Active learning to engage today’s students

This textbook is designed to provide an opportunity to “learn by doing” in a way that will appeal to today’s students. The text can be used in traditional lecture-based teaching, and it also offers a wide range of engaging activities that accommodate a variety of contemporary learning styles. Many of the specific learning preferences of today’s students are addressed in the book’s overall approach, organization, and distinctive features.

- Students’ preferences for **active learning** are addressed with a large variety of activities and skill-building tools.
- **Applications and skills** that students can put into practice right away are provided in a variety of Work Applications, Concept Applications, Self Assessments, and Skill Building Exercises.
- Students’ **visual learning** styles are catered to with colorful exhibits, models, and figures throughout the text.
Explains functions, provides applications, and builds students' skills!

This comprehensive textbook is intended to develop the full range of human resource management (HRM) competencies through a balanced, three-pronged approach to the curriculum.

Key features of this text:
1. Provides a clear understanding of the traditional HRM concepts and functions, as well as the current trends and challenges facing HR managers.
2. Includes applications of HRM concepts and functions through developing critical thinking.
3. Assists in the development of critical HRM skills.

1. Outlines the Key Concepts and Functions

The book is structured around the six major HRM functions identified by the Society for Human Resource Management (SHRM).

Key pedagogical aids in each chapter help students learn the concepts and include Learning Outcomes, Key Terms, a Chapter Summary, and a True/False Quick Check of student knowledge.

Key areas from the SHRM Human Resource Curriculum: An Integrated Approach to HR Education: Guidebook and Templates for Undergraduate and Graduate Programs (SHRM, 2010) are annotated for easy reference where they appear in each chapter of the text, and an appendix covers the entire undergraduate SHRM curriculum guide.
2. Richly Illustrated With Applications

**Performance Management Miscue**

Most managers don’t look forward to performance appraisals. As you are about to hand a report card to your employees, you start to feel a bit uncomfortable...and a bit anxious. How can you make sure that the process is fair and productive? What if the feedback is not well received? Here are some tips to consider.

When I initially started out, I was trained in the traditional performance appraisal process. It was a one-sided, highly subjective, and often punitive approach. But, what if there was a better way? What if we could create a process that was more balanced, fair, and motivating?

**Opening vignettes** illustrate how a real-life HR manager—currently employed by Saxon Drilling Services in Arkansas—works within the various HRM functions in her daily activities. Other organizational examples of HRM concepts and functions appear throughout the book.

**Work Applications** incorporate open-ended questions that ask students to explain how the HRM concepts apply to their own work experience. Student experience can be present, past, summer, full-time, or part-time employment.

**Application 8-3**

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**Applying the Concept** features ask students to determine the most appropriate concept to be used in a specific short example.

**Case 2, Performance Evaluation at DHR: Building a Foundation or Crumbling Ruins?**

DHR Construction was managed by Richard Davis, operating manager, and senior partner. Homes were built on-demand and to customer specifications. Richard Davis was in charge of the financial management of the firm, including working with suppliers, creditors, and subcontractors. The general partner, Michael, was highly hands-on and communicated through phone calls and e-mail. The role of project supervisor was delegated to either one of their subcontractors or a hired employee who, in the worst-case scenario, was a reluctant manager (who had a full-time job outside of the business and needed extra time). DHR earned a reputation for timeliness, promptness in paying bills, and professionalism. Its early composites for a small home builder in the area. However, DHR was also very demanding of suppliers in the material and labor market.

**Videos** on the Student Study Site are accompanied by questions for discussion in the book.
PART III: DEVELOPING AND MANAGING

Key Terms

Behaviorally Anchored Rating Scale
Behaviors

2. In performance appraisals, the word "he's weaknesses." T F

5. To meet the communication purpose of performance evaluation, we should be sure to ask our employee to talk about factors that inhibit their ability to succeed. T F

The following critical-thinking questions can be used for class discussions. Be sure to give complete explanations for all answers.

1. What did you know about the job for which you are applying?
2. What are your long-range career goals over the next five to 10 years?
3. How do you plan to achieve your career goals?
4. What do you think are the most important things to know about your organization?
5. What traits do you think are most important to your success in this job?
6. What are the most important things you expect this job to do for you?
7. Why do you feel your skills or attributes are important to your success in this job?
8. In what way can you improve your performance?
9. Why do you think you are a strong candidate for this job?
10. What must you do to achieve your goals?

3. Focuses on Skill Development

Skill Builders help students to develop skills that can be used immediately in their life and on the job.

Self-Assessments help students to gain personal knowledge of how they will complete the HRM functions in the real world. All information for completing and scoring is contained within the text.

Communication Skills sections at the end of each chapter include questions for class discussion, presentations, and/or written assignments to help students develop critical thinking communication skills.

Behavior Models that show step-by-step actions to follow when implementing an HRM function, such as conducting a job interview, conducting a performance appraisal, or coaching and disciplining, are presented throughout the text.

Communication Skills

The following critical-thinking questions can be used for class discussion to help students develop communication skills. Be sure to give complete explanations for all answers.

1. Other than their own responsibilities, what would you do to "motivate" the behavior of your employees? Explain why you chose these actions.
2. What would you do as a manager to prepare for a request that an employee bring the following to the meeting?
   a. A list of potential strategies for improving performance
   b. A summary of key performance indicators
   c. A detailed analysis of the employee's strengths and weaknesses
   d. A plan for increasing productivity
   e. A budget for new equipment

3. Do you really think that it’s possible to put a performance against the manager’s? Why or why not?
4. Can you think of an example where a person might be able to set a goal that is fair and realistic?
5. If you were a manager, would you be more likely to consider an employee’s needs or your own needs?
6. You are a manager, and you want to evaluate a group of potential workers. Who would you choose to do the evaluation? What about the evaluation is the director of operations? Explain your answer.

Questions for a Professor to Teach This Course

Objective
To ensure that students develop critical thinking communication skills.

Skills
The following skills developed through this textbook are:
1. ESL (English as a Second Language) communication and writing skills
2. Online communication and writing skills
3. Business writing and communication skills

Preparation
Prepare your class and class discussion by using the questions above. Additionally, prepare for your discussion by assigning the key assessment form for the appropriate chapter.

Application
What did students learn from the questions above? How will this be applicable in the future?

Your instructor may ask you to do this Skill Builder in class in a group by sharing your responses.
Accompanied by High-Quality Ancillaries!

Comprehensive online resources at www.sagepub.com/lussier support and enhance instructors and students' experiences.

For the Instructor: Password-protected resources include:

- A test bank
- PowerPoint slides
- Answers to in-text exercises and case questions
- Course syllabi
- Video links
- Web resources
- Skill Builder assessment tools in downloadable format
- SHRM Resource Guides to cases and videos, which are available to instructors who are members of the organization
- Tables, figures, and artwork from the book in PDF form

For Students: Open-access study materials include:

- Web quizzes
- E-flash cards
- Full-text articles from SAGE’s celebrated journal collection with critical thinking questions
- Video links
- Web resources