

The background of the top half of the cover features a target with concentric rings of blue, yellow, and red. An arrow with a dark fletching is shown hitting the red bullseye. The target is set against a dark, textured background that transitions into a lighter, textured background at the bottom.

ALDAG

KUZUHARA

# Organizational Behavior & Management

An Integrated Skills Approach

# **Organizational Behavior and Management**

*An Integrated Skills Approach*

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Australia • Canada • Mexico • Singapore • Spain • United Kingdom • United States

To my wife, Holly, and my daughters, Lizzie and Kat.

—R. A.

To my wife, Lavina, my son, Daniel, my daughter, Carolyn, and Mom and Dad.

—L. K.

*Organizational Behavior and Management: An Integrated Skills Approach*

By Ramon J. Aldag and Loren W. Kuzuhara

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The modern work environment—and life in general—demands a wide variety of behavioral skills—a skills portfolio. Traditional organizational behavior and management textbooks and courses in colleges and universities generally have continued to do a good job of surveying major concepts and theories and presenting examples of companies that apply them in some form. However, instructors, their students, and the employers who hire the students as they graduate from undergraduate and MBA programs increasingly want and need textbooks to do something more. They call for books that place a greater emphasis on “what to do to be an effective manager” and how to develop the right mix of skills that are needed to support the implementation of these behavioral strategies. In addition, students must learn how to apply these organizational behavior and management skills within complex, dynamic organizational and external environments while facing time, resource, political, and regulatory constraints. This vast array of challenges requires a new breed of textbook.

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## A BALANCE OF THEORY AND SKILLS APPLICATIONS

*Organizational Behavior and Management: An Integrated Skills Approach* is intended for those instructors hoping to combine solid content coverage with a rich, integrated skills emphasis. This book is appropriate for organizational behavior (OB) or management courses in which instructors prefer a very strong skills and real-world emphasis, or for a management/OB skills course.

We believe the text offers a richer mix of skills and provides significantly more opportunities for skill development and mastery than current offerings, as well as greater use of Internet resources. We have attempted to give the book an open, “clean,” and integrated look and feel. Rather than provide a lengthy early discussion of theory in each chapter, we instead offer short presentations of theory as appropriate before each skill. We employ a broad variety of cases and examples, avoiding an overreliance on case studies in manufacturing settings. We place strong emphasis on “real-world” examples and applications and use a wide variety of unique approaches to bring important theories and tools to life.

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## VISION OF THE TEXT

We designed *Organizational Behavior and Management: An Integrated Skills Approach* to be unlike any other text on the market. It was developed to have the following distinctive “personality”:

- > **Skills-based.** Students appreciate, and increasingly expect, to learn concrete, practical, transferable skills. The primary focus of the text is on skill development through skill assessment, awareness, attainment, and application.

- > **Social learning perspective.** As discussed in detail in Chapter 1 and illustrated on the inside front cover, the text applies a social learning perspective. The generalized steps of the social learning perspective include preassessment, conceptual learning and modeling, conceptual and behavioral practice, and life application. Our terms for these, to emphasize the skills focus and offer an organizing framework (4 A's), are skills assessment, skills awareness, skills attainment, and skills application. All text features are designed to aid with development of one or more of these steps.
- > **Applications-oriented.** The text has an applied focus. Descriptive and theoretical content are presented only as needed to provide the foundation or rationale for applied materials.
- > **Complete.** The text provides a comprehensive set of tools and techniques needed for effective management in real-world situations.
- > **Rich.** We try to avoid the flavor of a technical manual in which students are pushed mechanically through a series of steps. Instead, our intention is to provide a rich learning environment in which students are pulled by interest in the material.
- > **Engaging.** The text is designed to engage the student, but not by "dumming down." It attempts to use interesting examples, an open writing style, and humor where appropriate.
- > **Real-world.** We avoid widgets and hypothetical firms. We choose tools and techniques that are applied in the real world. We regularly highlight the relevance of the text's content by explaining to students why it is important and how it is used in actual practice. We present interviews with practitioners in a variety of industries, organizations, and management levels to demonstrate the relevance of the content.
- > **Current.** In today's environment, examples more than a few years old are stale, if not completely outdated and wrong. As such, our examples are drawn almost exclusively from the last few years.
- > **Accessible.** The text is intended to be "friendly" in tone, layout, and content.

---

## TEXT PHILOSOPHY

Every textbook has an underlying philosophy that guides its content and presentation. We feel it is important to make our philosophy clear so that you will better understand the flow and substance of the text. Here are some key elements of our philosophy:

- > **Skills are the key to success in the modern environment.** More sophisticated technology and more dynamic and complex markets require more sophisticated workers.<sup>1</sup> This creates the need for a skills portfolio. In the modern workplace, it is skills, rather than firm-specific knowledge, that are most critical to career success.<sup>2</sup>

<sup>1</sup>L. J. Bassi, G. Benson, and S. Cheney, "The Top Ten Trends," *Training and Development*, November 1996, pp. 28–42.

<sup>2</sup>J. H. Sheridan, "Selling Skills, Not Experience," *Industry Week*, January 8, 1996, pp. 15–17.

- ## TEXT FEATURES

- > **Skills Objectives and Knowledge Objectives.** Each chapter begins with a set of specific skills (assessment, attainment, and application) objectives and related knowledge (that is, skills awareness) objectives.
- > **Review of relevant content.** A solid overview of appropriate content is included in each chapter. This is presented in a logical flow and is interspersed with other features rather than presented as a block. While this material reflects current theory, research, and writing, there is very little emphasis on research per se. In addition, the intent is not to cata-



log theories; specific theories are discussed only if they are “major” and have unique value. Multiple theories are presented in a section only when they are complementary and/or cumulative. That is, the intent is not to provide a series of critiques.

- > **Pre-Test Skills Assessment.** This activity consists of brief scenarios involving management challenges. All of the scenarios are based on actual dilemmas faced by real-world managers, and all focus on the “bottom-line” concern of what to do to handle a management problem or situation. The exercises are intended to provide students with a baseline measure of how much they know about understanding and applying chapter concepts, as well as to offer an appreciation of the difficulty of the particular challenge.
- > **Self-Assessment materials.** Each chapter includes one or more self-assessments of things such as communication styles, personality, leadership, conflict styles, career goals, stress levels, and so on. The Instructor’s Resource Manual contains additional information about scoring and interpretation of these materials and offers norm data from about 800 students. The associated website will regularly update the norm data.
- > **Devil’s Advocate.** This feature identifies and responds to some of the most common student concerns or questions about the content covered in the chapter. The major theme of the Devil’s Advocate feature is addressing the issue of why chapter content is important.
- > **Skills Assessment activities.** These activities—typically five to eight per chapter—provide intensive practice in the application of tools and techniques discussed in each chapter, facilitating personal, interpersonal, and managerial skills development. Many of these exercises are meant to be applied in a team context, or to offer that option. There are two levels of difficulty associated with these exercises—“basic” and “challenging.” The exercises are intended to challenge students and prepare them for the work environment.
- > **“Voice of Experience” practitioner interviews.** Interviews with a wide variety of managers, from recent graduates to seasoned professionals, are provided to capture the most difficult types of situations they have faced in the past, how they dealt with them, and what they learned from those experiences.
- > **Focus on Management boxes.** Focus on Management boxes provide discussions of company applications of chapter materials as well as related Web addresses.
- > **“Web Wise” materials.** Web Wise boxes discuss resources and suggest associated Internet links students can explore. Other Web links are also provided for organizations discussed elsewhere in the chapters.
- > **Global Perspective boxes.** Global Perspective boxes highlight global examples of chapter material. Other global material is fully integrated into the body of chapters.
- > **Real-World Management Challenges.** These exercises—one per chapter—put students in actual situations or challenges facing managers at well-known companies. Students develop skill in creating action plans for dealing with such situations. Supplementary materials permit students to compare their action plans with the actual decisions made by management at those companies to handle the situations.



- > **Instructor's Resource Manual (ISBN: 0-324-01331-0).** The objective of the Instructor's Resource Manual is to provide a high-quality and comprehensive instructional resource designed to "make the instructor look great." This resource includes sample answers to Critical Thinking Questions, End-of-Chapter Cases, Real-World Management Challenges, and Video Cases. It provides chapter outlines, sample course syllabi, and lesson plans for each chapter. In addition, it provides further information about text Self-Assessment exercises, including norm data developed



specifically for the text, and it offers additional exercises, cases, activities, and Web links to enrich students' learning experiences. The Instructor's Resource Manual is designed to give instructors a confident grasp of all text material as well as to provide extra information, tips, anecdotes, and examples to allow the instructor to demonstrate mastery of the material and to give "value added" to students beyond the text material.

- > **Test Bank (ISBN: 0-324-01333-7).** The Test Bank contains approximately 100–150 questions for each text chapter. These questions include all basic formats, including multiple choice, true and false, short answer, fill-in-the-blank, and essay, as well as a significant number of "scenario type" questions. The level of difficulty of each question is indicated next to the item. The objective of this resource is to make the design of a high-quality (relevant, challenging, and defensible) exam a simple and efficient process for the instructor, as well as to permit tailoring of the exam to the instructor's preferred testing style.
- > **PowerPoint Slides (ISBN: 0-324-01332-9).** Approximately 40 PowerPoint slides are provided for each chapter, some drawn from text figures and others specifically designed for this resource. The PowerPoint slides include integrative figures, definitions of concepts, lists of important factors, practical implications, important conceptual frameworks, and other materials. Slides are attractively designed and fully animated to permit polished and professional presentations. Instructors may choose to use the presentations as they are provided, or to add their own content and enrichment features.
- > **Videos (ISBN: 0-324-11659-4; 0-324-11660-8).** Designed to enrich and support chapter concepts, each of the videos presents real business issues faced by a variety of service and manufacturing organizations. The video cases challenge students to study management and OB issues and develop solutions to business problems.
- > **ExamView Testing Software (ISBN: 0-324-01334-5).** You can create, deliver, and customize print and online tests in minutes with this easy-to-use testing and assessment system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide you step by step through the process of creating tests, while its unique WYSIWYG capability allows you to see the test you are creating on the screen exactly as it will print or display online. With ExamView's complete word-processing capabilities, you can enter an unlimited number of new questions or edit existing questions.
- > **Instructor's Website at <http://aldag.swcollege.com>.** The Instructor's Website, developed and maintained by the authors, contains the following features:
  - *Downloadable PowerPoint slides and the Instructors' Resource Manual.*
  - *Norm data for Self-Assessment exercises.* As noted earlier, the norm data to be provided in the Instructors' Resource Manual will be regularly updated on the Instructors' Website to provide a larger and more varied pool of comparison information.
  - *Additional Web links.* Links to hundreds of problem-solving resources on the Web are provided and are regularly updated.

- > **WizeUp Digital Edition (ISBN: 0-324-12865-7).** The WizeUp Digital Edition of this text contains the complete textbook, powered by WizeUp software. It features powerful study tools to help you study faster and easier. With the digital version, you can instantly find exactly what you need with powerful search tools, add notes anywhere in the textbook, search, sort, and print your notes to make a custom study guide, and much more.

- > **Interactive Study Center at <http://aldag.swcollege.com>.** The Student Website, also developed and maintained by the authors, offers the following student resources:
- **Interactive practice quizzes with feedback.** The best way to prepare for exams is to get as much practice as possible answering questions that test mastery of each chapter's content. The Interactive Study Center includes multiple choice and test questions for each chapter.
  - **Challenge topics.** This resource gives students easy-to-understand explanations of some of the most difficult concepts discussed in the book. Additional examples of each concept will be provided with the explanations.
  - **Cyber review sessions.** These offer concise overviews of the content covered in each chapter. Many students request review sessions from their instructors when it is exam time. This website feature provides students with a concise overview of the key topics covered in each chapter and helps students to see how all of the topics fit together into a coherent whole. This is an extremely valuable resource for students when they are preparing for an upcoming exam.

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## TEXT ORGANIZATION

The text begins with a chapter emphasizing the importance of skills in the modern workplace and presenting the book's management skills framework. There are then 11 "substantive" chapters and a "looking ahead" chapter. Each of the substantive chapters focuses on a particular skills cluster. While the text provides relatively comprehensive coverage of standard topics, those topics are clustered around common themes and skills. We believe this permits the use of richer, more integrated materials while minimizing redundancies.

Chapter 2, The Organizational Context, focuses on a variety of skills needed to get the "big picture" of the firm and to ensure that actions are consistent with overall organizational goals. Chapter 3, Understanding and Valuing Differences, stresses knowledge and skills required in increasingly diverse organizations, including personality, national culture, perceptions, and attitudes; together, these topics speak to the nature of diversity and the ways we may react to it. In Chapter 4, Solving Problems, we address skills needed for problem solving, creativity enhancement, and negotiating. Chapter 5, Communicating Effectively, offers approaches to improving such critical communication skills as written communication, effective speaking, active listening, attending to nonverbal communications and informal communications, and use of electronic communication tools. In Chapter 6, Motivating Effectively, we focus on skills related to understanding employee needs, applying learning theories, setting effective goals, linking effort to outcomes, assuring fairness, and designing jobs to be intrinsically motivating. Chapter 7, Leading Effectively, provides guidelines and exercises to develop your leadership knowledge and skills. In that chapter, we will consider how leaders gain power and exert social influence, and we will address key leader skills and behaviors.

Chapter 8, Organizational Culture, Empowerment, and Ethics, addresses

Appreciation is extended to those colleagues who contributed to *Organizational Behavior and Management: An Integrated Skills Approach*. We have benefited from the detailed and constructive reviews provided by many individuals. In particular, we wish to thank the following educators who have served as reviewers: Susan Adams, Bentley College; David C. Baldrige, University of Connecticut; William Bommer, Georgia State University; Jean Bush-Bacelis, Eastern Michigan University; Arch Darrow, Bowling Green State University; William P. Ferris, Western New England College; Jacqueline N. Hood, University of New Mexico; Fred Hughes, Faulkner University; David M. Leuser, Plymouth State College; Ralph Mullin, Central Missouri State University; Marcella M. Norwood, University of Houston; Elizabeth C. Ravlin, University of South Carolina; Raymond T. Sparrowe, Cleveland State University; Gregory Stephens, Texas Christian University; and John Wagner, Michigan State University.

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