The world of work in the 21st century is very different from what it was as recently as ten years ago. Today's workplace is technological and multicultural. Work is often accomplished by teams rather than by single individuals. The computer dominates the workplace. In any given company or department, we find greater diversity in terms of demographic characteristics, interests, and styles than in past decades. Although mental and physical abilities remain important attributes for predicting job success, personality and interpersonal skills are receiving increased attention. A satisfying life is now defined as striking a balance between work and non-work. In addition, the psychological "stability" of work may be at an all-time low. Mergers, acquisitions, downsizing, outsourcing, and radically changing technologies have all made the idea of "life-long employment" at one company, or even in one occupation, an elusive dream. All of these themes will appear in the text and will be tied together in a way that will acknowledge the rich and intriguing nature of the modern workplace.

Our motivation for writing this text flows directly from the changed nature of work described above. We set out to present a realistic, forward-looking view of modern work and the application of psychology to that view. One of us (Frank Landy) wrote several I-O texts between 1974 and 1989. Revisiting the nature of work in 2000 was a eye-opener for us both. We both believed there was a need to describe the sweeping changes, and found that none of the I-O psychology texts on the market addressed them adequately. We also wanted to show how I-O research, theory, and practice could be responsive to those changes. Although it took an extraordinary amount of research and almost 1,600 references to document the changed nature of work in the 21st century, we feel our effort is worth it and today's instructors will agree.

An important thing to keep in mind in studying I-O psychology is that work is complex and cannot be reduced to a set of equations or principles. In the real world, all of the components of work, the work environment and, most importantly, the people who populate the workplace, interact in complicated ways. For example, in considering organizational and individual effectiveness, we cannot think of hiring strategies in a vacuum. Hiring is preceded by recruiting and screening. It is followed by training and socialization. Once the individual joins the organization, there are issues of satisfaction, performance, rewards, and motivation. The way the organization is designed, both psychologically and physically, can limit or enhance productive efforts. This textbook necessarily treats these topics one at a time, but no topic covered in the text can really "stand alone." In the real world, the topics are interrelated, and we will show these interrelationships in the text.

STRUCTURE AND CONTENT OF THE TEXT

Because the full range of industrial and organizational psychology is so broad, we have broken the text into four sections. The first section addresses the fundamentals of the field by examining what I-O psychologists do and where they do it, as well as the methods we use to accomplish research and application. The second section considers topics in personnel psychology such as individual differences, assessment, performance evaluation, staffing, and training. The third section examines organizational topics such as motivation, attitudes, fairness, leadership, work teams, and organizational design. The fourth and last section cover stress, workplace health, and the design of work and workplaces, including safety issues.

The content of our text supports our observation that work in the 21st century has changed from what it was previously. In virtually every chapter, we include substantially modified treatments of topics, as well as entirely new topics that might not have appeared 10 years ago. Consider the following representative list:

- good work
- a theory of multicultural work
- validity and the law
- individual differences
- the content versus the process of assessment
- a model of job performance
- performance management
- rater error as motivated behavior
- the legal context of performance rating
- theories of employment discrimination
- team training, ethics training
- motivational metaphors
- action theory of motivation
- the emotion/mood/disposition interface
- fairness and justice in the workplace
- cross-cultural studies of leadership
- a model of team effectiveness
- episodic versus continuous organizational change
- culture versus climate
- stress and workplace violence
- bullying at the workplace
- culture and climate interpretations of safety

There is another parameter that sets our text apart from its competitors: range. The authors of this text have taught at institutions ranging from four year state to premier private research universities. We also have a domestic-international balance. Frank Landy has taught I-O topics in Slovenia, Germany, Romania, Australia, Sweden, Russia, South Africa, the United Kingdom, and Mexico. Jeff Conte is also interested in cross-cultural topics and has conducted research in organizations across the United States as well as in Canada and France. We *know* what cross-cultural means. Moreover, both authors have done extensive research in practical settings. We span the application continuum from tightly controlled laboratory experiments to real-world consulting at Fortune 100 companies. As a result, we can distinguish the applicable from the inapplicable. This is reflected in our determination to tell the reader what matters in the actual workplace and what doesn't. If you look at work through 20th century lenses, the gap between science and practice does not seem so large. When you try on 21st century lenses, the gap is considerably larger. That means we need stronger and wider and longer bridges to negotiate that gap. We have made every effort to build those bridges. We want to prepare the student to deal with the workplace as he or she will see it in the next few years, not as it was 10 or more years ago. Fortunately, the theory, research, and practice that constitute modern I-O psychology provide the materials for those bridges.

As you read through the book, you will notice that a given topic may appear in several different chapters. That is not a mistake or oversight. The fact is that some topics have relevance in many different chapters and to mention them only once presents too sterile a view of work dynamics. As an example, competencies are higher order forms of ability,

personality, interests, and attitudes. Competency modeling is an enhanced form of job analysis. Competencies can be learned. And there are both leader competencies and team competencies. This means that you will see the term "competency" in several chapters. Even though you will see the term often, it will be treated from a different perspective each time it appears. You will see similar treatments of issues related to work/family balance. This balance is important in the attitudes that an individual holds toward work and organizations. Balance is also important in addressing work stress and work design. So "balance" will appear in at least three chapters. We hope that this method of treatment will provide a richer understanding of the effects of work on people and people on work.

STRUCTURE OF THE CHAPTERS

Within each chapter, we have further divided concepts and topics into stand-alone modules. A module consists of material that is relatively homogeneous within a particular chapter. As examples, one module might deal with the historical development of a concept, the second with modern approaches, the third with applications of the concept, and the fourth with related concepts. Some chapters have as few as three modules, while others have four or five modules depending on how much material is covered by the chapter. Each module ends with critical thinking questions designed to encourage students to apply the material covered in the module, summary points, and glossary terms.

Every module can be considered valuable in one way or another. Nevertheless, we realize that it may be difficult to cover every module in a semester. Thus, each module has been designed as a stand-alone unit, permitting the instructor to cover or skip any particular module. As an example, an instructor might cover the first 3 modules in a chapter, but may choose to skip the final module on "Specialized Topics." We believe this modular approach gives instructors maximum flexibility. In addition to covering or deleting a module within a chapter, or changing the order of modules within a chapter, an instructor can assign modules across chapters, in essence creating a new "chapter". For example, an instructor might assign a module on statistics from Chapter 2, a module on job analysis from Chapter 5, and a module on assessment from Chapter 4 to create a "validity" chapter. Although we believe that the modules within a chapter complement each other, instructors might prefer a different order of modules.

SUPPLEMENTS FOR STUDENTS AND INSTRUCTORS

Landy & Conte *Work in the 21st Century* offers several supplements to enhance learning processes and teaching activities.

Instructor's Manual

Here you will find learning objectives, chapter outlines, glossary terms, and suggestions for class discussions and activities.

PowerPoint Slides

This package of 10–15 slides per chapter includes lecture outlines in addition to figures and tables from the text. The slides can be used as is or customized to match your course design and goals.

Dual-Platform Computerized Test Bank

This array of 30–50 multiple choice items per chapter covers all the important concepts with factual and applied questions as well as questions of a more conceptual nature to facilitate critical thinking.

Online Learning Center for Instructors

The instructor side of the Landy & Conte *Work in the 21st Century* website at www.mhhe.com/landy1 contains all the material you need to design your course. Not only is it a convenient way to access the Instructor's Manual, PowerPoint slides, links and supplementary material, but it also includes the following course management systems. Ask your local McGraw-Hill representative for your password.

- **WebCT and Blackboard**—Populated **WebCT** and **Blackboard** course cartridges are available for free upon adoption of a McGraw-Hill textbook. Contact your McGraw-Hill sales representative for details.
- **PageOut**—Build your own course website in less than an hour. You don't have to be a computer whiz to create a website, especially with an exclusive McGraw-Hill product called PageOut. It requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. With PageOut, even the most inexperienced computer user can quickly and easily create a professional-looking course website. Simply fill in templates with your information and with content provided by McGraw-Hill, choose a design, and you've got a website specifically designed for your course. Best of all, it's free. Visit us at **www.pageout.net** to find out more.
- **Knowledge Gateway**—McGraw-Hill service is second to none. We offer a help desk that can be reached by phone, e-mail, or online with a special website called Knowledge Gateway. For larger adoptions, if hands-on training is necessary, we have a team of experts ready to train you on campus. This FREE service is available to support PageOut, WebCT, and BlackBoard users.

Instructor's Resource CD-ROM

This CD-ROM conveniently contains the Instructor's Manual, Test Bank and Brownstone testing system, and PowerPoint slides described above.

Student Study Guide and Workbook

Packaged in a CD-ROM included with each new copy of the textbook, this guide is a valuable tool for maximizing students' understanding of material and preparation for exams. The guide was developed in close conjunction with the textbook and facilitates the instructor's course design by providing students with the same learning objectives, chapter outlines, and glossary terms as the Instructor's Manual. In addition, it includes practice exam questions and exercises for each chapter. The workbook exercises, based on organizational issues that I-O psychologists are often asked to study and resolve, facilitate active learning and practical application of the ideas and concepts discussed in class and in the textbook.

Online Learning Center

The student side of the Landy & Conte *Work in the 21st Century* website at www.mhhe.com/landy1 contains links to a variety of Internet resources as well as supplementary material on many I-O topics.

   Also visit McGraw-Hill's Psychology Supersite at http://www.mhhe.com/psych This comprehensive Web resource provides a superstructure that organizes and houses all of our psychology text websites.

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We are deeply grateful to our many colleagues who provided assistance, which came in several forms. We asked a number of I-O psychologists to examine the initial outline for the

project manager Christina Thornton-Villagomez did a masterful job in overseeing the transformation of the manuscript into the book. Our marketing manager, Melissa Caughlin, has done a wonderful job of bringing our text to the attention of our target audience of instructors and students. To these individuals and the many other members of our McGraw-Hill team we express our heartfelt thanks.

A NOTE FROM FRANK LANDY

Writing this text has been a joy for me on many levels. On a personal level, it has provided me the opportunity to do several things that I really enjoy—principally read and write. I have been a behavioral scientist for over 35 years and I still get a thrill from making complex concepts comprehensible to a novice reader. This project has also provided me the opportunity to work with a wonderful coauthor, Jeff Conte. Jeff is smart, conscientious, and most importantly, has a wonderful sense of what will be good for the student. In the course of writing the text, I had close contact with many I-O psychology friends and colleagues in the United States and abroad and it was very pleasing to renew old acquaintances and make new ones through this communication. My wife Jeanne and my non-psychologist friends were wonderfully supportive and tolerant as I cancelled out of one after another non-work event to work on "the book." And when I talked about new "insights" that I had extracted from reading that I had done, they were kind enough not to leave the room as a group (although, eventually, they did all leave the room). Finally, I thank Bob Guion, as I have been doing for more than three decades now, for his guidance and support throughout this project. It was the publication of his 1998 text in *Assessment* (Guion, 1998) that moved me to consider this project in the first place.

A NOTE FROM JEFF CONTE

I want to express my deep appreciation to Frank Landy for offering me the opportunity to work with him on this book. My teaching and research have both been influenced by Frank's support and mentoring in graduate school and beyond, and it has been particularly gratifying to work with him so closely in writing this book. I thank Rick Jacobs, a friend and mentor who has greatly influenced my thinking about I-O psychology and who has been very supportive throughout my career. I greatly appreciate the unwavering support and encouragement that I have received from my parents (Anne and Tom) and siblings (T. J., Scott, and Deanna). I would also like to thank Michelle Dean, Paula Caligiuri, Kat Ringenbach, and Marcus Foster for their support and encouragement throughout the writing of this book.

Frank J. Landy
Jeffrey Conte