GMGT 1010 A07 (3 CH)
Business and Society Winter 2018
107 Drake, Monday and Wednesdays 1:00-2:15

INSTRUCTOR

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Email: Harmatz@umanitoba.ca
Office hours: Wednesday 2:20-3:30; Tuesday and Thursday 11:30-1:00

COURSE DESCRIPTION

This course provides students with a general intellectual and conceptual foundation for subsequent courses in management and business. As such, it educates students about management and business, not to provide an in-depth examination of specific topics or techniques of management. The role of management in society beyond the organization, and of organizations within society is our focus. On completing this course, students should have a good sense of what business is, where it comes from, the role of management within business, the relationships between business, the economy, and society, and various issues and debates pertaining to these relationships. We will also emphasize the role of aboriginal issues and reconciliation play in building our business enabled society.

This course will provide an overarching framework to examine the nature, role, and importance of business in society. Key internal operations of business organizations will be discussed (e.g., finance, marketing, operations), but the majority of the course examines the relationships that business firms must balance among key stakeholders in their external environment (i.e., government, owners, communities, suppliers, future generations, etc.). Students will examine various institutional contexts (e.g., economic, political-legal, and socio-cultural) and critically think about relationships between business and society, mindfully considering alternative approaches to management. In addition, special emphasis is placed on contemporary social issues in business (e.g., sustainable development, corporate social responsibility).

PRE-REQUISITES & LIMITATIONS

All university students will be welcome to take this course, and students planning to enter the Asper School are encouraged to take the course in University 1 or in their first year in the Asper School.

This is a “W” course and fulfills part of the written degree requirements for non-Asper students.
COURSE OBJECTIVES

- Become aware of key issues facing managers in Canada, examining the context in which these challenges are actually encountered and exploring alternative approaches to meet them.
- Develop an awareness of the need for reconciliation in Canada and the role of business in this foremost redevelopment of Canadian society.
- Understand how key business functions (e.g., marketing, finance, HRM) are related to each other and fit together within organizations, and how they in turn reflect and interact within the larger societal institutions and environment (e.g., government, economy, culture).
- Understand the deeper philosophical assumptions that underpin organizational and societal structures and systems, and the forces that prevent and push for change.
- Focus on reconciliation with Aboriginal Canadians with the larger post colonial population.
- Develop analytical thinking skills in reading and writing and incorporate ethical reasoning.

COURSE MATERIALS

REQUIRED TEXT PURCHASE


REQUIRED READINGS
The required readings are detailed on the Course Schedule. The required text is only part of the required reading. All the required readings, will be posted on UM LEARN. In addition, students should read a national or international newspaper on a daily basis to acquire a general knowledge of business.

COURSE FORMAT

Readings, lectures, and class discussions are all important in this course. The classes use material taken from the assigned readings, but students should not expect the instructor to repeat all the material. The lectures are interactive discussions.
Our students bring to the classroom diverse backgrounds and experiences. Many of our students have not experienced much beyond Canadian borders, while many are far more familiar with places other than Canada, and a small number have broad multi-cultural experience. The classroom should be a place where ideas are discussed. We want you to read assigned material before coming to class; it will make class topics more meaningful.

Students are expected to attend all classes; the instructor will monitor attendance on a random basis. The instructor may bar any student who misses five or more classes from writing the final.

This course focuses on analysis of available material. You are expected to display quality thinking and writing. All of the readings save that from Sexty are on UM Learn, under resources. Umanitoba.ca/Um Learn will get you to the home page. Use your ID and password to get into the system. This system supports Safari, Chrome, Foxfire, and Internet Explorer.

*Nearly all of your written work will ask you to explain why and how, not what.* We want well crafted essays demonstrating critical thinking.

When reading material, read with a critical mind, but do not memorize the material. You will develop the skills to take away ideas and use these ideas.

Students should also be aware of assistance offered by the Academic Learning Centre. Writing tutors are available, one on one, or when working on a paper in groups of 2 or 3 other students who are having the same difficulties. With appropriate lead times, help can be obtained by email as well. You can book times with them online.

**ASSESSMENT OF LEARNING**

**TENTATIVE GRADING SYSTEM (final grade distribution is subject to department head’s review)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>87 – 100</td>
<td>A+</td>
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<tr>
<td>81 – 86</td>
<td>A</td>
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<tr>
<td>76 – 80</td>
<td>B+</td>
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<td>71 – 75</td>
<td>B</td>
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<td>66 – 70</td>
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<td>60 – 65</td>
<td>C</td>
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<tr>
<td>50 – 59</td>
<td>D</td>
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<td>0 – 49</td>
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**MAKE-UP EXAM POLICY**

For final exams, please note that students have to apply for a deferred exam through the Undergraduate Program Office in 268 Drake or their home Faculty if they are not Asper students.
Midterm marks will be added to final examination, if midterm is missed.

**ATTENDANCE POLICY**

Any student missing 6 class meetings may be debarred from writing the final examination by the instructor.

**ELECTRONIC DEVICE POLICY**

Cell phones are to be off. If you require that your phone is to be kept on for a legitimate emergency, please notify the Instructor before class.

Other electronic devices may be used judiciously. If you are using a computer for note taking, please sit in the back rows as the illumination from screens is distracting to people sitting behind you.

Recording and video-recording of classes

The instructor(s) and/or the University hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed. Course materials (both paper and digital) are for the student’s private study and research, and are not to be reproduced, distributed, or posted online without permission. If you have a disability and require audio or video recordings, or materials in alternative formats, please make arrangements through Student Accessibility Services.

**OUT-OF-CLASS COMMUNICATION**

All out-of-class communication will use UM Learn and its linked email capability. Only University of Manitoba email addresses will be used. All assignments will be submitted using dropboxes on UM Learn.

**REFERENCING STYLE FOR WRITTEN WORK**

APA is the referencing style expected.

**CLASS SCHEDULE**
**Tentative Class schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>What to read before class</th>
<th>What will be discussed</th>
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</table>
Ford and Taylor: mass production.  
How has management thought changed? |
| 2    | Sexty Chapters 1 & 2 “Canadian Capitalism” | Why has it changed?  
What are some of the challenges ahead?  
What is community? |
| 3    | Reconciliation with aboriginal communities  
Chief Atleo  
| 4    | Assembly of First Nations, “Closing the Gap” (2015)  
Canadian society’s grand challenge  
Why inclusion  
History of the relationship  
Outstanding issues and how these interrelate with other broad social issues |
| 5    | Sexty, Chapters 3 & 4  
Personal ethics and goals.  
Moral obligations within an open inclusive democratic society |
| 6    | Sexty – Ch 7 and 8.  
Evaluating outcomes from different stakeholder perspectives. |
| 9  | Sexty Chapter 14 | |
| 10 | Sexty Chapter 15 | Is there a trade-off between environmental issues and other measures of business competitiveness? |

**IMPORTANT DATES TO REMEMBER**

| Review 1 | January 16 |
| Review 2 | January 23 |
| Mid-term | February 12 |
| Short Paper (appendix 1) | February 17 |
| FINAL | As scheduled by registrar |
| Long paper language assessment (appendix 2) | March 15 |
First Day of Classes: January 3
Course revision date: January 16
Winter break: February 19-23
Voluntary Withdrawal: March 16
Last day of classes: April 6
Final exam period: April 9-23
Final exam will be scheduled by registrar
Deferred final exam date is tentatively scheduled May 25th, 5:00pm Room 140

Written work
3% Article Reviews (two papers; valued at 3% each). Each article will be a short two-page, double spaced (minimum) paper, to be submitted via upload to UM Learn, using a ‘Dropbox’. 3 or 0 points.

12% A short 5-6 page paper, to be uploaded to UM Learn, using a drop box. Your work will be evaluated on language (a demonstrated awareness of your academic audience and the purpose of your written work, coherence of your writing, and originality. All standards of academic integrity apply.

2% To improve writing, before submitting the paper for grading (evaluation). In addition to the support from the Academic Learning Centre’s writing tutor program that will be explained to you earlier in the term, your draft long paper will go through a review of writing mechanics for formative purposes only before being sent back to you for your final editing before submitting it for grading. You earn 2% for getting the paper into the review process on time.

30% A 9–10 page paper, submitted to UM Learn, using a drop box. Your work will be evaluated for language (grammar, spelling, etc.), a demonstrated awareness of your academic audience and the purpose of your written work, coherence of your writing, and originality. All standards of academic integrity apply.

INTENDED LEARNING OUTCOMES
<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
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<tbody>
<tr>
<td><strong>1. Quantitative Reasoning</strong></td>
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<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
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<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
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<td>C. Analyze quantitative output and arrive at a conclusion.</td>
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<td><strong>2. Written Communication</strong></td>
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<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓ Written papers</td>
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<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓ Written papers</td>
<td></td>
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<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓ Written papers and essays on examinations</td>
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<tr>
<td><strong>3. Ethical Thinking</strong></td>
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<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓ Two papers</td>
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<td>B. Identify the stakeholders in the situation.</td>
<td>✓ Two papers</td>
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<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓ Two papers</td>
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<td>D. Discuss the ethical implications of the decision.</td>
<td>✓ Long paper</td>
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<td><strong>4. Core Business Knowledge</strong></td>
<td>✓ Entire course</td>
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**ACADEMIC INTEGRITY POLICY**

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under
the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

**Group Projects and Group Work**

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office in order to ensure consistency of treatment. See following table for typical penalties for academic dishonesty in the Asper School.
**Typical Penalties for Academic Dishonesty in the Asper School**

In case of the student being from another Faculty, the student’s Home Faculty often matches the suspension and/or adds penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
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</table>
| Cheating on exam (copying from or providing answers to another student)           | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Possession of unauthorized material during exam (e.g., cheat notes)                | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Altering answer on returned exam and asking for re-grading                       | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Plagiarism on assignment                                                          | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Submitting paper bought online                                                    | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Group member had knowledge of inappropriate collaboration or plagiarism and played along | F-DISC in course  
Notation of academic dishonesty in transcript |
| Signing Attendance Sheet for classmate                                            | F-DISC in course  
Notation of academic dishonesty in transcript |
| Impersonation on exam                                                             | Suspension from all Faculties for several years or possible expulsion from University of Manitoba |
STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support when needed. You are encouraged to visit the below websites to learn more about these services and supports:

- Academic Calendar
- Library Resources
- Registrar’s Office
- Writing and Learning Support
- Your rights and responsibilities
- Student Accessibility Services
- Student Discipline
- Student Advocacy
- Student Counselling Centre
- Student Support Case Management
- University Health Service
- Health and Wellness
- Live Well @ UofM
- Respectful Work and Learning Environment
- Violent or Threatening Behaviour
Appendix 1

Short Paper

The report will be prepared using ‘word’ processing software and will be at least 5 full pages; not exceeding 6 full pages (not including cover page and reference page). Assignments must be submitted in 12-point Times New Roman font (double-spaced). Use APA style (no abstract required)
You will submit document to the appropriate Dropbox on UM Learn: (Late papers will be subjected to 20% deduction for every day, or part thereof, late.
Topic: Analyze the impact that Manitoba Hydro is having on aboriginal communities; what is happening (not what should happen)

Directions:
1. Your paper will start with information sourced from Hydro’s website that discusses an aspect of this paper's topic. Specifically, find material from the company’s website (annual report, recent news announcements posted on the site, etc.) that discusses either: (i) activities in regard to demonstrated environmental responsibility and meaningful consultation (or lack of) or (ii) Manitobans response to specific activities in regard to responsibilities with respect to Aboriginal communities. You will assess the quality of the data presented. Your paper will also discuss the short-term and long-term consequences of those activities in regard to Hydro’s future.
2. Think about the following questions before you compose an essay;
   a. Who are the stakeholders? That is, identify the different groups of people affected by choices in this instance. Your analysis how those various groups will be affected.
   b. How does Manitoba Hydro’s internal culture affect its decision-making process?
   c. How does 'change of perspective' in regard to responsibilities (within Hydro as well as in regard to society’s expectations) take place? Is it through leadership? Is it through evolution or revolution? Is it through increased regulation and government monitoring? Explain.
3. Develop a thesis statement.
   a. Sketch out your argument so that you can support your thesis statement.
   b. What criticisms of your argument can you anticipate? Imbed your defense within the essay.
4. Rewrite the paper for logical flow.
5. Proof and rewrite the paper for language and grammar.
6. Make sure that all ideas and facts are cited. APA (6th ed.) is the preferred reference style.
7. Make sure that all phrases, sentences, and paragraphs that use the words of others are set off with quotation marks or if paraphrasing include the citation as appropriate.

8. Make sure your pages are numbered and you have a reference page.

<table>
<thead>
<tr>
<th>Writing</th>
<th>Perfect 10 points</th>
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<tbody>
<tr>
<td>Clear expository writing including precise word choice and grammar</td>
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<tr>
<td>APA and use of citations</td>
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<tr>
<td>Flow and Clarity proceeding from a thesis statement</td>
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</table>

<table>
<thead>
<tr>
<th>Information literacy</th>
<th>Perfect 5 points</th>
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<tbody>
<tr>
<td>Assesses reliability of information</td>
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<tr>
<td>Seeks appropriate information from good sources</td>
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</table>

<table>
<thead>
<tr>
<th>Material analysis</th>
<th>Perfect 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands stakeholders, interest groups, their motivations</td>
<td></td>
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<tr>
<td>Understands conflicts among groups and different expectations</td>
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<tr>
<td>Understands what can be improved and what appears to be intractable</td>
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<tr>
<td>Role of Perspectives and framing of problems/opportunities</td>
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<tr>
<td>Clearly differentiates real from token actions and explains</td>
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<tr>
<td>Clearly explains actual behaviour rather than present a do-gooder's wish list</td>
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</table>

9. Look at the rubric.

You may want to look at:
http://www.markville.ss.yrdsb.edu.on.ca/politics/argEssay.html

A final note: since we know about the topic on which you are writing, keep descriptive material to a minimum; especially in the introduction.
Draft will be due for formative language assessment March 15; Your revised paper due April 1.

Appendix 2
Business and Society
Long Paper
GMGT 1010

You will produce a paper that is at least 9 pages and not more than 10 pages, double-spaced, using 12 point pitch. This does not count the cover page or reference page. Pages must be numbered. Double-check citations, especially quotations. You are to write an argumentative analytical essay. Avoid description as much as possible and focus on explaining. Do not tell what is happening, but why. If there are ethical issues, do not argue what should be done, but explain why poor ethical judgment has been exercised.

Late papers will only be accepted if documentation is received that indicates the student has not been able to work for at least four days during the seven days prior to the due date of this paper. Otherwise a 20% deduction for each day or part thereof late.


Choose only one of the four broad social issues listed at the bottom. Answer the following questions as these general questions pertain to the specific issue selected.

The questions that you will cover with respect to your choice of broad social issue in the paper are:

1. Who are the stakeholders? How does the issue impact each, and what are the desired outcomes for each stakeholder group? What are the tools available for stakeholders to use?
2. Why and how did the issue become a social issue rather than simply remain a private issue? What do you see as the responsibilities of the affected individuals?
3. What do you see as the actual responsibilities of firms in the Canadian economy with respect to the issue and why is a responsibility? Are these responsibilities enforced by other agents, ethical, or strategic? Explain your thoughts fully. Explain why!
4. What do you see as the responsibility of governments? (Federal, provincial, municipal) and explain your response fully. Are these responsibilities enforced by other agents, ethical, or strategic? Explain your thoughts fully. Explain why! Who should pay the taxes to support government activities in these areas and why?
5. Are there are other groups or institutions that have a responsibility as part of this social issue? Explain. Are these responsibilities enforced by other agents, ethical, or strategic? Explain your thoughts fully.
6. Why have these problems persisted?
Your paper should analyze the conflicts inherent in each of these difficult policy areas. Do not describe them. Explain why the conflicts persist and there are no easy answers.

**Analyze and discuss one of the following issues:**

- Persistence of barriers for the aboriginal population.
- The difficulty of the Canadian economy to embrace a low carbon future.
- The persistence of narrow economic thinking by some businesses.
- The difficulties of gender equity in some aspect of business or society.
Rubric for Long Paper

Writing
Flow and Clarity proceeding from a thesis statement that encapsulates main idea.
Clear expository writing including precise word choice.
Grammar
Punctuation and other mechanics

Material analysis
Supports assertions with well selected supporting data and uses APA appropriately
Understands conflicts among groups and different expectations
Understands what can be improved and what appears to be intractable
Role of Perspectives and framing of problems/opportunities
Clearly differentiates real from token actions and explains
Avoids normative writing. Clearly explains actual behaviour rather than present a do-gooder’s wish list