Management and Organizational Behavior: An Integrated Perspective blends traditional management and organizational behavior topics in a unique, integrative model. The text emphasizes how managers must understand the organization, the management process, individuals as members, and the deep interrelationship among all of these areas.

Highlights include

• **Opening and Closing Vignettes:** Each chapter opens with “A First Look” scenario related to chapter content. Each poses a question for students to consider as they work through the chapter. The scenario is resolved in end-of-chapter “A Final Look” features.

• **An Inside Look:** Examples from one to three real companies are highlighted in each chapter to show students the real-world implications of the theories that the chapter presents.

• **Exercises:** Located at the end of each chapter, these exercises allow students to develop management skills to accompany their new conceptual insights.

• **Self-Assessments:** Where appropriate, self-assessments allow students to evaluate their own beliefs and abilities.

• **Video Cohesion Case:** An integrating video case on Horizons Company runs throughout the text, helping students connect theory and practice.

• **Links to the Web:** Internet addresses, exercises, and examples in each chapter provide learners with opportunities to learn more about organizations and how to use the Internet as a management tool.
The management of organizational behavior is a complex and challenging task. Managers must understand their philosophies regarding management, as well as society's expectations for organizational behavior. This in turn affects managers' decisions, which result in the creation of the organizational behavior context, groups in organizations, and the use of contemporary management practices. All of this affects employee perceptions, attitudes, motivation, and behavior. Successful managers use their knowledge of organizational behavior to maximize employee and organizational effectiveness through the strategic management of the decisions they make and their management practices.

MANAGEMENT AND
ORGANIZATIONAL BEHAVIOR

AN INTEGRATED PERSPECTIVE

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**Brief Contents**

Preface xiv

**PART I**
Exploring Management and Organizational Behavior 1

1. The Nature of Organizations and Management 2
2. Philosophies and Approaches to Management Practice 37
3. Social Responsibility and Ethics 74
4. The Organizational Environment 114

**PART II**
Individuals as Organizational Members 148

5. Individuals in Organizations: Perception, Personality, and Cultural Differences 150
6. Attitudes in Organizations 184
7. Work Motivation 217
8. Behavior in Organizations 259

**PART III**
Management Functions and the Organizational Behavior Context 302

9. Organizational Decision Making 304
10. Organizational Planning and Controlling 343
11. Leading Organizational Members 384
12. Organizing and Coordinating the Work of the Organization 422
13. Organizational Design 461

**PART IV**
Groups in Organizations 504

14. The Nature of Groups and Teams in Organizations 506
15. Work Group and Team Processes 542

**PART V**
Managing in the 21st Century 572

16. Managing Productivity: Established Approaches 574
17. Managing Productivity: Contemporary Approaches 606
18. Managing Organizational Change and Development 627

Glossary 655
Endnotes 667
Index 691

**Contents**

Preface xiv

**PART I**
Exploring Management and Organizational Behavior 1

1. The Nature of Organizations and Management 2

2. The Nature of Organizations 4
   - Their Reason for Being 4
   - Organization Defined 5
   - Organizations as Socio-Technical Systems 7
   - Some Additional Perspectives on Organizations 8
   - The Work of Organizations 8
2. The Nature of Management 10
   - The Sociological Perspective 11
   - The Process Perspective 12
   - Integrative View on Management 14
2. The Move Toward the High-Involvement Organization and Management System 15
2. Why Organizations Need Managers 17

Types of Managers 19
- Organizational Responsibility Served 19
- Hierarchy Distinctions 20
- Functional Area 20
- Line and Staff Distinctions 20
- Product, Process, and Geographical Area Managers 21
- Task and Project Managers 21
- Self and Team Managers 21
- Organizational Type Distinctions 21

Variations in the Manager's Job 22
- Time Perspective 22
- Time Allocation Differences 22
- Organizational Scope 23
- Skills Needed 23

Managerial Roles 25
- Interpersonal Roles 25
- Informational Roles 25

Decisional Roles 26
Emerging Roles 26
The Nature of Organizations and Management in Review 27
Issues for Review and Discussion 29
Exercises 29
Case: Larry Ross: A Manager in His Own Words 33

2. Philosophies and Approaches to Management Practice 37

The Classical School of Management Thought and Practice 39
The Scientific Management Movement 39
Administrative Management and the Bureaucratic Organization 44
Contributions and Limitations of the Classical School 47
The Hawthorne Studies: A Transition in Thought and Practice 48
The Behavioral School of Management Thought and Practice 51
Early Contributors and Contributions 51
The Human Relations Model 53
The Behavioral Science Influence 54
Contributions and Limitations of the Behavioral School 59
Other Management Perspectives 61
- Contingency Perspectives 61
- The Total Quality Management Perspective 62
- The Systems Perspective 63
- The McKinsey 7-S Framework 65
- The Theory Z Perspective 65
Contributions and Limitations of the Contemporary Schools 67
3 Social Responsibility and Ethics 74
The Nature of Social Responsibility 76
The Law and Social Responsibility 77
An Historical Perspective 79
Social Responsibility and Organizational Stakeholders 80
Diverging Views on Social Responsibility 87
Arguments for and against Social Responsibility 87
Corporate America's Recent Past 88
The Role of Corporate Boards 89
The Nature of Managerial Ethics 92
Sources of Ethics 92
Moral Development 93
Managerial Ethics 94
An Organization's Responsibility 94
Ethical and Unethical Managerial Behavior 95
Influences on Unethical Behavior 96
Ethical Standards and a Manager's Dilemma 97
Encouraging Ethical Behavior 99
Does Ethical Behavior Make a Financial Difference? 101
Ethics and the Employee-Organization Relationship 101
Implications for Managers 103
Diversity—A Contemporary Issue of Ethics and Social Responsibility 103
Why Value Diversity? 105
Valuing Diversity Is Good Business 105
A Final Word on Diversity 108
Social Responsibility and Ethics in Review 109

4 The Organizational Environment 114
The External Environment 116
The General Environment 117
The Task Environment 120
The Organization-Environment Relationship 122
The Problems of Uncertainty and Interdependence 122
Managing Uncertainty and Interdependence 122
Environmental Change and Segmentation 125
Organizational Responses to Environmental Conditions 127
Two Classic Studies of the Organization-Environmental Relationship 129
Closed and Open Organizational Systems 131
Linking Environments and Organizations 134
The Boundary-Spanning Process 135
The Internal Environment 135
Structures and Processes 136
People and Their Beliefs 136
Management Practices and Organizational Functions 138
Organizational Climate 138
The Organizational Environment in Review 139
Issues for Review and Discussion 141
Exercises 141
Case: Scient Rises and Falls with the Dot-com Boom 143
Video Cohesion Case for Part I: Horizons: A Values-Based Company with a Bright, Yet Challenging, Future 145

5 Individuals in Organizations: Perception, Personality, and Cultural Differences 150
Perception 152
The Importance of Perception: Objective and Perceived Reality 152
The Perceptual Process 152
Sensation 153
Selection 153
Organization 156
Translation 157
Perceiving Ourselves 161
Perceiving Others 163
Reducing Perceptual Errors 167
Personality 168
Importance in Organizational Behavior 168
Determinants of Personality 170
Other Dimensions of Personality 172
Cultural Differences among Organizational Members 175
Culture Defined 176
The Importance of Cultural Awareness to Managers 176
Individualism-Collectivism 177
Power Distance 178
Uncertainty Avoidance 178
Masculinity-Femininity 179
Time Orientation 179
Perception, Personality, and Cultural Differences in Review 180
Issues for Review and Discussion 182
Exercises 182
Case: Virtual Teamwork 183

6 Attitudes in Organizations 184
Attitudes and Their Components 186
Cognitive Component 186
Affective Component 186
Behavioral Tendency Component 187

PART II
Individuals as Organizational Members 148

5 Individuals in Organizations: Perception, Personality, and Cultural Differences 150

7 Work Motivation 217
Motivation: Direction and Intensity 220
Content Theories of Motivation 221
Manifest Needs Theory 222
Learned Needs Theory 222
Maslow's Hierarchy of Needs 226
Alderfer's ERG Theory 230
Herzberg's Motivation-Hygiene Theory 232
Self-Determination Theory 234
Process Theories of Motivation 235
Operant Conditioning Theory 235
Equity Theory 239
Organizational Citizenship 279
Types of Organizational Citizenship
Behaviors 280
Determinants of Organizational Citizenship
Behaviors 282
Aggression, Violence, and Incivility 283
Warning Signs 287
Actions that Prevent Workplace Violence 289
Incivility in the Workplace 291
Drug and Alcohol Abuse 291
Costs and Prevalence of Substance Abuse 291
Preventing Substance Abuse 292
Behavior in Organizations in Review 295
Issues for Review and Discussion 296
Exercises 296
Case: Critical Absence Crisis 320
Typical Managerial Practices 321
Organizational Decision Making 324
Improving Decision Making 324
Improving the Role of Individuals 324
Structured Group Decision-Making Processes 325
Organizational Learning 325
Models of Individual Decision Making 327
A Classical (Rational/Economic)
Decision-Making Model 327
A Behavioral (Administrative)
Decision-Making Model 327
Individual Differences in Decision Making 328
Employee Reactions to Organizational
Decision Making 330
Participative Decision Making 330
Distributive and Procedural Justice 333
Control- and Involvement-Oriented
Approaches to Decision Making 335
Organizational Decision Making
in Review 338
Issues for Review and Discussion 339
Exercises 339
Case: The Sydney Olympics Torch Relay:
A Mysterious Decision for Dr. Henry 341
10 Organizational Planning and Controlling 343
Planning as an Organizational Activity 344
Is Planning Important? 345
Why Should Managers Plan? 345
Do Managers Really Plan? 346
The Planning Process 346
Step 1: Developing an Awareness of the
Present State 346
Step 2: Establishing Outcome Statements 347
Step 3: Preparing 349
Step 4: Determining a Course of Action
(Acction Statements) 349
Step 5: Formulating Supportive Plans 350
Planning, Implementation, and Controlling 350
Types of Plans 351
Hierarchical Plans 351
Frequency-of-Use Plans 354
Time-Framed Plans 354
Organizational Scope Plans 354
Contingency Plans 354
Goals or Outcome Statements 355
Goal Formulation—Where Do Organizational
Goals Come From? 355
Multiple Goals and the Goal Hierarchy 355
Formal Organizational Planning
in Practice 356
Encouraging Planning 357
Does Planning Really Pay Off? 357
The Location of the Planning Activity 358
Planning Specialists 358
Employee Responses to Planning 358
Characteristics of Goals That Motivate
Performance 359
The Negative Side of Goals 360
Goal Setting and Employee Job Satisfaction 362
Managing Through Goal Setting 362
Controlling as an Organizational
Activity 363
Controlling and the Control Process 364
The Need for Control 364
A Control Model 365
11 Leading Organizational
Members 384
The Nature of Leadership 385
Leader Versus Manager 386
The Leadership Process 387
Trait and Informal Leaders 389
Leader Emergence 390
Leadership as an Exercise of Influence 391
Influence-Based Leadership Styles 394
The Trait Approach to Leadership 396
Leader Trait Research 397
Other Leader Traits 398
Behavioral Approaches to Leadership 399
The Ohio State University Studies 400
The University of Michigan Studies 401
The Leadership Grid® 401
Situational (Contingency) Approaches to
Leadership 403
Fiedler's Contingency Model 403
Path-Goal Theory 406
Cross-Cultural Context 408
12 Organizing and Coordinating the Work of the Organization 422

The Nature of Organizing 423
Organizing Defined 424
Formal and Informal Organizations 425
Organizing—Timing and Tactics 426

Differentiation—Organizational Departmentalization 427
Sources of Differentiation 427
Organizational Departmentalization 428
Departmentalization—Traditional Approaches 429
Departmentalization—The Interdependence Approach 432
Departmentalization—The Team Cluster Approach 435
Simultaneous Departmental Arrangements 435

Differentiation—Organizational Superstructures 436
Traditional Superstructures 437
The Matrix Superstructure 440
The Network Organization Superstructure 443
High-Involvement Organization Superstructure 444

Integration—Coordinating Organizational Activities and Units 446
Vertical Coordination 447
Horizontal Coordination 448
Matching Coordination Techniques and Needs 449

13 Organizational Design 461

Organizational Design 462
Dimensions of Organizational Design 463
Organizational Leadership 463
Organizational Processes 464

Centralization and Decentralization of Authority—A Closer Look 465
Influence and Power 465
Authority 466
Types of Authority and Authority Relationships 467
Delegating Authority 468
Centralization and Decentralization 470

Basic Models of Organizational Design 475
Mechanistic Model 477
Organic Models 479

Organizational Context and Design Influences 481
The External Environment 483
Sociocultural Culture 484
Technology 484
Goals 485
Size 485
People 486

Employee Responses to Organizational Design and Context 486
Complexity 486
Formalization 488
Centralization and Decentralization 488
Specialization 488
Size 488
Technology 489

People—Management’s Attitudes and Behaviors 489
Empowerment 490

Summary: Employee Responses to Organizational Design and Context 492

Organizational Design in Review 494

Issues for Review and Discussion 496
Exercises 497
Case: Which Style Is Best? 499

15 Work Group and Team Processes 542

Group Decision Making 543
Group Decision Making—Assets and Liabilities 544
Effects of Group Properties and Dynamics on Decision Making 546
Group Conflict and Decision Making 546
When Should Groups Make Decisions? 547
Managing Group Decision Making 548
Group Decision Strategies in Review 553

Other Work Group and Team Processes 553
Interpersonal Conflict 553
Organizational Politics 557
Organizational Communications 559

Work Group and Team Processes in Review 563
Issues for Review and Discussion 565
Exercises 565
Case: Changing Direction at Luminate 569

Video Cohesion Case for Part IV: Horizons: Leadership, Communications, and Motivation 570

PART IV

Groups in Organizations 504

14 The Nature of Groups and Teams in Organizations 506

Groups and Teams 508
Groups and Teams Defined 508
Types of Groups and Teams 510
Self-Managing Work Teams 513

Team Properties 514
Level of Employee Involvement 515
Size 516
Norms 517
Roles 517
Social Facilitation and Impairment 519
Homogeneity/Heterogeneity 519
Cohesiveness 520
Spatial Arrangement and Team Structure 522

Team Development 522
Stages of Team Development 522

Managing Team Effectiveness 529
Impediments to Team Effectiveness 530

Employee Responses to Work Teams 534
The Nature of Groups and Teams in Organizations in Review 536
Issues for Review and Discussion 538
Exercises 538
Case: Team Building 540

EXERCISES
PART V
Managing in the 21st Century 572

16 Managing Productivity: Established Approaches 574
Organizational Behavior Modification 575
Reinforcement Theory Revisited 576
Organizational Behavior Modification (OBM) 577
Organizational Behavior Modification Outcomes 578
Behavioral Shaping in OBM 578
Implementing an OBM Program 579
Effects of OBM Programs 581
The Ethics of OBM 581
Job and Work Design 582
The Craft Approach 582
The Classical Approach 583
The Transition from Classical Job Design 585
The Job Enlargement Approach 585
The Job Enrichment Approach 586
The Job Characteristics Approach to Job Design 587
Contemporary Job Characteristics Theory 588
Employee Responses to Job/Work Design 591
Current Job Design Issues 592
An Interdisciplinary Job Design Model 594
The Self-Managing Team Approach 595
A Contingencies Perspective to Job/Work Design 600
Managing Productivity: Established Approaches in Review 601
Issues for Review and Discussion 602
Exercises 603
Case: Medtronic: A “Human” Place to Work 604

17 Managing Productivity: Contemporary Approaches 606
Alternative Work Schedules 607
Scheduling Work 608
Employee Responses to Alternative Work Schedules 611
Employee Ownership 615
Employee Ownership—What Is It? 615
Popular Claims on the Efficacy of Employee Ownership 617
Theories of Ownership 617
Employee Responses to Ownership 617
Quality Control Circles 619
The Quality Control Circle 619
Employee Responses to TQM and QC Circles 619
The High-Involvement Organization and Management 621
High-Involvement Systems 621
Involvement Strategies 623
The Effects of High-Involvement 622
Managing Productivity: Contemporary Approaches in Review 622
Issues for Review and Discussion 624
Exercises 624
Case: Feeding Employee Satisfaction at la Madeleine 626

18 Managing Organizational Change and Development 627
Why Change Occurs: Forces 628
Forces for Change 628
Technological Forces 629
Employee Needs and Values 629
Social Forces 629
Business and Economic Forces 629
Organizational Forces 630
Types of Change 630
Reactive Versus Proactive Change 630
Change and Innovation 630
Technological Changes 631
Structural/Procedural Changes 631
People-Oriented Changes 632
Technostructural and Sociotechnical Changes 632
Reactions to Change 632
The Reasons Behind Our Reactions to Change 633
Psychological Ownership and Organizational Change 635
Developing Support for Change 636
The Special Role of Organizational Development 637
What Is Organizational Development? 637
Who Practices ODI? 640

Common OD Activities 642
How Effective Is OD? 643
Planning and Managing the Change Process 644
Stage 1: Identify 644
Stage 2: Plan the Implementation 644
Stage 3: Implement 646
Stage 4: Evaluate the Results and Seek Feedback 646
The Learning Organization 646
Managing Organizational Change and Development in Review 648
Issues for Review and Discussion 650
Exercises 650
Case: Guarantee Corporation of America 652
Video Cohesion Case for Part V: Horizons: Standing at the Crossroads 654
Glossary 655
Endnotes 667
Index 691
A long-standing tradition in collegiate schools of business has been the offering of a survey course in management, often called principles, or fundamentals, of management. Historically, the principles course has covered the mechanics of management—planning, organizing, directing, and controlling. Yet, ever since the Ford Foundation's call (in the 1950s) to recognize organizations as human communities, the behavioral sciences rightly have had a markedly enhanced presence in the business school curriculum. Courses in organizational behavior, with their emphasis on individuals and groups as organizational members, have become a part of the education of tomorrow's managers. Successful managers not only must have a command of the practice of management and an understanding of organizations, they must concern themselves with the human side of organizations.

This book represents a blending of the traditional management and organizational behavior topics, highlighting the essence of the management process, presented in such a fashion that it simultaneously illuminates organizational behavior. By weaving together the management process and organizational behavior literature, we have created a text appropriate for an integrated course in management and organizational behavior and also viable for introduction to management or organizational behavior. Our approach presents a coverage of material that emphasizes the technical aspects of management and management practice, as well as its social-psychological and behavior consequences.

In constructing this management/organizational behavior text, we believe we have created a whole that is greater than the sum of its specialized parts and, we don't mind saying, one that is better than any standalone management or organizational behavior text now available. We discuss the essence of the management process, emphasizing its technical aspects, while simultaneously illuminating the behavior of organizations and of the individuals who inhabit them. We take a comparative view, revealing the social-psychological consequences of behavior within a management context. We believe that an understanding of the management of organizations that recognizes the organization as a social system forms a powerful analytical construct and a framework for decisive action. Similarly, we believe that a mature understanding of the essential nature of organizational behavior enriches one's understanding of the management process and of organization design. As noted above, we believe that the fusion of the traditional principles of management course with the course in organizational behavior is, in many ways, quite instinctive. With this text we believe that we have—without sacrificing performance—combined these two courses and achieved a new point of view, a new buoyancy, a distinctive personality. Management and Organizational Behavior: An Integrated Perspective delivers to your students both a cogent way of thinking and a platform for learning more.

From the Ground Up
The bedrock of Management and Organizational Behavior: An Integrated Perspective is a composite of three interrelated concepts: management, the organization, and the individual as an organizational member. We will unearth the causal relationships among these concepts. We will draw on a diverse blend of noted scholars and successful business professionals. We will mine the sources of information on management and organizational behavior and discuss their possible limits. We will address how management philosophies, decisions, and practices give rise to particular organization designs and how both management practice and organization design affect employee attitudes, motivation, and behaviors.

The model that guides our thinking about organizational behavior is depicted below. It construes management philosophy as a force that shapes both the practice of management and the design of organizations. The combination of these activities provides the very rich contexts out of which organizational behavior arises. Our objective is to drill deeply into these topics and thereby shed light on the effects that management and organization have on employees.

As a manager, you will be called upon to "manage" the management process and "design" the organization so as to have a significant impact on the employee attitudes, motivation, and behaviors that serve the particular needs of the organization and those of its employees. Good strategic choices and your ability to act intelligently will rest on your sturdy understanding of management, organization, the individual as an organizational member, and the interrelationships that play out among these three building blocks.

From the Outside In: The Organization of this Book
Out of our collaboration on this integrative model came not only the energy and ideas for this book but its full design as well. Management and Organizational Behavior has a micro-to-macro tilt. We focus on macro issues (management practice and organizational design) and then on micro issues (effects on the individual), but all the while weighing one against the other.

First, in Part I, the student will be introduced to the concepts of management and organizations. Management practices and the design of organizations are two of the major causes of organizational behavior. In Part I, we explore the nature and purpose of organizations, and we peer into management as a process universal to all organizations. Two major approaches to management and organizational design are discussed, along with issues pertaining to ethical and socially responsible behavior.
In Part II we add a layer of complexity to our discussions. This part focuses on the individual as an organizational member. We sift through traditional organizational behavior topics, examining the fine-grained details of individual differences, perception, work-related attitudes, motivation, and behaviors. Our treatments of the individual as an organizational member and of behavior in organizations (Chapters 5 and 8) are particularly distinctive.

Part III delves into the functions of management and into the organizational behavior context more deeply and more systematically than does Part I. Aspects of this discussion will lead the student to inquire into the nature of the management process and into the nature of organizations—to reach the lower strata, so to speak. The student will explore the impact that different approaches to the process of management have on organizational members and on their work-related attitudes, motivation, and behaviors. We will examine planning, decision making, and controlling as a part of the management process. In addition, the student will confront employee responses, where and how they interact with the design of organizations.

Part IV highlights the need for and utilization of work groups and teams in organizations. Characteristics of the processes that occur within work groups are closely covered and documented. Finally, Part V decipher management issues critical to organizational success in the twenty-first century: job/work design, work scheduling, employee ownership, productivity, and organizational change and development. If managers fail to manage these issues effectively, eruptions all along their organizational fault lines are inevitable. They, along with their organizations, are likely to fall prey to more adaptive and agile competitors in the worldwide marketplace.

From Theory to Practice: A Model Approach
To bolster the reader's understanding of the multilayered topics presented in this book and of the texture of their interrelationships, we position the integrative model at crucial junctures throughout the book. We've taken on many influences over the years, but the model represents our fundamental approach to linking together the wide range of topical choices. It emphasizes the fact that managers make decisions that affect how organizations are structured, how groups are utilized, and how they affect individuals in the organization. Follow its progression at the beginning of each of the text's five parts. It is our hope that by repeatedly connecting back to this model, the reader will develop a deeper, more integrated understanding of management and organizational behavior and see clearly the relevance of the real-life examples we employ.

One final aspect of this book is worth highlighting. You will find that much of the book is written in an engaging, conversational tone. We have not done this, however, at the expense of rigor. By relying on organizational behavior research that is based on sound scientific methods we have created an amalgam of leading-edge theories firmly grounded in the real world and mindful of accepted wisdom. We sought to avoid the trap of focusing only on a series of trendy topics (such as easily forgotten time-management principles of the 1970s). Instead, we set our target on what would have lasting value for the student, what would create a useful experience. Anything less would be a disservice to students as well as to our academic colleagues. Management may be partly skill and partly art, but our growing knowledge of organizational behavior is based on science.

From the Opaque to the Transparent: An Environment That Puts Learning within Reach
Coming to understand management and organizational behavior can be stimulating, challenging, and rewarding, not to mention occasionally fun. To facilitate this process, we have developed a broad system that incorporates a variety of learning devices into this book. These unique features were designed to raise interest, unlock aspects of the managerial profession, encourage the internalization of a significant body of knowledge, and give future managers lots to look forward to.

Overall, our learning system is a migration toward the useful. It follows this progression:

Integrated Approach Our integration of the management process literature with the organization behavior literature takes a macro-to-micro focus, exploring what management is, what organizations are, and how the two affect the attitudes, motivation, and behaviors of organizational members.

Integrated Model The integrated model presented at the outset of each of the book's five major sections highlights that portion of the book about which the student will be learning next.

Part Openers The book is divided into five parts, each of which begins with a brief part opener. The openers provide an overview to this section of the book, highlighting the major themes and their relationship to the integrative model.

Integrated Video Case Each of the five parts of the book ends with a comprehensive case on Horizons, a media technology company located in Columbus, Ohio. The case is accompanied by a 7 to 12 minute video that highlights Horizons' executives, managers, and team members utilizing many of the theories and techniques described in the text.

Each of the text's 18 chapters contain these complementary features.

Chapter Outlines list the main topics that will be covered in each chapter.
Learning Objectives guide students as they read the text.
A First Look opening vignettes present a hypothetical situation that touches on a theme from the chapter. Questions are posed for the student to keep in mind as they study the chapter material.
Key Terms are highlighted in the text, defined in the margin, and listed in alphabetical order in the Glossary at the end of the book.
BusinessLink Video Case Margin Notes direct students to video cases that highlight and expand on topics in the chapter. Use of these cases is optional and at the instructor's discretion.

Inside Look boxes provide in-depth coverage of chapter topics and apply the theories to real world situations.
Self-Assessments allow students to gauge their own strengths and weaknesses as they learn new management and organizational behavior theories.

A Final Look closing vignettes connect with the opening vignettes by providing students with a possible solution to the situation set up at the beginning of the chapter.

Chapter Reviews can be used in conjunction with the learning objectives to guide students in their review of the chapter content.

Issues for Review and Discussion are provided as a means to generate classroom discussion.

Exercises, individual and group, allow students to apply the knowledge and theories they have learned in each chapter. Internet and InfoTrac activities provide a base for further research.

End-of-Chapter Cases provide opportunities for students to analyze situations and sharpen their problem-solving skills.

In addition, we have prepared or overseen the development of several supplements to accompany our book, including:

Instructor’s Manual (ISBN 0-324-04959-5). Prepared by Shannon Studden at the University of Minnesota Duluth, the Instructor’s Manual includes lecture notes; key points; answers to end of chapter material including Questions for Review and Discussion, Exercises, and Cases. Video cases with questions and answers are provided for 10 of the 18 chapters. Additional questions and activities are provided that are not in the text.

Test Bank (ISBN 0-324-04961-7). Prepared by Jon Kalinovski of Minnesota State University, Mankato, the Test Bank contains over 1800 questions with a combination of true/false, multiple choice, short answer, and scenario type questions.

PowerPoint® Slides (ISBN 0-324-04960-9). Prepared by Charlie Cook of the University of West Alabama, the PowerPoint presentation enhances the lecture materials and presents the key topics in each chapter in an electronic format. Available for download at http://pierce.swcollege.com and also on the Instructor’s Resource CD-ROM.

Instructor’s Resource CD-ROM (ISBN 0-324-12879-7). The Instructor’s CD is available to instructors and contains all the above-named instructional supplements in electronic format plus ExamView testing software. ExamView is a computerized testing program that contains all of the questions in the printed test bank and is an easy-to-use test-creation software compatible with Microsoft Windows. Instructors can add or edit questions, instructions, and answers; and select questions by previewing them on the screen, selecting them randomly, or selecting them by number. Instructors can also create and administer quizzes online, whether over the Internet, a local area network, or a wide area network.

Management Power! PowerPoint Slides (ISBN 0-324-13380-4). Management Power! is a CD-ROM of PowerPoint slides covering 14 major management and organizational behavior topics: communication, control, decision making, designing organizations, ethics and social responsibility, foundations of management, global management, human resources, innovation and change, leadership, motivation, planning, strategy, and teams. These easy-to-use, multimedia-enriched slides can be easily modified and customized to suit individual preferences.

Student CD-ROM. A student CD comes free with every new copy of the text. It includes the Glossary from the text; a General Business Glossary, in both English and Spanish; the Horizons Integrative Video Case (actual video segments and their textual counterparts), and pertinent Web site links.

InfoTrac College Edition. Free with each new text, InfoTrac provides access to an online library of articles from hundreds of journals. It offers a database that is updated daily with full-length articles. Keyword searches allow you to scan the database quickly and efficiently.


BusinessLink Video (VHS ISBN 0-324-04963-3, 0-324-14957-3, 0-324-14958-1). A library of 15 video case studies is available free to instructors on VHS cassettes. Videos provide an excellent platform for classroom analysis of the experiences and challenges facing a range of businesses, including Valassis Communications, Archway Cookie, and the Vermont Teddy Bear Company.

WebTutor™. WebTutor harnesses the power of the Internet to deliver innovative learning aids that actively engage students. Instructors can incorporate WebTutor as an integral part of the course, or students can use it on their own as a study guide. Benefits to students include automatic and immediate feedback from quizzes and exams; interactive, multimedia-rich explanation of concepts; online exercises that reinforce what they’ve learned; flashcards that include audio support; and greater interaction and involvement through online discussion forums. South-Western/Thomson Learning has partnered with two of the leading course management systems available today—Blackboard and WebCT—to deliver WebTutor content cartridges to instructors around the world. Visit http://webtutor.swcollege.com for more information.

Web Site. http://pierce.swcollege.com is the address of the web site that supports Management and Organizational Behavior: An Integrated Perspective. The site provides teaching resources, learning resources, and an Interactive Study Center with key concepts and terms, online quizzes, Internet applications, links to relevant management and organizational behavior web sites, and many more features.
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