EDITION **12**

Managing Human Resources

Bohlander • Snell • Sherman

E D I T I O N **12**

Managing Human Resources

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This book is printed on acid-free paper.

Special Features Tour

Before You Open the Door to the 12th Edition of *Managing Human Resources*, take a walk through the special features of the text, detailed on the next few pages. The topic of human resources management holds special interest for us, and we are pleased to share what we know with you. As you'll see on the next few pages, we offer a variety of rich and interesting features to help you develop practical skills for managing a valuable and critical resource – people, as well as an awareness and appreciation for the challenges involved.

Guided Tour for Readers

Special Features

Beginning with the learning objectives that open each chapter, the text is organized as an integrated learning system. To keep the central ideas before you, the learning objectives are noted again in key places: at the beginning of the section where the objective is fulfilled and within the chapter summary and discussion questions where the key points of each objective are recapped.

To help you organize your study, we have structured the **Study Guide** around these same learning objectives. First we recap each key section in the chapter, grouped by learning objectives. Next come multiple choice, application, and true-false review questions— all organized according to the learning objectives they test. A matching section reviews important terms in the chapter. New for this edition is a "how-to" application activity.

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6 Discuss significant court cases impacting equal employment opportunity.

7 Explain various enforcement procedures affecting equal employment opportunity.

8 Describe affirmative action and the basic steps in developing an affirmative action program.

CHAPTER SUMMARY RELATING TO LEARNING OBJECTIVES

1 U.S. employers have long practiced employment discrimination against African Americans, Hispanics, women, and other groups. Prejudice against minority groups is a major cause in their lack of employment gains. Government reports show that the wages and job opportunities of minorities typically lag behind those for whites.

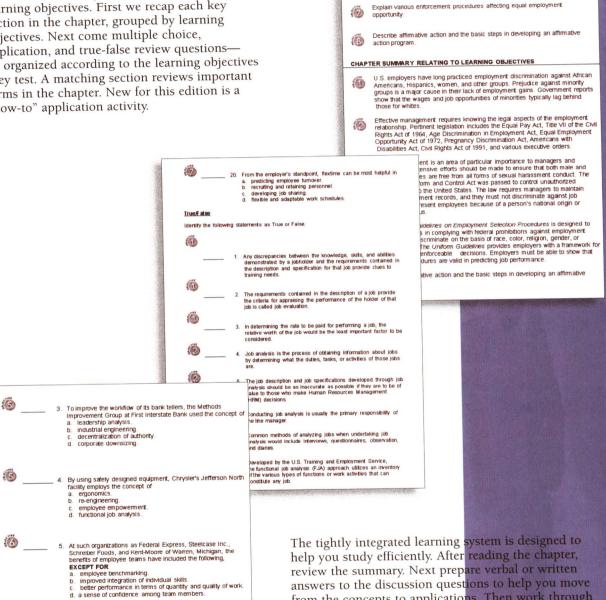2 Effective management requires knowing the legal aspects of the employment relationship. Pertinent legislation includes the Equal Pay Act, Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act, Equal Employment Opportunity Act of 1972, Pregnancy Discrimination Act, Americans with Disabilities Act, Civil Rights Act of 1991, and various executive orders.

ent is an area of particular importance to managers and ensive efforts should be made to ensure that both male and es are free from all forms of sexual harassment conduct. The orm and Control Act was passed to control unauthorized o the United States. The law requires managers to maintain ment records, and they must not discriminate against job resent employees because of a person's national origin or s.

idelines on Employment Selection Procedures is designed to s in complying with federal prohibitions against employment scriminate on the basis of race, color, religion, gender, or The Uniform Guidelines provides employers with a framework for enforceable decisions. Employers must be able to show that dures are valid in predicting job performance.

ative action and the basic steps in developing an affirmative

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7 _____ 20. From the employer's standpoint, flextime can be most helpful in
a. predicting employee turnover.
b. recruiting and retaining personnel.
c. developing job sharing.
d. flexible and adaptable work schedules.

True/False

Identify the following statements as True or False.

1 _____ 1. Any discrepancies between the knowledge, skills, and abilities demonstrated by a jobholder and the requirements contained in the description and specification for that job provide clues to training needs.

1 _____ 2. The requirements contained in the description of a job provide the criteria for appraising the performance of the holder of that job is called job evaluation.

1 _____ 3. In determining the rate to be paid for performing a job, the relative worth of the job would be the least important factor to be considered.

2 _____ 4. Job analysis is the process of obtaining information about jobs by determining what the duties, tasks, or activities of those jobs are.

2 _____ 5. The job description and job specifications developed through job analysis should be as inaccurate as possible if they are to be of value to those who make Human Resources Management (HRM) decisions.

Conducting job analysis is usually the primary responsibility of he line manager.

Common methods of analyzing jobs when undertaking job analysis would include interviews, questionnaires, observation, and diaries.

Developed by the U.S. Training and Employment Service, he functional job analysis (FJA) approach utilizes an inventory f the various types of functions or work activities that can constitute any job.

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5 _____ 3. To improve the workflow of its bank tellers, the Methods Improvement Group at First Interstate Bank used the concept of
a. leadership analysis.
b. industrial engineering.
c. decentralization of authority.
d. corporate downsizing.

5 _____ 4. By using safely designed equipment, Chrysler's Jefferson North facility employs the concept of
a. ergonomics.
b. re-engineering.
c. employee empowerment.
d. functional job analysis.

6 _____ 5. At such organizations as Federal Express, Steelcase Inc., Schreiber Foods, and Kent-Moore of Warren, Michigan, the benefits of employee teams have included the following, **EXCEPT FOR**
a. employee benchmarking.
b. improved integration of individual skills.
c. better performance in terms of quantity and quality of work.
d. a sense of confidence among team members.

How To Inquire About a Realistic Job Preview

A student may inquire how to pursue a realistic job preview when interviewing with an employer or the Human Resources Department.

A line manager or the Human Resources Department should state a realistic job preview in every interview. This process is an accurate portrayal of the job description that one is expected to perform. It would include the job title, duties and
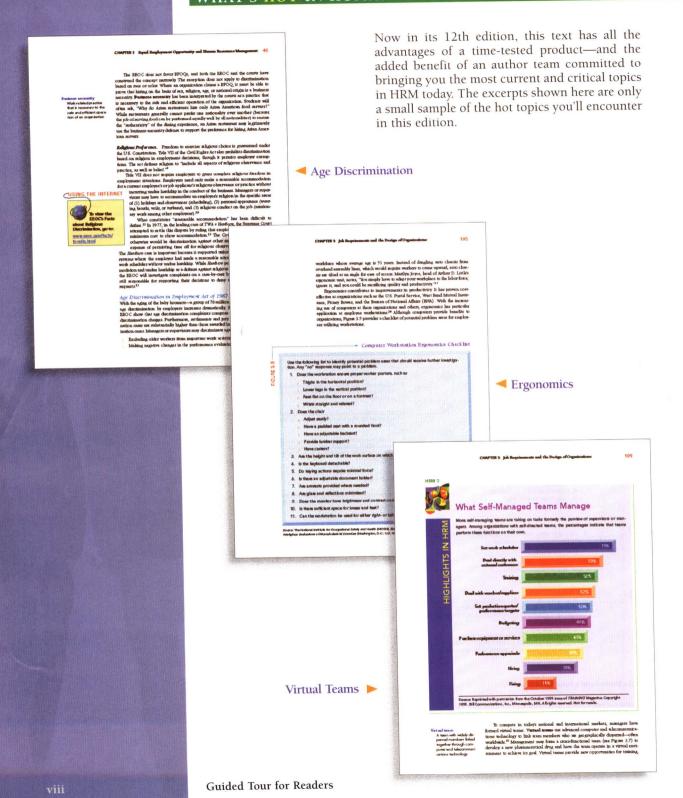

The tightly integrated learning system is designed to help you study efficiently. After reading the chapter, review the summary. Next prepare verbal or written answers to the discussion questions to help you move from the concepts to applications. Then work through the review questions in the **Study Guide**. If you find from these review activities that you need further study on a particular objective, you can easily locate all of the applicable material by looking for the appropriate learning objective icon in the text and **Study Guide**.

Special Features

Now in its 12th edition, this text has all the advantages of a time-tested product—and the added benefit of an author team committed to bringing you the most current and critical topics in HRM today. The excerpts shown here are only a small sample of the hot topics you'll encounter in this edition.

◀ **Age Discrimination**

◀ **Ergonomics**

Virtual Teams ▶

Guided Tour for Readers

The Internet now plays an important role in human resource management. Examples of recruitment and training are illustrated here, but other uses appear throughout the new edition of *Managing Human Resources*. New and updated Using the Internet Boxes will be the starting points for you to explore the wealth of HRM resources available on the Internet.

Special Features

Throughout the text, we integrate real-world experiences using **Highlights in HRM** boxed features. Some **Highlights in HRM** boxes use real experiences to illustrate how businesses and other organizations cope with human resources issues. Other **Highlights in HRM** boxes allow the reader to test his or her knowledge or attitudes concerning HR issues. Still other **Highlights in HRM** boxes provide how-to suggestions taken from real-world experience.

HRM 2

HIGHLIGHTS IN HRM

How Successful Is Succession Planning at . . .

. . . Sun Microsystems? There are 600 directors (the entry-level executive jobs) who report to 110 vice presidents. According to Ken Alvares, VP of HR, "We watch the directors closely, but give more attention to the VPs. . . . When you look at our bench strength, I don't get the feeling that we've got ourselves covered. I worry about developing people who can step up to the next level."

. . . U.S. Postal Service? The program focuses on 800 senior managers who may be selected to move up the ladder to the elite 45-person officer team. Steve Levy, the organization's corporate HR manager says it's "4,000 people backing up 800 jobs." Since the program was initiated, it has accounted for 90 percent of the senior management and executive hiring. According to Levy, "We're in the process of pushing the process below the executive level."

. . . Sonoco? The company's succession plan targets 300 executives in its top management group. About 20 percent of Sonoco's executive jobs turn over each year as a result of retirements, job changes, and departures. According to Cindy Hartley, VP of HR, the company's policy is to promote from within. "We meet with our division presidents and general managers to discuss our key people; we explore what we want to do to develop them and identify who we have tapped as potential successors."

. . . UNUM? The insurance company targets 200 managers out of its 7,000 employees. Tammie Snow, head of training, explains that the company puts the most promising candidates through management internship programs. "We provide management assistantships to a select number of people, about 12 each year, who have reached the director level. We identify the high potential people and for a year or a year and a half, they shadow a key executive."

. . . Sears? Recently, Sears created its Corporate Strategic Leadership Team (CSLT, pronounced "sea salt") to develop bench strength from among its top 220 executives to support the top twenty-four executive positions. Steve Kim, VP of organizational learning and development, explains, "We look at each position, identify the unique experiences and challenges that the job provides, then look at the people on the bench and match them with the appropriate position."

Adapted from Robert J. Grossman, "Heirs Unapparent," *HRMagazine* 44, no. 2 (February 1999): 36–44. Reprinted with the permission of *HRMagazine*, published by the Society for Human Resource Management, Alexandria, VA.

Figure 4.7 shows the distribution of college graduate employment. Other data predict that while the labor force is expected to grow at a rate of 14 percent between 1996 and 2006 (to reach 150.9 million workers), the growth rate for college-graduate-level jobs is expected to grow by more than 27 percent (to nearly 35 million workers). At the same time, estimates are that the number of individuals earning college degrees is actually declining but should resume growth in 2001 (see Figure 4.8). These kinds of data provide a much clearer picture to organizations attempting to project external labor supply.[19]

HRM 1

HIGHLIGHTS IN HRM

Notes on Doing Needs Assessment Quick Time

NOTE 1: Look at Problem Scope. Common sense suggests that small, local matters may require less information gathering than big problems with a major impact on the organization. Ask managers a series of questions about the nature of the problem and its impact on the organization and gear your analysis accordingly.

NOTE 2: Do Organizational Scanning. Stay connected with what is going on in the organization in order to anticipate upcoming training needs. If a new technology is about to be launched, the need for training should take no one by surprise. In short, needs assessment isn't an event with a start-and-stop switch. It is the process of being engaged in your business.

NOTE 3: Play "Give & Take." Get the information you need, but don't drag your feet with excessive analysis before reporting back to managers. Show them that you are sensitive to their need for action by giving them updates on the information you have collected. If necessary, explain that better value may be gained by further analysis.

NOTE 4: Check "Lost and Found." Often, information gathered for a different purpose may bear on your training issue. Performance data (such as errors, sales, customer complaints) and staffing data (such as proficiency testing, turnover, absenteeism) can be very helpful as a starting point.

NOTE 5: Use Plain Talk. Instead of using clinical terms such as "analysis or assessment," use straight talk with managers that tells them what you are doing: (1) identify the problem, (2) identify alternative ways to get there, (3) implement a solution based on cost/benefit concerns, (4) determine the effectiveness and efficiency of the solution.

NOTE 6: Use the Web. Information technology allows you to communicate with others, perhaps setting up a listserv to post questions, synthesize responses, share resources, get feedback, gather information on trends, and the like.

NOTE 7: Use Rapid Prototyping. Often the most effective and efficient training is that which is "just-in-time, just enough, and just for me." Create a rapid prototype of a training program, evaluating and revising as you implement and learn more about the problems.

NOTE 8: Seek Out Exemplars. Find those in the organization that currently demonstrate the performance the organization wants. Bring others together with them to talk about the performance issues, and let the exemplars share their experiences and insights. This avoids the risk of packaging the wrong information, and people learn just what they need to know from each other.

Condensed from: Ron Zemke, "How to Do a Needs Assessment When You Think You Don't Have Time," *Training* 35, no. 3 (March 1998): 36–44. Reprinted with permission from the March 1998 issue of TRAINING Magazine. Copyright 1998. Bill Communications, Inc., Minneapolis, MN. All rights reserved. Not for resale.
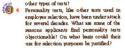
Case Studies

To become a successful manager of people, you will need practice. In addition to offering practical information ready to put to use, each chapter of the textbook concludes with at least two Case Studies. These case studies present current HRM issues in real-life settings that allow for critical analysis.

CHAPTER 5   Selection   213

3. What characteristics do job knowledge and job sample tests have that often make them more acceptable to the examinees than other types of tests?

4. Personality tests, like other tests used in employee selection, have been under attack for several decades. What are some of the reasons applicants find personality tests objectionable? On what basis could their use for selection purposes be justified?

5. Compare briefly the major types of employment interviews described in this chapter. Which type would you prefer to conduct? Why?

6. In what ways does the clinical approach to selection differ from the statistical approach? How do you account for the fact that one approach is superior to the other?

CASE STUDY 1

Nike: Hiring Gets Off on the Right Foot

Technology is changing how companies recruit and select in ways that couldn't have been anticipated a few years ago. While automated hiring technologies are still in their infancy recruiters envision a world in which they can reduce the hiring cycle time by 90 percent, anticipate what skills will be in demand before they can be articulated, and call up information about a potential hire on their computer screens. Interactive voice response technology (IVR), which has been in use for a long time, is being used along with other database technologies to capture information about potential employees, giving the company more flexibility and speeding hiring decisions.

Nike is one example of a company using computer-assisted interviewing. The company has used an Aspen Tree product to hire employees for Niketowns, retail stores that showcase Nike products. At a recently opened store in Las Vegas, 6,000 people responded to ads for workers needed to fill 250 positions. Nike used IVR technology to make the first cut. Applicants responded to eight questions over the telephone; 3,500 applicants were screened out because they weren't available when needed or didn't have retail experience. The rest had a computer-assisted interview at the store, followed by a personal interview.

"We think it's important to give a personal interview to anyone who comes to the store," says Brian Rogers, Nike's manager of human resources for the retail division. "Applicants are customers as well as potential hires."

The computer interview identified those candidates who had been in customer service environments, had a passion for sports, and would make good Nike customer service representatives. Interviews were done in batches. The computer interview (which includes a video showing three scenarios for helping a customer and asks the applicant to choose the best one) was given every forty-five minutes to a group of applicants. As applicants completed the interview, a printer in the next room printed their responses. Areas that needed to be probed further were flagged, as were areas that indicated particular strengths.

While the applicant completed an application form on-line, the interviewer used the printout to prepare for the applicant's human interview. Some applicants would be given only a short interview; other, more likely candidates would be interviewed at greater length. The computer not only helped interviewers screen for

Cases

Case 1   **ConnectPlus: Aligning Human Resources Functions with Strategic Objectives**

Jim Heinrich founded ConnectPlus and has managed the company's operations from its inception. ConnectPlus designs and produces communications software that is sold to customers ranging from the computer industry to independent businesses. Though ConnectPlus has been profitable over the decade of its existence, productivity at the company has recently decreased. Specifically, in the past several years the workers have displayed diminished innovation, higher turnover and absenteeism, and overall sluggish performance.

Because of these trends, Heinrich called a meeting of all the managers to discuss potential courses of action to correct the problems. After a series of discussions, Heinrich and the other managers agreed that they needed to hire a full-time manager to assume sole responsibility for human resources management. In the past, the department managers had assumed basic responsibilities for managing their employees. However, the growth of the company—there are now over 100 employees—coupled with recent increases in absenteeism and turnover, suggested that the human resources responsibilities were large enough to warrant hiring a full-time manager.

After careful consideration, Heinrich decided to hire Judith Thompson to assume the primary responsibilities of developing a systematic HRM function for ConnectPlus. Once Thompson arrived at ConnectPlus, she and Heinrich met to discuss the strategic objectives and long-term goals of the company. Heinrich stated that ConnectPlus must achieve two primary objectives to be successful in the future. First, the company must continue its growth strategy to respond to the expanding demands for its services. Second, it must enhance the innovative nature of its workforce to ensure that it remains up-to-date with competitors and market changes. At the end of their meeting, Heinrich gave Thompson the task of developing an HRM function that could address the absenteeism and turnover problems while helping ConnectPlus attain the two goals he has outlined.

7

Comprehensive Cases

Ten comprehensive cases are located at the back of the text. These longer cases include topics found in more than just a single text chapter. The more complicated issues found in these cases enable you to put a variety of concepts into practice.

Preface

While maintaining many of the features that have made it the leader in introductory textbooks, the new twelfth edition of *Managing Human Resources* brings into clear focus the changes that are occurring in management at all levels. The role of HR managers is no longer limited to service functions such as recruiting and selecting employees. Today HR managers assume an active role in strategic planning and decision making at their organizations. Meeting challenges head-on and using human resources effectively are critical to the success of any work organization.

Also, many functions that may have been done by HR specialists in the past are now done in partnership with line managers and team directors. To ensure effectiveness, HR policies and procedures must be placed into a comprehensive program that managers can use effectively in their day-to-day interactions with employees.

The twelfth edition of *Managing Human Resources* will place your students at the forefront in understanding how organizations can gain sustainable competitive advantage through people. In the first chapter we begin by explaining the key challenges to HRM in developing the flexible and skilled workforce needed to compete effectively—going global, embracing new technology, managing change, developing intellectual capital, responding to the market, and containing costs. Side-by-side with these competitive challenges, HRM must also address important concerns such as managing a diverse workforce, recognizing employee rights, and adjusting to new work attitudes. The chapter also discusses HR's important partnership with line managers and the competencies required of HR management.

Then the textbook continues with the introduction, explanation, and discussion of the individual practices and policies that make up HRM. We recognize the manager's changing role and emphasize current issues and real-world problems and the policies and practices of HRM used to meet them. While the focus is on the HR role of managers, we do not exclude the impact and importance of the HR department's role in developing, coordinating, and enforcing policies and procedures relating to HR functions. Whether the reader becomes a manager or supervisor, an HR specialist, or an employee in other areas of the organization, *Managing Human Resources* provides a functional and practical understanding of HR programs to enable students to see how HR affects all employees, the organization, the community, and the larger society.

Organizations in today's competitive world are discovering that it is how the individual HR topics are combined that makes all the difference. Managers typically don't focus on HR issues like staffing, training, and compensation in isolation from one another. Each of these HR practices is combined into an overall system to enhance employee involvement and productivity. This edition of *Managing Human Resources* ends with a final chapter that focuses on development of high-performance work systems. We outline the various components of the system, including work-flow design, HR practices, management processes, and supporting technologies. We also discuss the strategic processes used to implement high-performance work systems and the outcomes that benefit both the employee and the organization as a whole.

A Salute and Best Wishes to Arthur Sherman

The twelfth edition of *Managing Human Resources* will be the last to carry the name of Arthur Sherman as an author. The management and editors of South-Western College Publishing/Thomson Learning salute Professor Sherman for the many, many years of quality authorship that helped to make this textbook the standard in the field. George Bohlander acknowledges with appreciation Arthur Sherman's support as an active and caring mentor, and friend, for the years they worked together. Although his role in the writing and preparation of the manuscript has ended, Arthur Sherman's dedication to instructors and students alike remains the hallmark of this textbook.

Organization of the Twelfth Edition

The new edition of *Managing Human Resources* is divided into six parts and seventeen chapters covering the following major topics:

- Part 1 Human Resources Management in Perspective
  The Challenge of Human Resources Management
  Equal Employment Opportunity and Human Resources Management

- Part 2 Meeting Human Resources Requirements
  Job Requirements and the Design of Organizations to Achieve Human Resources Productivity
  Human Resources Planning and Recruitment
  Selection

- Part 3 Developing Effectiveness in Human Resources
  Training and Development
  Career Development
  Appraising and Improving Performance

- Part 4 Implementing Compensation and Security
  Managing Compensation
  Incentive Rewards
  Employee Benefits
  Safety and Health

- Part 5 Enhancing Employee Relations
  Employee Rights and Discipline
  The Dynamics of Labor Relations
  Collective Bargaining and Contract Administration

- Part 6 Expanding Human Resources Management Horizons
  International Human Resources Management
  Creating High-Performance Work Systems

What's New in the Twelfth Edition

There are many new features and information provided in this revision. We introduce overall text improvements that more accurately reflect HR in today's business world and help the reader understand HR issues more effectively.

- Internet references and addresses throughout the text point students to the latest on-line sources for HR information and examples.
- A complete update of all laws and court decisions governing HRM includes such recent developments as same-gender sexual harassment and recent changes regarding e-mail, constructive discharge, and other employee rights issues. In Chapter 2 we have added a new section on preventing employment discrimination charges.
- A new section in Chapter 3 describes work-design techniques to increase employee contributions: employee empowerment and employee involvement groups. A comprehensive discussion of teams is included.
- Expanded discussions cover major current issues, including

Safety training	Conflict resolution
HR technologies	HR in small businesses
Ergonomics	Benefits changes
Employee competencies	Violence in the workplace
Diversity in the workplace	HRM in the global setting
High-performance work systems	Employee rights and management
Stress management	responsibilities
Employee empowerment	New union organizing tactics

- Many new Highlights in HRM boxes present the student with up-to-date, real-world examples from a variety of large and small organizations.
- Improved Test Your Knowledge quizzes throughout the chapters will spark interest in a subject as well as provide for knowledge accumulation.
- References to and examples of the policies and practices of hundreds of organizations show HR concepts in action in the business world today.
- Two Case Studies per chapter and four new comprehensive cases at the end of the text reinforce critical thinking skills and problem-solving techniques.
- Use of the Integrated Learning System, which is carefully described on the front endsheet, continues for the twelfth edition. This integrated structure creates a comprehensive teaching and testing system.
- A completely revised test bank plays a strategic role in the Integrated Learning System.
- The inclusion of PowerPoint slides and acetates makes teaching and preparation easier and more convenient.

Features of the Book

Designed to facilitate understanding and retention of the material presented, each chapter contains the following pedagogical features:

- **Learning objectives** listed at the beginning of each chapter provide the basis for the Integrated Learning System. Icons for identifying the learning objectives appear throughout the text and end-of-chapter material and on all print ancillaries.
- **Key terms** appear in boldface in the text and are defined in margin notes next to the text discussion. The key terms are also listed at the end of the chapter and appear in the glossary at the end of the book.

- **Figures** include an abundance of graphic materials, flowcharts, and summaries of research data and provide a visual, dynamic presentation of concepts and HR activities. All figures are systematically referenced in the text discussion.
- **Highlights in HRM**, the popular boxed feature, provide real-world examples of how organizations perform HR functions. The Highlights are introduced in the text discussion and include topics such as small-business practices and international issues.
- **Illustrations**, including captioned, full-color photographs and carefully selected cartoons, create student interest and reinforce points made in the text.
- A **summary**, containing a paragraph or two for each learning objective, provides a brief review of the chapter.
- **Discussion questions** following the chapter summary offer an opportunity to focus on each of the learning objectives in the chapter and to stimulate critical thinking. Many of these questions allow for group analysis and class discussion.
- At least **two case studies** per chapter present current HRM issues in real-life settings that allow for student consideration and critical analysis.
- **Notes and References**, found at the end of each chapter, include references from academic and practitioner journals and books. Author notes cite some historical information as well as personal observations and experiences.

In addition to the features found in each of the seventeen chapters, the text provides

- **Ten comprehensive cases** at the end of the book that portray current issues/problems in HRM. New cases cover redesign in employee jobs that results from technological advances, how corporate vision can emphasize competitiveness through diversity, the role of training and education in the consulting industry, and a company's efforts to revamp its performance appraisal system.
- A **glossary** of all the key terms introduced in the text that provides students with easy access to their definitions.
- **Name, organization, and subject indexes** that allow the book to become a valuable reference source.

Ancillary Teaching and Learning Materials

Two ancillaries are available to students, either through bookstores or for direct purchase through the on-line catalog at www.swcollege.com:

- *Study Guide* to accompany *Managing Human Resources* (ISBN: 0-324-00989-5). Thomas Lloyd of Westmoreland County Community College prepared this new study guide. His many years of teaching experience allow him to bring new insight to this popular student supplement. It now includes review questions that can be used to check understanding and prepare for examinations on each chapter in the textbook. Using the Integrated Learning System, Study Guide questions are arranged by chapter learning objective so the student can quickly refer back to the textbook if further review is needed.

- *Applications in Human Resource Management: Cases, Exercises, and Skill Builders,* fourth edition, by Stella M. Nkomo, Myron D. Fottler, and R. Bruce McAfee (ISBN: 0-324-00711-6). This text supplement includes eighty-seven new and updated cases, exercises, incidents, and skill builders. These activities will supplement many of the topics covered in *Managing Human Resources,* twelfth edition.

The following instructor support materials are available to adopters from the Thomson Learning Academic Resource Center at 800-354-3906 or through www.swcollege.com. All printed ancillary materials were prepared by or under the direction of the text authors to guarantee full integration with the text. Multimedia supplements were prepared by experts in those fields.

- *Instructor's Resource Guide* (ISBN: 0-324-00987-9). For each chapter in the textbook, the resource guide for the twelfth edition contains the following:

    Chapter synopses and learning objectives

    A very detailed lecture outline, based on the textbook chapter outline, complete with notes for incorporating the transparencies

    Answers to the end-of-chapter discussion questions and case studies in the textbook

    Solutions to the comprehensive cases in the textbook

- *Test Bank* (ISBN: 0-324-00990-9). The test bank includes at least 100 questions for each text chapter. Each test bank chapter includes a matrix table that classifies each question according to type and learning objective. There are true/false, multiple-choice, and essay items for each chapter, arranged by learning objective. Page references to the text are included. Each objective question is coded to indicate whether it covers knowledge of key terms, understanding of concepts and principles, or application of principles.

- *Computerized Test Bank* (ISBN: 0-324-00992-5). *ExamView* testing software contains all the questions from the printed test bank and allows the instructor to edit, add, delete, or randomly mix questions for customized tests.

- *PowerPoint Presentation Slides* (ISBN: 0-324-00988-7). These screens will add color and interest to your lectures. The transparencies are also included within the presentation slide package.

- *Instructor's Resource CD* (ISBN: 0-324-05578-1). South-Western College Publishing is pleased to present the twelfth edition instructor ancillaries in a new, convenient format. The *Instructor's Resource Guide, Test Bank, ExamView,* and PowerPoint slides are provided on a single CD-ROM.

- *Video: South-Western College Publishing's HRM Video Library* (ISBN: 0-324-00991-7). Video segments taken from real companies as well as business features shown on CNN, the cable business news network, were chosen to accompany the text chapters. Descriptions of the videos are provided on the text's web site at bohlander.swcollege.com. Use them to introduce a topic, cover lecture material, or stimulate discussion.

- *Transparency Acetates* (ISBN: 0-324-05579-X). Also available with this edition is a set of transparencies. Only a few of these transparencies duplicate the figures in the textbook.

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