

INSTRUCTOR'S RESOURCE MANUAL WITH CBC VIDEO GUIDE

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FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR

Fourth Canadian Edition

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Toronto

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PREFACE

This Instructor's Resource Manual to support *Fundamentals of Organizational Behaviour*, Fourth Canadian Edition, by Langton/Robbins/Judge contains many features to facilitate your classroom teaching. As in past editions, each chapter contains learning objectives, detailed chapter outlines, and answers to all end of chapter material. These are described below.

This manual includes space for you to add your own teaching notes directly next to the chapter outline where you can include specific cases and examples of interest to you and your students. Additionally, throughout the outline there are suggested teaching tips that give discussion ideas, references to material in the chapter, and suggested class exercises.

The single largest new feature in this edition can be found at the end of each chapter in the *Exploring OB Topics on the World Wide Web*. This section has a number of ideas for conducting research on the WWW with specific websites or search strategies. Each site was reviewed for content and appropriateness for the post-secondary learner. That said, the WWW changes daily and web sites that were appropriate and accessible as of this writing may not be tomorrow. You may want to review an exercise before making the assignment. These exercises can help you to facilitate e-learning in your classroom in a focused way without requiring the students, or you, to sift through page after page of search results with little content applicable to your class. That work has been done for you in this section.

The Instructor's Resource Manual offers the following features for each chapter in the Langton/Robbins/Judge text:

1. Chapter outline. The chapter outline consists of a brief overview of topics to be covered.
2. Chapter-opening questions. The questions for consideration for each chapter are listed. When students have finished reading and studying a chapter, they should be able to answer these statements.
3. Chapter synopsis. The outline is followed by a condensed summary, or synopsis, of the material involved in those topics. This section is designed to provide you with a quick review before class or as you begin to prepare your lectures.
4. Suggested study questions. It is impossible to cover all the material contained in the chapter during one or two lectures. To deal with this problem, I present my students with a list of study questions to indicate what material they will be responsible for on exams. I tell them that they will be responsible for these, even if the material is not covered in class. I have found that this reduces anxiety overall, and I find it helps to make students aware that not everything in a chapter is required material. I realize instructors vary in their approach, so this is simply my approach.
5. Suggested teaching plan. This is a simple outline of the things I do in my own classroom when I am teaching this topic. This is meant to be suggested only. There are many different ways to present this material.
6. Annotated lecture outline. This includes a point-form summary of the material covered in each section. There are a variety of teaching tips scattered throughout the outline to provide ideas about how to make the material more alive for students. There are also references to supplementary materials.
7. For Review and For Critical Thinking questions. The end-of-chapter questions have answers that are a start for further discussion. Organizational behaviour has few "cut and dried" answers. Some of these questions and answers draw directly upon material from the book, while others emphasize integration or application.

8. Point/CounterPoint summary and analysis. The point-counterpoint dialogues have proven to be an excellent device for stimulating class discussion and getting students to consider two sides of an issue. A summary/analysis of the dialogues is included.
9. Teaching guide for in-text exercises. Suggested answers and / or instructions for evaluating exercise scores are provided.
10. Case Incident teaching notes. These are essentially case summaries with suggested answers to case questions.
11. Key terms. Definitions of key terms that first appear in the particular chapter are provided here in alphabetical order.
12. Supplemental Material. This includes web exercises for each chapter, plus additional cases, exercises, and handout masters for many of the chapters.
13. Overview of Chapter PowerPoint Presentation. This includes all of the PowerPoint slides and notes so that you can quickly review what slides you might use for a lecture.

As you use the text and this manual, any comments on what you found useful or suggestions for future improvements would be appreciated. The author of this instructor's manual can be reached via e-mail at nancy.langton@sauder.ubc.ca.

IN SEARCH OF THE IDEAL OB COURSE

It is impossible to suggest the ideal course design for your class because only you know such vital variables as the objectives of the course, prerequisites of your students, length of the term, size of the class, and your personal interests. Development of the most effective design of your course may be aided by having a model to modify. With this in mind, the rest of the Introduction does the following: (1) It focuses first on the place of the OB course in the curriculum; (2) looks at the special challenges of coordinated courses; (3) gives suggestions for using the point-counterpoint dialogues; (4) lists a number of term-paper topic suggestions, and lastly (5) provides a sample course syllabus and ideas for developing a supplementary interpersonal skills component to your course.

WHERE IS OB IN YOUR CURRICULUM?

In the past thirty years, the OB course has had astounding popularity and growth. In the late 1960s it was either an elective or partially covered in a course on human relations or supervision. Today, most schools of business, public administration, and education require their students to complete a course in OB. However, some traditional OB subjects are taught in other courses. Therefore, you need to answer two questions: Are introduction to management/administration, organization theory, and/or personnel/human resource management courses offered in your curriculum? If so, what material should be omitted from the OB course so as to avoid extensive duplication, and what should be taught in greater detail? For example, the introduction to management/administration course usually addresses the topics of leadership and individual decision making; organization theory discusses organizational structure; and personnel courses review performance evaluation. The design of your OB course should reflect the exposure your students have had to behavioural material in other courses offered in your curriculum.

THE CHALLENGE OF DESIGN IN COORDINATED OB COURSES

We run a coordinated OB course at UBC. This means that there are between 9 and 12 sections offered in the fall, and a few more offered in the spring of each year. Our instructors are a mix of tenure stream faculty, sessionals, and doctoral students teaching for the very first time. Years ago our group made a decision that we would teach a "lock-step" curriculum. To do this, we brought together the full-time and part-time instructors who were active in the course at that time, and anyone who was scheduled to teach the next term, and mapped out what was important to us. Our major frustration had been in the design of exams: by the time we met to put together the final, it was too late to talk about what "should" have been

covered in the course. With each instructor claiming that their students couldn't possibly be held responsible for some item or other, exams were reduced to the lowest common denominator, and many areas were not covered at all. v

Creating a Vision

We started by identifying what we really wanted to accomplish in our OB course. It was important to us that students across sections have a consistent experience. As coordinator, I simply did not want students coming to my office claiming that they could have received a better mark for the same work from a different instructor, or that they would have had a more enjoyable experience with a different instructor.

We determined that we wanted a mix of theory and interpersonal skills in our course (the latter being a charge from the dean's office). We then designed a framework for the interpersonal skills component, and from that, we choose the organization of topics. As I describe below, we do not follow the order of chapters in the textbook. Our students understand that topic is governed by where they are in the interpersonal skills component of the course.

Study Questions

Most of us realized that it is impossible to teach everything in a given chapter, and that it is the responsibility of the instructor (course coordinator, or course coordinator with instructors) to figure out what are the basics of OB for one's program. Some instructors may prefer the approach that "everything is testable" but we don't support this approach at UBC. We find it better to be clear to the students about what's covered and what's not.

To do this, we developed study questions for each day's lesson. These were the topics within chapters that we felt were most important for our students to cover. We wanted a way to signal to students that we weren't intending to cover everything in the chapter, but there was an identifiable set of things that would be covered on our common midterm and final. Students are given the study questions at three intervals during the term, each covering three or four chapters of material. Whenever students ask "is this going to be on the exam?" we refer them to the study questions. The study questions are broad enough that they can in fact cover an entire major heading in a chapter.

Instructors are told that they are responsible for making sure the students are aware that study questions exist. They are free to teach to the study questions (though not encouraged to do so), or choose the material that they want to teach. They are encouraged to make sure that any difficult items on the study questions are covered, and that they should ensure students have ample opportunity to raise questions on the study questions.

I have provided our study questions for each chapter, just to give you examples of how you might take this same approach.

Syllabus

Each instructor is given an identical syllabus (subject to the days of the week the course is offered, and what holidays may occur that affect the schedule). This ensures that coverage of the material is similar in all sections. This actually helps us coordinate—newer instructors can consult with more seasoned instructors about how they plan to cover a particular topic. There are some days when all of us are doing exactly the same thing: the Paper Tower exercise, the Words-in-Sentences game, the giving feedback exercise, and there is a clear buzz in the hallways because of this commonality. The syllabus contains suggestions for activities that could be carried out in class, but instructors are free to design their actual class in whatever way works for them. Nevertheless, there are a few that are "UBC favourites" and we urge them on our new instructors to at least give them a try.

Course Requirements

Under our lock-step system, every student in the course, regardless of instructor, is evaluated the same way. Instructors have flexibility in determining how class participation will be evaluated. Our midterm and final are multiple choice, and we collaborate in putting the exam together. There is little disagreement over questions (other than clarity) because we refer to the study questions to choose items to be tested. We have additional group and individual exercises that allow for other types of evaluation, and we remind students that the exams are only one part of how we determine whether they are learning their OB

material. I provide marking guides to all instructors for all of our subjective projects so that students will receive comparable grades, no matter who their instructor is. This makes it particularly easy to bring new instructors into our system.

New Instructors

When I hire new instructors for the course, I explain our lock-step system up front, and indicate that if they can't work in that format, they need to withdraw their application. We have had great success with our sessionals with this plan. This past term we had seasoned instructors from two local colleges teach with us, under our system, even though they'd been teaching their own OB course for years. They have asked to return if we have openings. This suggests to me that our system makes sense, allows enough instructor freedom to appeal to successful teachers, and still provides consistency across sections for the students.

Why I Think This Works

When I first set out to develop a coordinated OB course nearly 12 years ago, I was a relatively new (and untenured!) professor at UBC. My division chair at the time told me he didn't think this would work (his concern was academic freedom issues), but he let me try it out. Because we developed it as a team, and because we review our successes and failures as we prepare for a new term, there is room for change and voice, while maintaining a consistent course. We have been delighted to incorporate new exercises and activities as new instructors join us.

For brand new instructors, the wisdom of the strategy is obvious. They are not confronted with designing a new course and figuring out what is important. They are not left with choosing classroom activities when they haven't taught before. Their time can be devoted to developing their teaching style, with a safety net under them. And we don't worry about putting mediocre instructors in front of the classroom—the system insures that there are no mediocre instructors. Course evaluations for OB are consistently above average compared to other core courses at UBC, which suggests that this system also gives instructors the opportunity to excel in the classroom.

For our part-time sessionals, the experience gives them an opportunity to be more involved with tenure stream faculty, as we problem-solve together to come up with new ideas. That makes them feel that they really are a part of the team. For tenure stream faculty there has been no resistance: they've been happy to have a course syllabus and much of the design presented to them—it gives them time to devote to other courses or to research.

I think the key to the success, though, is starting out on a team footing with the instructors to develop the model. Once it's up and running, the main challenge is hiring people who will fit in with the system. I think it is safe to say that we have a strong culture when it comes to teaching OB at UBC. All of us talk about it being a great experience to be part of this course.

FOR THE NEW INSTRUCTOR

One of the challenges facing new instructors is how to design a class that does not look like you are lecturing from the book. This is one of the most common complaints of students, many of whom want something more from the lecture than what they find in the textbook. The freedom I get from giving out study questions outlining everything that will be covered on exams helps me avoid "lecturing from the book." I generally look through the chapter for material that I think will be difficult or challenging, and I aim some of my lecture time towards those topics. I try to balance that with topics that I think are fun or interesting. I make no attempt at all to comprehensively cover the chapter in class. Instead, I allocate at least half of each class to in-class exercises where material is applied.

You should consider using the outline to help you identify the material that you want to cover, but you should not try to cover every part of the outline. It would be difficult, if not impossible, to do so. This is your opportunity to make the course your own and to rely on some of the teaching tips throughout the outline for ideas of how to present material.

TEACHING TIPS

You will encounter the icon at left throughout this resource manual. It marks the suggested teaching plan in each chapter—I use this plan in my own classroom. These are the same plans I share with our new instructors. More seasoned instructors often have their own ideas for carrying out each class. You will also frequently encounter this icon within the annotated lecture notes. The icon signals teaching tips to engage students in dialogue, apply end of chapter material, or use supplemental material that appears at the end of each chapter in this manual.

SUGGESTIONS FOR USING POINT/COUNTERPOINT DIALOGUES

The Point/Counterpoint sections at the end of each chapter are included to encourage your students to think about some key OB issues. These dialogues may well represent the most valuable pedagogical tool in the text. They present the opportunity for readers to develop their faculties in critical evaluation and also allow for considerable class discussion. Life, unfortunately, is not made up of true-false and multiple-choice questions. Because a student “knows” is no assurance that he or she “understands.” These dialogues can contribute to helping students link knowledge and understanding by challenging their ability to think.

The purpose of education should be twofold: (1) to impart a body of knowledge, and (2) to develop reasoning skills. A textbook should foster the development of both fact gathering and reasoning, offering opportunities for the reader to critically evaluate what is being presented. This text, therefore, is structured to be both a source of information and a tool to develop the reader’s intellectual abilities.

What is the difference, you may ask, between knowing and understanding? An illustration may help. Back in 1957 a forty-seven-year-old, seventy-dollar-a-week supply clerk from St. Louis won several hundred thousand dollars on a TV quiz show, “The \$64,000 Challenge.” This man, Teddy Nadler, had only an eighth-grade education but could answer questions on any subject. He had a photographic memory and was able to retain everything he read. Additionally, he read voraciously, including all the volumes of the *Encyclopedia Britannica*. The ironic twist in the Teddy Nadler story is that, in spite of his tremendous knowledge, he had repeatedly failed the civil service examination to be a postal worker! He was unable to relate this vast knowledge to simple questions that required reasoning skills. Teddy Nadler could recollect facts, but he was not able to reason with these facts. He knew nearly everything but understood almost nothing.

For managers of the future to know facts about organizational behaviour does not imply that there is understanding. To be able to regurgitate Herzberg’s definition of a motivator or to be able to state the difference between classical and operant conditioning does not show that one understands these concepts. This text offers opportunities for learning concepts and for applying their use.

So how do you use these dialogues in the classroom? The questions that follow may be helpful in stimulating discussion.

1. What is the essence of each article’s position and the conclusions drawn?
2. How are these conclusions different?
3. Do the articles agree on any significant points? What are they?
4. What weaknesses can you find in the argument presented in the first article? In the second?
5. Can these diverse positions be integrated? Is there a middle ground? If so, explain.

You may decide that you want to run an in-class debate using the Point-Counterpoint arguments. To do this, choose two teams of three-to-five students. (The rest of the class will act as a jury.) Have them prepare, outside of class, one side of the issue to debate in class. Create a controlled debate giving each side up to 8 minutes to make its case, 3 minutes to cross-examine the other side, then 5 minutes in class to prepare a 3–5 minute rebuttal, and then a final 1-minute summation/closing argument. (See the table below.) Have the remainder of the class vote on who made the stronger case. Close with a discussion of the issue leading the students to understand this is not an either/or situation, but the best response incorporates elements of both positions.

Opening statement	Pro	8 minutes	Con	8 minutes
Cross-exam	Pro	3 minutes	Con	3 minutes
Prep. for rebuttal	Simultaneous both sides	5 minutes		
Rebuttal	Con	3–5 minutes	Pro	3–5 minutes (note change of order)
Closing	Con	1 minute	Pro:	1 minute
Total time		35-40 minutes		

SUGGESTED TERM-PAPER TOPICS

1. Interpersonal Skills and Managerial Roles
2. The Psychological Contract and Employee Behaviour
3. The Role of Non-work Activities in Work Behaviour
4. Ethical Issues in Managing Employee Behaviour
5. Defining and Conceptualizing Organizational Culture
6. Spirituality in Organizations
7. The Adult Life Cycle and Career Planning
8. Creative Pay Practices
9. The Current State of Teams in the Workplace
10. Cognitive Dissonance's Place in Organizational Behaviour
11. Methods for Overcoming Resistance to Change
12. Incentives and Gainsharing
13. Money as a Motivator: A Review of the Literature
14. Motivating Professionals vs. Blue-Collars: Is There Really a Difference?
15. How Does One Create a Positive Organizational Culture?
16. Impact of Value Systems on Change Strategies
17. Historical Development of Leadership Theory and Research
18. Differences between Male and Female Leadership Styles
19. A Review of the Nonverbal Communication Literature
20. The Impact of Changing Attitudes toward Work
21. "Discipline": A Dirty Word in the Twenty-First Century?
22. Work as a Central-Life Interest
23. Creating Workplaces Without Extrinsic Rewards
24. Empowerment: Does It Work?

SAMPLE COURSE SYLLABUS

The following course outline has been designed for a typical three-credit course over a semester, with classes meeting twice a week. At UBC, our organizational behaviour course for commerce students is actually four credits, although our similar course for non-commerce students is a three-credit course. We cover exactly the same material in both courses, so the four-credit syllabus is shown here. We have a strong interpersonal skills component in both courses, and more information about this is included following the syllabus.

Commerce 292--4 credits
Organizational Behaviour and Management
Fall Term, 20xx--Wednesdays and Fridays
Coordinator: Nancy Langton (HA 570: 822-8393)

INSTRUCTOR	SECTION	OFFICE	TELEPHONE	EMAIL
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INTRODUCTION

Commerce 292 is the introductory core course in Organizational Behaviour (OB). The primary objective of this course is to teach students about the effects of individual and group behaviour on organizational processes and outcomes. The course also examines the organization as an actor and how the firm behaves in different types of environments. Throughout the course an emphasis is placed on how you, as an organizational member, might experience and interpret these processes. A major feature of this course is that it emphasizes learning about interpersonal skills.

This course uses a variety of teaching methods to encourage both an intellectual understanding and a personal sense of the subject matter. Lecture sessions are coupled with experiential learning techniques (e.g., cases, role plays, simulations and discussion groups) and audio-visual materials (films and videos) to facilitate understanding of the concepts of the course and to demonstrate their application to management situations typically encountered in organizations.

The course has four topic areas:

- 1) Understanding Individuals in the Workplace. To function in today's changing workplace, you need to have an understanding of individual differences, motivation and rewards, and working in groups. You will begin working in groups during this part of the term.
- 2) Communicating Decisions. One important aspect of working with others is knowing how to communicate effectively, how to give feedback, how to make decisions, and how to handle conflict. It is also useful to know how to negotiate effectively. You will learn how to deal with conflict and communicate feedback to others during this part of the term, and in the process of working on your group project you will no doubt experience many opportunities for negotiation.
- 3) Designing and Changing Organizations. Organizations are not fixed entities carved in stone. Rather, effective organizations adjust their design to accommodate the goals of the organization. You will learn about organizational structure, job design, culture, and change during this part of the term.
- 4) Leading Others. One important aspect of being a manager is understanding how to lead others. During this part of the term you will learn about leadership and power, and then reflect on how to lead effectively, whether or not you are the formal leader.

Expected Accomplishments

During this course you will be exposed to a variety of topics and you will be expected to master a basic understanding of the concepts of organizational behaviour. More importantly, you will be engaged in an ongoing group process so that you can work on achieving some mastery in the following interpersonal dynamics:

- 1) awareness of how your values and attitudes affect the dynamics of your group
- 2) awareness of how feedback, or the lack of it, affects the group process
- 3) awareness of how motivating others, or failing to motivate others, directly affects group outcomes
- 4) awareness of how you can more effectively contribute to group processes in the future.

ASSIGNMENTS: READINGS AND EXERCISES

You will be working primarily from a textbook and a purchased packet of material that contains cases and exercises. Concepts and how they apply in organizations may appear simple on the surface, but typically they are subtle, complex, and more difficult to apply. To understand the material covered in this course and do well in the examinations it is crucial that you read the material BEFORE class sessions so that you can contribute thoughtfully to the class discussions and exercises.

While it is helpful to bring your texts to each class meeting, it is imperative to bring them when needed for application exercises. A detailed, day-by-day schedule of assignments and applications is attached to this outline. It is essential that applications assignments be prepared prior to class meetings in the manner indicated by the syllabus. It is your responsibility to note these assignments ahead of time.

Course Materials to Be Purchased

LAN: Nancy Langton, Stephen P. Robbins, and Timothy A. Judge, *Fundamentals of Organizational Behaviour*, Fourth Canadian Edition. Toronto, ON: Pearson Canada Inc., 2011. Sold in bookstore.

PAC: There is a packet of required course readings for sale in room 12C of Henry Angus. The charge for this packet includes the handling and copyright fees for some material, including the case, as well as charges for in-class handouts provided by your instructor. The copyroom will check off your name when you purchase this packet. We are charged the copyright fees at the beginning of the term, based on enrolment in the course. Therefore, failure to purchase this packet will result in a grade of 0 for the case presentation (which is worth 25% of your course mark.)

GRADING

This course has been allocated four credits by the Faculty of Commerce. Three credits are for substantive material and one credit is for interpersonal skills development. Please be aware of these distinctions when planning your performance for the course.

Substantive Material--75 marks

1) Examinations (50 percent of course mark)

There will be a common mid-term for all sections of 292 on Wednesday evening, October 18. This exam will be 90 minutes long. The exam will be in multiple choice format, with 75 questions and will be **worth 20 percent of the course mark**. If you would like to test your understanding of the material and practise multiple choice questions, please visit the website for the textbook at www.pearsoned.ca/langton. In general, make-ups will not be given for a missed mid-term. Instead, a mark of zero (0) will be assigned. If a legitimate excuse is provided, the student may be permitted to have the final exam weight adjusted to account for the missed mid-term.

There will be a comprehensive final examination during the regular examination period at the end of the term. The content of the final exam will be uniform across sections. **The final will be worth 30 percent of the course mark** and will be a maximum length of 2 hours. **YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.** xiii

2) **Case Presentation (25 percent of course mark)**

This exercise applies basic techniques of organizational change and development. The class will be divided into multiple consulting groups plus one or two management groups. Each consulting team will prepare an oral presentation and a brief written proposal of their suggestions for change. Consulting teams will be evaluated on the appropriateness of their proposals, as well as their presentation and written material. The management team(s) will be evaluated by how clearly they evaluate the written and oral proposals. Each project will be marked by the instructor and each individual's mark will be determined from the results of a peer evaluation that considers your contribution to the project. A more complete description of this project is available in the packet sold at the copyroom. **Please note that your actual grade in this project will be determined from your group's recommendation of the portion of the grade you should receive on the project. This is a group project, and students will be evaluated on their performance within the group.** Be advised, however, that if any student intends to assign a mark of less than 90 percent to a group member, the student must notify the instructor and the group member one week before the case presentation so that the group member has an opportunity to improve behaviour.

Interpersonal Skills--25 marks

The following exercises have been designed to assess your interpersonal skill development. The due dates for the assignments are noted on your course outline. More detailed instructions for each step will be reviewed in class at the appropriate time.

1. **Performance Appraisal - 5 marks.** Each project group will be responsible for developing an appropriate performance appraisal instrument to be used to evaluate the performance of the group's members as they carry out tasks related to the case project. (The description of this project is in your packet.) This assignment is due in class:

Sections

101, 103, 105, 106, 108, 109

October 24

It will be evaluated on the following bases: completion on time, providing a careful description how each behaviour is to be measured, and a 3-5 page discussion of why this form will be appropriate for giving feedback to group members.

2. **Active Learning - 10 marks.** Because this course relies heavily on applications and discussions of materials, **10 percent of your grade will be determined from active learning activities.** Active learning means that you take responsibility both for *your* learning, **and helping others** to learn more about the material. Each instructor will develop his or her own guidelines for active learning, but examples would include (but are not limited to) contributing to class discussion, bringing relevant newspaper and magazine articles to the attention of your classmates and the instructor, participating in a web-based forum, and creating a journal of reflections.

Active learning also means listening to what others say and responding accordingly. Active learning is not coming to class unprepared and ill-equipped to intelligently discuss the topic of the day. Active learning is also not being a warm body in the classroom whose mind is pre-occupied with other critical issues such as how to tackle the next statistics assignment, what party to go to on Saturday, etc., etc.

Marks for active learning will be allocated in the following manner:

- 0 for showing little or no evidence of participating in a learning environment.
- 3-4 for attending class on a regular basis and only occasionally contributing to the learning experience.
- 5-6 for showing an active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand the course material; for being a positive group member; for otherwise enhancing the learning environment.
- 7-8 for consistently enhancing the quality of discussion in a variety of forms and for near-perfect attendance (excuses such as a family emergency will be considered legitimate reasons for absence, others are less likely to qualify) and proving to go above and beyond the call of duty in terms of extra contributions to the classroom experience (creativity will be rewarded).
- 9-10 Students in this category provide leadership in the classroom and work towards enhancing the interpersonal dynamics of the classroom. This does not mean they dominate the setting; rather they act as facilitators, bringing others into the discussion and bringing relevant materials to the attention of others.

Your overall active learning mark will also be affected by your attendance and marks may be deducted for irregular attendance. **Note: These marks are scaled so that what you might consider “average” participation results in a mark of about C-.** Do not let this surprise you at the end of the term.

3. **Working in Groups Assessment - 10 marks.** On the last day of class, each student will turn in a peer evaluation of the performance of themselves and the other group members using the Performance Appraisal instrument developed earlier in the course. **This form must be initialed by each member of your group to indicate that you have communicated your feedback to them.** Each student will also turn in a 4-5 page paper reflecting on the group process, focusing especially on how your interactions with the group affected the performance of the group. You should also reflect on how you might improve your performance the next time you work in a group. A description of this assignment is included in the packet.









DEVELOPING AN INTERPERSONAL SKILLS COMPONENT TO AN ORGANIZATIONAL BEHAVIOUR COURSE

At the University of British Columbia, our introductory organizational behaviour course for commerce students is a four-credit course, with one of those credits allocated to interpersonal skills activities. As you will note from the syllabus, we have designed the marks for the course to reflect this interpersonal skills component, and rely heavily on group work to carry out this theme. We also teach a three-credit introductory organizational behaviour course for non-commerce students, and they perform most of the same assignments as the four-credit course. The main difference is that we allow more time within class to instruct our commerce students on various aspects of interpersonal skills than is done in the non-commerce classes.

Below I outline the stages through which the students journey on the interpersonal tasks. We have used this format for over ten years now, revising some of our procedures from time to time, but maintaining the basic structure. Students and instructors alike note how much of the course is applied through these exercises, which build on one another. Our activities are based on a 13-week term, but could be adjusted for longer or shorter terms.

Teaching the interpersonal component alongside the organizational behaviour material requires some management on the part of the instructor. Most of our instructors refer to this experience as “teaching with a subplot”. There are the regular assignments from the text, as well as the group projects that carry on alongside. We try to allow small bits of time in class for working on the group projects throughout the term, and generally allocate one 50-minute block to each major activity. This gives the students the opportunity to have one large time period to get started, and the instructor can answer any questions that arise.

Summary of Interpersonal Skills Activities

The major activities are summarized in the body of the sample syllabus, and the dates are included on the course outline. The information below is to help the instructor understand how the components of the course fit together. Relevant handouts for the activities described below are included in this manual.

Week 2: Students are assigned to permanent groups. We assign students to groups of 5-8 (we prefer 5-6) during this week. Sometimes group assignments are completely random; other times we collect a bit of information from students to try to balance groups out a little. In no instance do we allow students to choose their own groups. We prefer that students learn to work with a variety of individuals.

Week 4:

a) Students complete and present their Fantasy Project (description included in this manual). We do not give formal grades to this project, but we do give feedback that indicates approximate grades that would be received. We tell students this ahead of time, explaining that this is a coaching exercise, and that they are just learning how to work in their groups. We have never had problems motivating the students to perform in this exercise, even though it is ungraded.

b) Students are given time to de-brief about their performance after the presentations (either in that class or the next class). The principle discussion surrounds: What did we do of which we're proud?; What do we need to do better for next time?; What can we learn from the presentations of the other groups? This discussion allows students to evaluate their performance, and I make sure that they have not been given their feedback before they do their debriefing. That way, they are responding more to their own perception of their performance. This activity gives students an early opportunity to give feedback to each other on their performance.

c) Students are introduced to the Performance Appraisal Exercise (description included with this manual). Each group develops a performance appraisal form with ten appraisal items that they will use to evaluate each other at the end of the term on the work they did for their Consulting Project. Students are encouraged to use their experience in the Fantasy Project to help them determine items to be appraised.

They are told that at least three items must relate to maintenance-oriented behaviour and three others must be related to task-oriented behaviour. They may allocate the other four items as they see fit.

Week 6: Students are introduced to the Consulting Project (description included in this manual) and teams are asked to volunteer to play the role of management. In our classes (size 50) we have six consulting teams and one management team.

Week 7: The Performance Appraisal Forms are due at the end of this week. Groups are given time in class to give feedback to each other once again, now that their second group assignment has been completed. We developed a Learning to Give Feedback Exercise (master and debriefing notes below) in Fall 1999 to provide a more structured opportunity for students to give feedback to their groups. We found this exercise to be highly successful for our goals. Students were nervous about both giving and receiving feedback, but afterwards they felt they had learned a lot from the experience.

The Performance Appraisal Forms are evaluated, turned back to teams for revisions, if necessary, and then each team member receives a final copy of his or her group's form to be filled out at the end of the term.

Week 8: Consulting groups begin working on their projects. We allow a little bit of class time for this.

Week 11: Consulting groups make their presentations to the management team (and the rest of the class).

Week 12: Management presents the results of their evaluation of proposals

Week 13: Teams turn in performance evaluation forms that are filled out by each member. Note that there are two parts to this assignment:

1) An evaluation of each member's performance (including one's self) and an assessment of the proportion of the mark each person in the group must be given for the Consulting Project. Students are required to obtain the initials of each member in their group before turning in the evaluation forms, and they are also told that the scores on the individual items must relate in some way to the proportion of the mark that is assigned. Obviously it is more comfortable if students do not need to obtain initials, however, our experience is that students then fail to give appropriate feedback to group members about their performance. We believe that the opportunity to reduce the mark that another student receives should be accompanied with the responsibility of providing feedback to that student about his or her performance. Additionally this is the third feedback exercise that the group has conducted, so they have started to gain some familiarity with giving feedback.

2) Each student is also required to turn in a 3-5 page paper with the final performance appraisal form, discussing the group experience, and indicating how he or she would improve performance the next time a group project occurs.

Supplementary Material Included on Following Pages:

1. "Fantasy: A Team-Building Project"
2. "Developing A Peer Rating Form"
3. "Learning How to Give Feedback"
4. "Action Realty Assignment". Note: we have three or four cases that we rotate through during a three-year cycle so that students cannot pass their casework on to subsequent students enrolled in the course. We have purchased cases from the Richard Ivey School of Business, and found other ones in other sources.

Commerce 292: In-Class Exercise
FANTASY: A TEAM-BUILDING PROJECT

The purpose of the permanent groups in this course is to enhance your opportunity for personal learning and development through hands-on experience with what is necessary for creating and maintaining effective groups. In order for this to happen successfully, members of a group must be able to spend some undisturbed time together without being too occupied with the usual kinds of task demands. This project is designed to provide you with this kind of “team building” at the outset of the term.

Assignment:

(1) Find a private and relaxed place to meet together for about an hour for the purpose of really getting to know one another. Everyone should come prepared to cover such matters as hometown, family, and high school backgrounds as well as present endeavours (both academic and nonacademic). Pay attention to areas of special interest and expertise, opinions about local, national and international affairs, trends in the society, concerns, dreams and ideas about life, and career goals... Give each member sufficient time to “tell his/her story” completely, including what they are most interested in working on for self development, then proceed to the next member. **ON A SINGLE PAGE – CREATE A SUMMARY OF HIGHLIGHTS ABOUT YOUR MEMBERS.** Be sure that the summary is not a list of individual characteristics, but rather gives a picture of the “team” as a whole.

(2) After you have completed part (1), and preferably at another session, use a “brainstorming” type of discussion to bring up fantasy projects that your group might enjoy doing together. Ask for input from everyone and entertain every suggestion without criticism. Do not be concerned with any resource or reality constraints (e.g., time, money). Assume that you can do anything you consider worthwhile. The project may be set in the past, present, or future. Select and elaborate very briefly on one project that engages the interests and abilities of all of your members. **ON ANOTHER SINGLE PAGE, PROVIDE A VERBAL AND/OR VISUAL REPRESENTATION OF YOUR PROJECT.**

(3) In the same or another brainstorming/decision-making session, devise a name for your group, a motto, and a logo, and **SUBMIT THESE ON A COVER PAGE.** Include a very brief verbal explanation of the derivations and meanings of these to your group members. Include the names of all participating group members on the cover page, and note the names of any assigned members who did not participate fully.

Instructions:

On the due date your group will be given five minutes to present your fantasy project to the class. All group members are expected to participate somehow in the verbal presentation. You will submit your three-page typed report with the above elements to your instructor at the end of your presentation.

**Commerce 292 Class Exercise
DEVELOPING A PEER RATING FORM**

OBJECTIVES:

- 1) to understand the variety of group behaviours that together form an effective group
- 2) to define the key tasks and needs for your group to work together well
- 3) to specify measurable performance indicators
- 4) to create a psychological contract between you and the rest of your group members about appropriate performance
- 5) to recognize that your performance will be evaluated by your group, and that you will evaluate the performance of those in your group

ASSIGNMENT:

Your group is to turn in on the assigned date:

- 1) A *photocopy-ready* version of your group's evaluation form. **A sample form is attached. Please be sure that your form is consistent with the sample form.**
- 2) A 4-5 page paper about your evaluation form. The paper should address three issues:
 - a) a brief, though more complete, description of how each of the non-BARS categories will be assessed;
 - b) an indication of which items will support task-related activities, and which items will support group cohesion;
 - c) an assessment of why your form will be both adequate and fair in evaluating the participation of all members of your group.

PART 1 of the form will require you to indicate whether equal or differing marks should be assigned for the case mark, based upon participation and contribution to the tasks. After you evaluate each person using the group's criteria, you may decide that each person merits an equal share of the mark. You might also feel that some members of the group deserve less than a full share of the mark, while others deserve more than one share. If you end up recommending differing shares of the mark, the sum of the shares for all members must equal the number of members in the group.

PART 2 of the form requires you to present the evaluation criteria that will be used for your group. In this section you need to include eight evaluation criteria. For three of them you will prepare Behavioural Anchored Rating Scales (BARS). For each of the other five criteria, you will provide brief descriptions on the form, right under the applicable category, plus the scale that will be used to measure the item. Your purpose is to create a form that shows the definitions for each item right under the item so that you can be sure that each person is using the evaluation criteria the same way. Be aware that, within your eight evaluation criteria, a minimum of three must be concerned with group cohesion (or group maintenance) activities.

The sample form attached provides you with the general guidelines on the look of your form. There is certainly flexibility for your group to use your creativity in designing the form. You want your form to look professional and begin to represent the identity of your group.

Below is a checklist of the necessary elements of the form. The numbers correspond to the items marked on the sample form. Please pay particular attention to these points so that you do not lose marks and have to revise your form:

1. You must include these instructions on your form. This insures that everyone ~~knows what it means to assign a weight to the contribution.~~

2. Fill in the names of each group member, making sure that they are in alphabetical order. Include the instruction about circling your own name.
3. Make sure you have a section for filling out the recommended proportion of the grade.
4. Make sure you put the number of group members here.
5. In this section put the initials of each member of your group.
6. Begin by listing your non-BARS criteria. Include a brief description (like a definition) for each of your criteria. This helps insure that each person using the form will be evaluating group members, using the same definition. Provide scale points for all odd numbers between 0 and 10.
7. Provide the Behaviourally Anchored Ratings Scales for three of your criteria. The one provided is merely an example.
8. Be sure to include a space to total up the marks.
9. Include a space for each person to acknowledge (by initialling the form) that they have seen their evaluation. This insures that no student is surprised by their assigned mark on the Consulting project.
10. Include a place for signature.

The BCOM Bombers

Performance Appraisal Form

#1 Please indicate below whether equal or differing marks should be assigned to group members for the project mark, based upon your evaluation of their performance using the criteria below. You may decide that each person merits an equal share of the mark, and thus each person in the group would receive a "1". You might also feel that some members of the group deserve less than one share, while others deserve more than one share. If you are recommending differing grades, the sum of weights for all members must equal the number of members in the group. Be sure that your proportions bear some relationship to the scores on the Evaluation Criteria below in the event that you are recommending differing grades.

Names of Group Members in alphabetical order
(circle your name)

Recommended Proportion of Grade **#3**
(This must be based on the evaluation criteria below)

- #2** John Adams _____
- Jane Coe _____
- Sanjeev Gupta _____
- Michele Lo _____
- Batya Weisgarten _____
- Rodney Zeeman _____

Total **#4** 5

<i>Evaluation Criteria:</i>		JA	JC	SG	ML	BW	RZ	#5
#6	Leadership provided (completes work impeccably, sense of initiative, diplomacy, organization, and direction) 1. Inadequate 3. Fair 5. Average 7. Above Average 9. Outstanding							
	Emotional Support provided (bolsters group morale and keeps group together) 1. Never 3. Seldom 5. Half of the Time 7. Frequently 9. Always							
	Item 3							
	Item 4							

Item 5							
Contribution to organizing the assignment							
#7	Effective 9	Could be expected to arrange meetings and to provide resources that are difficult to obtain. (i.e. use of laser printer, meeting with key people, etc...)					
	7	Could be expected to show respect for the work being done and toward peers.					
	5	Could be expected to offer opinions on the project and perhaps solutions to problems.					
	3	Could be expected to be slow in completing project activities and may attend meetings although his/her mind is floating somewhere around Jupiter.					
	Ineffective 1	Could be expected to promise to show up for meetings and promise to finish work even though he/she knows that this is highly unlikely. He/she has no concern for the group nor its work. Should be hanged.					
BARS 2							
BARS 3							
#9	Total	#8					
Initials of Group Members							

#10 Signature: _____

Commerce 292: In-Class Exercise
LEARNING HOW TO GIVE FEEDBACK

In this exercise, you will practice the skill of giving feedback by giving verbal feedback to one member in your group. You will also practice receiving feedback by listening to the feedback given to you by one member of your group.

Step 1. Take a small sheet of paper for each member of the group, not including yourself. Write one group member's name at the top of each piece of paper (i.e., one name per piece of paper).

Step 2. For each group member, if 1.0 indicates equal contribution by all members, would you give this person more or less than 1.0 if you had to assign a mark to them right now? Write this number on the paper for that person.

Step 3. Fold up the pieces of paper and simply hold on to them during the rest of the exercise.

Step 4. Each group should form a circle, or something approximating a circle. Draw names out of a hat to determine who evaluates whom during the exercise.

Step 5. After you have drawn names, each person takes ten minutes to prepare to give the evaluation. Your feedback should consist of answers to the following:

- a) What has this person done that has been particularly helpful to the group in getting the project completed?
- b) How has this person contributed to the general atmosphere of the group?
- c) Are there any extenuating circumstances (e.g., sickness) that have affected this person's performance in the group?
- d) Is there anything you (the appraiser) think you may have done to hinder this person's performance in the group?
- e) What can and will you (the appraiser) do to help the person improve their performance over the coming weeks?
- f) What has this person done that has not been so helpful to the group in getting the project completed? Give specific examples.
- g) Is there anything you could suggest that might help this person make better use of his or her talents or skills in the group?
- h) What mark did you give them for the project at step 2?

Step 6. Feedback will be given to one person at a time. Each person in the group should pay attention to the evaluations as they are given, to consider both the adequateness and accuracy of the evaluation. If something seems inappropriate, you may want to speak up afterwards. Also, you should consider how the feedback was delivered, and whether the feedback was appropriately presented.

- a) Pick a person to give the first evaluation. In giving the evaluation to the person, you must cover items a) through h). In giving the feedback, you should make an effort to deliver your message in a professional and objective manner.
- b) The person receiving the feedback now takes the opportunity to respond to the feedback that was just given, indicating where they agree and where they disagree with the assessment. At this point, the person who gave the feedback is simply to listen and not respond, except in the case where the person being evaluated asks for clarification of something that was said.
- c) After the person being evaluated responds, the person who gave the feedback concludes the feedback session by asking the other group members to give brief feedback on the extent to which they agree with the assessment given to the individual. This should be a very simple response around the group.
- d) Continue around the circle with the next person to give feedback, until each person in the feedback has received feedback.

Step 7. After all of the evaluations have been conducted, you should give your feedback slips out to each person. These are meant to be anonymously provided.

Source: Nancy Langton and Larry Anderson. Special thanks to Sally Maitlis and Dan Skarlicki for providing feedback on earlier drafts of this exercise.

Learning How to Give Feedback—Debriefing Notes for Instructors

These are possible discussion questions you may want to raise after the feedback exercise has been completed:

1. What did you learn about giving feedback from this exercise?
2. What was difficult to do?
3. What was easy?
4. What did you learn about yourself during this process?
5. Will the feedback affect your future performance in your group? Why or why not?
6. From the exercise, give some examples of feedback that was effectively given.
7. From the exercise, give some examples of feedback that was not delivered well.
8. What was the climate in your group while feedback was being given? Was there defensiveness? Was there active listening?
9. Did the people giving feedback tend to give more critical or more positive feedback? Was there any pattern?
10. Any other comments?

CASE PRESENTATION

Action Realty, Inc.

This activity is designed to simulate a consulting project. Students act as members of management or consulting groups for an organization that needs to change. Both consulting groups and management groups will carry out the project. The management group and the consulting teams each have separate assignments, and will be evaluated accordingly. Descriptions of the assignments are below. The due dates for each assignment are listed on the course outline. Please keep in mind that your actual grade on this project will be adjusted according to your group's evaluation of you on the peer evaluation form.

ENTIRE CLASS: Read the Action Realty, Inc. case.

MANAGEMENT: Assume that you (as a group) are the managers for Action Realty, Inc. and are concerned with the many problems that are occurring there. You want to hire a group of consultants to diagnose Action Realty, Inc.'s problems and to recommend a plan for solving them. All of the factual material about Action Realty, Inc. is presented in the case "Action Realty, Inc." You will be asked to judge the various proposals presented. You expect that each proposal will include a diagnosis, change strategy, and plans for implementation, as well as the rationales on which these are based. All of the recommendations must be related to principles of organizational behaviour.

Evaluation of Management

* Your grade will be based on three components:

- (1) 4-6 page summary (mainly point form) of your diagnosis of the problem and proposed solution (**25 points**). This report will be used by the instructor to evaluate your ability to understand the problems and make recommendations. It does not require the same detail as the consulting projects and will not be shared with the consulting groups. **This is due prior to the start of class on the day of the presentations.**
- (2) Verbal presentation that evaluates proposals (**35 points**). Your care in doing a humane but **realistic** evaluation of each proposal will weigh heavily in your marks. Groups should be told the basis upon which you made your decision, with an indication of the theoretical principles that support your choice.
- (3) Written evaluation of proposals (**40 points**). You will write an overall evaluation of the reports, indicating strengths, weaknesses, commonalities in strategies, etc. You will also provide a two-page evaluation of **each** report, outlining the strengths and weaknesses of the proposal, and the basis for your evaluation. You will provide each group with a copy of their two-page evaluation, although you do not need to report their overall scores on that report.

CONSULTING TEAMS: Your group is interested in being hired as consultants to the management of Action Realty, Inc. The management is concerned with numerous problems facing Action Realty, Inc. You have been asked to diagnose Action Realty, Inc.'s problems and to recommend a plan for solving them. Specifically, the management wants you to answer the following questions:

1. What do you think the real problem is and why?
2. What solution(s) would you propose and why?
3. How would you implement your plan?
4. What reasons would you give for doing it this way?

Evaluation of Consulting Teams

* Proposals will be evaluated along three overall dimensions:

1. Verbal presentation (**20 points**)
2. Written presentation (**20 points**)
3. Overall soundness and quality of the solution, using relevant “OB” principles (**60 points**)

Consulting teams will have 12 minutes each to present proposals verbally. Your group will also turn in an 8-10 page written proposal, excluding appendices.

* Keep in mind that management is interested only in “OB” solutions, rather than Marketing, MIS or Accounting solutions. The management (and your instructor) is **not** interested in a fishing expedition of solutions. Rather, you should target the key problems, and identify realistic changes and suggestions that can be carried out during this academic year.

* While management suggests marks, the instructor will actually assign marks to each proposal.

(Adapted from Judith R. Gordon, Organizational Behaviour, 2nd ed., pp. 723-724.)

Evaluation Guidelines for Consulting Teams

1. *Verbal presentation (20 points)*

Creativity (5)

Professionalism (5)

Organization (5)

Team presence (5)

2. *Written presentation (20 points)*

Creativity (5)

Professionalism (5)

Organization (5)

Grammar and spelling (5)

3. *Overall soundness and quality of the solution, using relevant “OB” principles (60 points)*

Major problems identified (10)

Links to theoretical material clarified (10)

Relationship of problems to solutions (10)

Quality/effectiveness of solutions (15)

Quality/effectiveness of implementation plan (15)

Evaluation Guidelines for Management Teams

1. *Diagnosis of the problem and proposed solution (25 points)*. (Specific implementation plans not required)
 - Major problems identified (7)
 - Major solutions proposed (7)
 - Link between theory and problems/solutions (6)
 - Style, professionalism, grammar (5)
2. *Verbal presentation that evaluates proposals (35 points)*.
 - Clarity of how proposals were evaluated (10)
 - Clarity of verbal feedback to each group (10)
 - Humaneness (5)
 - Professionalism (5)
 - Creativity (5)
3. *Written evaluation of proposals (40 points)*.
 - Clear articulation of evaluation techniques (10)
 - Clear overall summary of submitted proposals (strengths, weaknesses, commonalities, etc.) (10)
 - Quality of individual feedback for each group (10)
 - Professionalism (5)
 - Creativity (5)

CASE ANALYSIS MODEL

The following represent the steps that you should take in working through your case. You will not necessarily submit the evidence from each step in your report, but the analysis done at each step will provide the necessary foundation upon which to write your report.

Step 1:	Inventory of Facts	Brief listing of key facts (people, places, events, dates, results, etc.) in case.
Step 2:	Statement of Problem(s)	Concise statement of major problem(s) in case; problems stated as things to be corrected or resolved. Group related problems together.
Step 3:	Analysis of Causes	Identification and analysis of all possible causes of the problem(s) in the case.
Step 4:	Theory Application I	Identification of all theories or models that might apply to these problems.
Step 5:	List of Possible Solutions	Identification of possible solutions to each problem as stated. What objectives are achieved with each solution?
Step 6:	Justification of Preferred Solution	Presentation of a recommended solution and a justification for this choice. You should not present every possibility; rather you should limit yourself to presenting the most convincing, cohesive solution.
Step 7:	Evaluation of Preferred Solution	What are the implications (positive and negative consequences) of your decision?
Step 8:	Theory Application II	Which theories are most applicable in this situation? Why? Use the theory to help you justify your choice of solution.
Step 9:	Implementation	How would you carry out your solution? Provide concrete action plans for short- and long-term.

Acknowledgments

The group of instructors who teach Commerce 292 and 329 at UBC have been amazingly helpful and innovative over the years in proposing teaching ideas and sharing their techniques. I would like to thank all of them for contributing directly and indirectly to this manual. They include Karl Aquino, David Crawford, Elizabeth Newton, David Patient, Martin Schulz, and Marc-David Seidel. This group (and others as well) have contributed a great deal in developing both the learning environment of our classrooms, as well as the interpersonal skills component to our course.

I would also like to extend a very heartfelt thanks to Su Mei Ku, my developmental editor, who helped get this Instructor's Resource Manual into shape. Following the new edition's outline, she carefully reorganized the previous edition's manual (and the PowerPoint slides) to conform to the new edition. She was both cheerful and diligent in this task, making my job much, much easier. Thanks Su Mei! A job well done.