

# features

## Active Learning

**R**obert Kreitner, Angelo Kinicki, and Nina Cole have developed this text to provide lean and efficient coverage of topics such as diversity in organizations, ethics, and globalization, which are recommended by AACSB International—the Association to Advance Collegiate Schools of Business. Timely chapter-opening cases, learning outcomes, a wealth of skill-building experiential end-of-chapter material, four-colour presentation, lively writing style, and real-world in-text examples are all used to enhance this overall educational package.

This successful author team has designed this text to facilitate active learning by relying on the following:

### PERCEPTIONS ABOUT WOMEN AND THE NEW ECONOMY: EBAY'S LORNA BORENSTEIN

Perceptions about women in the workplace are slowly changing. Ask Lorna Borenstein how women are faring in the New Economy, and the general manager of eBay Canada Ltd. says:

"I can walk into a room now and no one is going to mistake me for an assistant. That hasn't always been the case. I've been asked to get the coffee more than once."

Ms. Borenstein, a lawyer who also has an MBA, started out in the legal profession, then moved to Hewlett-Packard and ran her own Internet consulting firm. In her mid-thirties, she says New Economy companies are an ideal place for women, or anyone, to prove themselves because people do not generally use stereotypes to make assumptions about your ability.

Nevertheless, the leadership of major Internet firms is still mostly male. One exception is eBay itself, with female CEO Meg Whitman and other women like Borenstein leading eBay operations in other countries. She predicts that as the industry matures and recovers from its recent meltdown, the eBay example will become the norm.

Borenstein attributes her own self-esteem to the confidence of her mother, who became a superior court judge in Quebec and never doubted that women should be able to have the same success as men. That's a belief she hopes to pass on to her own three children and especially her two young daughters.

But Borenstein worries that lack of career-related self-efficacy may deter many women from promoting themselves as much as they should. Borenstein's own moves from law through industry and now to management of an Internet firm were the result of a series of careful decisions—indicating her internal locus of control—but she also acknowledges the involvement of an external force called luck!



Lorna Borenstein, general manager of eBay Canada Ltd.

Source: Adapted from E Church, "EBay executive sees level field," *Globe & Mail*, March 29, 2001, p B17.

### Brief Chapter Opening Cases—

For some real-world context, these cases use topics that are timely and relevant to actual life situations.

324 Appendix OB in Action Cases

## OB in Action Case: Christine Carmichael

(applicable to Chapter 3: Motivation)

### Christine Carmichael

Tony Dunlop, the new president of Roselawn Manufacturing Ltd., was very concerned. He had been hired to "turn the company around" and reverse the declining customer service levels and profitability which had resulted from the disastrous implementation of new enterprise resource software, which integrated all of the company's existing systems and used one underlying data base. Roselawn Manufacturing was 30 years old, had 35 employees at its Scarborough headquarters, and just over 200 manufacturing workers at its plant in Oshawa.

The board of directors had suspected for some time that employee morale was a major problem. These suspicions had been confirmed last week when a group of employees went to Tony's predecessor, John Morgan, of creating a "poisoned environment" for employees, particularly females. Tony had just finished a long discussion with Christine Carmichael, a recently departed employee, and now was convinced that changes had to be made in the way employees were treated. He decided to review what Christine had told him about how her motivation had been destroyed during the year she worked at Roselawn Manufacturing and try to identify specific problems that needed to be addressed.

Christine started working the first week of September, during the pilot project for the new system. Her boss, Mel, was the Accounting Supervisor. Mel was friendly and helpful, but very busy. During her first week, she was present for all training sessions on the new software, which was expected to go live on November 1. Suddenly, it was decided that the software would not be implemented until the following summer. This dramatically changed the position for which Christine was hired. Optimistically, she hoped to learn more about Roselawn Manufacturing and more about the software, and then help to train other employees before they started using it.

Christine spent the next few weeks assisting in the preparation for the new software by converting data from the old system to the new. She was given conflicting instructions by her boss (Mel), the general manager (Bill), and the Vice President of Finance (Andy). She found it difficult to complete tasks because each person acted as though they were in charge. This confusion continued through the entire duration of the project. Christine started to wonder if the delays were a result of this method of organization.

### The Staff Party

Christine noticed that many of the staff seemed afraid of the new software. They seemed to have adopted the opinion that if they avoid it, they could prolong the time until they would have to start using it. Perhaps as a result of the other employees' discomfort with the idea of learning new software, Christine found it very hard to fit in at her new job. People did not welcome her because they did not welcome the purpose for which she was hired. She was ignored in the social atmosphere and looked down upon by those who feared change. Two weeks after she began her new job, the company had its annual staff party, and she was not invited. It was the talk of the office both before and after the party, which added insult to injury and made Christine feel like an outsider.

### Reality Bites

After all the data conversion was completed, Christine began working for the general manager, Bill. She worked hard and frequently stayed late in order to learn the business. About

### Great Expectations

Upon completing her university degree in Business Administration, Christine Carmichael applied for numerous positions she found on the Internet, in the local newspaper, and at her university's career service department. She knew it would be difficult to land her "dream job" in human resources management, as she was just starting out and had a limited network of contacts in that profession. In August, Christine applied for a management trainee position at a local company, Roselawn Manufacturing Ltd. This position appealed to her because a large component of the work was training staff on the new enterprise resource software that the company was about to implement. Also, Christine was to be groomed for a management position once one became available. Although the position had relatively low pay for a university graduate, Christine wanted to gain experience and hoped that with hard work, she would be compensated equitably.

### OB In Action Cases—

An Appendix containing supplementary cases: "OB In Action" is included after chapter 13. Great for more in-depth individual study or group assignments.

# Active Learning

## FOCUS ON DIVERSITY

### Mentoring—Part of Diversity Management at Rogers

Phillip Francis, Manager, Corporate Diversity at Rogers, says that commitment to diversity is “about attracting and retaining the best employees we can. It’s about changing circumstances for employees and being responsible for employees’ individual needs. It makes good business sense to us.”

Mentoring is one way to provide feedback to employees. In 2000, Rogers successfully completed a diversity mentoring program pilot project and rolled it out nation-wide. Rather than having one-on-one mentoring, they opted for a team-based mentoring program to provide broader feedback to employees. The pilot program was made available to 25 Toronto employees with 22 participating mentors at the director or vice president level.

The mentors and employees were split into five teams, and flexibility allowed individuals to approach other teams for guidance and feedback in areas of interest that may not have been covered by their own mentors. Each team was composed of a diverse group of people, with mentors from many areas within the company, who were able to support the employees’ goals. Employees receive a minimum of two hours per month with their mentors, and the teams are responsible for deciding how best to use their time.

Rogers conducted a survey of the pilot program. It started, but some one-on-one time should have been used for relationship building, more time and effort.

Another ongoing component of Rogers’ diversity management is a call centre training program for employees who are not eligible for employment, are not eligible for employment, are not eligible for employment. “The reason we are involved is because of diversity and recognized in the company. Since becoming participants some two weeks ago, the Goodwill program, A follow-up survey shows zero turnover—all are still with Rogers. That’s performance management!”

Source: Adapted from L. Young, “Mentoring Program Is Key to Diversity,” *Business Week*, 2001.

## INTERNATIONAL OB

### How to Win Clients and Influence People

Brian Mulrone’s habit of helping out his pals hurt him when he was prime minister, but he became a private sector operator, the same schmoozy approach is making him—and his friends—rich. Mulrone has been able to parlay his background into a global lobbying business. You find him zig-zagging the globe, lobbying foreign governments on behalf of big-name clients.

Mulrone sits on the boards of several carefully selected companies, including Barrick Gold. He took his place on the board, Mulrone had a chance to show his stuff. Barrick had been a major player in Toronto, which operated gold mines in Chile. But one of its main deposits ran a gauntlet into Argentina. Since relations between the two countries were quite strained, Barrick didn’t see how it could go about mining the deposit. So Mulrone was asked to smooth things over.

His technique was very straightforward. “I met with the two heads of state separately,” Mulrone said. “I talked to their ministers, as well as representatives from the private sector.” Results: Chile and Argentina had signed a new mining agreement. Now, everything needed to open up to flow freely from one side of the Andes to the other. How do you convince two heads of state to change their legislation? “It’s all in the way you present things,” explains Mulrone. “Present their own concerns, constraints, and agendas. I know what they are and how to satisfy them. I have credibility. The solutions I propose are realistic.”

Source: D. Bérard, “How to Win Clients and Influence People,” *Canadian Business*, April 30, 1999, pp 42–45.

## Special Boxed Features—

Each chapter contains boxed features on Focus on Diversity, International OB, and Ethics At Work to highlight examples of real companies, personalities, and issues to offer students practical experience.

### Monkey See, Monkey Do

A study by researchers from Canada and the United States of 187 work group members from 20 different organizations uncovered a “monkey see, monkey do” effect relative to antisocial behaviour. Employees who observed their coworkers engaging in antisocial conduct at work tended to exhibit the same bad behaviour. Antisocial behaviour, as measured in this study, included the following acts:

- damaging company property
- saying hurtful things to coworkers
- doing poor work; working slowly
- complaining with coworkers
- bending or breaking rules
- criticizing coworkers
- doing something harmful to boss or employer
- starting an argument with a coworker
- saying rude things about the boss or organization.

According to the researchers, “The message for managers seems clear—antisocial groups encourage antisocial individual behaviour. It is crucial to nip behaviours deemed harmful in the bud so as to avoid a social influence effect. Managers who expect that isolating or ignoring antisocial groups will encourage them to change are probably mistaken.”

#### You Decide . . .

Are these antisocial behaviours also unethical? As a manager, how would you handle these behaviours if they occurred in your work group?

ETHICS AT WORK

## summary of key concepts

- Name five “soft” and four “hard” influence tactics, and summarize the practical lessons from influence research. Five soft influence tactics are rational persuasion, inspirational appeals, consultation, ingratiation, and personal appeals. They are more friendly and less coercive than the four hard influence tactics: exchange, coalition tactics, pressure, and legitimating tactics. According to research, soft tactics are better for generating commitment and are perceived as more fair than hard tactics.
- Identify and briefly describe French and Raven’s five bases of power. French and Raven’s five bases of power are reward power (rewarding compliance), coercive power (punishing noncompliance), legitimate power (relying on formal authority), expert power (providing needed information), and referent power (relying on personal attraction).
- Define organizational politics, explain what triggers it, and specify the three levels of political action in organizations. Organizational politics is defined as intentional acts of influence to enhance or protect the self-interests of individuals or groups. Uncertainty triggers most politicking in organizations. Political action occurs at individual, coalition, and network levels. Coalitions are informal, temporary, and single-issue alliances.
- Distinguish between favourable and unfavourable impression management tactics. Favourable upward impression management can be job-focused (manipulating information about one’s job performance), supervisor-focused (praising or doing favours for the boss), or self-focused (being polite and nice). Unfavourable upward impression management tactics include decreasing performance, not

noted and adapted from S L Robinson and A M Stelly, “Monkey See, Monkey Do: The Influence of Coworkers on the Antisocial Behavior of Employees,” *Management Journal*, December 1998, pp 658–72.

## Summary of Key Concepts—

This section includes responses to the learning objectives in each chapter making it a handy review tool for all users.

# Active Learning

## Key Terms—

Key Terms are bolded within the text and defined in the margins for easy reference.

## key terms

centralized decision making, 281  
closed system, 272  
contingency approach, 278  
decentralized decision making, 281  
differentiation, 279  
integration, 279  
line managers, 272  
mechanistic organizations, 280  
open system, 272  
organic organizations, 280  
organization, 270  
organization chart, 270  
organizational ecology, 275  
span of control, 271  
staff managers, 272  
strategic constituency, 278  
unity of command principle, 270

## discussion questions

1. How many organizations directly affect your life today? List as many as you can.
2. What would an organization chart of your current (or last) place of employment look like? Does the chart you have drawn reveal the hierarchy (chain of command), division of labour, span of control, and line-staff distinctions? Does it reveal anything else? Explain.
3. How would you respond to a manager who claimed that the only way to measure a business's effectiveness is in terms of how much profit it makes?
4. In a nutshell, what does contingency organizational design entail?
5. If organic organizations are popular with most employees, why can't all organizations be structured in an organic fashion?
6. Which of the three new organizational configurations probably will be most prevalent 10 to 15 years from now? Why?

## Discussion Questions—

These sets of review questions cover key concepts of the chapter and can be used to generate classroom discussion or for individual review.

## internet exercises

[www.queendom.com](http://www.queendom.com)

### I. Relationships and Communications Skills Testing

Managers, who are responsible for getting things accomplished with and through others, simply cannot be effective if they are unable to interact skillfully in social settings. As with any skill development program, you need to know where you are before constructing a learning agenda for where you want to be. Go to Body-Mind Queen-Dom ([www.queendom.com](http://www.queendom.com)), and select the category "Tests & Profiles." (Note: Our use of this site is for instructional purposes only and does not constitute an endorsement of any products that may or may not suit your needs. There is no obligation to buy anything.) Next, choose "Relationships" and select the "Communication Skills Test;" read the brief instructions, complete all 34 items, and

ones: Arguing Style Test; Assertiveness Test; and Conflict Management Test.

#### QUESTIONS

1. How did you score? Are you pleasantly (or unpleasantly) surprised by your score?
2. What is your strongest social/communication skill?
3. Reviewing the questionnaire item by item, can you find obvious weak spots in your social/communication skills? For instance, are you a poor listener? Do you interrupt too often? Do you need to be more aware of others, both verbally and nonverbally? Do you have a hard time tuning

## Internet Exercises—

Detailed and challenging, these exercises (two per chapter) are found at the end of each chapter. This resource helps students understand how to use the Internet as a powerful resource in business practice.

# features

## Active Learning

### experiential exercises

#### I. Anger Control Role Play

##### Objectives

1. To demonstrate that emotions can be managed.
2. To develop your interpersonal skills for managing both your own and someone else's anger.

##### Introduction

Personal experience and research tell us that anger begets anger. People do not make their best decisions when angry. Angry outbursts often inflict unintentional interpersonal damage by triggering other emotions (e.g., disgust in observers and subsequent guilt and shame in the angry person). Effective managers know how to break the cycle of negative emotions by directing anger at themselves and not at others.

##### ROLE 1: THE ANGRY (OUT-OF-CONTROL) SHIFT SUPERVISOR

You work for a leading electronics company that makes computer chips and other computer-related equipment. Your factory is responsible for assembling and testing the company's most profitable line of computer microprocessors. Business has been good, so your factory is working three shifts. The day shift, which you are now on, is the most desirable one. The night shift, from 11 P.M. to 7:30 A.M. is the least desirable and least productive. In fact, the night shift is such a mess that your boss, the factory manager, wants you to move to the night shift next week. Your boss just broke this bad news as the two of you are having lunch in the company cafeteria. You are shocked

### Experiential Exercises—

These additional exercises (two per chapter) are designed to sharpen users' skills by either recommending how to apply a concept, theory, or model, or by giving an exemplary corporate application. Students will benefit from real-world experiences and direct skill-building opportunities.

### Personal Awareness and Growth Exercises—

These exercises (two per chapter) are included to help readers personalize and expand upon key concepts as they are presented in the text. These exercises encourage active and thoughtful interaction rather than passive reading.

### personal awareness and growth exercises

#### I. How Ready Are You to Assume the Leadership Role?

##### Objectives

1. To assess your readiness for the leadership role.
2. To consider the implications of the gap between your career goals and your readiness to lead.

##### Introduction

Leaders assume multiple roles. Roles represent the expectations that others have of occupants of a position. It is important for potential leaders to consider whether they are ready for the leadership role because mismatches in expectations or skills can derail a leader's effectiveness. This exercise assesses your readiness to assume the leadership role.

##### Instructions

For each statement, indicate the extent to which you agree

- |   |                   |
|---|-------------------|
| 9. I would enjoy coaching other members of the team.  | 1 — 2 — 3 — 4 — 5 |
| 10. It is important to me to recognize others for their accomplishments.                              | 1 — 2 — 3 — 4 — 5 |
| 11. I would enjoy entertaining visitors to my firm even if it interfered with my completing a report. | 1 — 2 — 3 — 4 — 5 |
| 12. It would be fun for me to represent my team at gatherings outside our department.                 | 1 — 2 — 3 — 4 — 5 |
| 13. The problems of my teammates are my   | 1 — 2 — 3 — 4 — 5 |

### CBC video case



#### Gap Adventures

Gap Adventures sells a hot holiday product—adventure travel and eco-tourism in Central and South America. The company has been very successful, growing from two employees to 70, with \$12 million in sales, as well as winning awards for its ethical practices. Their corporate culture has been family-oriented, with all employees having input into decision making. At this point, owner Bruce Poon Tip sees himself as better at building businesses than at maintaining them and wants to move on to new challenges in expanding and diversifying Gap's operations.

So Bruce has hired Dave Bowen, a marketing expert from the company's largest US competitor, to shake up the Gap Adventures organization, which he sees as a bit too complacent, and

Dave's new approach to management results in a new reservation system and a new phone system, both of which have serious bugs to be worked out. He also establishes a number of new company policies, which are taking some time to get through to employees out in the field. Employees are working longer hours, and dealing with increased stress. Overall, as Bruce leaves for the Amazon to get married, he sees the culture as more serious, more controlled, more corporate and less relaxed than it was before.

##### QUESTIONS FOR DISCUSSION

1. What corporate values have changed at Gap Adventures since the arrival of Dave Bowen?
2. Explain how the culture change at Gap Adventures has

### CBC Video Cases—

A CBC video case is included with each chapter. This resource offers the opportunity for situational analysis in the classroom, or individual viewing through video streaming through our Online Learning Centre at [www.mcgrawhill.ca/college/kreitner](http://www.mcgrawhill.ca/college/kreitner).

# Instructor

This incredible new book also uses some exciting and useful supplements for instructors and students.

#### Bridge to the Next Chapter

Chapter 3 presents the process motivational theory where the individual makes his or her mind up using what Charles Handy calls a motivational calculus. It discusses the issue of inequality, expectancy theory and its practical applications, free practical implications of goal-setting theory, and some special issues when implementing motivational programs.

You might have your students discuss in small groups the process they go through when they decide how hard to study for an exam or a final. What are the factors? Does their major make a difference? Whether they want to go to graduate school? Is it their own self-image that spurs them on? What others will think of them? Do they care? What might motivate them to care if they do not? How important is motivation in Canada? Is it overrated?

#### Current Event

In January 2002, GM and Ford announced expected layoffs of at least 15,000 if not 20,000. Both of these car companies have struggled with quality issues. Ford has been recently hit with the Ford "Epsilon" issue and the site problems. It fired its CEO in the last months of 2001 and Bill Ford, great grandson of the founder, Henry Ford was appointed to chair the board and be CEO. Ford is an environmentalist, has worked for Ford quietly for many years, and says he never wanted to head the company. In college, he never told people he was from "that" Ford family. He cares about employees and the image of Ford.

However, after 9/11 and even prior to that, the economy was heading into a recession and car manufacturers were in trouble. To try to help they offered 0% financing for a few months in order to boost sales. This appears to have worked, but did not make money. The new lines are in and Ford has a winner in its new Mustang. That is good news, but clearly there are lots of problems still to be tackled. Ford will cut at least 10,000 jobs as part of a major restructuring plan and it may be as high as 20,000.

The questions now are: how do you motivate the remaining employees? What new motivation techniques might you employ? What can be done when morale is low and motivation is not high? Does fear of losing one's job motivate? What can Bill Ford do to motivate all workers towards the goal of making Ford a better and more prosperous car company?

#### Internet Exercise

The purpose of the exercise is for the student to identify motivational techniques or programs that are being used at different companies. They are to go to The Foundation for Enterprise Development at [www.fed.org/library/index.html](http://www.fed.org/library/index.html). To begin their search they are to select the resource library and follow up by choosing to view the library by subject. They will be given a variety of categories to choose from. They are to use the categories of "Case Studies" of private companies or "Case Studies of Public Companies" and then pick one company that they would like to analyze.



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## Instructor's Resource Guide

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The Instructor's Manual is a creative guide to understanding organizational behaviour. It includes the traditional elements of chapter outlines, learning outcomes, and opening case introductions, as well as discussion guides regarding the International OB boxes, Focus on Diversity boxes, and Ethics At Work boxes; OB in Action Cases; and a guide to maximizing effective use of the Personal Awareness and Growth Exercises, the Experiential Exercises, the Internet Exercises, and the CBC Video Cases. This resource guide also includes additional review and discussion questions and answers, critical thinking exercises and solutions, and research insights for class discussion. Each element will assist the instructor and students in maximizing the ideas, issues, concepts and important management approaches included in each chapter.

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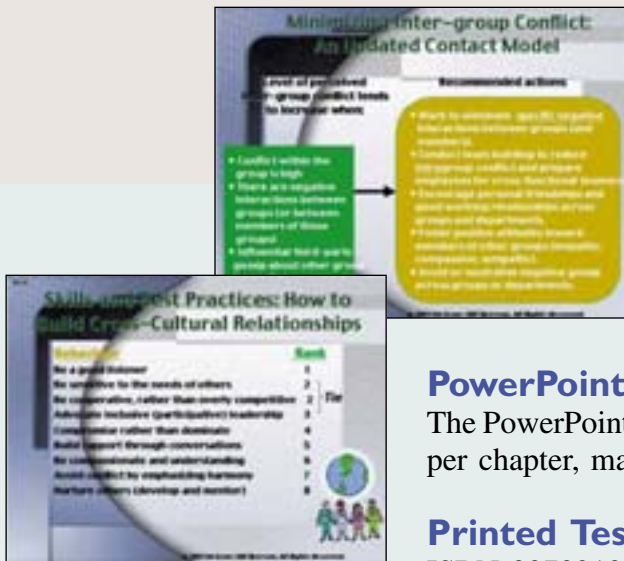
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