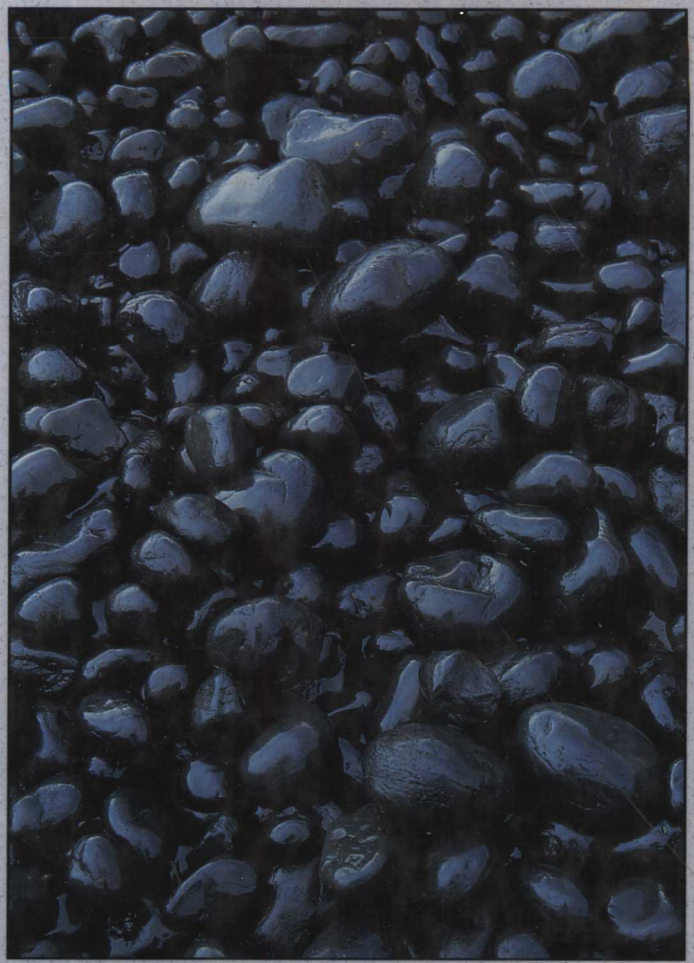
CANADIAN ORGANIZATIONAL BEHAVIOUR



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CANADIAN ORGANIZATIONAL BEHAVIOUR

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Burr Ridge, Illinois
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Cover photo: *Rich Ergenbright International Photography*

Part photos:

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Senior sponsoring editor: Roderick T. Banister
Project editor: Waivah Clement
Production manager: Ann Cassady
Designer: Larry J. Cope
Art manager: Kim Meriwether
Compositor: Bi-Comp, Inc.
Typeface: 10/12 Times Roman
Printer: R. R. Donnelley & Sons Company

ISBN 0-256-11531-1

Printed in the United States of America
3 4 5 6 7 8 9 0 DOC 9 8 7 6 5 4 3

PREFACE

Organizational behaviour is an exciting field of study that offers a wealth of knowledge to help you understand, predict, and manage behaviour in organizational settings. *Canadian Organizational Behaviour* takes a distinctly Canadian perspective of contemporary organizational behaviour concepts and practices. It is intended to help you make sense of organizational behaviour in Canada and abroad, and to give you the tools to work more effectively within organizations.

Canadian Organizational Behaviour includes several distinguishing characteristics, including a strong Canadian orientation, theory–practice link, contemporary theory foundation, and inclusion of emerging issues. There are also several valuable learning elements within the textbook and supplementary materials for the instructor. These features and pedagogical devices will make your journey through this text both meaningful and enjoyable.

Canadian Orientation

Canadian Organizational Behaviour has been written specifically for the Canadian audience, although it may be used by students in other countries (just as American texts have been used in Canada and elsewhere for so many years). This Canadian orientation has been achieved in three ways:

- **Canadian examples.** This text introduces more than 100 real-life organizational examples to place contemporary organizational behaviour theories and concepts within the Canadian context. Each chapter begins with a vignette about the experiences of a specific Canadian organization. Several additional organizational incidents are strategically located through each chapter, either highlighted as Perspective boxes or inserted in the main text. For example, you will learn about employee motivation at The Body Shop, job redesign at Imperial Oil, perceptions of unfair pay at Jay Norris Canada, self-managing work teams at Pratt & Whitney, organizational culture at

Four Seasons Hotels, organizational change management at Labour Canada, conflict management at Cardinal River Coals, and organizational design at Bombardier.

- **Canadian cases.** One or two cases, as well as an experiential exercise, are included at the end of each chapter. Most cases are located in a Canadian rather than American setting. I have written and class-tested several of these cases (e.g., Western Agencies Ltd., Vêtements Ltée, Nupath Foods Ltd., and A Window on Life). Others are organizational behaviour classics that originate in Canada or have been suitably adapted.
- **Canadian scholarship.** While the material presented in this text is drawn from the global literature on organizational behaviour, it places somewhat more emphasis than other texts on Canadian scholarship. This is reflected both in the chapter endnotes and the relative emphasis of some topics, such as organizational loyalty, self-managing work teams, and stress management.

Although *Canadian Organizational Behaviour* emphasizes the Canadian context, it also introduces several international issues and examples. For instance, you will read about employee motivation at a department store in mainland China, a circle organizational structure in Brazil, the use of "stomach language" in Japan, and perceptual errors that occurred when doing business with Egyptians.

Theory—Practice Link

An organizational behaviour textbook should be relevant as well as interesting. Therefore, every attempt has been made to link the theories and concepts presented in *Canadian Organizational Behaviour* to actual organizational events and practices. The examples running throughout the text provide an important link between the theories and organizational realities. They make the concepts more meaningful to students and reflect the relevance and excitement of this field. I have also ended most discussions of organizational behaviour theory and concepts with their practical implications. For example, you will learn how to analyze employee performance problems, increase employee loyalty, improve decision making in crisis situations, control organizational politics, and diagnose the best organizational structure.

Contemporary Theory Foundation

Canadian Organizational Behaviour has a strong practical orientation and tends to avoid detailed summaries of specific research studies. Nevertheless, the material presented in this textbook represents a careful synthesis of

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contemporary writing by organizational behaviour scholars in Canada and elsewhere. Look at the endnotes for each chapter and you will find that the text material integrates dozens of articles and monographs, most of which have been published within the past few years.

Emerging Concepts and Practices

The field of organizational behaviour is in a state of rapid transition. Organizational writers are adopting new perspectives and placing more emphasis on organizational effectiveness and productivity. *Canadian Organizational Behaviour* includes discussion of many of these emerging concepts and issues, including transformational leadership, parallel learning structures, business negotiations, self-managing work teams, pay equity, employment equity, discipline without punishment, ethical decision making, organizational citizenship, cluster and circle organizational structures, procedural justice, and crisis decision making.

Learning Elements

Several learning elements have been included to make your reading of this textbook easier, more enjoyable, and ultimately more memorable.

Learning Objectives and Chapter Outline. Several learning objectives and an outline of the main topic headings are listed at the beginning of each chapter to guide you through the main points of the material that follows.

Chapter Vignette and Photo. Every chapter begins with a vignette about a Canadian organization that relates to some of the concepts presented within the chapter. Each vignette is accompanied by a photograph of the organization that adds more visual meaning to the story.

Perspective Boxes and In-Text Examples. On average, each chapter includes three or four boxed stories, called *Perspectives,* that describe specific organizational incidents in Canada and elsewhere. These anecdotes are strategically placed around the organizational behaviour concepts and practices that they portray. Each chapter also includes several in-text examples to further anchor the concepts to organizational realities.

Graphic Exhibits. To help you make sense of the conceptual material, several graphic diagrams are included in each chapter. These exhibits visualize key elements of the theory being presented or pull together different parts of the chapter.

Marginal Notes and End-of-Text Glossary. While I have tried to minimize unnecessary jargon, the field of organizational behaviour (and virtually every other discipline) has its own language. To help you learn this language, key terms are highlighted in bold and brief definitions of them appear in the margin. These definitions are also presented in an alphabetical glossary at the end of the text.

Chapter Summary and Discussion Questions. Each chapter closes with a summary and list of discussion questions. The chapter summary highlights important material, while the discussion questions help you to check your understanding of the main points in the chapter.

Chapter Cases and Exercises. Every chapter includes one or two cases as well as an experiential exercise. The cases encourage you to use organizational behaviour knowledge as a tool to diagnose and resolve organizational problems. The exercises enable you to become part of a simulated organizational experience and to see how organizational behaviour theories and concepts fit reality.

Indexes. A company index, name index, and subject index are included at the end of this textbook to help you search for relevant information and make this book a valuable resource for years to come.

Supplementary Materials

Canadian Organizational Behaviour includes a variety of supplemental materials to help instructors prepare and present the material in this textbook more effectively.

Instructor's Manual. The instructor's manual includes a chapter summary and lecture outline for each chapter. It provides solutions to the end-of-chapter discussion questions and cases, as well as notes and supporting materials (where applicable) for the experiential exercises. The instructor's manual also includes a large set of transparency masters as well as notes for additional lecture topics.

Test Bank. The test bank includes 20 multiple choice and 20 true/false questions for each chapter. Also included are several additional open-ended or essay-type questions, with answers.

Irwin's Computerized Testing System. This microcomputer testing system is available for the IBM PC. It lets instructors select and edit test items from the printed test bank as well as add their own questions.

Teletest. Instructors may obtain laser-printed tests of their choice by contacting the publisher by telephone or facsimile machine and specifying the desired questions drawn from the test bank.

ACKNOWLEDGMENTS

I work at a very special place called the Faculty of Business Administration at Simon Fraser University. Don't be misled by the institutional title. There is a special chemistry here that minimizes organizational politics (unique in universities!) and maximizes the interests of students, researchers, the business community, and other stakeholders. For their continued support, guidance, and friendship, I would especially like to thank my colleagues in the organizational behaviour area: Mark Wexler, Rosalie Tung, Dean Tjosvold, Bob Rogow, Larry Pinfield, Stephen Havlovic, Barrie Gibbs, Gervase Bushe, and Stephen Blumenfeld. I also owe a special debt of gratitude to Dean Stan Shapiro for being a superb role model, and for protecting me while I wrote this book from the more onerous administrative duties that accompany a professor's job.

Several colleagues from other colleges and universities across Canada also provided valuable feedback and suggestions as reviewers of this textbook. I want to thank each of these people for sharing their ideas with me: Brenda Bear, Northern Alberta Institute of Technology; Richard Foggo, Southern Alberta Institute of Technology; Brian Harrocks, Algonquin College; Jack Ito, University of Regina; Anwar Rashid, Ryerson Polytechnical Institute; and John Redston, Red River Community College.

My students deserve special mention because they have shaped this textbook in many ways. For several years, they have educated me through the rigorous team projects that I have assigned. For the past year, several classes of BUS372 students read loose-leaf binders of the draft, provided useful feedback, and allowed me to test new cases and exercises on them. While the galleys and page proofs were being prepared, the managers and professionals in my Executive MBA course further scrutinized the book and provided an excellent testing ground for the management cases. Their enthusiasm for the project doubled my energy.

Among those who assisted directly on *Canadian Organizational Behaviour,* Lenard Reid deserves special credit. Lenard demonstrated his innovation and entrepreneurship as he searched out relevant organizational behaviour examples in Canada. He single-handedly contacted over two dozen companies for the photographs that you see in this book. It has been a privilege to work with Lenard on this project. Many thanks are also extended to Anne Courtney, Tammi Mason, Henrick Jorgennsen, and Karim Karmali for their valuable research assistance, particularly in finding relevant anecdotal material and the latest conceptual literature.

Rod Banister, senior sponsoring editor, planted the initial seed for this project and, through his uncanny diplomacy and unwavering support, saw

that it became a reality. It's an honour to know Rod and to be associated with him. I also extend my appreciation to project editor Waivah Clement and to others at Richard D. Irwin and Times-Mirror Professional Publishing, Ltd., for their superb professionalism.

Finally, I save the most important gratitude to my wife and best friend, Donna McClement, and to our wonderful daughters, Bryton and Madison. They give special meaning to my life and I am forever thankful for their continued love and support. I dedicate this book to them.

Steven L. McShane

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