

Acknowledgments

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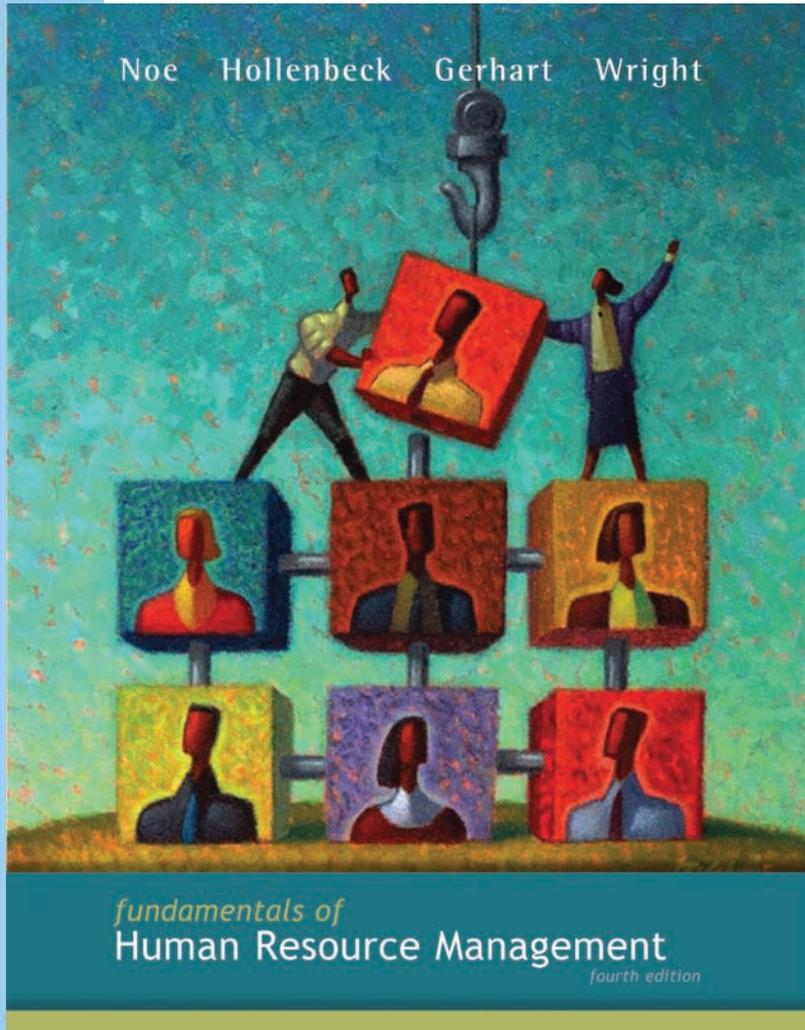
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fundamentals of **human**
resource
management



engaging.
focused.
applied.

The fourth edition of *Fundamentals of Human Resource Management* continues to offer students a brief introduction to HRM that is rich with examples and engaging in its application.

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

FEATURES

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

WHAT DO I NEED TO KNOW?

Assurance of learning:

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

chapter
7 Training Employees

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

- L01 Discuss how to link training programs to organizational needs.
- L02 Explain how to assess the need for training.
- L03 Explain how to assess employees' readiness for training.
- L04 Describe how to plan an effective training program.
- L05 Compare widely used training methods.
- L06 Summarize how to implement a successful training program.
- L07 Evaluate the success of a training program.
- L08 Describe training methods for employee orientation and diversity management.

Introduction

The reason clients turn to Advanced Technology Institute (ATI), a nonprofit organization that helps companies collaborate with schools and government on research and development, is that ATI offers them access to talented experts. In other words, the skills of its people are central to what the organization does. ATI has fewer than 60 employees but that hasn't held back its efforts to find and develop the right talent. Employees hired after the organization's rigorous selection process spend two weeks learning their job requirements, ATI's history and culture, and the use of the company's "knowledge management" system, which gives employees a simple way to post details about what they've learned so that others can look up guidance whenever they need it. ATI also defines career paths for its employees, and each employee works with his or her manager to identify the skills the employee needs to move along that path and plan how to acquire those skills. Employees who take advantage of the opportunities can go far: Madeleine Fincher started out as a temporary employee, took a job as an assistant to one of the managers, signed up for ATI's training programs, and in a few years had worked her way up to senior program assistant, talking directly with clients in business and government to set up meetings nationwide.¹

The HR function that helps employees like Fincher increase their value to their organization is training.

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HR Oops!

When Training Crashes

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

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

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

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

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

20, 2010, *Business & Company Resource Center*, <http://galenet.galegroup.com>.

Questions

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

UPDATED!

HR Oops!

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

FEATURES

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

thinking ethically

THE ETHICS OF OFFSHORING

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

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

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

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

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

Questions

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

A model that shows how to make jobs more motivating is the Job Characteristics Model, developed by Richard Hackman and Greg Oldham. This model describes jobs in terms of five characteristics.¹⁶

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

As shown in Figure 4.6, the more of each of these characteristics a job has, the more motivating the job will be, according to the Job Characteristics Model. The model predicts that a person with such a job will be more satisfied and will produce more and better work. For example, to increase the meaningfulness of making artery stents (devices that are surgically inserted to promote blood flow), the maker of these products invites its production workers to an annual party, where they meet patients whose lives were saved by the products they helped to manufacture.¹⁷

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



focus on social responsibility

Job Enlargement

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

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

Figure 4.6
Characteristics of a Motivating Job



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

Focused on student resources. The end-of-chapter 'It's a WRAP!' box clearly indicates options students have for Reviewing, Applying, and Practicing the concepts learned in each chapter at www.mhhe.com/noefund4e.

IT'S A WRAP!

www.mhhe.com/noefund4e is your source for Reviewing, Applying, and Practicing the concepts you learned about in Chapter 4.

Review

- Chapter learning objectives

Application

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

Practice

- Chapter quiz

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

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

REVIEW AND DISCUSSION QUESTIONS

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

BUSINESSWEEK CASE

Case: Jack B. Kelley Drives Home Safety Lessons

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

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

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

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

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

After training begins with lessons on maintenance. Then much of the remainder of the hands-on training in loading and unloading and compressed gases. This practice

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

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

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

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

SOURCES: Charles E. Wilson, "Award-Winning Safety Status at the Top at Jack B. Kelley Inc.," *Bulk Transporter*, June 1, 2010; *Business & Company Resource Center*, <http://business.companies.com>; Charles E. Wilson, "Safety Should Be a Zero-Sum Program," *Bulk Transporter*, June 1, 2010; *Business & Company Resource Center*, <http://business.companies.com>; and Jack B. Kelley, Inc., "About Us," corporate Web site, www.jbkl.com, accessed March 29, 2010.

Questions

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

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

BUSINESSWEEK CASE

BusinessWeek The World Is IBM's Classroom

When 10 IBM management trainees piled into a minibus in the Philippines for a weekend tour last October, the last thing they expected was to wind up local heroes. Yet that's what happened in the tiny village of Carmen. After passing a water well project, they learned the effort had stalled because of engineering mistakes and a lack of money. The IBMers decided to do something about it. They organized a meeting of the key people involved in the project and volunteered to pay \$250 out of their own pockets for additional building materials. Two weeks later the well was completed. Locals would no longer have to walk four miles for drinkable water. And the trainees learned a lesson in collaborative problem-solving. "You motivate people to take the extra step, you create a shared vision, you divide the labor, and the impact can be big," says Edwin van Overbeek, 40, who runs environmental sustainability projects for IBM clients.

While saving a village well wasn't part of the group agenda for that trip, it's the kind of experience the architects of IBM's Corporate Service Corps had in mind when they launched the initiative last year. Modeled on the U.S. Peace Corps, the program aims to turn IBM employees into global citizens. Last year, IBM selected 300 top management prospects out of 5,400 applicants. It then trained and dispatched them to emerging markets for a month in groups of 8 to 10 to help solve economic and social problems. The goal, says IBM's human resources chief, J. Randall MacDonald, is to help future leaders "understand how the world works, show them how to network, and show them how to work collaboratively with people who are far away."

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

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

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

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

IBM concedes that one month overseas is a short stint, but it believes participants can pick up valuable lessons. Debbie Macomber, a 45-year-old IT project manager in Lexington, Kentucky, says the trip prompted her to change her management style. She coordinates the activities of 13 people in the United States and 12 in India, Mexico, and China. She used to give assignments to the overseas employees and then leave them on their own. Now she spends more time trying to build a global team.

SOURCE: Excerpted from Steve Homan, "The World Is IBM's Classroom," *BusinessWeek*, March 12, 2010, <http://www.businessweek.com>.

Questions

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

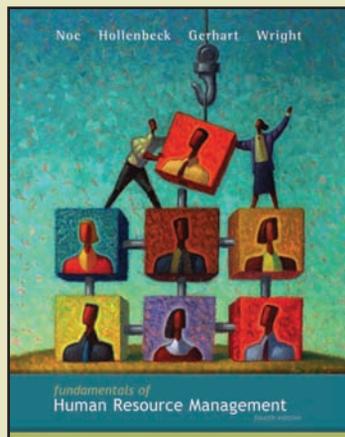
Here's what our reviewers have said:

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

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

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

supplements for students and instructors



Instructor's Manual

The newly custom-designed Instructor's Manual includes chapter summaries, learning objectives, an extended chapter outline, key terms, description of text boxes, discussion questions, summary of end-of-chapter cases, video notes, and additional activities.

Test Bank

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

EZ Test

McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items. It accommodates a wide range of question types and instructors may add their own questions. Multiple versions of the test can be created and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. The program is available for Windows and Macintosh environments.

Videos

Videos for each chapter, along with accompanying video cases and quizzes, are located on the OLC and highlight companies and current HRM issues.

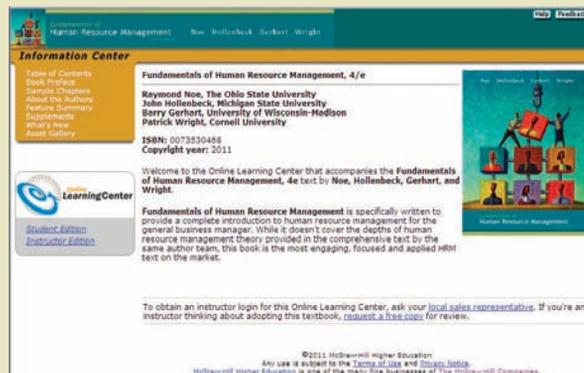
PowerPoint

The slides include lecture material, key terms, additional content to expand concepts in the text, hotlinks, and discussion questions. The PowerPoint is found on the Instructor Online Learning Center. The PPT also now includes detailed teaching notes.

Online Learning Center

(www.mhhe.com/noefund4e)

This text-specific Web site follows the text chapter by chapter. Students can go online to take



self-grading quizzes, watch video clips and answer discussion questions, read relevant and current HR news, and work through interactive exercises. New to this edition are Small Business Cases; one per chapter located on the Web site. There is a guide linking the PHR/SPHR certification exam with the text. Instructors can also access downloadable supplements such as the Instructor's Manual and Manager's Hot Seat notes. Professors and students can access this content directly through the textbook Web site, through PageOut, or within a course management system (i.e., WebCT or Blackboard).

Self-Assessments and Test Your Knowledge Quizzes

These interactive features provide students with tools to study chapter concepts in a variety of environments, and provide instructors with additional assignments or in-class discussion opportunities. These are premium content features and require a purchased access code.

Manager's Hot Seat

The Manager's Hot Seat is an interactive online feature that allows students to watch as 15 real managers apply their years of experience to confront issues. Students assume the role of the manager as they watch the video and answer multiple choice questions that pop up during the segment—forcing them to make decisions on the spot. Students learn from the manager's mistakes and successes, and then do a report critiquing the manager's approach by defending their reasoning. Reports can be e-mailed or printed for credit. Manager's Hot Seat is included in the asset Gallery as premium content.