



3rd Edition

ORGANIZATIONAL BEHAVIOUR

Ray French • Charlotte Rayner • Gary Rees • Sally Rumbles

John Schermerhorn Jr • James Hunt • Richard Osborn



WILEY

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about the authors

The authors all work in the Organisation Studies and Human Resource Management Subject Group at the University of Portsmouth Business School.



(From left to right . . .)

Ray French is a Principal Lecturer in Organizational Behaviour. He has a particular interest in cross-cultural aspects of work, organization, and managing people. Ray is the author of *Cross-Cultural Management in Work Organisations*, 3rd edition (CIPD, 2015). He is co-editor with Gary Rees of *Leading, Managing and Developing People* 4th edition (CIPD, 2013) and is author and co-author of four chapters in this book. Ray has occupied a number of management roles at the University of Portsmouth and is currently Associate Head of the Organisation Studies and HRM Subject Group at Portsmouth Business School.

Charlotte Rayner is Professor of Human Resource Management at Portsmouth Business School. She has a particular interest in the topic of bullying at work and has been involved in research in this area since the mid-1990s when she completed the first major UK survey for the BBC. Charlotte is particularly interested in strategies to prevent bullying and other forms of negative behaviour. Most recently she has been working in the field of Meaning at Work within Positive Organizational Scholarship.

Gary Rees is Head of the Organisation Studies and Human Resource Management Subject Group at Portsmouth Business School. Gary has extensive experience of leading and managing post-graduate programmes, including a spell as Director of the AMBA accredited Portsmouth MBA. Gary also successfully managed the suite of postgraduate HR programmes for a decade at Portsmouth Business School, taking the programmes through various internal and external (Professional Body) validation events. He has edited books and written chapters in best-sellers such as *Leading Managing and Developing People* (CIPD) and *Strategic Human Resource Management: an International Perspective* (Sage Publications). Gary has also published in several academic and practitioner journals in the area of burnout and engagement and has presented his research at international conferences in Australia, Spain, the UAE, the USA, and the Cayman Islands. Gary has held a range of External Examiner appointments across both undergraduate and postgraduate programmes in the UK and Europe. Gary is an examiner for the CIPD Organizational Design and Development module and holds Chartered Fellowship of the CIPD and membership of the British Psychological Society, including the Occupational Psychology Division.

Sally Rumbles is Director of HR programmes and curriculum and Principal Lecturer in HRM/OB at the University of Portsmouth. She has written chapters in a number of leading text books including *Leading, Managing and Developing People* (CIPD, 2013) and *Human Resource Management* (Oxford University Press, 2013). Her research interests focus on the area of employee engagement and wellbeing and her research has been published in several academic and practitioner journals as she has presented her research at a number of international conferences. She has worked as a human resource manager in both the private and public sectors and is a member of the Chartered Institute of Personnel and Development (CIPD) and Fellow of the Higher Education Academy.



preface

It is now approaching eight years since the idea for a UK and European edition of this book was first conceived. Its progression to a third edition in part reflects the topical and relevant nature of organizational behaviour. It is certainly never difficult to come up with new examples to illustrate concepts and models! We hope that this new edition of the book once more accurately reflects recent developments, both in academic thinking and the context in which people work and are managed, while remaining focused on core principles and enduring scholarship.

We have been pleased to receive many positive comments on the second UK and European edition of this book published in 2011, and have, once again, taken on board suggestions for improvement to this third edition. The earlier editions of our book drew on the best-selling US textbook written by Professors John Schermerhorn, James Hunt and Richard Osborn, and we also adapted material from the Australasian edition authored by Professor Jack Wood, Dr Rachid Zeffane, Michele Fromholz, Dr Retha Wiesner and Dr Andrew Creed. The influence of these authors is still evident in this 2015 edition, although our own input has increased with each new update. We hope that the multiple authorship has brought synergy (see our chapter on groups) and will be of benefit to the reader. The Australasian edition was the first to present subject content in a format which allowed for coverage within both one-semester and year-long teaching and learning patterns. This has proven to be a far-sighted innovation, and we have continued this approach in our own editions.

Previous versions of this book have been designed to introduce readers to new realities of work and knowledge-based organizations as the early 21st century develops a clearer identity. In particular, *Organizational Behaviour* has stressed the importance of a thorough understanding of OB frameworks and practices for existing and aspiring managers – and indeed all other workers – to help them to meet increasingly challenging performance targets. In highlighting challenges associated with the emergence of knowledge-based organizations and an increasingly ‘globalized’ business environment, previous editions of *Organizational Behaviour* have brought out the inherently relevant and topical nature of OB. The American and Australian authors have developed the themes of relevance and topicality most successfully, due in part to the lucidity of their writing style, considered use of case studies and other examples, and by including an extensive and diverse range of learning resources, thereby encouraging readers to reflect on how OB models and concepts touch their own lives. We trust that these major strengths of the previous editions will again be apparent in this new UK and European version.

There have been significant developments in business over the past three years, most notably some degree of recovery from the financial crisis which affected much of the world after 2007. However in several countries economic recovery has not been accompanied by significant pay increases, so the task of leading and engaging people in such a context continues to be a challenging one. These significant economic macro-social factors highlight how our subject area can be quickly and profoundly affected by external events and those who manage people often find themselves in the ‘front line’ of crises. In this edition we have included new *vignettes* and ‘OB in Action’ activities which focus on OB in good and bad times to reflect the fluctuating context of employment.

What are the distinctive features of our contribution to what is already an extensive body of OB literature? In preparing this version, we have again set out to marry academic rigour with relevance, within a perspective that stresses organizational success. We realize from talking to our own students that value for money will also guide readers in their choice of book. The following points summarize some of the themes underlying this book, which we hope you will find useful as you approach the study of OB.

Organizational Behaviour is a relatively new subject area but has already developed some central and enduring tenets. Equally, some theories and concepts have proven to be transitory, possessing a limited 'shelf life', while other seemingly radical departures from existing thought can, on closer examination, be revealed to be more akin to 'old wine in new bottles'. The challenging task for students is to appreciate what is changing and what is enduring within OB. Despite the undoubtedly rapid and profound changes affecting work organizations, are some underlying themes in OB still valid? We will highlight the extent of deep and profound change, as opposed to more cosmetic modifications in the subject area, throughout this book. A historical perspective, outlining the developmental nature of much OB material can greatly help us in this regard.

A related theme centres on the *applicability* of knowledge derived from OB. We take the view that effective interventions, based on OB models and theories, can lead both to employees' needs and expectations being met and also to enhanced organizational performance in 'bottom line' terms. But, equally, a quizzical view of the relevance of some concepts is advisable, together with the need to maintain a balanced perspective on topics. This is, in any case, necessary as mutually exclusive theories on aspects of people at work are a characteristic of Organizational Behaviour. A rounded approach, which we aim to provide in all subsequent chapters, should result in a deeper awareness of both the overall subject and individual topic areas. Our *counterpoint* feature, included in many chapters, will alert you to negative occurrences within workplaces and alternative political perspectives: this should also help promote a balanced view. We also emphasize the critical importance of ethics in the subject area and this aspect is brought out in all chapters as it is embedded in OB topics.

All too often the study of OB can move swiftly from one topic to another, focussing on surface summaries of theories and models. Sometimes there is little attention given to the actual research from which such views emerge. We encourage readers to think about the source evidence. Note for example the research methods used in research studies – are they valid in your view? Questions regarding how 'scientific' the study of OB is – and what we can, in any case, infer from that term when seeking to understand human attitudes and behaviour – are also addressed in Chapter 1.

We have sought to apply OB concepts squarely within a 21st century work and organizational context. Organizations have been subject to very significant changes within the last thirty-five years, and in some cases, working arrangements bear scant resemblance to those experienced by previous generations. There are deep-rooted trends which are important. For example, remote or teleworking patterns mean that many of us spend as much, or more, time working from home – or on trains and planes – than we do in a conventional office. How do we apply theories of motivation and leadership (to take just two topics) in such a situation? Many organizations have also sought to outsource their operations, developing so-called network structures, far removed from the classical 20th century bureaucratic form. How do we understand these new organizational arrangements in terms of their structure and culture? We will address these contemporary issues consistently in relevant chapters.

A focus on contemporary trends may lead us to question the value of existing prescriptive models of human behaviour in the workplace and instead highlight *contingency* approaches – the overall conclusion that no one academic theory or practical method can always work well –

rather it will all depend on the specific circumstances obtaining. Such approaches are not new – they emerged in the field of leadership in the 1950s for example. However, they may be judged to be especially applicable in such a rapidly changing context. One important area in this regard is national culture. We no longer need to migrate to encounter people from different cultural backgrounds at work. The multi-cultural make-up of workforces in cities such as London, Amsterdam and Berlin testifies to this fact. But most OB knowledge emerges from an Anglo-American context. There is, of course, nothing wrong with this *per se*. However we might legitimately question whether motivation theories developed in the US can be applied to Chinese, Indian or Spanish workers. At the very least we should consider applying contingency – or flexible models – in new situations. We will argue for example that, increasingly, workers have changed *psychological contracts* – see Chapters 1 and 2 – meaning that they will need to be managed in new and imaginative ways at work. A flexible contingency approach is adopted throughout this book.

We have sought, finally, to put together a book which can be used in a one-semester course, but equally one in which the content can be stretched to encompass a longer period of study. As such, we trust that this book will not be too unwieldy and contain extraneous material. Please also refer to our website: www.wileyeurope.com/college/french which contains additional exercises and material. Most importantly, please do not regard this book as the sum resource for your study of organizational behaviour. We hope that it will be the springboard to a lifetime's interest in a fascinating area which affects us all.

Dr Ray French
November 2014



acknowledgements

As indicated earlier, the author team would like to acknowledge the contributions of the academics who have compiled the US and Australasian editions of this book: Professor John R. Schermerhorn, Professor James G. (Jerry) Hunt, Professor Richard N. Osborn, Professor Jack Wood, Dr Rachid Zeffane, Michele Fromholz, Dr Retha Wiesner and Dr Andrew Creed.

For the third time we have benefited from an excellent working relationship with the editorial, development and production team at John Wiley in Chichester. In this case we would like to thank Steve Hardman, Ellie Wilson and Claire Jardine for their help throughout the writing process. Tim Bettesworth was a most excellent copy editor. Looking further back, we acknowledge the contribution of Sarah Booth who first envisaged a European edition of the book and encouraged its development. Deborah Eggleton, Anneli Mockett and Emma Cooper also helped greatly in steering the first two editions towards completion. We are once again grateful for the particularly constructive feedback from reviewers of the draft book and trust that we have responded to points made in the final version.

how to use this book

The book is divided into four **Parts**, each with a chapter list and part introduction to help navigate the text.

Key **Learning Objectives** to be achieved are stated at the beginning of each chapter.

Each chapter begins with an engaging **short vignette** that offers a snapshot of OB issues and trends in contemporary real-life situations.

PART 2 Individual Differences and Their Relevance to Work

CHAPTER 2 Perception, Personality and Values

CHAPTER 3 Learning, Reinforcement and Self-Management

CHAPTER 4 Engagement of Employees in the Workplace

In this section of the book, we explore a range of topics within the psychological perspective on organizational behaviour, in which the essential focus is on the individual person. This is an important area as many OB concepts and models identify links between people's individual attributes and their behaviour at work. Some writers stress that it is important to recognize individual uniqueness, based on our own life experiences, but others have sought to group people, for example by personality type or preferred styles of learning. This latter perspective has led to a preponderance of psychometric testing enabling organizations to identify and choose the 'right person', from their point of view. We will examine the validity of such psychometric predictions and also consider the important ethical considerations involved. In the following chapters, we will highlight the importance of individual attributes within the performance equation. We will also delve into the specific topic areas of 'perception', 'personality', 'learning' and 'motivation and engagement'. While we will show how individual attributes can affect the way we work, this relationship is two-sided. In later sections of the book, we examine how features of organizations in turn affect individuals' experience of work. In Chapter 5, for example, we indicate how the ways in which work is designed and organized will affect the individual worker and their attitudes. So the relationship between individual attributes and work arrangements is a reciprocal one.

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CHAPTER 5 Changing Worlds and the Design of Work

learning objectives

After studying this chapter you should be able to:

- explain the concept of intrinsic motivation
- compare and contrast the alternative job design strategies and link them to intrinsic work rewards
- discuss the job characteristics model employing job diagnosis techniques as an approach to job enrichment
- explain how goal-setting theory is linked to job design
- examine flexibility and its relevance to job design.

WORK-LIFE BALANCE: TAKING THE OFFICE TO THE BEACH

Stephen Spencer goes out of his way to provide flexibility for his staff – he even moved his company from downtown, gridlocked Auckland to Browne Bay, just a block from the beach. And at the Browne Bay business, there's an open plan office, breakfast bar and magazine stand, arcade games to help de-stress, a patio area, table and chairs and a barbecue. He's created a 'crusy', laid-back environment that helps a high powered, high-pressure business succeed. For Stephen, it's a deliberate philosophy that values lifestyle over a '9to5' type existence, with people 'slogging their guts out'.

Stephen moved from Wisconsin five years ago and believes New Zealanders take for granted what they have. He is amazed how many people he meets who live in Auckland and haven't even visited the nearby islands of Waiheke and Rangitoto. His company, Netconcepts Ltd, is a web design business with the majority of clients in the United States. That in itself presents challenges of dealing with time differences, with business operating about 20 hours a day. Most of the staff are 'remote', working on cutting-edge projects that stretch them mentally. Stephen says it's important they can take five minutes out to clear their heads or go for a walk on the beach at lunchtime. He enjoys high retention rates among his staff and when he

Key terms are highlighted in the text and listed with their definitions in a **Glossary** at the back of the book for easy reference.

OB in Action boxes provide thought-provoking examples drawn from wide-ranging work settings and international research.

Counterpoint boxes encourage critical discussion of OB theories through consideration of negative work situations and alternative perspectives.

Research into OB boxes present the key theories of OB in a real-world setting.

Effective Manager boxes include practical tips on managing in the real world.

Organizational Structure and Design

Organizational structure and organizational design are very closely related. The process of choosing and implementing a structural configuration is referred to as organizational design.⁵ Organizational executives should adopt the structural configuration of their organizations to best meet the challenges faced at any given point in time.

Formal structure shows the intended configuration of positions, job duties and lines of authority among different parts of the enterprise. This structure emerges from the process of designing the organization. It reflects the goals of the organization and also reflects the contingency factors that affect the organizational design, such as the organization's size, environment, technology and strategy. The formal structure also involves the decisions that are made about who has authority, how the organization and its members will be divided up to achieve tasks and how activities will be controlled and coordinated. We emphasize the word formal simply because the intentions of organizational designers are not always fully realized. While no formal structure can provide the detail needed to show all the activities within an organization, it is still important because it provides the foundations for

OB IN ACTION 5.1

PAUSE FOR THOUGHT

To what extent do environmental influences, including internal ones, affect the organization? Mobach argues that organizations "do not only use their building to sit dry and comfortable, but in many cases they actively seek to structure the work, improve the performance, and express their corporate identity through architectural design. It appears that organization and architecture have a lot in common."¹¹ Mobach goes on to argue that a building construction (or reconstruction) can support organizational design or change and improve current organizational processes and outcomes. The layout

of offices and flow of the design may add to the aesthetic quality of the working environment, acting in a subliminal way so as to enhance the ambience of the employee's perception and reality of work.

Questions

1. To what extent does ergonomics have an impact when considering a holistic approach to organizational design?
2. Why have some institutions, such as banks, adopted more open-plan architectural layouts for their business, and to what extent does this layout affect organizational culture?

Counterpoint

ARE EXTREME WORK CULTURES LITERALLY KILLING EMPLOYEES?

While encouraging to improve jobs on the one hand, it would appear that organizations can also be major culprits in making individual workers' lives very difficult. For many employees job commitment simply means working longer hours with negative consequences. One extreme case is that of an intern at Bank of America Merrill Lynch where the long hours culture of one of the world's top banks is alleged to have contributed to the intern's suicide shortly after working for 72 hours without sleep during a summer internship with the 15 bank's investment banking division. The intern had intense work in their quest to secure jobs in the highly competitive and stressful financial industry for next autumn. While the 4 to 6 may be increasing and increasing, financial professionals often work 20 to 30 days with many talking of the "hunger for excellence" where workers get a cup home after dinner and leave a meeting with their bags, a quick shower and then return to work. Their holidays are spent checking on with the office so that work begins to take up nearly every waking hour. There is no time left for life.¹² This extreme work culture seems to be spreading, for example, in the European Union long working hours are still a key feature of working life for many workers, despite legislation limiting working hours since 1993 of all employees will work more than 40 hours a week.¹³ And it's not just the highly paid professionals that are affected with bankers in the investment and construction industries working the longest hours.¹⁴ But also comes at a huge cost both to the employees and to the employer. Companies may still actively attract excited jobs and work-life balance has not moved to the same level of how these

changes really affect people. Given more responsibility in enriched jobs, many people will work harder and longer to do what is required for the job. Studies on employee engagement and turnover suggest highly engaged and motivated employees are more likely to work harder and put in the long hours which can lead to burnout.¹⁵ A study in Sweden showed that long hours at work also led to the prevalence of mental work such as checking Facebook and watching YouTube videos. Yet perhaps what is most surprising is that the most productive development has been the fact that the longest work hours. Employees in Germany and France work less hours but get more done.¹⁶ So how do employers and the extreme work culture? A few steps, according to fewer, as few organizations to implement policies and practices that stop employees working through the night. These could include work-life balance programmes or training email traffic after a certain hour, but more importantly it's about creating a culture that measures output rather than input and makes it acceptable to say "no" to extreme work.¹⁷

Questions

1. How and why would an enriched job cause an employee to work longer hours?
2. What responsibility do managers have to ensure that employees do not work excessive hours and experience excessive stress?
3. Is there any value in organizations promoting flexible work arrangements? At the same time, they are encouraging employees to maintain or increase productivity to work longer hours?

Research into OB 5.1

Benefits of multi-skilling in the Taiwanese hotel industry

Multi-skilling in a number of countries has been identified as significantly improving service quality, retention, job satisfaction, remuneration and promotion prospect for employees. The emerging hotel industry in Taiwan suffers from labour skills deficiencies and research has explored how multi-skilling may help to address these problems in the Taiwanese context. A survey of a sample of five-star hotels found that multi-skilling training for frontline managers has been adopted by the majority of these hotels and three beneficial factors are positively correlated with multi-skilling, with service quality as the most important. The other significant factors are retention and job satisfaction but higher remuneration and promotion were found to have a non-significant relationship with multi-skilling and could consequently have a negative impact for the business in terms of retention. The findings of this study suggest that multi-skilling within a positive employment relationship, where remuneration and promotion are taken into account, especially in relation to the largely female workforce, could help hotels reduce high turnover rates of staff, thus establishing a stable and multi-skilled workforce in the hotel industry in Taiwan.⁴¹

EFFECTIVE MANAGER 1.1

Ten Attributes of the Global Manager

The global manager is able to

- be culturally sensitive and adaptable;
- solve problems quickly under new and different circumstances;
- motivate and communicate well with people from different cultures;
- understand different government and political systems;
- manage and create a sustainable environment;
- convey a positive attitude and enthusiasm when dealing with others;
- manage business in both traditional and virtual environments;
- view different economies as belonging to a single global market;
- negotiate effectively in different business environments;
- manage the 'triple bottom line' society, economy and the environment.

At the end of each chapter there is a **Summary** of the learning objectives that have been covered.

SUMMARY

Learning Objective 1

The nature and scope of OB

OB is the study of individuals and groups in work organizations. The body of knowledge that assist managers to interact effectively with their employees and help improve organizational performance. Effective managers need to understand the people on whom they rely for the performance of their unit. However, people can behave unpredictably and unintended consequences are possible and it is how we try to change their behaviour. The complexity of this area can be illustrated by the performance equation, which views performance as the result of the personal and/or group attributes, the work effort they make and the organizational support they receive.

Even if you are new at a managerial role and we have no desire to be so, one might, placed from an OB – and we hope from reading this book – will help you to understand your own experiences of working in, and effectively dealing with, organizations. It is virtually impossible to avoid organizations!

Learning Objective 2

The relevance of OB in terms of fostering effective performance

Organizations are collections of individuals working together to achieve a common purpose or goal. But not all people will work towards organizational goals as they may have their own agendas, such as their career development. Organizations exist because individuals are limited in their physical and mental capabilities. By working together in organizations, individuals are able to achieve more than any individual could by working alone – this is termed synergy. The purpose of an organization is to produce a product or to provide a service. To produce such outputs, organizations need work units (required skills to complete the efforts of people to their best advantage. This process is termed division of labour.

A manager is responsible for work that is accomplished through the performance capabilities of one or more other people. Managers should seek two key results from a work unit or work team task performance, which is the quality and quantity of the work produced or the services provided by the work unit and human resource performance, which is considered through the attraction, retention and development of a capable workforce over time. An effective manager's work unit achieves high levels of productivity and sustains itself as a capable workforce over time by keeping the psychological contract intact. The psychological contract is based on individuals' expectations regarding what they and the organization expect to give and receive from each other as an exchange of values. In a healthy psychological contract, the contributions made by the organization are believed to be adequate to help the employees invested in return. The insights provided through the study of OB can help managers help others.

Case Studies at the end of each chapter illustrate innovative and revealing aspects of OB from companies worldwide.

CASE STUDY

Is He Not Clear Then? (The World's Worst Aircraft Accident)

On 27 March 1977 the world's worst aircraft accident to date occurred in Tenerife, by surprise, and as if to mock those who fear flying, the accident took place on the ground, with two Boeing 747 jumbo jets colliding on the runway at the Canary Islands airport. The disaster killed 603 people.

The crash took place where a KLM Royal Dutch Airlines plane taking off in the captain's mistaken belief that he had clearance to depart crashed into a Pan American plane taking on the same runway. The accident took place in thick fog and the Pan American crew missed to correct some of the runway, leaving them in the direct path of the other flight.

There were several technical reasons for the crash, including the absence of a simultaneous radio call from both planes through mutual interference on the radio frequency. Further messages had been heard it should have alerted the other crew to the true sequence of events and offered an escape route from the impending collision. However, the underlying reason for the crash were human and related to the work environment, attitudes and behaviour.

The KLM captain, Jacob van Zanten, was training to leave flying after an months of missing action on a simulator and was possibly still affected by training conditions. He may also have been keen to take off quickly to keep within crew duty hours, or any one he perceived as an airline controller's (ATC) instruction on departure route and what to do when airborne an actual clearance to take off. There was an element of miscommunication when the KLM crew gave an ambiguous message which crash investigators subsequently found as either 'we are at take-off' or 'we are taking off' they were unable to decipher which. The ATC responded to this message with a 'one OK' (a non-standard term in this context). His follow-up message – 'Stand by for take-off' (a full call sign) – was never heard, because of radio interference caused by a simultaneous transmission from Pan Am at that precise second.

And yet there was still one final chance to avoid the crash. The flight engineer on the KLM plane heard the Pan Am crew's radio message that they would expect after they had cleared the runway. He was bound on the cockpit voice recorder querying his captain's decision to take off, asking, 'Is he not clear then?' By ignoring the response 'What did you say?' from the captain, the flight engineer asked again, 'Is he not clear, this Pan American?' However, Captain van Zanten responded directly, 'Yes, yes' and the flight engineer did not persist with his question as the plane continued to accelerate down the runway. Captain van Zanten was one of the airline's most experienced pilots. He appeared on a magazine advertisement for the magazine and it was reported that when news of this disaster broke, KLM attempted to contact him to give public statements before learning that, tragically, he was the captain of the crashed plane.

The subsequent inquiry into the crash made several findings that reflected the human factors underlying the disaster. A new phrase 'line up and wait' was introduced for planes ready to take off but not yet cleared. Key instructions would hereafter have to be read back, not merely acknowledged with a phrase like 'OK'. Interestingly, the report also focused on human factors related to stress, as crew with a greater emphasis prepared for manual operations on decision making.

Question

1. What OB topics do you consider relevant to an explanation of the events surrounding this fatal air disaster? Refer to the chapter headings in the table of contents of this book when formulating your response.

Source: This case study is adapted from a number of sources. Transcripts of cockpit voice recordings were taken from Nieuwen, A. (2006). *AP Disaster*, Hesperion, Ltd. (Eds.).

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2. Using the menu at the top, select a resource. This will allow you to access a particular resource in detail. From there, learn the value of using this resource within the discipline and bring directly to a specific chapter.

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The **student companion website** includes **Self-Test Quizzes** to test students' individual progress, **Links to Journal Articles** mentioned in the text, **Glossary Flashcards** for self-testing and a student **Study Guide**. **Interactive Modules** and **Skills Assessments** are also available.

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