

Chapter 1 The New Human Resource Management Process

SKILL BUILDER

SKILL BUILDER 1-1 IDEAS

Getting to Know You

Note: Before doing this exercise, decide if you will use permanent class groups for all exercises. Use of permanent groups was discussed in the introduction to this Instructor's Manual. If you elect to use permanent groups, but have students add or drop the course, you may want to wait a few classes before setting up the groups. You can do this exercise after finishing Chapter 1 or before starting.

I recommend doing this exercise so students can get to know you a little better as a person. Since students don't usually buy the book before the first class, I just read the exercise to them and write the three question categories on the board during Procedure 3.

Total Time (up to 50 minutes)

Times will vary with class size. Select a time limit and allot times for each procedure. Below is a sample time schedule for a 30-minute period.

Recommended approximate time for a 30-minute period:

(Remember: Your class may need more or less time for each procedure.)

8:00 Procedure 1 6 minutes

8:06 Procedure 2 6 minutes

8:12 Procedure 3 6 minutes

(I tell students they do not have to have all three types of questions, but to focus on what they want to know.)

8:18 Procedure 4 12 minutes

8:30

(I take only one question from a group and go to all groups for Question 1. Then I do the same for Questions 2 and 3. I also tell the class that if they think of other questions to ask as they listen to other groups' questions, to add the question when I get to their group.)

If your class is slower, you can finish the exercise during the next class. If your class is faster, you can spend more time on the discussion, and/or do the Apply It section.

Procedure 2 Discussion Question Answer

Most students realize the importance of calling people by name. One technique they can use to help remember people's names when they first meet them is to address the other party with a greeting that states his or her name, such as "How do you do, Bill?" Then call the person by name two or three times during the conversation. It takes a conscious effort to develop the

ability to remember names. If you forget a person's name after meeting him or her, ask someone who knows the person what the person's name is. Then address the person by name.

SKILL BUILDER 1-2 IDEAS

Comparing HR Management Skills and HR Responsibilities

Total Time (5–20 minutes)

Select a length of time and option to use.

Doing Skill Builder 2 in Class

Objective

To better understand the importance of good HR management skills and HR responsibilities.

Preparation

Students should have completed the preparation comparing good and poor managers, or it could be done in class.

Experience

Have students discuss the characteristics of good and poor managers. The students should realize that a major difference in good and poor managers lies in their skills and effective implementation on HR responsibilities.

Procedure (5–20 minutes)

Option 1. As a class, discuss preparation answers to the best and worst manager.

Option 2. Break into groups of 4–6 and have students discuss their preparation answers to the best and worst manager.

Option 3. Same as option 2, but select a spokesperson to briefly share the groups' answers. All groups report their answers. You, or a student, may write answers on the board.