encounter? |

1. **Preparing for and Conducting the Interview**

See Models 9–1 and 9–2 for a list of the steps. (Below is additional, more extensive information.)

**Step 1. Review the job description and specifications.** You cannot effectively match a candidate to a job if you do not thoroughly understand the job. Read and become familiar with the job description and job specifications. If they are outdated or do not exist, conduct a job analysis.

**Step 2.** **Prepare a realistic job preview.** Candidates should understand what the job is and what they are expected to do. They should know the good and bad points of the job. Plan how you will present a realistic preview of the job based on the job description.

**Step 3.** **Plan the type of interview.** The interview should take place in a private, quiet place, without interruptions. It may be appropriate to begin the interview in an office and then tour the facilities while asking questions.

**Step 4.** **Develop questions for all candidates.** Your questions should be job related, nondiscriminatory, and asked of all candidates. Use the job description and specifications to develop questions that relate to each job task and responsibility. Use a mixture of closed-ended, open-ended, and hypothetical questions.

**Step 5.** **Develop a form.** Once you have created a list of questions, determine the sequence. Start with the easy questions.

Write out the questions in sequence, leaving space for checking off closed-ended responses, for making notes on the responses to open-ended and hypothetical questions, and for follow-up questions. Add information gained from probing questions where appropriate.

**Step 6.** **Develop questions for each candidate.** Review each candidate’s application and/or résumé. You will most likely want to add specific questions to a copy of the form to verify or clarify some of the information provided. Be sure the individual questions are not discriminatory.

Following the steps listed in Model 9–2 will help you do a better job of interviewing candidates.

**Step 1. Open the interview.** Develop rapport. Put the candidate at ease by talking about some topic not related to the job. Maintain eye contact in a way that is comfortable for you and the candidate.

**Step 2.** **Present the realistic job preview.** Be sure the candidate understands the job requirements. Answer any questions the candidate has about the job and the organization. If the job is not what the candidate expected or wants to do, allow the candidate to disqualify himself or herself and close the interview at that point.

**Step 3.** **Ask your questions.** Steps 2 and 3 can be combined if you like. To get the most out of a job interview, you must take notes on responses to your questions. Tell the candidate that you have prepared a list of questions you will be asking and that you plan to take notes.

During the interview, the candidate should do most of the talking. Give the candidate a chance to think and respond. If the candidate did not give you all the information you wanted, ask a probing question. However, if it is obvious that the candidate does not want to answer a question, don’t force it. Go on to the next question or close the interview. End with a closing question.

**Step 4.** **Introduce top candidates to coworkers.** Introduce top candidates to people with whom they will be working to get a sense of the candidates’ interpersonal skills and overall attitude.

**Step 5.** **Close the interview.** Do not lead candidates on. Be honest without making a decision during the interview. Thank candidates for their time, and tell them what the next step in the selection process is, if any. Tell candidates when you will contact them. After the interview, be sure to jot down general impressions not covered by specific questions.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–10. Identify the steps that were used when you were interviewed for a job.**  During my job interview, four of the five steps were followed:  **Step 1. Open the interview.** He opened the interview and developed rapport by talking about the weather.  **Step 2. Present the realistic job preview.** He gave me a very realistic job preview. He explained both the interesting and boring parts of the job, and why they were important.  **Step 3. Ask your questions.** We both asked each other questions.  **Step 4. Introduce top candidates to coworkers.** I was not introduced to coworkers until after I was hired.  **Step 5. Close the interview.** He closed by thanking me for coming in and said that he would call me within a week to let me know if I got the job or not. |

1. **Problems to Avoid**

Avoid the following problems during the selection process:

* ***Rushing.*** Try not to be pressured into hiring just any candidate. Find the best person available.
* ***Stereotyping.*** Don’t prejudge or leap to conclusions. Match the candidate to the job based on analysis rather than instinct.
* ***“Like me” syndrome.*** Don’t look for a candidate who is your clone. Remember the benefits of diversity.
* ***Halo and horn effect.*** Do not judge a candidate on the basis of one or two favorable characteristics (the “halo effect”) or one or two unfavorable characteristics (the “horn effect”). Make the selection on the basis of the total qualifications of all candidates.
* ***Premature selection.*** Don’t make your selection based only on a candidate’s application or résumé or after interviewing a candidate who impressed you. Do not compare candidates after each interview. The order in which you interview applicants can influence you. Be open minded during all interviews, and make a choice only after you have finished all interviews. Compare each candidate on each job specification.

|  |
| --- |
| **CSQ 9–5. What is the most common problem to avoid during interviewing?**  Answers will vary. |

1. **Selecting the Candidate**

After all interviews are completed, compare each candidate’s qualifications to the job specifications to determine who would be the best fit for the job. Be sure to get coworkers’ impressions of each candidate to ensure the new hire fits the organizational culture.

1. DEVELOPING EMPLOYEES

|  |
| --- |
| LO 9–4. Explain what orientation and training and development of employees involve.  Orientation is the process of introducing new employees to the organization and their jobs. Training is the process of teaching employees the skills necessary to perform a job. Development is ongoing education to improve skills for present and future jobs. |

After employees have been recruited and selected, they must be oriented, trained, and evaluated—all of which are part of developing employees.

|  |
| --- |
| **RQ 9–5. What are the stages in developing employees?**  The stages of developing employees include orientation, training and development, and evaluation. |

1. **Orientation**

**Orientation** is the process of introducing new employees to the organization and their jobs. Orientation gives new employees a chance to “learn the ropes.” Some of the benefits of effective orientation include a reduction in the time it takes a new employee to perform to standard levels, reduced anxiety about doing a good job and getting along with peers, as well as accurate perceptions of what is expected of the employee. Thus, orientation has a long-lasting effect on new employee job attitude and satisfaction, behavior work mastery, and performance.

1. **Orientation Programs**

Although orientation programs vary in formality and content, five important elements should be included: (1) description of organization and department functions, (2) specification of job tasks and responsibilities, (3) explanation of standing plans, (4) a tour, and (5) introduction to coworkers.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–11. Recall an orientation you experienced. Which elements did it include and exclude? Briefly describe the orientation.**  One of my job orientations included all five elements. They told me about the firm and how it functions in general terms. Then, they went over my job duties and responsibilities in detail. They also went over standing plans, such as what plans should be made. I had a tour of our office and of the state capitol. I was introduced to all the coworkers and went out to lunch with two of them. It was excellent. I would not change any of it. |

**B. Training and Development**

1. **Training vs. Development**

**Training** is the process of teaching employees the skills necessary to perform a job. Training typically addresses the technical skills of nonmanagers.

**Development** is ongoing education to improve skills for present and future jobs. Development is less technical and is aimed at improving human, communication, conceptual, and decision-making skills in managerial and professional employees.

|  |
| --- |
| **RQ 9–6. What is the difference between training and development?**  Training is the process of teaching employees the skills necessary to perform a job. Training typically addresses the technical skills of nonmanagers. Development is ongoing education to improve skills for present and future jobs. Development is less technical and is aimed at improving human, communication, conceptual, and decision-making skills in managerial and professional employees. |

1. **Off-the-Job and On-the-Job Training**

As the name implies, *off-the-job training* is conducted away from the work site, often in some sort of classroom setting. A common method is vestibule training. **Vestibule** **training** develops skills in a simulated setting. It is used when teaching job skills at the work site is impractical. The training is usually conducted by a training specialist.

|  |
| --- |
| **RQ 9–7. What is vestibule training?**  Vestibule training develops skills in a simulated setting. It is used when teaching job skills at the work site is impractical. |

*On-the-job training (OJT)* is done at the work site with the resources the employee uses to perform the job. The manager or an employee selected by the manager usually conducts the training.

1. **Job Instructional Training**

|  |
| --- |
| LO 9–5. List the steps in job instructional training.  The steps in job instructional training are (1) preparation of the trainee, (2) presentation of the task by the trainer, (3) performance of the task by the trainee, and (4) follow-up. |

JIT has four steps, presented in Model 9–3 and described here.

**Step 1. Preparation of the trainee.** Put the trainee at ease as you create interest in the job and encourage questions. Explain the task objectives and quantity and quality requirements, and discuss their importance.

**Step 2. Presentation of the task by trainer.** Perform the task yourself slowly, explaining each step several times. Once the trainee seems to have the steps memorized, have him or her explain each step as you perform the task. Prepare a written list of the steps in complex tasks and give a copy to the trainee.

**Step 3. Performance of the task by the trainee.** Have the trainee perform the task slowly while explaining each step. Correct any errors and be willing to help the trainee perform any difficult steps. Continue until the employee can perform the task proficiently.

**Step 4. Follow up.** Inform the trainee of those who are available to provide help with any questions or problems. Gradually leave the trainee alone. Begin by checking quality and quantity frequently, then decrease the amount of checking based on the trainee’s skill level. Watch the trainee perform the task and be sure to correct any errors or faulty work procedures before they become habits.

|  |
| --- |
| **CSQ 9–6. If you work as a manager for a company with a human resources department, does this mean that you don’t have to orient and train employees? Explain.**  No. The human resources department has staff authority to advise and assist, not to do the job for you. |

|  |
| --- |
| WORK APPLICATION Example student answer  **9–12. Identify which steps of JIT your trainer used to train you for a present or past job. Was the training conducted on or off the job?**  My boss used steps 2 and 4 only. He showed me how to do the task and asked if I had any questions. I said that I didn’t, so he left me alone. He did check up on me now and then. My training was done on the job, and it was very short. |

1. **Training Methods**

Exhibit 9–7 lists various commonly used training methods, many of which can be used as part of JIT.

Note that below is more details than in the textbook:

Written material, lectures, videotapes, question-and-answer sessions, discussions, demonstrations, programmed learning, job rotation, and projects are currently used in training employees to perform their jobs. Managers do not use role playing and behavior modeling as often. However, these methods are appropriate for managers who need to train employees how to handle human relations problems such as customer complaints. Management games, in-basket exercises, and cases are commonly used to train managers. In other words, managers may be trained with these methods but may not use these training methods with their employees. Interactive videos are typically used to teach both employees and managers.

|  |
| --- |
| WORK APPLICATION Example student answer  **9–13. Explain the training methods used to teach you how to perform your present job or a past job.**  At my current job, the following methods were used:  *Written material*—My supervisor gave me information to read to familiarize myself with various projects and to see examples of the types of projects I’d be writing.  *Lectures—*I got lectures from the project managers, directors, and the office manager.  *Videotapes*—They showed me a video describing the organization.  *Question-and-answer sessions*—This method was used the most.  I feel they did a great job. I would not change anything. |

|  |
| --- |
| APPLYING THE CONCEPT Answers  AC 9–4—Training Methods  n 26. Management game. With a management game, trainees work as part of a team to “manage” a simulated company over a period of several game “quarters” or “years.”  j/k 27. Role playing/behavior modeling. With role playing and behavior modeling, trainees act out situations that might occur on the job to develop skill at handling such situations on the job.  g 28. Programmed learning. Programmed learning is appropriate when there is a large number of employees with a high turnover rate. It is prepared once (time consuming) and reused several times (time saved in the long run).  m 29. In-basket exercise. An in-basket exercise is appropriate for teaching employees how to handle the daily problems they will face on the job.  i 30. Project. A project is used to give employees special assignments, such as preparing a report.  h 31. Job rotation. With job rotation, employees are trained to perform different jobs.  j/k 32. Role playing/behavior modeling. With role playing and behavior modeling, trainees act out situations that might occur on the job to develop skill at handling such situations at the job. |

**C. Performance Appraisal**

**Performance appraisal** is the ongoing process of evaluating employee performance.

1. **The Performance Appraisal Process**

Exhibit 9–8 illustrates the performance appraisal process. Note the connection between the organization’s mission and vision and objectives and the performance appraisal process. Performance should be measured in terms of the mission and objectives.

Performance appraisal should not be simply a once-a-year formal interview. As its definition states, performance appraisal is an ongoing process.

|  |
| --- |
| **RQ 9–8. How often should performance appraisals be conducted?**  Performance appraisals should be an ongoing process, including both informal and formal sessions. |

|  |
| --- |
| **CSQ 9–7. What is your view of performance appraisals? How can they be improved?**  Answers will vary. |

1. **You Get What You Reinforce**

|  |
| --- |
| LO 9–6. Explain the concept “You get what you reinforce.”  People will generally do what they are rewarded for doing (good work) or avoid what they are punished for doing (break rules). People seek information concerning what activities are rewarded and then seek to do those things, often to the exclusion of activities not rewarded. So to get employees to do a good job, managers need to reward the ones who do a good job and not reward or punish those that do a poor job. |

One of the most important things you should learn in your study of the management process is that people will do what they are rewarded for doing. People seek information concerning what activities are rewarded and then seek to do those things, often to the exclusion of activities not rewarded. The extent to which this occurs depends on the attractiveness of the rewards offered.

1. **Standards and Measurement Methods**

The formal performance appraisal often involves the use of a standard form developed by the human resources department to measure employee performance. Exhibit 9–9 explains the commonly used performance appraisal measurement methods and displays them on a continuum based on their use in administrative and developmental decisions.

*Note: The following discussion is an extension of Exhibit 9–9 that adds the types of decisions they are best suited to help you make:*

1. **Critical Incidents File.** The critical incidents file is a coaching performance appraisal method in which a manager keeps a written record of positive and negative performance of employees throughout the performance period.

*Decisions*

The critical incidents file is appropriate for developmental decisions. It is not very appropriate when used alone for administrative decisions such as pay raises and promotions. Referring to critical incidents can help change an employee’s performance.

1. **Management by Objectives (MBO).** MBO is a process in which managers and employees jointly set objectives for the employees, periodically evaluate performance, and reward according to the results.

*Decisions*

MBO is appropriate for developmental decisions for both professional and routine jobs. It is often difficult to make administrative decisions based on MBO alone.

1. **Narrative Method.** The narrative method requires a manager to write a statement about the employee’s performance. The system can vary. Managers may be allowed to write whatever they want, or they may be required to answer questions about the employee’s performance. The narrative method is often combined with another method.

*Decisions*

The narrative method is appropriate for developmental decisions because the objectives and plans can be written down. Like MBO, it can be difficult to use the narrative method for administrative decisions involving employees who have different managers because there is no uniform measurement.

1. **Behaviorally Anchored Rating Scale (BARS).** The behaviorally anchored rating scale (BARS) is a performance appraisal method combining the rating scale and the critical incidents file. It is more objective and accurate than either method used separately. Rather than having ratings of excellent, good, average, and so forth, the form has several statements that describe the employee’s performance, from which the manager selects the best one. Standards are clear when a good BARS is developed.

*Decisions*

Like the rating scale, BARS can be used to make both developmental and administrative decisions.

1. **Rating Scale.** The rating scale is a performance appraisal checklist on which a manager simply rates the employee’s quantity of work, quality of work, dependability, judgment, attitude, cooperation, and initiative.

*Decisions*

An objective-rating scale geared to the specific job is appropriate for both developmental and administrative decisions. The scale indicates strengths and areas where improvement is needed. It can be used to develop objectives and plans for improved performance. It can also be used as the basis for pay raises, promotions, and other administrative decisions. A rating scale for all employees can be compared to identify superior performers.

1. **Ranking.** Ranking is a performance appraisal method that is used to evaluate employee performance from best to worst. Under the ranking method, the manager compares an employee to other employees rather than to a standard measurement. An offshoot of ranking is the forced distribution method, which is similar to grading on a curve. Predetermined percentages of employees are placed in various performance categories, for example: excellent, 5 percent; above average, 15 percent; average, 60 percent; below average, 15 percent, and poor, 5 percent.

*Decisions*

The ranking method is appropriate for administrative decisions, such as merit pay raises, that reward for performance and promotions. It is more accurate when the ranking is based on a standard measure such as rating scales or BARS. Ranking is not appropriate for development decisions.

Determining the best appraisal method to use depends on the objectives of the organization. A combination of methods is usually superior to any one method used by itself. For developmental objectives, the critical incidents file and MBO work well. For administrative decisions, a ranking method based on rating scales or BARS works well.

|  |
| --- |
| APPLYING THE CONCEPT Answers  AC 9–5—Performance Appraisal Methods  c 33. Narrative method. The narrative method requires a manager to write a statement (in this case, a letter of recommendation) about an employee’s performance.  e 34. Rating scale. Rating scales can be used across jobs because they are general in nature.  f 35. Ranking. Ranking compares an employee to other employees. It is needed to determine who is best qualified among the present employees.  a 36. Critical incidents file. A critical incidents file is a record of positive and negative performance of an employee throughout the performance period. It is used to tell an employee exactly what the present problems are and to serve as the basis for changing performance.  b 37. MBO. MBO is the most individualized development method.  d 38. BARS. BARS is the most objective method and is used with specific jobs. |

1. **Developmental and Evaluative Performance Appraisal Interviews**

The two types of performance appraisal (PA) are developmental and evaluative. A *developmental performance appraisal* is used to make decisions and plans for performance improvements. An *evaluative performance appraisal* is used to make administrative decisions about such issues as pay raises, transfers and promotions, and demotions and terminations. The evaluative PA focuses on the past, whereas the developmental PA focuses on the future. They are related because a developmental PA is always based on an evaluative PA. However, the primary purpose of performance appraisal should be to help employees to continuously improve their performance, as performance influences employee productivity and job satisfaction.

*Note: The following discussion is an extension of Models 9–4 and 9–5:*

**The Evaluative Performance Appraisal Interview**

Because the evaluative interview is the basis for the developmental interview, it should be conducted first.

**Preparing for an Evaluative Interview**

When preparing for an evaluative interview, follow the steps outlined in Model 9–4.

**Step 1. Make an appointment.**

**Step 2. Have the employee perform a self-assessment.** When you make the appointment, give the employee a copy of the evaluation form. Ask him or her to fill it out (explain how, if necessary) and bring it to the interview. Also, ask the employee to identify strengths and areas for improvement.

**Step 3. Assess the employee’s performance.** Gather the data—employee records, critical incidents file, and so on—you need to make the assessment. Fill out the evaluation form, but not in final form. You may change your evaluation during the interview.

**Step 4. Identify strengths and areas for improvement.**

**Step 5. Predict the employee’s reactions and plan how to handle them.** Having a list of specific critical incidents to back up your evaluation will help you overcome disagreement. Be prepared to clearly explain why the employee did not get a higher rating on all items and what it takes to get it.

**Conducting an Evaluative Interview**

Model **9–**4 lists the steps for conducting an evaluative performance appraisal interview. During the interview, encourage the employee to talk and to critique their own performance. The appraisal should be a give-and-take interview with both parties contributing equally.

**Step 1. Open the interview.** Put the employee at ease by developing rapport.

**Step 2. Go over the PA form.** Taking turns going first is recommended.

**Step 3. Agree on strengths and areas for improvement.** After going over each item on the form, ask the employee to describe his or her strengths. You should also describe what you believe are the employee’s strengths and then come to an agreement. Follow the same procedure to identify areas for improvement. Keep the latter to two or three items at most. Unless the employee has low capability, this is a good time to tell the employee to develop objectives and plans for improvements in these areas. If you have the authority to give pay raises, the amount of the raise can be discussed at this point. You can also set up the appointment for the developmental interview.

**Step 4. Conclude the interview.** Summarize the meeting with an overall rating of the employee’s performance. End on a positive note.

**The Developmental Performance Appraisal Interview**

**Preparing for a Developmental Interview**

After the employee’s performance evaluation is completed, you should prepare for the developmental interview. To do this, follow the steps in Model **9–**5.

**Step 1. Make an appointment.**

**Step 2. Have the employee develop objectives and plans for improving performance.** During the evaluation interview, you and the employee should have agreed on strengths and areas for improvement. The areas for improvement serve as the basis for developmental objectives and plans.

**Step 3. Develop objectives and plans for improving employee performance.** The degree of detail in the objectives and plans you develop should depend on the employee’s capability level.

**Conducting a Developmental Interview**

The steps to follow when conducting a developmental performance appraisal interview are listed in Model **9–**5.

**Step 1. Open the interview.** Open the interview by developing rapport.

**Step 2. Agree on objectives.** Keep the number of objectives to two or three, at most. After they are achieved, you can add others.

**Step 3. Develop plans for meeting objectives.** To meet each objective, a plan must be developed.

**Step 4. Make a follow-up appointment.** Be sure to schedule a meeting to review progress at the first control checkpoint.

**Step 5. Conclude the interview.** You and the employee should each have copies of the operational plans, or make arrangements to get copies. You may review action items. Close with a positive statement.

Today, one of the most popular management development tools is the *360-degree assessment*. The term *360-degree assessment* means that all of the people who have working relationships with the person being evaluated complete an assessment. These include subordinates, peers, supervisors, and, in certain situations, even customers and suppliers. Those who fill out the appraisal form usually do so confidentially. The feedback from all these people is used to evaluate and develop the employee.

1. RETAINING EMPLOYEES

After planning, attracting, and developing employees, an organization must have human resources systems to retain good employees and terminate poor employees.

1. **Compensation**

**Compensation** is the total of an employee’s pay and benefits. Compensation is an important part of the HRM process because it affects both attracting and retaining employees. An important overall compensation decision is pay level. *Pay level* reflects top management’s choice to be a high-, medium-, or low-paying organization.

1. **Pay Systems**

There are three general pay methods, and an organization can use all three. (1) *Wages* are paid on an hourly basis. (2) *Salary* is based on time—a week, a month, or a year. A salary is paid regardless of the number of hours worked. (3) *Incentives* are pay for performance. Incentives include piece rate (pay based on production), commissions (pay based on sales), merit raises (the more productive workers get paid more), and bonuses. Two common types of bonuses are a specific reward for reaching an objective and profit sharing, in which employees get a part of the profits.

|  |
| --- |
| **CSQ 9–8. What pay system do you prefer? Why is this your preference?**  Answers will vary. |

|  |
| --- |
| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—9–2  College Sports Agents  Answers will vary based on opinion. |

1. **Pay Determination**

|  |
| --- |
| LO 9–7. Describe the difference between job analysis and job evaluation.  A job analysis is used to determine what the job entails and the qualifications needed to staff the position. Job evaluation is used to determine the worth of each job to the other jobs within the organization. |

A difficult decision is how much to pay each employee. An external approach is to find out what other organizations pay for the same or similar jobs and set pay levels that are comparable. An internal approach is to use job evaluation. **Job evaluation** is the process of determining the worth of each job relative to the other jobs within the organization. Organizations commonly group jobs into pay grades. The higher the grade of the job, the higher the pay.

*Comparable worth* is the principle that jobs that are distinctly different but that entail similar levels of ability, responsibility, skills, working conditions, and so on are of equal value and should have the same pay scale.

1. **Benefits**

*Benefits* are various nonwage compensations provided to employees in addition to their annual wages or salaries. Legally required benefits include *workers’ compensation* to cover job-related injuries, *unemployment compensation* to provide for employees who are laid off or terminated, and *Social Security* for retirement. The employer generally pays all of the workers’ and unemployment compensation and matches the amount the government takes out of each employee’s pay for Social Security. Employers are required to provide up to 12 weeks of job-protected, unpaid leave during any 12-month period due to a serious health condition that makes the employee unable to perform his or her job, to care for a sick family member, or to care for a new child under the *Family and Medical Leave Act*.

Commonly offered optional benefits include health insurance; paid sick days, holidays, and vacations; and pension plans. Optional benefits can be paid in full by employers or split between employee and employer. Other benefits less commonly offered include dental and life insurance, membership in fitness centers, membership in credit unions, and tuition reimbursement for education.

Offering health insurance benefits helps to attract and retain employees, but it is a major concern for both employees and employers, especially with the unknown affects of the Affordable Care Act (ACA), called Obamacare.

Many corporations may also offer “cafeteria-style,” or flexible, benefit plans to their employees. These plans let employees select the benefits that best meet their needs, up to a preset dollar value. In most instances, these plans are funded by both the employee and employer. The portion paid by the employee is deducted from their gross pay before federal and state taxes are applied.

A word of advice for the young: start saving for retirement in your 20s. Ask the HR staff if the company will match the money you put into your retirement 401(k) plan and go to the max to take advantage of free money. Matching dollar for dollar is a 100 percent return on your investment. If you start putting away $2,000 a year (with or without a match) in your early 20s, with competent professional help, you can be a millionaire by the time you retire at age 67.

1. **Work–Life Balance and Benefits**

In analyzing the needs of the workforce, work–life balance is high on the list of issues facing both employers and employees. In fact, recent research shows that work–life balance now ranks second only to compensation as the most important driver of employee attraction and commitment.

Employers can offer a range of different programs and initiatives to help with employee work–life balance, such as flexible work practices including telecommuting schedules. Employers are providing employee assistance programs, seminars, and workshops on how to better balance work and life.

|  |
| --- |
| **RQ 9–9. How is compensation used to both attract and retain employees?**  Compensation is the total of an employee’s pay and benefits. The pay level, the amount of salary/wages and incentives, and the number of benefits offered affect both attracting and retaining employees. |

|  |
| --- |
| **CSQ 9–9. Why don’t most employees realize how expensive benefits are and how much they contribute to compensation cost?**  Both organizations and employees tend to take benefits for granted, and companies don’t tend to educate employees about the cost. |

|  |
| --- |
| WORK application Example student answer  **9–14. Describe the compensation package offered by your present or past employer.**  I’ve only had part-time jobs that paid wages on an hourly basis. I’ve never received a salary, incentives, or any benefits. |

1. **Health and Safety**

Employers must meet safety standards set by the U.S. Occupational Safety and Health Administration (OSHA), maintain records of injuries and deaths due to workplace accidents, and submit to on-site inspections.

The HR department commonly has responsibility for ensuring the health and safety of employees. It works closely with the other departments and maintains health and safety records.

|  |
| --- |
| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—9–3  Sweatshops  Answers will vary based on opinion. |

1. **Unions and Labor Relations**

A *union* is an organization that represents employees in collective bargaining with the employer. Unions are also a source of recruitment and retention. Unions offer many advantages to their members. According to the U.S. Bureau of Labor Statistics, union members earned more in their average weekly wages in 2009 than their nonunion counterparts did. Along with higher wages, union members can often count on enhanced benefits, such as generous paid time off and employer-paid health-care coverage. Additionally, the collective bargaining power of unions protects their members from at-will dismissal (firing without cause). However, even with these perks, union membership has been steadily declining in the U.S. for several decades. The downward trend in union membership has also been occurring elsewhere around the world.

**Labor relations** are the interactions between management and unionized employees. Labor relations are also called *union-management relations* and *industrial relations*.

The National Labor Relations Act (also known as the Wagner Act, after its sponsor) established the **National Labor Relations Board (NLRB)**, which oversees labor relations in the United States by conducting unionization elections, hearing unfair labor practice complaints, and issuing injunctions against offending employers.

|  |
| --- |
| **RQ 9–10. What types of organizations have labor relations?**  Any organization that has a labor union has labor relations. |

1. **The Union-Organizing Process**

There are typically five stages in forming a union, as shown in Exhibit 9–10.

1. **Collective Bargaining**

**Collective bargaining** is the negotiation process resulting in a contract between employees and management that covers employment conditions. The most common employment conditions covered in contracts are compensation, hours, and working conditions, but a contract can include any condition that both sides agree to.

To avoid a strike or lockout (a refusal by management to let employees work) and to handle *grievances* by either side, collective bargainers sometimes agree to use neutral third parties, called mediators, from the **Federal Mediation and Conciliation Service (FMCS)**. A *mediator* is a neutral party who helps management and labor settle their disagreements. In cases where management and employees are not willing to compromise but do not want to call a strike or a lockout, they may call in an arbitrator. An *arbitrator* is different from a mediator in that the arbitrator makes a binding decision, one to which management and labor must adhere.

|  |
| --- |
| **RQ 9–11. What is the difference between a mediator and an arbitrator?**  A mediator is a neutral party who helps management and labor settle their disagreements. An arbitrator is different from a mediator in that the arbitrator makes a binding decision, one to which management and labor must adhere. |

|  |
| --- |
| **CSQ 9–10. Are unions greedy because they expect workers to receive more than they are worth, or is management greedy because it takes excessive salaries and gives too large a share of the profits to the owners?**  Answers will vary. |

**D. Terminating Employees**

Organizations lose employees for three primary reasons: (1) attrition, (2) firings, and (3) layoffs.

1. **Attrition**

It occurs when employees leave for other jobs, elect to stop working for a period of time, or retire.

1. **Firing**

Employees who do not perform to standards or break serious rules are fired.

1. **Layoffs/Downsizing**

Employees can lose their jobs due to company layoffs. Downsizing usually occurs because of poor economic conditions, organizational problems, or mergers and acquisitions. When companies lay off workers, many provide severance pay and/or outplacement services.

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the learning objectives for Chapter 9. They are also found at the end of the chapter and can be used as short answer questions on exams.

*These learning objectives are included in the test bank in the concept section.*

**9–1. List the four parts of the human resources management process.**

The four parts of the human resources management process are (1) planning for, (2) attracting, (3) developing, and (4) retaining employees.

**9–2. Explain why job analysis is needed, and distinguish between a job description and job specifications.**

Job analysis is necessary because it is the basis for attracting, developing, and retaining employees. The job description identifies the tasks and responsibilities of a position, whereas job specifications identify the qualifications needed by the person who is to fill the position.

**9–3. Describe recruiting sources of candidates for jobs and the selection process.**

Recruiting can be either internal or external. Internal sources of job candidates are promotions and employee referrals. External sources include walk-ins, educational institutions, agencies, and advertising. The selection process can include having candidates complete application forms, be interviewed, take tests, and submit to background and reference checks.

**9–4. Explain what orientation and training and development of employees involve.**

Orientation is the process of introducing new employees to the organization and their jobs. Training is the process of teaching employees the skills necessary to perform a job. Development is ongoing education to improve skills for present and future jobs.

**9–5. List the steps in job instructional training.**

The steps in job instructional training are (1) preparation of the trainee, (2) presentation of the task by the trainer, (3) performance of the task by the trainee, and (4) follow-up.

**9–6. Explain the concept “You get what you reinforce.”**

People will generally do what they are rewarded for doing (good work) or avoid what they are punished for doing (break rules). People seek information concerning what activities are rewarded and then seek to do those things, often to the exclusion of activities not rewarded. So to get employees to do a good job, managers need to reward the ones who do a good job and not reward or punish those that do a poor job.

**9–7. Describe the difference between job analysis and job evaluation.**

A job analysis is used to determine what the job entails and the qualifications needed to staff the position. Job evaluation is used to determine the worth of each job to the other jobs within the organization.

WORK APPLICATION SAMPLE ANSWERS

(Most of the answers are actual student answers or based on student answers. You may give these answers as part of your lecture before, after, or in place of getting student answers.)

*These work applications are included in the test bank in the application section.*

**9–1. Describe the kinds of interactions you have had with the human resources department of an organization you work for or have worked for.**

When I applied for a summer job, I was a walk-in at the human resources department. I had a screening interview and took a test. I was later called in for an interview with the person who became my boss.

**9–2. Have you or has anyone you know been asked discriminatory questions during the preemployment process? If yes, please explain the situation in language acceptable to all.**

I have not been asked discriminatory questions personally, but my friend was asked her sex and marital status on an employment application.

**9–3. Have you or has anyone you know been harassed at work? If yes, please explain the situation in language acceptable to all.**

My sister was sexually harassed by repeatedly being asked out by her male boss who was married. She reported it to the HR department and he was fired.

**9–4. Complete a job analysis for a job you hold or held; write a simple job description and job specifications.**

*Job description*—Cashier, customer service; reports to Gail Cyr, manager; responsible for taking orders from customers, collecting payment from customers and making change, balancing the register at the end of the shift, and cleaning up during downtime.

*Job specifications*—Experience in retail sales; speak fluent English; high school graduate; competent with computerized register systems; and good people skills.

**9–5. For the job considered in Work Application 9–3, were you given a realistic job preview? Explain.**

Yes. When I was interviewed to work for McDonald’s, the manager told me that I would be waiting on customers and cleaning up. Having been in McDonald’s as a customer, I had a good idea of what it was like to wait on customers.

**9–6. Identify the recruiting source used to hire you for your current job or one of your previous jobs.**

I was hired for my job at the bank through educational institution recruiting. The bank called the co-op director and asked for an interested student. I applied and got the job. The bank also used internal recruiting (promotion from within) when I was asked to be a student manager, which I accepted.

**9–7. Identify which selection methods were used in the process of selecting you for a job you have now or one you held in the past. If a test was used, specify the type of test.**

For my co-op job at the bank, I had to fill out an application form. I went through a screening interview with a personnel specialist. I did not take any test. The bank contacted the co-op director at the college for a background and reference check. I went to an interview with the department manager. I was offered and accepted the job.

**9–8. What types of job interviews have you experienced?**

When I went to the bank for a screening interview with a personnel specialist, I went through a semistructured interview. She asked me why I wanted the job, what my future plans were, etc. The job interview with the department manager was unstructured. I believe he just wanted to get to know me in order to decide if he liked me or not.

**9–9. Identify the types of questions you were asked during a job interview.**

*Closed-ended questions*—Do you live in Springfield? Do you have a nursing license? Do you have a valid driver’s license?

*Open-ended questions*—What brings you to visiting the Springfield Nurses Association? What can you see yourself doing for our association? What kind of experience have you had?

*Probing questions*—Can you give me an example? What kinds of problems did you encounter?

**9–10. Identify the steps that were used when you were interviewed for a job.**

During my job interview, four of the five steps were followed:

**Step 1. Open the interview.** He opened the interview and developed rapport by talking about the weather.

**Step 2. Present the realistic job preview.** He gave me a very realistic job preview. He explained both the interesting and the boring parts of the job, and why they were important.

**Step 3. Ask your questions.** We both asked each other questions.

**Step 4. Introduce top candidates to coworkers.** I was not introduced to coworkers until after I was hired.

**Step 5. Close the interview.** He closed by thanking me for coming in and said that he would call me within a week to let me know if I got the job or not.

**9–11. Recall an orientation you experienced. Which elements did it include and exclude? Briefly describe the orientation.**

One of my job orientations included all five elements. They told me about the firm and how it functions in general terms. Then, they went over my job duties and responsibilities in detail. They also went over standing plans, such as what plans should be made. I had a tour of our office and of the state capitol. I was introduced to all the coworkers and went out to lunch with two of them. It was excellent. I would not change any of it.

**9–12. Identify which steps of JIT your trainer used to train you for a present or past job. Was the training conducted on or off the job?**

My boss used steps 2 and 4 only. He showed me how to do the task and asked if I had any questions. I said that I didn’t, so he left me alone. He did check up on me now and then. My training was done on the job, and it was very short.

**9–13. Explain the training methods used to teach you how to perform your present job or a past job.**

At my current job, the following methods were used:

*Written material*—My supervisor gave me information to read to familiarize myself with various projects and to see examples of the types of projects I’d be writing.

*Lectures*—I got lectures from the project managers, directors, and the office manager.

*Videotapes*—They showed me a video describing the organization.

*Question-and-answer sessions*—This method was used the most.

I feel they did a great job. I would not change anything.

**9–14. Describe the compensation package offered by your present or past employer.**

I’ve only had part-time jobs that paid wages on an hourly basis. I’ve never received a salary, incentives, or any benefits.

REVIEW QUESTION ANSWERS

*These review questions are included in the test bank in the concept section.*

**9–1. List the two major rules of thumb to follow during preemployment inquiries.**

The two major rules of thumb to follow during preemployment inquiries are (1) Every question asked should be job related. (2) Any general question that you ask should be asked of all candidates.

**9–2. What is a bona fide occupational qualification (BFOQ)?**

A bona fide occupational qualification (BFOQ) is one that is reasonably necessary to normal operation of a particular organization.

**9–3. What is a job analysis?**

Job analysis is the process of determining what the position entails and the qualifications needed to staff the position.

**9–4. What are the types of internal recruiting?**

Two common types of internal recruiting are (1) promotions from within and (2) employee referrals.

**9–5. What are the stages in developing employees?**

The stages in developing employees include orientation, training and development, and evaluation.

**9–6. What is the difference between training and development?**

Training is the process of teaching employees the skills necessary to perform a job. Training typically addresses the technical skills of nonmanagers. Development is ongoing education to improve skills for present and future jobs. Development is less technical and is aimed at improving human, communication, conceptual, and decision-making skills in managerial and professional employees.

**9–7. What is vestibule training?**

Vestibule training develops skills in a simulated setting. It is used when teaching job skills at the work site is impractical.

**9–8. How often should performance appraisals be conducted?**

Performance appraisals should be an ongoing process, including both informal and formal sessions.

**9–9. How is compensation used to both attract and retain employees?**

Compensation is the total of an employee’s pay and benefits. The pay level, the amount of salary/wages and incentives, and the number of benefits offered affect both attracting and retaining employees.

**9–10. What types of organizations have labor relations?**

Any organization that has a labor union has labor relations.

**9–11. What is the difference between a mediator and an arbitrator?**

A mediator is a neutral party who helps management and labor settle their disagreements. An arbitrator is different from a mediator in that the arbitrator makes a binding decision, one to which management and labor must adhere.

COMMUNICATION SKILLS ANSWERS

Applications may also be used as class discussion questions or written assignments to develop communication skills.

*These communication skills questions are included in the test bank in the skills section.*

**9–1. Why do you think that most organizations do not employ state-of-the-art human resources management (HRM) practices?**

Answers will vary.

**9–2. What is your opinion of the use of bona fide occupational qualifications (BFOQs)?**

Answers will vary.

**9–3. What is your opinion of using promotions from within as a recruiting source?**

Answers will vary.

**9–4. Do you agree that the job interview should be the primary criterion for selection?**

Answers will vary.

**9–5. What is the most common problem to avoid during interviewing?**

Answers will vary.

**9–6. If you work as a manager for a company with a human resources department, does this mean that you don’t have to orient and train employees? Explain.**

No. The human resources department has staff authority to advise and assist, not to do the job for you.

**9–7. What is your view of performance appraisals? How can they be improved?**

Answers will vary.

**9–8. What pay system do you prefer? Why is this your preference?**

Answers will vary.

**9–9. Why don’t most employees realize how expensive benefits are and how much they contribute to compensation cost?**

Both organizations and employees tend to take benefits for granted, and companies don’t tend to educate employees about the cost.

**9–10. Are unions greedy because they expect workers to receive more than they are worth, or is management greedy because it takes excessive salaries and gives too large a share of the profits to the owners?**

Answers will vary.

APPLYING THE CONCEPT ANSWERS

*There are similar questions in the test bank in the application section.*

AC 9–1—Legal or Illegal Questions

a 1. Legal (can ask). It’s OK to ask about membership in job-related organizations, such as unions or professional or trade associations.

b 2. Illegal (cannot ask during preemployment). This could be used to discriminate against older workers.

b 3. Illegal (cannot ask during preemployment). You cannot ask whether the candidate has ever been arrested (an arrest does not prove guilt); however, you can ask whether the candidate has been convicted of a felony.

b 4. Illegal (cannot ask during preemployment). In this context, it is not job relevant. However, if you were hiring a delivery person, a car would be a BFOQ. You could ask if he or she has access to a car, but not if he or she owns one.

b 5. Illegal (cannot ask during preemployment). You can only ask this if there is anything that would prevent an applicant from performing a specific task.

b 6. Illegal (cannot ask during preemployment). You cannot ask about membership in any non–job-related organization that would indicate the candidate’s race, religion, or the like.

a 7. Legal (can ask). You can ask if an applicant can prove it, but not to actually prove it until after hiring.

a 8. Legal (can ask). It’s OK to ask what languages an applicant can speak, but not what language the candidate speaks when not on the job or how the candidate learned the language.

b 9. Illegal (cannot ask during preemployment). You cannot ask specific questions about marital status.

b 10. Illegal (cannot ask during preemployment). This could be used to discriminate against people with large families.

a 11. Legal (can ask). It’s OK to ask about membership in job-related organizations, such as unions or professional or trade associations.

b 12. Illegal (cannot ask during preemployment). You cannot ask questions about the candidate’s sexual orientation/preference.

b 13. Illegal (cannot ask during preemployment). This is not job related and can be used to discriminate.

a 14. Legal (can ask). It’s OK to ask, see Exhibit 9–3 address.

b 15. Illegal (cannot ask during preemployment). This is not job related and violates ADA laws.

AC 9–2—Sexual Harassment

a (1) 16. Sexual harassment quid pro quo. Sex as a requirement for the job is illegal.

a (2) 17. Sexual harassment hostile work environment. Although no complaint is stated, the courts have found offensive pictures to create a hostile work environment.

a (2) 18. Sexual harassment hostile work environment. After being told to stop, Gary’s behavior creates a hostile work environment.

b 19. Not sexual harassment. As long as both parties are comfortable with touching, it is not sexual harassment. However, touching is generally not recommended, and if one party tells the other to stop touching and it continues, it is sexual harassment.

b 20. Not sexual harassment. There is nothing illegal with asking for a date, unless the person has stated “No” before and asked that the behavior stop.

AC 9–3—Recruiting Sources

f 21. Agencies. Temporary agencies provide part- or full-time help for limited periods.

a 22. Promotions from within. Most first-line supervisors are promoted from within because they have the technical skills to understand the departmental operations.

e 23. Advertising. Placing an ad in a newspaper, magazine, or online will let people know months ahead of time that a position is available.

d 24. Educational institutions. Educational institutions are good places to recruit people who have no prior experience.

c 25. Walk-ins. Walk-ins are a good source for unskilled labor.

AC 9–4—Training Methods

n 26. Management game. With a management game, trainees work as part of a team to “manage” a simulated company over a period of several “quarters” or “years.”

j/k 27. Role playing/behavior modeling. With role playing and behavior modeling, trainees act out situations that might occur on the job to develop skill at handling such situations on the job.

g 28. Programmed learning. Programmed learning is appropriate when there is a large number of employees with a high turnover rate. It is prepared once (time consuming) and reused several times (time saved in the long run).

m 29. In-basket exercise. An in-basket exercise is appropriate for teaching employees how to handle the typical daily problems they will face on the job.

i 30. Project. A project is used to give employees special assignments, such as preparing a report.

H 31. Job rotation. With job rotation, employees are trained to perform different jobs.

j/k 32. Role playing/behavior modeling. With role playing and behavior modeling, trainees act out situations that might occur on the job to develop skill at handling such situations on the job.

AC 9–5—Performance Appraisal Methods

c 33. Narrative method. The narrative method requires a manager to write a statement (in this case, a letter of recommendation) about an employee’s performance.

e 34. Rating scale. Rating scales can be used across jobs because they are general in nature.

f 35. Ranking. Ranking compares an employee to other employees. It is needed to determine who is best qualified among the present employees.

a 36. Critical incidents file. A critical incidents file is a record of positive and negative performance of an employee throughout the performance period. It is used to tell an employee exactly what the present problems are and to serve as the basis for changing performance.

b 37. MBO. MBO is the most individualized development method.

d 38. BARS. BARS is the most objective method and is used with specific jobs.

CASE ANSWERS

Google

**9–1.** Which human resources management process was most likely the least important for Google? Attracting employees. Google attracts many potential employees that want to work for such a unique and successful organization.

**9–2.** Which human resource management process was the problem with Google’s female employees? Retaining employees due to the poor maternity leave plan.

**9–3.** Does Google practice effective strategic human resources planning? Yes. Even though the maternity leave needed updating, Google has been very successful hiring technology experts.

**9–4.** From reading the case, does it seem that Google gets most of its employees from internal or external recruiting? External recruiting.

**9–5.** How did Google change its human resources management process regarding maternity leave? Google created a more flexible plan that would allow a new mother, either at the Google headquarters or anywhere in the world, to take a reasonable amount of time off as necessary.

**Cumulative Case Questions**

**9–6.** Explain how changes in the external environment resulted in changes in the internal environment at Google. (Chapter 2) Technology is a very fast-changing external environment. However, Google employees (internal environment) have created many of those changes. Google has been one of the most successful companies since it has matched its internal strength with the external opportunity.

**9–7.** What type of strategy is Google currently pursuing? (Chapter 4) Growth in all areas, including the need for more qualified human resources.

**9–8.** How did Google manage diversity in the case? (Chapter 6) Google reviewed its maternity leave and adjusted it to help the company’s female employees around the world.

BEHAVIOR MODELING 9–1 IDEAS

**Employment Interviewing**

In the video, Craig conducts a job interview with Betsy, following the steps in Model 9–2.

This video may be shown as an independent activity, or it may serve as a behavior model as part of Skill Builder 1.

Showing the video takes around 8 minutes. After viewing the video, you may ask the class questions such as:

1. What did you like about the way the manager interviewed?
2. What didn’t you like about the way the manager interviewed?
3. What would you do differently if you were the manager in this interview situation?

SKILL BUILDER 9–1 IDEAS AND ANSWERS

**Selecting a Tennis Coach**

*Total Time* (40–90 minutes)

*40 minutes:* To keep the exercise to 40 minutes, do not show the Behavior Modeling Video and follow the 50-minute guide below.

*90 minutes:* Follow the 50-minute guide below, but allow students 14 to 15 minutes per interview and 3 to 4 minutes per integration during procedure 2. Use any remaining time for sharing.

*Recommended approximate time for a 50-minute period:*

8:00 Show and discuss the Behavior Modeling Video 10 minutes

8:10 Procedure 1 5 minutes

8:15 Procedure 2 30 minutes (about 8 minutes per interview

and 2 minutes for integration)

8:45 Procedure 3\* 2 minutes

8:47 Conclusion 2 minutes

8:49 Apply It 1 minute

8:50

\*There is no right answer. However, I conducted this exercise with experienced graduate students, who received their masters and doctoral degrees in physical education. They selected Candidate A, primarily because s/he works in the school full time, which allows easier coordination of practice and match times.

Doing Skill Builder 9–1 in Class

Objective

To perform a job analysis and to develop skills in employment interviewing.

Preparation

Students should have completed the preparation for the exercise by developing a list of questions for the job candidates.

Experience

Students will conduct a job interview through role playing and receive feedback on their performance.

*Procedure 1* (5–10 minutes)

Break the class into groups of three. Have students pass their lists of questions around to the other members and discuss them. Allow students to make changes to improve their lists if they desire.

*Procedure 2* (30–80 minutes)

Each person in the group will play the role of one of the three job candidates. While playing the role, tell students they may use their real names but assume that they have the qualifications described in the text. Students should ad lib as necessary. Another member of the group plays the role of interviewer, and the third person is the observer. The interviewer uses the questions devised earlier to conduct the interview. The observer should give feedback at the end of the interview, and the group members should discuss how the interview could be improved. After the discussion, group members should switch roles: A different group member plays another job candidate, another group member acts as interviewer, and the other group member is the observer. Again, have students discuss the interview once it is completed before switching roles for a third, and final, time.

*Procedure 3* (2–4 minutes)

After the interviews are complete, the members of the group should select the candidate for the job. Time permitting, lead a class discussion by having the groups discuss the reasons for choosing a particular candidate.

Conclusion

Lead a class discussion and/or make concluding remarks.

Sharing

Volunteers give their answers to the Apply It section.

Testing on Skill Builder 9–1

If you want to measure skills, you may have students (individually or in groups) write out and pass in answers for the preparation to this exercise rather than or in addition to testing during an exam.

You can have students list the interviewing steps (Model 9–2) and give examples of what they would say for each step. Be sure that students know exactly what to expect on the exam. Reading the exam instructions following the situation is very helpful. You can give them an example that will not be on the exam. Or, if you plan to use the actual Selecting a Tennis Coach Skill Builder, tell them you will because the test question does not give all the details; you can go over it in class if you want to, with or without giving answers. See questions below for examples.

Test Questions and Answers (Also found in Test Bank)

Instructions

Write the five interviewing steps (Model 9–2). After each step, briefly state what you would say for that step. Include a minimum of three and a maximum of five questions to ask Chris. Be sure to have at least one closed-ended, one open-ended, and one hypothetical question for the appropriate step.

1. **Employment Interview.** Use Skill Builder 9–1, Selecting a Tennis Coach, as the employment situation. You are interviewing Candidate B, Chris. Ad lib realistically as needed.

Solution

**Step 1. Open the interview.**

Hi, Chris. Nice weather, isn’t it?

**Step 2. Present the realistic job preview.**

You will be expected to conduct two hour-long practices on most days that you do not have matches. You will also coach the ten matches during the season.

**Step 3. Ask your questions.**

Can you be at practice by 3:00 in the afternoon?

Why do you want to be the tennis coach for our school?

How would you select the team order and doubles partners?

**Step 4. Introduce top candidates to coworkers.**

Chris, I’d like you to meet Larry, our baseball coach.

**Step 5. Close the interview.**

Thank you for your time, Chris. I plan to finish interviewing by Tuesday. I’ll call you with my decision on Friday of this week.

1. **Employment Interview.** You are a manager in a factory. You are selecting a candidate for a cleanup job. Cleaning includes routine sweeping and washing floors, as well as cleaning up unexpected messes that happen frequently throughout the plant. You are interviewing a candidate named Chris. Ad lib realistically as needed.

Solution

**Step 1. Open the interview.**

Hi, Chris. Nice weather, isn’t it?

**Step 2. Present the realistic job preview.**

You will be expected to do cleaning, which includes routine sweeping and washing floors, as well as cleaning up unexpected messes that happen frequently throughout the plant.

**Step 3. Ask your questions.**

Can you work the 3:00 p.m. to 11:00 p.m. shift?

Why do you want to be a cleaning person for our company?

Which of these brooms would you select to clean dirt off this rug?

**Step 4. Introduce top candidates to coworkers.**

Chris, I’d like you to meet Larry, our top cleaning person.

**Step 5. Close the interview.**

Thank you for your time, Chris. I plan to finish interviewing by Tuesday. I’ll call you with my decision on Friday of this week.

1. **Employment Interview.** You are a manager in an office. You are selecting a candidate to be the department secretary, who will work for five people. The primary job is word processing with Microsoft Word. You are interviewing a candidate named Chris. Ad lib realistically as needed.

Solution

**Step 1. Open the interview.**

Hi, Chris. Nice weather, isn’t it?

**Step 2. Present the realistic job preview.**

You will be primarily expected to do word processing for five people in the department.

**Step 3. Ask your questions.**

Do you have experience using Microsoft Word?

Why do you want to be a secretary for our company?

If you were given a routine letter to type, what approach would you take? (use of form letters)

**Step 4. Introduce top candidates to coworkers.**

Chris, I’d like you to meet Larry, one of the top people in our department and someone you would work for. He has some questions for you.

**Step 5. Close the interview.**

Thank you for your time, Chris. I plan to finish interviewing by Tuesday. I’ll call you with my decision on Friday of this week.

Grading

I usually give half credit for listing the steps and half credit for what students say for each step. You should realize that the answers given above are only samples. You will have to determine the value of student answers.

BEHAVIOR MODELING 9–2 IDEAS

**Job Instructional Training**

In the video, Chris conducts a job instructional training session with Betsy, following the steps in Model **9–**3.

This video may be shown as an independent activity, or it may serve as a behavior model as part of Skill Builder **9–**2.

Showing the video takes around 4.5 minutes. After viewing the video, you may ask the class questions such as:

1. What did you like about the way the manager trained the employee?
2. What didn’t you like about the way the manager trained the employee?
3. What would you do differently if you were the manager in this training situation?

SKILL BUILDER 9–2 IDEAS AND ANSWERS

**Job Instructional Training**

The success of this exercise is based on student preparation and what materials they bring to class. If you have a large number of students who do not do their preparation, you may not want to assign this exercise; or you may have a few good students perform the JIT for the others to watch rather than conduct the JIT themselves.

*Total Time* (20–50 minutes)

To keep the exercise to about 20 minutes, have the students break into teams of two and have the trainee lead the integration discussion.

*Recommended approximate time for a 50-minute period:*

8:00 Show and discuss the Behavior Modeling Video 10 minutes

8:10 Procedure 1 2 minutes

8:12 Procedure 2—1a and 1b 10 minutes (approximately 8 minutes for training and 2 minutes for integration)

8:22 Procedure 2—2a and 2b 10 minutes (approximately 8 minutes for training and 2 minutes for integration)

8:32 Procedure 2—3a and 3b 10 minutes (approximately 8 minutes for training and 2 minutes for integration)

8:42 Conclusion 5 minutes

8:47 Apply It 3 minutes

8:50

Times can vary greatly based on what is being taught. You can allow groups up to 30 minutes to do all three JIT sessions, but they may take less time.

Doing Skill Builder 9–2 in Class

Objective

To improve your skill at conducting training using the JIT model.

Preparation

Students should have planned how to train someone to perform a task and brought the necessary materials to conduct the training session.

Experience

Students will give, receive, and observe JIT.

*Procedure 1* (2–3 minutes)

Break the class into groups of three, preferably with people who are not familiar with the task they will be teaching. Decide who will be the trainer (A), trainee (B), and observer (C) for the first training session. During the training session, the trainer teaches the trainee to perform the task while the observer makes notes on the Integration Sheet at the end of this exercise.

*Procedure 2* (20–40 minutes)

1a.  Training session 1 takes place. Member A trains member B to perform the task using JIT, as member C observes and takes notes on the Integration Sheet.

1b. Integration. When the training is over, or the time is up, the observer (member C) leads a group discussion on which JIT steps the trainer did and did not follow. The observer should focus on how the trainer can improve his or her skills. Students should not go on to the next training session until they are told to do so.

2a. Training session 2 takes place. Member A is now the trainee, member C becomes the trainer, and member B becomes the observer who will take notes.

2b. Integration. Same as procedure 1b, except member B leads the discussion. Students should not go on to the next training session until they are told to do so.

3a.  Training session 3 takes place. Each person plays the role he or she hasn’t played yet—member B trains member C, while member A observes and takes notes.

3b.  Integration. Same as procedure 1b, except member A leads the discussion.

Conclusion

Lead a class discussion and/or make concluding remarks.

Sharing

Volunteers give their answers to the Apply It section.

Testing on Skill Builder 9–2

It is difficult to test students on how to conduct training on a written exam. You may not want to test students on this exercise. If you want to test using the Test Bank, you have to use Skill Builder 9–2 and let students make up their own training sessions. As always, be sure students know what to expect on the exam. Reading the exam instructions following the situation is very helpful. Students should realize that they should select something simple to explain because they have to write rather than talk to the employee, and they cannot use visuals other than what they write or can pass in.

Test Questions and Answers (Also found in Test Bank)

Instructions

Write the job instructional training steps (Model 9–3), followed by what you would say to Chris for steps 1, 2, and 4. Do not write anything following step 3.

1. **Job Instructional Training.** Use Skill Builder 9–2, Job Instructional Training, as the employment situation. You are training Chris.

Solution

**Step 1. Preparation of the trainee.**

Answers will vary as to how they put Chris at ease and create interest.

**Step 2. Presentation of the task by the trainer.**

Answers will vary.

**Step 3. Performance of the task by the trainee.**

Nothing should be written.

**Step 4. Follow up.**

Answers will vary.

Integration Sheet

The observer gives feedback to the trainer on how well he or she performed each step of JIT. Focus on things done well and how to improve at each step. Refer to the text for the details of what should take place for each step.

*Step 1.* Preparation of the Trainee

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Step 2.* Presentation of the Task by the Trainer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Step 3.* Performance of the Task by the Trainee

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Step 4.* Follow-up

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SKILL BUILDER 9–3 IDEAS

**Hiring a Professor at Your College**

*Total Time* (0–30 minutes)

The amount of time you spend on this exercise is dependent on the option you choose. You can have students do the preparation only, and it can be passed in.

Doing Skill Builder 9–3 in Class

**Objective**

To develop your understanding of the hiring process.

**Preparation**

Students should have completed the preparation for the exercise.

**Experience**

Students will share their answers to the preparation questions for the exercise.

*Procedure* (8–20 minutes)

*Option 1.* Lead a class discussion by calling on students to share their answers to the preparation questions.

*Option 2.* Break the class into groups of 4 to 6. Have students develop group answers based on their individual preparation answers and then have them share their answers with the class.

*Option 3.* Break the class into groups of two. Have one group member play the role of the interviewer and the other play the role of the candidate. Once completed, have students switch roles.

**Conclusion**

Lead a class discussion and/or make concluding remarks.

**Sharing**

Volunteers give their answers to the Apply It section.