

E D I T I O N
12

Managing Human Resources



Bohlander • Snell • Sherman



C936

Managing Human Resources

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Managing Human Resources, 12e
by George Bohlander, Scott Snell & Arthur Sherman

Publisher: Dave Shaut
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Cover Design: Joe Devine
Cover Illustration: © Diana Ong/Superstock
Photography Managers: Cary Benbow and Darren Wright
Photo Research: Feldman & Associates, Inc.
Production House: Lachina Publishing Services
Printer: RR Donnelley & Sons Company, Willard Manufacturing Division

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2 3 4 5 03 02 01 00
Printed in the United States of America

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Library of Congress Cataloging-in-Publication Data:

Bohlander, George W.

Managing human resources / George Bohlander, Scott Snell, Arthur Sherman.-- 12th ed.
p. cm.

Sherman's name appears first on the previous editions.

Includes bibliographical references.

ISBN 0-324-00724-8

1. Personnel management. I. Snell, Scott, 1958- II. Sherman, Arthur W. III. Title.

HF5549 .C465 2000
658.3--dc21

00-026939

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

INTEGRATED LEARNING SYSTEM

Career Development

AFTER STUDYING THIS CHAPTER, YOU SHOULD BE ABLE TO

- 1 Explain how a career development program integrates individual and organizational needs.
- 2 Describe the conditions that help to make a career development program successful.
- 3 Discuss how job opportunities can be measured and employee potential assessed.
- 4 Describe the methods used for identifying and developing managerial talent.
- 5 Cite the ways in which employees can help career development programs.
- 6 Cite the ways in which career development programs can help members of management.
- 7 Describe the ways in which career development programs can help the organization.

chapter 7

PART 3 Developing Effectiveness in Human Resources

We have noted at several different points in this text—and in several different ways—that the general rules for managing people are changing dramatically in today's working world. To be competitive over the long run, organizations have to be adaptive. Jobs are becoming more flexible as people change and organizations are embracing alternative ways of designing work that take into account the diverse interests and backgrounds of potential employees. The need for innovation and technological change means that skills that are valuable today may be obsolete tomorrow. Career organization structures mean that there are fewer positions for promotion, so individuals must look for advancement opportunities outside the firm. At the same time, increased competition for talent means that individuals have more employment opportunities and options from which to choose. The upshot from this is that individuals are less likely to work in the same job for extended periods and, in fact, most are unlikely to spend their entire careers with only one firm.

What? All of these changes are going on at once, so it's small wonder that the topic of career management is one of the most important to new employees and old employees as well as to those of you who are just now thinking about entering the workforce. The desire to make the most of their knowledge and skills is something that individuals and organizations have in common. On the one hand, the task has perhaps never been more challenging. On the other hand, organizations and employees are both perhaps more focused on it than ever before. In this chapter we will not only cover career development as an HRM function, we also provide some suggestions that you may wish to consider in your own career development.

Elements of Career Development Programs

Organizations have traditionally engaged in human resources planning and development. As we noted in Chapter 4, this activity involves charting the moves of large numbers of employees through various positions in an organization and identifying future staffing and development needs. Career development programs, with their greater emphasis on the individual, introduce a person to the process.

A common approach to establishing a career development program is to use the existing HR functions and structures in career development with other HR programs. Career development is often considered one another. Figure 7.1 illustrates some of the essential aspects of the career management planning process. Employees need organizational planning, forecasting, succession planning, and so on. Similarly, as they obtain information about the planning, employees need to know the career path, how management views their performance?

The Goal: Matching Individual and Organizational Needs

In the final analysis, a career development program is a process that matches the needs of the organization with the needs of the individual.

SUMMARY

A career development program is a dynamic process that identifies individual employees' needs with those of the organization. It is the responsibility of the employee to identify his or her own needs as well as to measure and value them. The organization should provide information about its internal, public, and private and what it will provide in the way of training and development for the employee.

Identifying and measuring individual employees' needs is a complex task. It is not enough to look at the individual's current job and to determine the best edge and skills each one requires. One must also consider the individual's future needs. This is especially true in the case of those who are in the process of leaving the organization. They may have skills that could have been avoided or minimized earlier in life. While employees' personal development programs are usually conducted very helpfully by the organization, as we will see in Chapter 11, they are not a substitute for continuous personal development for oneself.

Matching a person's needs to the organization's needs is a complex task. It is not enough to look at the individual's current job and to determine the best edge and skills each one requires. One must also consider the individual's future needs. This is especially true in the case of those who are in the process of leaving the organization. They may have skills that could have been avoided or minimized earlier in life. While employees' personal development programs are usually conducted very helpfully by the organization, as we will see in Chapter 11, they are not a substitute for continuous personal development for oneself.

CHAPTER 7 Career Development

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The acceptance of women as valued members of the organization, the providing of resources for women, and accommodations facilities have been found to be effective ways to facilitate a woman's career development.

While a diversified workforce is composed of many different groups, no important group is more important than women. In addition to career development, many organizations have special programs such as maternity leave, health-care expenses as well as special training opportunities. Another group that requires the attention of management is composed of dual-career couples who often need to have flexible working schedules.

In choosing a career, one should use all available resources. Consideration should be given to internal factors such as his or her own interests and abilities, occupational aptitudes and skills, communication skills, leadership abilities, and interests and values. External factors such as economic conditions, employment trends, and job market information must also be considered. In choosing a career one should make use of internal and external resources. Long-term employment opportunities in an occupational field should be considered by referring to various publications, including those published by the government. Keeping a career in perspective so as to have a balanced life is desirable. While work is usually a primary factor in overall quality of life, one should give proper attention to physical health, home, family and interpersonal relationships, and interests and activities outside of one's career.

KEY TERMS

career development	career counseling	career paths	career planning	dual-career partnerships	employment services	maternity leave	occupational aptitudes	personal development	resources
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DISCUSSION QUESTIONS

- 1 Give some reasons for the need toward individual employees in career development programs.
- 2 Briefly describe a career development program. How is it related to career development? How is it related to career development? How is it related to career development?
- 3 What contributions can a career development program make to an organization that is faced with downsizing its operations?
- 4 Over 50 percent of all M.B.A.s leave their first employer within five years. Which changes may cause career growth for the individual? Is it necessary to leave the employer? What can cause the growth to occur as M.B.A.s would have left their first employer?
- 5 What are some of the barriers to advancement opportunities for women in many organizations?

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.

- OBJECTIVE 6** Discuss significant court cases impacting equal employment opportunity.
- OBJECTIVE 7** Explain various enforcement procedures affecting equal employment opportunity.
- OBJECTIVE 8** Describe affirmative action and the basic steps in developing an affirmative action program.

CHAPTER SUMMARY RELATING TO LEARNING OBJECTIVES

- OBJECTIVE 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.
- OBJECTIVE 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.

- OBJECTIVE 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.

- OBJECTIVE 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.
- OBJECTIVE 11** 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.
- OBJECTIVE 11** 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.
- OBJECTIVE 2** 4. Job analysis is the process of obtaining information about jobs by determining what the duties, tasks, or activities of those jobs are.
- OBJECTIVE 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.

- OBJECTIVE 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.

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

- OBJECTIVE 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

ent is an area of particular importance to managers and intensive efforts should be made to ensure that both male and females are free from all forms of sexual harassment conduct. The Equal Pay Act was passed to control unauthorized pay discrimination in the United States. The law requires managers to maintain personnel records, and they must not discriminate against job applicants because of a person's national origin or sex.

The *Uniform Guidelines on Employment Selection Procedures* is designed to help employers in complying with federal prohibitions against employment discrimination on the basis of race, color, religion, gender, or age. The *Uniform Guidelines* provides employers with a framework for making employment decisions. Employers must be able to show that their selection procedures are valid in predicting job performance.

Describe affirmative action and the basic steps in developing an affirmative

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

WHAT'S HOT IN HUMAN RESOURCE MANAGEMENT TODAY

CHAPTER 2 Equal Employment Opportunity and Human Resource Management 49

Business necessity
Work-related action that is necessary to the safe and efficient operation of an organization.

The EEOC does not force BFOQs, but both the EEOC and the courts have concerned the concept narrowly. The exception does not apply to discrimination based on race or color. When an organization claims a BFOQ, it must be able to prove that hiring on the basis of sex, religion, age, or national origin is a business necessity. Business necessity has been interpreted by the courts as a practice that is necessary to the safe and efficient operation of the organization. Students will often ask, "Why do Asian restaurants hire only Asian Americans food servers?" While restaurants generally cannot justify one nationality over another (because the job of serving food can be performed equally well by all nationalities) to ensure the "authenticity" of the dining experience, an Asian restaurant may legitimately use the business-necessity defense to support the preference for hiring Asian American servers.

Religious Preference. Freedom to exercise religious choice is guaranteed under the U.S. Constitution. Title VII of the Civil Rights Act also prohibits discrimination based on religion in employment decisions, though it permits employer exceptions. The act defines religion to "include all aspects of religious observance and practice, as well as belief."¹⁴

Title VII does not require employers to grant complete religious freedom in employment situations. Employers need only make a reasonable accommodation for a current employee's or job applicant's religious observance or practice without incurring undue hardship in the conduct of the business. Managers or supervisors may have to accommodate an employee's religion in the specific areas of (1) holidays and observances (scheduling), (2) personal appearance (wearing headscarves, veils, or turbans), and (3) religious conduct on the job (mandatory work safety, other employees).¹⁵

What constitutes "reasonable accommodations" has been difficult to define.¹⁶ In 1977, in the landmark case of *TWA v. Holloman*, the Supreme Court attempted to settle this dispute by ruling that employers must show accommodations.¹⁷ The Court otherwise would be discriminating against other in expense of permitting those off for religious observance.

The *Holloman* case is important because it supported union systems where the employer had made a reasonable effort with schedules without undue hardship. While *Holloman* is a decision against religious discrimination, the EEOC will investigate complaints on a case-by-case basis and will not be responsible for supporting the decision to deny a request.¹⁸

Age Discrimination in Employment Act of 1967. With the aging of the baby boomers—a group of 76 million age discrimination by employers increases dramatically. If EEOC show that age discrimination complaints comprise discrimination charges. Furthermore, age-related and pension cases are substantially higher than those awarded in lawsuit cases. Managers or supervisors may discriminate age.

Excluding older workers from important work activities, making negative changes in the performance evaluation

USING THE INTERNET

To view the EEOC's Facts about Religious Discrimination, go to: www.eeoc.gov/facts/relinfo.html

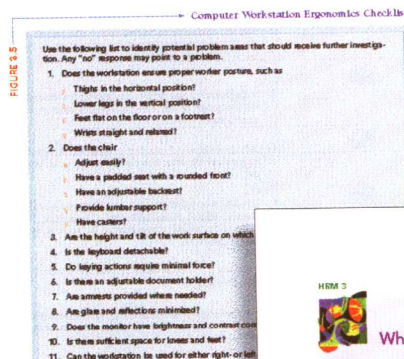
Age Discrimination

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.

CHAPTER 3 Job Requirements and the Design of Organizations 105

workforce whose average age is 51 years. Instead of dumping into chutes from overhead assembly lines, which would require workers to crane upward, auto chutes are tilted at an angle for ease of access. Matthew Joyce, head of Arthur D. Little's ergonomic unit, notes, "You simply have to adapt your workplace to the labor force, ignore it, and you could be sacrificing quality and productivity."¹⁹

Ergonomics contributes to improvements in productivity. It has proven cost-effective at organizations such as the U.S. Postal Service, West Bend Internal Insurance, Pitney Bowes, and the Bureau of National Affairs (BNA). With the increasing use of computers at these organizations and others, ergonomics has particular application at employee workstations.²⁰ Although computers provide benefits to organizations, Figure 3-5 provides a checklist of potential problems worse for employees utilizing workstations.



Ergonomics

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What Self-Managed Teams Manage

More self-managing teams are taking on tasks formerly the province of supervisors or managers. Among organizations with self-directed teams, the percentages indicate that teams perform these functions on their own.



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Virtual teams
A team with widely dispersed members linked together through computer and telecommunication technology.

To compete in today's national and international markets, managers have formed virtual teams. Virtual teams use advanced computer and telecommunication technology to link team members who are geographically dispersed—often worldwide.²¹ Management may form a cross-functional team (see Figure 3-7) to develop a new pharmaceutical drug and have the team operate in a virtual environment to achieve its goal. Virtual teams provide new opportunities for training,

Virtual Teams

A SPECIAL EMPHASIS ON THE ROLE OF THE INTERNET IN HRM TODAY

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.

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PART 3 Developing Effectiveness in Human Resources



Teletraining for a Small Business

Company: Marketing Coach, Small Business University (SBU)
Founder: Leslie Spiedel
Services: Offers small business courses through teleconference and on-line
Initial Capital: \$10,000 for both ventures
Combined Annual Revenue: \$75,000 (projected)

Size Doesn't Matter

Having dealt with scores of entrepreneurs as a seventeen-year advertising veteran, Leslie Spiedel spotted a small business need that wasn't being met. Few small consulting but couldn't afford the hefty fees consultants typically charged. So with \$4,000, Spiedel launched Marketing Coach (www.themarketingcoach.com), offering teletraining classes to small business owners on how to market via the web. Based in Spiedel's Raleigh, North Carolina, home office is a 150-line teleconference system, which students dial into for class. Each teleconference holds between 40 and 100 attendees, and tuition depends on the length of study. To date, Marketing Coach has counseled more than 1,400 entrepreneurs.

There's No Place Like Onscreen

After running Marketing Coach for three months, Spiedel spotted another opportunity: teaching entrepreneurship through an on-line university. Launched in November 1997, Small Business University's faculty includes Spiedel as well as eleven other business professionals scattered across the nation. By logging on to SBU's web site (www.sbu.com), students can take

ing from one to four weeks in length—on public relations, multilevel marketing, and. Aspiring entrepreneurs pay tuition of from \$40 to \$75 per course.

McGraw-Hill, "Cash In on Cyber-Cooking," *Home Office Computing*, 14, no. 7 (July 1999): 56-57.

two distinct techniques: computer-aided instruction and computer-managed instruction. A computer-aided instruction (CAI) system delivers training material directly through a computer terminal in an interactive format. Computer makes it possible to provide drill and practice, problem solving, simulation, gaming, forms of instruction, and even very sophisticated forms of individualized tutorial instruction.

A computer-managed instruction (CMI) system is normally used in conjunction with CAI, thereby providing an efficient means of managing the training function. CMI uses a computer to generate and store tests and to determine the level of trainee proficiency. CMI systems can also track the performance of trainees and direct them to appropriate study material to meet their specific needs. With CMI, the computer takes on some of the routine aspects of training, freeing the instructor to spend time on course development or individualized instruction. Additionally when the CBT is structured in a way that makes it available to employees on the job whenever they need it, it is referred to as "just-in-time" training.

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PART 2 Meeting Human Resource Requirements



Hot Recruiting Sites

Career Builder: www.careerbuilder.com carries its own listings and offers links to dozens of specialized career sites, including Business Week, developer.com, Phillips Business Information, and Women's Connection Online.

CareerMonk: www.careermonk.com is one of the web's largest general sites, with listings from leading corporations.

CareerWise: www.careerwise.com, another leading career resource site, has thousands of job listings from hundreds of major companies.

E-Sign: www.esign.com, one of the web's first recruiting sites, has also grown into one of the largest and best known.

Hot Jobs: www.hotjobs.com, a newer site, offers advanced management features and smart agents to streamline the recruiting process.

JOBTRAC: www.jobtrak.com, a leading college recruiting site, has more than 40,000 listings and links to 750 companies in the United States.

JobWeb: www.jobweb.org, a college recruiting site run by the National Association of Colleges and Employers, has more than 1,600 member universities and 1,600 employers.

The Monster Board: www.monster.com is one of the oldest and largest general recruiting sites on the Internet, with more than 50,000 listings.

Hot-Temps: www.hotemps.com, the web's leading site for recruiting temps, has more than 75,000 listings.

Online Career Center: www.occ.com, a general recruiting site, attracts leading employers.

JobWeb: www.jobweb.com is a job-posting and resume-search site for computer industry.

ing to Web" by Daniel O'Connell, copyright August 1999. Used with permission of McGraw-Hill, Copyright 1999. All rights reserved.

CHAPTER 5 Selection

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USING THE INTERNET

You can practice reading and analyzing resumes online at the two following sites:
www.careermonk.com/careerinfo.html
 and
www.kibsonline.com/careerinfo.html

It also provides information regarding the employer's conformity with various laws and regulations. For academic, professional, and managerial jobs, a more extended resume is likely to be used.

Even when applicants come armed with elaborate resumes, it is important that they complete an application form early in the process. Individuals frequently exaggerate or overstate their qualifications on a resume. As shown in Figure 5-5, misstatements on application forms can be pretty humorous as well. One technique for anticipating problems of misrepresentation is to ask applicants to illustrate specific resume material onto a standardized application form. The applicant is then asked to sign a statement that the information contained on the form is true and that he or she accepts the employer's right to terminate the candidate's employment if any of the information is subsequently found to be false.

Many managers remain unclear about the questions they can ask on an application blank. While most know they should steer clear of issues such as age, race, marital status, and sexual orientation, other issues are less clear. The following are some suggestions for posing together an application form.

Application date. The applicant should date the application. This helps managers know when the form was completed and gives them an idea of the time limit (for example, one year) that the form should be on file.

True Lies and the Application Blank

- Some jobseekers make silly mistakes or are misguided in their attempts at humor when applying for a job. Here are some real-life examples:
- In the "Intentionally/Accidentally Humorous" category:
 - It's best for employees that I not work with people.
 - Trustworthy references upon request—if I give them a few bucks.
 - Am a perfectionist and really if I ever make mistakes.
 - 1881 to 1994—Became top sales producer in office.
 - You'll want me to be the Head Honcho in no time.
 - Objective: Active interview with fellow Homo sapiens.
 - If you like me away from this nightmare, you'll save me thousands in therapy.
 - In the "Correct Spelling—Wrong Word" category:
 - After receiving advice from several different agents, I decide to pursue a new line of work.
 - Accounting clerk.
 - As indicated, I have over five years of analyzing investments.
 - I have 12 years of experience working in the industry.
 - Educational Director major.

Source: Examples are from several companies, including Johnson & Johnson, "Resumes of Resumes," *Personnel Journal*, April 1996, 28. Reprinted with permission.

Special Features

HUMAN RESOURCES MANAGEMENT IN THE REAL WORLD

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PART 2 Meeting Human Resource Requirements

HRM 2



How Successful Is Succession Planning at . . .

HIGHLIGHTS IN HRM

... **Sun Microsystems?** There are 600 directors (the entry-level executive jobs) who report to 130 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 to 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 Hatley, 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. Tamie Stove, 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 "salsit") 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. Groeman, "Heir Unapparent," *HRM* magazine 44, no. 2 (February 1999): 36-44. Reprinted with the permission of *HRM* magazine, 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

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.

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PART 3 Developing Effectiveness in Human Resources

HRM 3



Notes on Doing Needs Assessment Quick Time

HIGHLIGHTS IN HRM

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 "Least and Favored." 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 listserve 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 peddling 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* 31, no. 3 (March 1990): 35-44. Reprinted with permission from the March 1990 issue of *TRAINING* magazine. Copyright 1999, BIR Communications, Inc., Minneapolis, MN. All rights reserved. Not for resale.

LEARN BY DOING: THE PRACTICE OF HRM

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.

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.

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CHAPTER 5 Selection

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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?



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 read 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 those 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

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 responsibilities
Stress management	
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.

Acknowledgments

We were fortunate in having the expertise of a number of reviewers. Some offered suggestions based on their actual use of the text in their courses, and others provided a careful review of the eleventh edition of the text. Our appreciation and thanks go to

Julia Morrison, Bloomfield College
Sharon Davis, Central Texas College
Scott L. Stevens, Detroit College of Business
Veronica Meyers, San Diego State University
Kenneth Kovach, University of Maryland
Barbara Luck, Jackson Community College
Marjorie L. McInerney, Marshall University
Tom Sedwick, Indiana University of Pennsylvania
Doug McCabe, Georgetown University

Because preparation of manuscript for a project as large as *Managing Human Resources* is a continuing process, we would also like to acknowledge the work of those colleagues who reviewed manuscript for the past two editions of the text:

Phyllis Alderdice, Jefferson Community College
Robert Allen, California State Polytechnic University
Timothy Barnett, Louisiana Tech University
Walter Bogumil, University of Central Florida
Bob S. Bulls, Reynolds Community College
Alan Cabelly, Portland State University
Barbara Chrispin, California State University–Dominguez Hills
Roy Cook, Fort Lewis College
Jack Dustman, Northern Arizona University
Wendy Eager, Eastern Washington University
Jan Feldhauer, Austin Community College
Mary Gowan, University of Texas at El Paso
Walter Greene, University of Texas–Pan American
Kathryn Hegar, Mountain View College
Lori Howard, University of Southern California
Vicki Kaman, Colorado State University
Harriet Kandelman, Barat College
Katherine Karl, Western Michigan University
Richard Kogelman, Delta College
Corrine Livesay, Liberty University
Thomas Lloyd, Westmoreland County Community College
Richard Magjuka, Indiana University
Wayne E. Nelson, Central Missouri State University
Larry A. Pace, Louisiana State University–Shreveport
Floyd Patrick, Eastern Michigan University
Alex S. Pomnichowski, Ferris State University
Joan Rivera, West Texas A&M University

Nestor St. Charles, Dutchess Community College
Rodney Sherman, Central Missouri State University
Jeffrey Stauffer, Ventura College
Charles Toftoy, George Washington University
Robert Ulbrich, Parkland College
Nancy E. Waldeck, Ohio State University
Sandy J. Wayne, University of Illinois
Jon Werner, University of Wisconsin–Whitewater

In preparing the manuscript for this edition, we have drawn not only on the current literature but also on the current practices of organizations that furnished information and illustrations relating to their HR programs. We are indebted to the leaders in the field who have developed the available heritage of information and practices of HRM and who have influenced us through their writings and personal association. We have also been aided by students in our classes, by former students, by the participants in the management development programs with which we have been associated, by HR managers, and by our colleagues. In particular, we would like to express our appreciation to Mark Tier, Dorothy Galvez, and Chuck Huggins.

We appreciate the efforts of everyone at South-Western College Publishing who helped to develop and produce this text. They include Dave Shaut, publisher and team director; Charles McCormick, senior acquisitions editor; Alice Denny, senior developmental editor; Libby Shipp, production editor; and Joe Sabatino, senior marketing manager. Others who contributed include Joe Devine and Cary Benbow of the Art and Design group at South-Western; Cathy Kuryk of Feldman & Associates, Inc., photo researcher; and at Lachina Publishing, Elaine Clark, project manager.

Our greatest indebtedness is to our wives—Ronnie Bohlander, Marybeth Snell, and Leneve Sherman—who have contributed in so many ways to this book over the years. They are always sources of invaluable guidance and assistance. Furthermore, by their continued enthusiasm and support, they have made the process a more pleasant and rewarding experience. We are most grateful to them for their many contributions to this publication, to our lives, and to our families.

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Arthur W. Sherman, Jr.
California State University, Sacramento