



CANADIAN ORGANIZATIONAL BEHAVIOUR

SIXTH EDITION

Steven L. McShane
University of Western Australia

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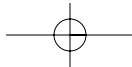
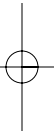
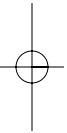
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Dedicated with love and devotion to Donna,
and to our wonderful daughters,
Bryton and Madison



A B O U T T H E A U T H O R**Steven L. McShane**

Steven L. McShane is Professor of Management in the Graduate School of Management at the University of Western Australia (UWA). He is also an Honorary Professor at Universiti Tunku Abdul Rahman (UTAR) in Malaysia. Steve previously taught in the business faculties at Simon Fraser University and Queen's University in Canada. He is a past president of the Administrative Sciences Association of Canada.

Steve earned his PhD from Michigan State University, a Master of Industrial Relations from the University of Toronto, and an undergraduate degree from Queen's University in Kingston. He receives high teaching ratings from MBA and doctoral students in Perth, Australia, Singapore, and other cities where UWA offers its programs. Steve is also a popular visiting speaker, having given more than 40 talks over the past two years to faculty and students at universities around the world.

Along with writing *Canadian Organizational Behaviour*, Steve and Professor Mary Anne Von Glinow co-authored *Organizational Behavior: Emerging Realities for the Workplace Revolution*, Third Edition (2005), McGraw-Hill's highly successful American adaptation of this text, as well as their brief edition, *Organizational Behavior: Essentials* (2006). Steve is also a co-author with Professor Tony Travaglione of *Organisational Behaviour on the Pacific Rim, Enhanced Edition* (2005), which, in its first three years, matched the popularity of the incumbent best-selling OB book in Australia and New Zealand. Steve has published several dozen articles and conference papers on the socialization of new employees, gender bias in job evaluation, wrongful dismissal, media bias in business magazines, and other diverse issues.

Along with teaching and writing, Steve enjoys spending his leisure time swimming, body board surfing, canoeing, skiing, and travelling with his wife and two daughters.

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P R E F A C E

Welcome to a new era of organizational behaviour! Virtual teams are replacing committees. Values and self-leadership are replacing command-and-control supervision. Knowledge is replacing infrastructure. Companies are looking for employees with emotional intelligence, not just technical smarts. Globalization has become the mantra of corporate survival. Co-workers aren't down the hall; they're at the other end of an Internet connection located somewhere else on the planet.

Canadian Organizational Behaviour, Sixth Edition is written in the context of these emerging workplace realities. This edition explains how emotions guide employee motivation, attitudes, and decisions; how values have become the new resource to shape workplace behaviour; how a person's social identity relates to team dynamics, stereotyping, and organizational culture; and how appreciative inquiry has become one of the most important strategies in organizational change. This book also presents the new reality that organizational behaviour is not just for managers; it is relevant and useful to anyone who works in and around organizations.

CANADIAN AND GLOBAL ORIENTATION



Canadian Organizational Behaviour, Sixth Edition is written by a Canadian for Canadians. It includes several Canadian cases, makes solid use of Canadian scholarship, and is filled with Canadian examples of organizational behaviour in practice. For example, you will read about team dynamics at Lighthouse Publishing in Bridgewater, Nova Scotia; the foundations of corporate culture at Cirque du Soleil in Montreal; rewards, empowerment, and other applied performance practices at WestJet in Calgary; and the creative dynamics of employees at Vancouver-based game developer Radical Entertainment.

Love it or hate it, globalization is part of the emerging reality of organizations. So, along with its Canadian focus, *Canadian Organizational Behaviour*, Sixth Edition introduces globalization in the opening chapter and highlights global issues throughout the book. To further emphasize the emerging reality of globalization, every chapter has one or more *GLOBAL Connections*, a highlighted feature that links OB concepts to organizational incidents in diverse countries. For example, *GLOBAL Connections* features describe how young people in Japan are dramatically altering the traditional employment relationship by becoming “freeters,” how a German advertising and Web design firm is gaining attention by adopting a no-nonsense “back to work” corporate culture, how employees in Argentina are saving their jobs by taking over the businesses abandoned by their employers, and how executives are learning to lead the “ubuntu” way in Africa.

LINKING THEORY WITH REALITY

Every chapter of *Canadian Organizational Behaviour*, Sixth Edition, is filled with real-life examples to make OB concepts more meaningful and reflect the relevance and excitement of this field. For example, you will read how Vancouver City Savings Credit Union has become one of Canada's most successful financial institutions by ensuring that its staff experience plenty of positive emotions every day; how Toronto-based Celestica Inc. remains competitive through high-performance teams and lean manufacturing practices; how W. L. Gore & Associates remains nimble through an organizational structure that has no bosses; and how corporate leaders are turning to blogs to communicate more personally with employees and customers.

These real-life stories appear in many forms. Every chapter of *Canadian Organizational Behaviour*, Sixth Edition is filled with photo captions and in-text anecdotes about work life in this new millennium. Each chapter also includes *Connections*, a special feature that “connects” OB concepts with real organizational incidents. Case studies in each chapter and video case studies related to various topics in this book also connect OB concepts to the emerging workplace realities. These stories provide representation across Canada and around the planet. Moreover, they cover a wide range of industries—from software to government—and from small businesses to the *Financial Post 500*.



ORGANIZATIONAL BEHAVIOUR KNOWLEDGE FOR EVERYONE

Another distinctive feature of *Canadian Organizational Behaviour*, Sixth Edition is that it is written for everyone in organizations, not just “managers.” The philosophy of this book is that everyone who works in and around organizations needs to understand and make use of organizational behaviour knowledge. The new reality is that people throughout the organization—systems analysts, production employees, accounting professionals—are assuming more responsibilities as companies remove layers of management and give the rest of us more autonomy over our work. This book helps everyone make sense of organizational behaviour, and provides the tools to work more effectively in the workplace.

CONTEMPORARY THEORY FOUNDATION

Canadian Organizational Behaviour, Sixth Edition has a solid foundation of contemporary and classic research and writing. You can see this in the references. Each chapter is based on dozens of articles, books, and other sources. The most recent literature receives thorough coverage, resulting in what we believe is the most up-to-date organizational behaviour textbook available. These references also reveal that we reach out to information systems, marketing, and other disciplines for new ideas. At the same time, this textbook is written for students, not the scholars whose work is cited. So, while this book provides new knowledge and its practical implications, you won’t find detailed summaries of specific research studies. Also, this textbook rarely names specific researchers and their university affiliations; instead, it focuses on organizational behaviour knowledge rather than “who’s who” in the field.

Canadian Organizational Behaviour was the first textbook to discuss workplace emotions, social identity theory, appreciative inquiry, virtual teams, future search events, Schwartz's values model, the employee-customer-profit chain model, learning orientation, workaholism, and several other groundbreaking topics. This edition is particularly innovative and contemporary with the latest knowledge on four-drive theory, resilience, communication blogs and wikis, separating socio-emotional conflict from constructive conflict, Goleman's emotional intelligence model, and the automaticity and emotionality of the perceptual process.

CONTINUOUS DEVELOPMENT

Canadian Organizational Behaviour is not a "Canadianized" adaptation of an American book. Although I also co-author *Organizational Behavior* in the United States and internationally (now in its successful third edition) and *Organisational Behaviour on the Pacific Rim* (entering its second edition), all three books update each other in a virtuous cycle of continuous development. *Canadian Organizational Behaviour*, Sixth Edition updates information from the third U.S. edition, and the next Pacific Rim edition will update this book.

This is apparently the only business textbook anywhere that practices continuous development because it is the only book where the lead author actively writes in all three regions. This global approach to textbook development ensures that *Canadian Organizational Behaviour* offers Canadians the latest organizational behaviour concepts, issues, and examples at the time of publication. The next section highlights the results of this continuous development process.

CHANGES TO THE SIXTH EDITION

Canadian Organizational Behaviour, Sixth Edition has benefited from reviews by more than 100 organizational behaviour scholars and teachers in several countries over the past three years. Chapter structure changes in the previous (fifth) edition proved very popular with instructors here in Canada and in other countries, so this sixth edition largely keeps the previous organization of chapters. In addition to substantially updated examples throughout the book, most of the improvements to this edition are in the new topics noted below:

- *Chapter 1: Introduction to the Field of Organizational Behaviour*—This chapter includes updated knowledge on the bottom-line benefits of organizational behaviour, more emphasis on work/life balance, a revised section on virtual work, and further emphasis on values and corporate social responsibility.
- *Chapter 2: Individual Behaviour, Values, and Personality*—This chapter introduces students to the emerging concept of employee engagement, and links this concept to the MARS model of individual behaviour and performance. The section on personal values is also updated with more details about different forms of values congruence. The section on Canadian vs. American values is significantly updated.
- *Chapter 3: Perception and Learning in Organizations*—This chapter reflects current thinking about selective attention, organization, and interpretation as automatic unconscious emotional (rather than logical/mechanical) processes. It also writes about categorical thinking as part of the perceptual process, updates the highly popular concept of social identity theory, provides

new details about when self-fulfilling prophecy is more (or less) likely to occur, and further highlights the importance of the learning orientation concept in experiential learning.

- *Chapter 4: Workplace Emotions and Attitudes—Canadian Organizational Behaviour* was the first OB textbook (in 1998) to fully discuss workplace emotions, and this chapter continues to keep students up-to-date on how emotions drive attitudes, decisions, and behaviour in the workplace. For instance, this chapter notes how we “listen in” on our emotions when figuring out our attitudes. It also addresses the situation where emotions and cognitions (logical thinking) conflict with each other. This chapter also introduces Goleman’s revised model of emotional intelligence, identifies shared values as a factor in organizational commitment, and discusses psychological contracts across cultures and generations.
- *Chapter 5: Motivation in the Workplace*—Recognizing that needs hierarchy models lack research support, *Canadian Organizational Behaviour* was the first OB textbook (in 2004) to introduce four-drive theory as an alternative model to understand the dynamics of needs and drives in organizational settings. This chapter further explains how that model works, and identifies its implications for practice in the workplace. This chapter also explains the ongoing relevance of Maslow’s ideas, and further emphasizes the role of procedural justice in organizational justice.
- *Chapter 6: Applied Performance Practices*—This chapter has relatively minor changes. The chapter is somewhat shorter in this edition by condensing the section on rewards. The chapter also refines some of the details about scientific management and updates details about self-leadership in practice.
- *Chapter 7: Work-Related Stress and Stress Management*—This chapter updates information about individual differences in the stress experience, including the important concept of resilience. It also provides new details about psychological harassment and work hours in Canada as a stressor.
- *Chapter 8: Decision Making and Creativity*—This chapter is moved slightly from the previous edition and transfers information about team decision making over to Chapter 10. The chapter further compares the rational choice paradigm against human imperfections of decision making. It identifies three ways that emotions affect the evaluation of alternatives. This chapter also introduces new evidence about escalation of commitment, intuition in decision making, and how people evaluate opportunities.
- *Chapter 9: Foundations of Team Dynamics*—This chapter more explicitly explains why organizations rely on teams. It also offers new information about Belbin’s team roles model as well as team composition and diversity.
- *Chapter 10: Developing High-Performance Teams*—This chapter further refines our knowledge of self-directed work teams and sociotechnical systems theory. It also updates the section on team trust. This chapter also incorporates writing on team decision making, including new knowledge about groupthink and brainstorming.
- *Chapter 11: Communicating in Teams and Organizations*—Along with updating information about email and instant messaging, *Canadian Organizational Behaviour, Sixth Edition* is apparently the first to discuss the role of blogs and wikis in corporate communication. This chapter also provides new information about media richness and the organizational grapevine.

- **Chapter 12: Power and Influence in the Workplace**—This chapter updates our knowledge of power and influence derived from social networks. It also introduces three contingencies to consider when applying various influence tactics.
- **Chapter 13: Conflict and Negotiation in the Workplace**—This chapter offers new information about the relationship between constructive (task-related) conflict and socioemotional conflict, and identifies ways to minimize the latter while engaging in the former. It also summarizes current thinking about how to minimize conflict through communication and understanding, including talking circles.
- **Chapter 14: Leadership in Organizational Settings**—This chapter updates information about leadership substitutes, the implicit leadership perspective, and gender differences in leadership. It also provides further evidence separating charismatic from transformational leadership.
- **Chapter 15: Organizational Structure**—This chapter updates information about coordination mechanisms, the optimal level of decentralization, and problems with matrix structures. The section on contingencies of organizational design was also re-organized to emphasize the external environment as a central contingency.
- **Chapter 16: Organizational Culture**—This chapter sharpens the focus on the advantages and limitations of strong organizational cultures. This chapter also adds in information about organizational socialization processes, including stages of socialization, realistic job previews, and socialization agents.
- **Chapter 17: Organizational Change**—This chapter provides additional information about creating an urgency to change and diffusing change from a pilot project. The chapter ends the book with an outline of four strategies for personal change and development in organizations.

SUPPORTING THE LEARNING PROCESS

CASE STUDY 14.1

THE STAFF SERGEANT'S LEADERSHIP DILEMMA

By James Buchholtz, Saskatchewan Institute of Science and Technology

Donna Lindsay, staff sergeant and commander of a Canadian regional police force detachment, just learned that she was not getting a replacement for a constable who had recently retired. Lindsay's superior-in-charge said, "Having Donna act in effect until the next budget year, so you'll have to figure out a way for the other constables to pick up the work." Donna spent the rest of the day deciding how to divide the work among the other officers in her detachment.

The next morning at the daily briefing session, Donna announced the hiring freeze and that the constable position would not be replaced. She explained how she had divided the job into seven categories so that one constable would be responsible for each. Donna then informed the officers of the additional work that would be added to their duties. During the rest of the session, Donna couldn't help notice that many weren't reacting favourably to the announced assignments.

The next day, one constable, Earl, was waiting for her at her office door. "Why did you assign me to do that with the media?" he asked. "I hate being in front a camera. Can't you tell someone else they have to do that?"

Before long another staff member, Joe, was at Donna's door. "Can't you reassign the travelling preparations to someone else? I have a wife and young children. This detachment covers a large area with small communities, and taking me to travel all over is really unfair to my family."

By the end of the day, the seven constables had produced seven complaints. Donna reexamined the tasks and duties, attempted to juggle and stretch assignments, and considered everyone's concerns but it nearly drove her crazy. She concluded there was nothing she could do to make everyone happy.

She called another staff meeting and said, "I've tried to accommodate you, but it can't be done. Take the assignments I've given you and do your best."

The officers didn't take to this decision very well and started taking matters into their own hands. Earl said to Joe, "I know you hate the travelling preparations, so I'll do them if you'll take my assignment." Joe told Linda, "I'll give you my research work if you'll do the evidence cataloguing." When other staff learned about the trading, they joined right in also. With more people making more offers, the wheeling and dealing kept getting louder and louder. Donna came out of her office to see what all the noise was about.

When Donna learned the staff were trading assignments without her consent, she was upset. A few days later, while discussing other matters on the telephone with her immediate supervisor in the regional office, Donna mentioned the events. "Some officers seem happy with their trades, but the ones who didn't get the trade they wanted are unhappy and directing the blame at me. What did I do wrong? How should I have handled this? What am I going to do now?"

Discussion Questions

1. What leadership style did Donna use? Was it appropriate for the situation?
2. Analyze the environmental and employee factors in this case to determine which style she should have adopted.
3. Since her approach did not work, what style should Donna use now?

The changes described above refer only to the text material. *Canadian Organizational Behaviour*, Sixth Edition also has improved technology supplements, cases, videos, team exercises, and self-assessments.

Chapter Cases and Additional Cases Every chapter includes at least one short case that challenges students to diagnose issues and apply ideas from that chapter. Several comprehensive cases also appear at the end of the book. Several cases are new to this book and are written by Canadian instructors from St. John to Vancouver. Others, such as Arctic Mining Consultants, are classics that have withstood the test of time.

Video Cases *Canadian Organizational Behaviour*, Sixth Edition provides a full complement of video cases to liven up the classroom experience. Many are from the Canadian Broadcasting Corporation, such as VanCity's CEO returning to the frontlines, workplace loyalty, drum room team building, and scenario planning. Other excellent video programs, from sources such as PBS, NBC, and independent production companies, look at stress in Japan, workplace emotions at Pike Place Fish Market, charismatic CEOs, and business ethics at Wal-Mart.

PART TWO VIDEO CASE STUDIES

Case 1 VANCITY SWITCHEROO

CBC

Dave Movat has worked in many aspects of banking prior to his current job as CEO of Vancouver City Savings Credit Union (VanCity). But when CBC video program Movat moves to the financial institution's true frontlines, where he has never worked before. Meanwhile, Lisa Pullis is relinquishing her front desk position at a VanCity suburban branch to fill Dave Movat's job. This program takes us through the next three days as Pullis adjusts to making tough decisions and Movat tries out various frontline jobs, from customer maintenance to call centre and branch services.

Discussion Questions

1. What evidence suggests that Dave Movat and Lisa Pullis improved their perceptions of and responses for the other's job through this switcheroo experience?
2. Both Dave Movat and Lisa Pullis experienced plenty of learning during this short switcheroo event. What type of learning occurred and how effective was this learning?

Team Exercises and Self-Assessments Experiential exercises and self-assessments represent an important part of the active learning process. *Canadian Organizational Behaviour*, Sixth Edition facilitates that process by offering one or two team exercises in every chapter. Many of these learning activities, such as Where in the World are We? (Chapter 8) and the Cross-Cultural Communication Game (Chapter 11), are not available in other organizational behaviour textbooks. This edition also has nearly three dozen self-assessments in the book or on the student Online Learning Centre (OLC). Self-assessments personalize the meaning of several organizational behaviour concepts, such as workaholism, self-leadership, empathy, stress, creative disposition, and tolerance of change.

TEAM EXERCISE 8.3

WHERE IN THE WORLD ARE WE?

Purpose: This exercise is designed to help you understand the potential advantages of involving others in decisions rather than making decisions alone.

Materials: Students require an unmarked copy of the map of Canada with grid marks (Exhibit 2). Students are not allowed to look at any other maps or use any other materials. The instructor will provide a list of communities located somewhere on Exhibit 2. The instructor will also provide copies of the answer sheet after students have individually and in teams estimated the location of communities.

Instructions

Step 1: Write down in Exhibit 1 the list of communities identified by your instructor. Then, working alone, estimate the location in Exhibit 2 of these communities, all of which are in Canada. For example, mark a small "1" in Exhibit 2 on the spot where you believe the first community is located. Mark a small "2" where you think the second community is located, and so on. Please be sure to number each location clearly and with numbers small enough to fit within one grid space.

Student Online Learning Centre *Canadian Organizational Behaviour* first introduced Web-based support for students in 1995, and continues that tradition with a comprehensive and user-friendly Online Learning Centre. The site includes practice questions in a format similar to those found in the test bank, links to relevant external Web sites, and other valuable resources for students such as:

- Chapter outlines and objectives
- Chapter summaries
- Online quizzing
- Video streaming and full video listing and questions by part
- Links to relevant external Web sites
- Link to OB Online
- Link to PowerWeb
- Searchable glossary

Online Student Study Guide NEW! An online Study Guide is now offered for packaging with this edition. This interactive product includes key study aids, summaries, and self-testing modules.

OB Online is our OB online experience. Through the wonders of the latest Web technology, students can:

- Choose exercises from a list of topics
- Run activities and self-assessments geared toward groups and teams, individual differences, international organizational behaviour, and motivation and empowerment
- Launch into "Business Around the World" to find an outstanding resource for researching and exploring Organizational Behaviour Online

PowerWeb is dynamic, easy to use, and available for packaging with this textbook. It provides supplemental content that is course based and saves time. PowerWeb is the first online supplement to offer students access to the following:

- Course-specific current articles refereed by content experts
- Course-specific, real-time, and daily news
- Weekly course updates
- Interactive exercises and assessment tools
- Student study tips, Web research tips, and exercises
- Refereed and updated research links
- Access to the Northernlight.com's Special Collection of journals and articles

Indexes, Margin Notes, and Glossary While minimizing unnecessary jargon, *Canadian Organizational Behaviour* assists the learning process by highlighting key terms in bold and providing brief definitions in the margin. These definitions are also presented in an alphabetical glossary at the end of the text. We have also developed a comprehensive index of content, names, and organizations described in this book.

INSTRUCTOR SUPPORT MATERIALS

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



Instructor Online Learning Centre Along with the Student OLC (see above), *Canadian Organizational Behaviour* includes a password-protected Web site for instructors. The site offers

- Downloadable supplements: Microsoft® PowerPoint® Presentations, Instructor's Manual, and a databank of figures to create your own presentations
- Video streaming and full video listing and questions/answers by chapter
- Link to OB Online
- Link to PowerWeb
- Online updates to chapter topics
- PageOut
- Sample syllabi
- Links to OB news
- Updates and other resources

Canadian Organizational Behaviour was apparently the first OB textbook (in 1995) to introduce a complete set of PowerPoint® Presentation files. This resource is now more sophisticated than ever. Each PowerPoint® file has more than 18 slides relating to the chapter, all of which display one or more photographs from the textbook.

Instructor's Resource CD-ROM This CD-ROM includes

Instructor's Resource Manual Steve McShane co-authored the *Instructor's Resource Manual* with Claude Dupuis of Athabasca University to ensure that it represents the textbook's content and supports instructor needs. Each chapter includes the learning objectives, glossary of key terms, a chapter synopsis, complete lecture outline with thumbnail images of corresponding PowerPoint® slides, and solutions to the end-of-chapter discussion questions. It also includes teaching notes for the chapter case(s), team exercises, and self-assessments. Many chapters include supplemental lecture notes and suggested videos. *The Instructor's Resource Manual* also includes teaching notes for the end-of-text cases.

Test Bank and Computerized Test Bank The *Test Bank* manual includes more than 2,400 multiple choice, true/false, and essay questions, most written by Steve McShane. Each question identifies the relevant page reference and difficulty level. The entire *Test Bank* manual is also available in an updated computerized version. Instructors receive special software that lets them design their own examinations from the test bank questions. It also lets instructors edit test items and add their own questions to the test bank.

Integrator This pioneering instructional resource from McGraw-Hill Ryerson is your road map to all the other elements of your text's support package. Keyed to the chapters and topics of your McGraw-Hill Ryerson textbook, the integrator ties together all of the elements in your resource package, guiding you to where you'll find corresponding coverage in each of the related support package components!

Team Learning Assistant (TLA) TLA is an interactive online resource that monitors team members' participation in a peer review. The program is designed to maximize the team learning experience and to save professors and students valuable time. (Available as an optional package.)

e
Instruction



eInstruction's Classroom Performance System (CPS) Bring interactivity into the classroom or lecture hall. CPS is a student response system using wireless connectivity. It gives instructors and students immediate feedback from the entire class. The response pads are remotes that are easy to use and engage students. CPS allows you to

- increase student preparation, interactivity, and active learning so you can receive immediate feedback and know what students understand.
- administer quizzes and tests, and provide immediate grading.
- create lecture questions in multiple choice, true/false, and subjective.
- evaluate classroom attendance, activity, and grading for your course as a whole. All results and scores can easily be imported into Excel and can be used with various classroom management systems.

CPS-ready content is available for use with *Canadian Organizational Behaviour*, Sixth Edition. Please contact your iLearning Sales Specialist for more information on how you can integrate CPS into your OB classroom.

Manager's Hot Seat In today's workplace, managers are confronted daily with issues such as diversity, working in teams, and the virtual workplace. The Manager's Hot Seat is an interactive DVD (available for packaging) that allows students to watch as 15 real managers apply their years of experience to confront these issues.

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Superior Service Service takes on a whole new meaning with McGraw-Hill Ryerson and *Canadian Organizational Behaviour*, Sixth Edition. More than just bringing you the textbook, we have consistently raised the bar in terms of innovation and educational research—both in management, and in education in general. These investments in learning and the education community have helped us to understand the needs of students and educators across the country, and allowed us to foster the growth of truly innovative, integrated learning.

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ACKNOWLEDGMENTS

Canadian Organizational Behaviour, Sixth Edition symbolizes the power of teamwork. More correctly, it symbolizes the power of a *virtual team* because I wrote this book from Perth, Australia with editorial and production support from people located in several places throughout Canada.

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As was mentioned earlier, more than 100 instructors around the world reviewed parts or all of *Canadian Organizational Behaviour*, Sixth Edition or its regional editions over the past three years. Their compliments were energizing, and their suggestions significantly improved the final product. Among others, the following people from Canadian colleges and universities deserve recognition for providing the most recent feedback for improvements specifically for *Canadian Organizational Behaviour*, Sixth Edition through preliminary, chapter and full manuscript reviews, as well as participation in focus groups:

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