



GMGT 7120 (A01) (3.0 CH)
ORGANIZATIONAL POWER AND POLITICS
Winter 2010

COURSE STAFF

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COURSE DESCRIPTION*

(From MBA Calendar): An examination of personal, interpersonal and organizational power in the context of organizational politics. Topics covered include rational versus political models of organizations, the accumulation and management of personal power, the politics of decision-making, the politics of managerial succession, the politics of budgets, authority, intergroup conflict, and bargaining and negotiation processes.

(More specifically): Power and politics are often considered dirty words of organizational life, intimately tied to notions of duplicity, overactive ego, and blind self-interest. However, power and politics are also the means by which things get accomplished in social life and organizations. In this course, we examine politics, power, and influence within the context of organizations as political entities. Thus, this course is essentially about getting things done. We will also examine ways in which to analyze work relationships, develop action planning and implementation skills, and understand influence styles. Finally, through course assignments and class discussion, you will be able to develop a personal learning agenda for developing power and influence in your own organizational settings.

COURSE CONTENT: The course contains three interrelated modules:

- Power dynamics: What creates and sustains power in organizations?
- Managing professional relationships: Who do you need and do they need you?
- Influence, persuasion, and managing your career: How do you persuade or how do others persuade you? How will you influence others throughout your career?

* I am very grateful to Michèle Bowring (Guelph) for developing the course structure, and to Linda Hill (Harvard), Kathleen McGinn (Harvard), Herminia Ibarra (INSEAD), and Jeffrey Pfeffer (Stanford) for developing much of the content.

COURSE OBJECTIVES

This course presents conceptual models, tactical approaches, and self-assessment tools to help you develop your own influence style and understand political dynamics as they unfold around you. By focusing on specific expressions of power and influence, this course gives you the opportunity to observe the effective—and ineffective—uses of power in different organizational contexts and stages of a person's career. This subject matter may introduce difficult ethical questions. By design, this course should challenge you to define for yourself what will constitute the ethical exercise of power (and potentially the ethical exercise away from power) in your life. The objectives of the course are to help you:

1. **Develop your conceptual understanding of power and influence**, including sources of power, how to harness power to produce constructive outcomes, an awareness of the ethical implications of using power and influence, and ways in which to avoid the abuses of power. We will work towards developing a realistic understanding of the key sources of political conflict in organizations and how to use this conceptual understanding to enable better outcomes.
2. **Develop and improve diagnostic skills** that will enable you to analyze working relationships, map out the political landscape, understand others' actions, and predict and influence outcomes.
3. **Assess your own power bases and influence style**, and consider strategies for expanding them.
4. **Understand a repertoire of influence tactics** that social scientific research has documented so that you will be effective (and understand how you have been persuaded) in a variety of contexts and situations.
5. **Begin to develop your own strategies, action plans, and a learning agenda** for developing and exercising power and influence ethically and responsibly throughout your career.

COURSE MATERIALS

These materials are required for this course and are available in the U of M bookstore (approximate price in brackets):

- Cialdini, R.B. (2009). Influence: Science and Practice (5th Ed.). NY: Prentice Hall (~\$20)
- GMGT 7120 Case and Readings Package (~\$75)

From time to time, I may supplement this with materials in class, so if you miss a class please make sure that you arrange to copy materials from other class members.

COURSE ASSESSMENT

Student progress will be assessed through individual (60%) and group assignments (40%):

Core assessment:

- Class participation (30%)
- Individual project (30%)
- Group project (30%)
- Group presentation (10%)

Optional assessment:

- Participation in research (1% boost)
- “Knife’s edge” article review (1% boost)

Here are some more details about the course assessment:

Core Assessment

Class participation (30%). The case method relies on participation. You will earn participation points when you make a contribution that moves the discussion forward. Everyone brings a different combination of expertise and experience to bear on each case, so you are expected not only to learn from the experience of taking the course, but to contribute to the learning experience of others in it as well. You can earn from one to five points toward your class participation mark in each class.

To earn such credit in a case class, your contributions must demonstrate that you have a thorough grasp of the case information, and have considered at least the issues raised in any accompanying readings. Factual contributions that help to organize basic information into useful format for analysis will earn one to two marks. To earn three to four marks for a case discussion, you must provide some synthesis beyond the basic case facts, such as relating two or more pieces of information, or performing some substantive analysis, to draw a relevant conclusion. To earn five mark credit for a case discussion, your contribution must demonstrate insight into the key issues of the case, and/or recommend detailed, well-supported actions to address the strategic challenges involved.

To earn similar credit in a non-case class, your contributions must include knowledge of the readings as well as participation in all class activities. Such activities may include in-class mini-case analysis, in-class experiential learning activities, and bringing current events topics to the class for discussion.

If you are going to miss a class, please send me an e-mail in advance if possible (I appreciate that emergencies sometimes prevent this). To help me keep track of your class participation as well as to learn your names and something about you, we will use a seating chart. The seating chart will be created on the second day of class, and I will assess participation as soon as possible after every class. You’re welcome to check in with me throughout the course about how you’re doing participation-wise.

Individual project (30%). You have three choices. Your choice may depend on how structured you would like your assignment to be, how you choose to manage your time, what project you think you will derive the most benefit from, or all of the above. Regardless of the approach you

take, the individual project is designed to have you put the ideas of the course into practice or, at a bare minimum, think about how you intend to use the material of the class as you plan your future activities and career. The three choices are described in Addendum I of this document. If you choose Option A, the five parts of your project are **due by 6:15pm on five Wednesdays specified in Addendum I**. If you choose Option B or Option C, your project is due **by 6:15pm on Wednesday, March 17, 2010**. Late parts of projects (i.e., Option A) or late projects (i.e., Options B and C) will not be graded and will earn zero credit.

Group project (30%). The group project is described in Addendum II of this document. You'll use ideas from the course in a more field-oriented, clinical setting by working with your Learning Team (see page 5). Learning by doing and learning through more intensive involvement is much more likely to result in mastery and retention of the material than more passive forms of learning. Plus, learning from and with your colleagues is also beneficial and fun. **Group projects are due by 6:15pm on Wednesday, March 24, 2010. That is a week after the last class.** Late projects will not be graded and will earn zero credit.

Group presentation (10%). Over the course, we'll read Cialdini's Influence: Science and Practice, in which the author describes six influence tactics (i.e., reciprocity, commitment & consistency, social proof, liking, authority, and scarcity) that characterize how people often influence others. The book applies compelling examples to social scientific research and is very readable. Each Learning Team will be responsible for making a 15 minute presentation on one of the six influence tactics featured in Cialdini. Teams will be assigned chapters and corresponding presentation dates by lottery. The goal of the presentation is to briefly summarize the tactic, but more importantly go beyond the digested material to uncover some of the social scientific research that illustrates the tactic and to provide some examples that aren't featured in the text. In short, the presentation should supplement our reading of the book, give you a chance to present some research illustrating the science behind the tactic, and make the influence tactic relevant to power and influence in organizations.

Optional Assessment

Participation in research (1% bonus). An important part of our business school is academic and applied research conducted by our faculty members and graduate research students. In this course, you will receive a 1% bonus if you participate in such research. Participation is voluntary, and you may instead opt to complete another "knife's edge" article review (see below; please let me know if you prefer this option for your 1% bonus). Participation in research generally involves answering a short questionnaire (maximum ½ hour) or participating in a short lab experiment (usually outside of class time and often on-line). The researchers who solicit participation (not me) will provide the class with a short verbal or written de-briefing about the purpose of the research. Your participation in research greatly assists faculty and graduate research students at Asper with their research, and exposes MBA students to some of the research being conducted in the School. I will explain this participation process in more detail during our first class. **For those interested in participating in research, there will be an opportunity to do so in March (exact date TBD).**

"Knife's edge" article review (1% boost)[†]. When a course is organized on a percentage basis, there are always students who end up only one percentage point away from the next highest grade. You will be given the opportunity to avoid this situation. You may submit an optional report which, in the event you are within one percentage point of the next highest

[†] Thanks to Fred Starke and Krista Uggerslev for this idea.

grade, will raise your point total to the necessary level. Note that the optional report will not be used to place you on the borderline. It will only be used to raise your grade should your regular total of points fall within one point of the next highest grade. Students who opt out of this report and find themselves within one point of the next highest grade have no basis for appeal.

The report consists of a review of an article from an academic journal (not book chapters, not mass media, and not business periodicals such as Harvard Business Review or California Management Review) listed in the References section (pp. 235-253) of Cialdini or listed in the footnotes of any of the Harvard Business School notes we read in this course. It should be one that catches your interest (reading academic articles that don't catch your interest can induce sleep). The report should be divided into two parts: (a) your summary of the author's message, and (b) a discussion of the relevance of the article understanding organizational power and politics. Part (a) should constitute approximately 50% of the report and part (b) approximately 50%. All reports must be typed, double-spaced, no more than two pages in length, and be **submitted by the beginning of the last class (March 17, 2010)**. A copy of the article you have reviewed must be attached to the report.

LEARNING TEAMS

The exercises in this class reflect both individual and group learning. For your group assignments, please assemble a 4-person team **by the end of the second session of the course (January 13, 2010)** and let me know the composition. With members of this team, you will (a) do the group presentation, (b) do the group project, and (c) work together when we have in-class exercises. Each member of the team will be given the chance to submit his/her assessment of each team members' relative contribution to the group presentation and group project. More details on the distributed weighting to come.

COURSE GRADE DISTRIBUTION

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89	A	4.0	Very Good
75-79	B+	3.5	Good
70-74	B	3.0	Satisfactory
65-69	C+	2.5	Marginal
60-64	C	2.0	Unsatisfactory
50-59	D	1.0	Unsatisfactory
Below 50	F	0.0	Unsatisfactory

COURSE SCHEDULE

This schedule is subject to change with notice in the previous class. If you miss a class, make sure that you contact a fellow student to stay up to date with any potential changes.

DATE	TOPIC	CLASS ACTIVITY	ADVANCE READINGS AND HAND-INS
Module 1: Power Dynamics			
Session 1 (Jan 6)	Introduction to the course	<p>Introductions and course overview</p> <p>Discussion of course outline</p> <p>Mindmapping Power</p> <p><u>Case:</u> The Fall of Lehman Brothers (Part 1)</p>	<p><u>Read:</u> Auletta, K. (1985, February 17). Power, greed and glory on Wall Street: The fall of Lehman Brothers. <i>New York Times</i> (E-mailed to the class with guiding questions.)</p>
Session 2 (Jan 13)	Power dynamics	<p><u>Case:</u> The Fall of Lehman Brothers (Part 1 continued & Part 2)</p> <p><u>If time:</u> Stanford Prison Experiment (2002) (video)</p>	<p><u>Read:</u> Power Dynamics in Organizations #9-494-083 (in case package)</p> <p><u>Read:</u> Auletta, K. (1985, February 24). The fall of Lehman Brothers: The men, the money, the merger. <i>New York Times</i> (distributed in Jan 6 class)</p> <p><u>By end of class,</u> we need to (a) finalize seating plan, (b) have Learning Team composition, completed and (c) all class members have each decided on and informed Nick of Option A, B, or C for Individual Project.</p>
Module 2: Managing Professional Relationships			
Session 3 (Jan 20) Special time	Assessing networks	<p><u>Special Presentation:</u> Krista Uggerslev: "Managing talent in tough times" (7:00 pm-8:00 pm; Education Bldg., Room 290)</p>	<p><u>Read:</u> Managerial Networks #9-495-039 (in case package)</p> <p><u>Complete and bring to class:</u> Network</p>

		Network assessment Exercise (8:15 pm-9:30 pm; Drake 530)	assessment Exercise, Executive Version #9-497-003 (in case package) <u>Submit by beginning of class:</u> - Option A if chosen (Essay 1 of 5)
Session 4 (Jan 27)	Building, Maintaining, and Improving Networks	<u>Cialdini presentation #1:</u> Reciprocity <u>Case:</u> Heidi Roizen <u>Case:</u> Amelia Rogers at Tassani Communications (A)	<u>Read:</u> Heidi Roizen # 9-800-228 <u>Read:</u> Amelia Rogers at Tassani Communications (A) #9-492-034 <u>Read:</u> Cialdini, Chapters 1 & 2 <u>Submit at beginning of class:</u> - Option A if chosen (Essay 2 of 5)
Session 5 (Feb 3)	Repairing Networks and Building Coalitions	<u>Cialdini presentation #2:</u> Commitment & consistency <u>Case:</u> Lisa Benton <u>Case:</u> Charlotte Beers	<u>Read:</u> Building Coalitions #9-497-055 <u>Read:</u> Lisa Benton # 9-494-114 <u>Read:</u> Charlotte Beers #9-495-031 <u>Read:</u> Cialdini, Chapter 3
Module 3: Influence, Persuasion, and Managing Your Career			
Session 6 (Feb 10)	Influence Tactics	<u>Cialdini presentation #3:</u> Social proof Subarctic Survival Exercise	<u>Read:</u> Exercising Influence #9-494-080 <u>Read:</u> Cialdini, Chapter 4 <u>Submit by beginning of class:</u> - Option A if chosen (Essay 3 of 5)

			- Group project topic/focus
(Feb 13-21)	Reading Week		
Session 7 (Feb 24)	Persuading and making your argument	<u>Cialdini presentations #4, #5, #6:</u> - Liking - Authority - Scarcity <u>Case:</u> Buzz Hargrove	<u>Read:</u> Buzz Hargrove #9-899-138 <u>Read:</u> Cialdini, Chapters 5, 6, 7
Session 8 (Mar 3)	Independent time for group project		
Session 9 (Mar 10)	Managing your Career	<u>Case:</u> Kevin Simpson <u>Case:</u> Jolene Godfrey and the Polaroid Corporation	<u>Read:</u> Kevin Simpson #9-492-041 <u>Read:</u> Jolene Godfrey and the Polaroid Corporation #9-492-037 <u>Read:</u> - Beyond the Myth of the Perfect Mentor #9-491-096 - Goodbye Career, Hello Success HBR# R00207 - Managing Your Career #9-494-082
			<u>Submit at beginning of class:</u> Option A (Essay 4 of 5)
Session 10 (Mar 17)	Wrap-up: Power and Politics Beyond Organizations	<u>Case:</u> Margaret Thatcher Catered supper and opportunity to revisit Mindmaps on power	<u>Read:</u> Power and Influence: Achieving Your Objectives in Organizations # 9-801-425 <u>Read:</u> Margaret Thatcher # 9-497-018

			<u>Submit at beginning of class:</u> - Option A if chosen (Essay 5 of 5) - If Option A not chosen, Option B or C - Knife's edge reports (boost and bonus in lieu of research participation)
(Mar 24)			<u>Submit by 4:30 pm:</u> Group projects

ACADEMIC REGULATIONS

Students are encouraged to contact Disability Services at (204) 474-6213 should special arrangements need to be made to meet course requirements.

ADDENDUM I

INDIVIDUAL PROJECT ASSIGNMENT INSTRUCTIONS

- CHOOSE 1 OF THE FOLLOWING 3 OPTIONS-

EITHER

OPTION A: INCREMENTAL WORK, PRE-STRUCTURED, FORMATIVE ASSESSMENTS

This option staggers your work on the individual project assignment by submitting 5 short (two page) essays on pre-established questions at various times throughout the course. Each of the essays should be typed in 12 point font, double-spaced, and you are welcome to draw on course material in writing your essays:

Part 1 of 5

Due by 8:15 P.M. Wednesday, January 20, 2010 (6% of course grade)

This part of the course is about finding and perhaps more importantly creating a domain in which you can flourish, given your particular strengths, weaknesses, and preferences. Write a brief, two-page essay in which you:

- (a) Briefly describe settings, organizations, or situations in which you have tended to do well, and ones in which you have had more difficulty;
- (b) Describe what you did, or did not do, to help create or get yourself established in both types of situations; and
- (c) Based on the materials from this section of the course, briefly relate what you might do going forward about (i) choosing a domain and (ii) creating influence from that position (relating this to one or more of the examples from part [a] of your short essay)

Part 2 of 5

Due by 6:15 P.M. Wednesday, January 27, 2010 (6% of course grade)

It is useful to think about how we spend our time, with whom, and how our contacts and networks are or are not consistent with the social relations we might need to build our power base. Write a brief two-page essay in which you consider the following questions:

- (a) With whom (other than family or significant others) do you spend the most time? Why?
- (b) Given your career ambitions and what you want to accomplish in your life, who (not necessarily by name, but by position or location in the social space) are the most important individuals for you to build relationships with?
- (c) What is the structure of your network? Do you occupy many 'brokerage' positions? If so, which ones, and how have you come to occupy them? Do you have lots of 'weak ties' or connections to people who can provide you non-redundant information? Are you central in any networks? Which ones?
- (d) Considering the foregoing, what might you do differently if you wanted to increase your influence and build more efficient and effective social networks?

Part 3 of 5

Due by 6:15 P.M. Wednesday, February 10, 2010 (6% of course grade)

Throughout a number of the cases we have covered, we have seen that to accomplish our goals, almost invariably we need the help of others. In this section of the course, we have considered some ways (or strategies) of attracting support – social ties, language, how we

present ourselves to the world, how we frame issues, how we spend our time. In a two-page essay, considering the following:

- (a) Based on the material from this course, what skills would you like to develop more fully?
- (b) What aspects of your current thinking and behavior would it be helpful if you “left behind”?
- (c) What are you going to do—try to be as specific as possible—to develop those skills that will make you more able to achieve your objectives by getting others to join you and help you on “your path”?

Part 4 of 5

Due by 6:15 P.M. Wednesday, March 10, 2010 (6% of course grade)

In this course, we have discussed examples of overcoming obstacles and coping with setbacks. It is important to integrate this learning into your own life and experience. Write a brief, two page essay in which you:

- (a) Describe an organizational situation in which you faced substantial difficulty (e.g., you were fired, you were demoted, you failed to get a job or promotion you wanted and thought you deserved, you were embarrassed or lost face because of some situation, etc.)
- (b) What did you do that contributed to the problems you experienced? To what extent were the obstacles and difficulties the result of chance events over which you had no control?
- (c) Based on the course material, what would you do differently if you encountered the same situation today? In other words, what is the learning or what are the ideas that have emerged in the class that you would use to help you in similar situations?

Part 5 of 5

Due by 6:15 P.M. Wednesday, March 17, 2010 (6% of course grade)

Write a brief, two page statement that addresses the following questions: Now that you have completed this course:

- (a) What do you think about power and politics in organizations?
- (b) How have your views of power and influence, your relationship to power, and your views of various influence strategies changed over the course the term?
- (c) What power strategies are you most comfortable with? What are you most uncomfortable with?
- (d) What are you going to do going forward to further develop your power and interpersonal influence skills?

OR

OPTION B: FLEXIBLE WORK, PRE-STRUCTURED, SUMMATIVE ASSESSMENT

This option provides you with flexible work flow on the individual project assignment by submitting 5 short (two page) essays on pre-established questions, as described above, but all **due by 6:15 P.M. Wednesday, March 17, 2010 (30% of course grade)**. As above, the essays should each be typed in 12-point font, double-spaced

OR

OPTION C: FLEXIBLE WORK, OPEN STRUCTURE, SUMMATIVE ASSESSMENT

This option provides you with flexible work flow but additional freedom on the structure of the individual project by submitting the following **due by 6:15 P.M. Wednesday, March 17, 2010 (30% of course grade)**

Select an organization where you are currently working or volunteering—such an organization could be a nonprofit, a for-profit company, a student government organization, a social club or religious organization, a start-up team, or any other formal organization in which you are currently involved. During the course of the term, try to exercise influence over some specific issue, using the concepts from the course, and then write up your experience. You should keep notes throughout the term, with new entries every time something important happens and as a way of making sense of your experience while it is still fresh—as opposed to writing it all up at the end of the term. To do this, you will need to: (a) begin with some specific objective, what you are trying to change, what are you trying to accomplish? Such an objective could involve either changing a policy or practice in the organization or advancing your position to one of more power, or both; (b) outline a set of activities that you are going to do to try to influence the situation; (c) describe what you did, what worked, and what didn't, and why; compare this to what was in the literature (e.g., Cialdini, other research referenced in class) and what we have discussed in class (i.e., integrate what you learned through your experience with what you learned conceptually); and (d) what were your personal lessons in power from this experience.

You may organize your paper in any way you wish as long as the four areas above are covered. Papers should be typed double-spaced and be no longer than 10 pages in 12-point font (excluding exhibits). Exhibits should include a legible copy of your 'field notes' made throughout the term. Analysis will be valued over simple exposition. Your grade will reflect the breadth and depth of your analysis.

ADDENDUM II

GROUP PROJECT ASSIGNMENT INSTRUCTIONS

Due in hard copy by 4:30 P.M. Wednesday, March 24, 2010. (This is a week after the last class)

- 1) Form a Learning Team of 4 people, of your own choosing.
- 2) No later than the end of the second session, **January 13, 2010**, let me know who is in your Learning Team. No later than the beginning of the sixth session, **February 10, 2010**, please let me know what your group has chosen as its focus for the project. This can be done by e-mail or on paper, but both dates are important.
- 3) Your assignment is to do “field research” on how individuals obtain and exercise influence, as a way of seeing how the material from the class is, or could be, put into use. Power becomes more visible and is exercised more clearly where there is opposition, where something needs to get done and resistance must be overcome. Think carefully about that in choosing the focus of your project.

Your “subject” of the analysis should be someone who is (a) early in his or her career and (b) is “similar” in some respects to who you are or who you desire to become. In particular, the person must be someone that you can interview, and even better, perhaps get some insights from talking to her or his colleagues and others. Recent graduates of the Asper MBA program, members of Asper School of Business’s Young Associates, people who are 5-10 years out of school, or people who are doing well or alternatively have had problems because of political issues, should be the focus of your analysis. They can, but not have to be, highly visible “stars” (it will be interesting to check how many Google hits they have and on what.)

In thinking about how to write the analysis and do the project, you can (but don’t have to) use themes from the course as a guide. So, for instance, you could study how some person or group overcame opposition and resistance. You could analyze how some individual prepared him- or herself for the path to power. You could illustrate how some person or group lost power, or, alternatively, what someone did to hold on to power against significant opposition and challenges. You could analyze how some person or group established a domain, by acquiring resources, attracting allies, and so on.

Length is not the defining characteristic of a good analysis, but to appease those who like guidance on page length, please do not exceed 10 double-spaced pages (12-point font) excluding exhibits. Try to concisely convey your analysis (using exhibits as needed). Use analysis and insight, rather than lots of words, to convey what you have learned and discovered.

Some guidelines or hints to make the assignment more interesting, useful, and successful:

- 1) Try to use as many sources of information as possible – archives, interviews, public sources (if available). In other words, to the extent possible, triangulate to get the most valid information possible. In particular, the subject of your paper is likely to provide information that is at least unintentionally (and possibly intentionally) biased and self-serving.
- 2) Please proof read your paper to eliminate typographical errors.

3) Don't just list some references at the back of the paper, or nowhere. If you have relied on sources, particularly published sources, and particularly if there is a direct quote, please provide a complete footnote as to the source.

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves 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 Graduate 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 tests 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.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure 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 a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it related to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean’s office in order to ensure consistency of treatment.



MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business, The University of Manitoba

STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

_____	_____	_____	_____
Last Name	First Name	Middle Initial	U of M Student Identification Number
_____	_____		
Course #	Instructor Name		
_____	_____		
Student's Signature	Date		

TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

_____	_____	_____
Physician's Last Name	Physician's First Name	Middle Initial
_____	_____	_____
Street Address	City, Province	Postal Code
_____	_____	
Telephone Number	Fax Number	
<p>To the attention of the physician: Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a <u>valid reason</u> to miss an important <u>exam</u> or <u>assignment</u>. <u>Your professional evaluation is necessary to ensure that only valid cases are excused.</u></p> <p>I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.</p> <p>The student's condition will likely span the following dates:</p> <p>_____ until _____ (Indicate start date) (Indicate end date)</p> <p>_____</p> <p>Physician's Signature Date</p>		

NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor's office.

May 2009

NICK TURNER

Nick Turner is Associate Dean at Asper School of Business, and Director of the PhD and MSc programs. He earned a PhD in psychology from University of Sheffield (UK), and was on the faculty of Queen's School of Business as the Toller Family Research Fellow before coming to University of Manitoba in 2006. He has held visiting academic positions at Leeds University (UK) and the University of New South Wales (Australia). The courses he teaches on organizational behavior and human resource management benefit from research conducted with organizations in Canada and the United Kingdom. His research has been published in a number of articles and book chapters. Nick's current research projects examine the role of transformational leadership in promoting employee health and safety; the conditions under which self-managing teams reduce workplace injuries; and spillover of psychological aggression between home and work relationships. He serves on various editorial boards including those of the *Journal of Applied Psychology*, *Journal of Business and Psychology*, *Journal of Occupational Health Psychology*, and *Employee Responsibilities and Rights Journal*. In 2007, he received the Asper Associates' Award for Achievement in Research and a University of Manitoba Merit Award for Research Excellence. He has consulted on issues of work design and occupational health and safety with leading companies in the railway, petrochemical, healthcare, and steel production sectors.

For more information, please go to <http://tinyurl.com/nturner>

NICOLE WILKINSON

Nicole Wilkinson is a Dean's List graduate of the Asper MBA program with a concentration in human resources and organizational behaviour. She recently left a career in management to pursue a PhD in organizational behaviour and strategy. She has represented Asper at the John Molson International Case Competition in Montreal and recently presented a paper at the Australia New Zealand Academy of Management in Melbourne, Australia. Nicole is currently conducting a meta-analysis on the international impact of high performance work practices on measurable outcomes in organizations. Prior to beginning her PhD, she gained broad experience in business and government: Nicole has managed hundreds of customer service representatives in a publicly-owned corporation, owned a small business in clothing sales, managed an office in the federal government, and been an officer in the armed forces.