



IDM 7060 (A01) (6.0 CH)
EXECUTIVE RESPONSIBILITY
Winter 2010

INSTRUCTOR

Name:	Dr. Reg Litz	Office Location:	688 Drake
Phone:	474-9406	Office Hours:	Before/after class and by appointment
Fax:	474-7545	Class Time:	Saturdays January 9, 23 & February 6, 27
Email:	rlitz@cc.umanitoba.ca		8:45a – 1:45p

COURSE DESCRIPTION

Series of seminars covering fundamental topics essential for modern management including business ethics and managing diversity.

COURSE OBJECTIVES

Many graduate students of business aspire to hold senior positions of executive leadership. However, what does it mean to aspire to hold such positions, particularly as it concerns their accompanying responsibilities? This course is intended to provide our students with the opportunity to conscientiously contemplate this question. More specifically, students will be encouraged to reflect on the nature, and complexities, of “executive excellence” in our modern business world, and in particular consider the conditions under which superior business achievement appears to come at the cost of responsible behavior. In addition, we will also explore the role of intra-organizational and market-driven incentives in shaping managerial behavior. Given observed incidents of irresponsible managerial behavior we will also consider the challenges faced in seeking to act responsibly in the face of irresponsible executive conduct. Finally, the course will conclude with preliminary contemplation of some possible strategies that might aid in managing in ways that fulfill the modern executive’s responsibilities.

READING MATERIALS¹

Electronic Reserve Readings (as noted for each session)

Needleman, J. (1991). *Money and the Meaning of Life*. New York: Doubleday.

O’Boyle, T. (1998). *At Any Cost*. New York: Alfred A. Knopf.

Peck, M. S. (1978). *The Road Less Traveled*. Simon & Schuster.

¹ Available in University of Manitoba Bookstore. All books may be shared with classmates. Also, pending student requests the instructor will seek to place one or more copies on reserve.

CLASSROOM PROCESS: BEFORE, DURING AND AFTER CLASS

"During this term, I will be doing a great deal of talking. I will be giving lectures, answering questions, and conducting discussions. Since I am an imperfect scholar, and even more certainly, a fallible human being, I will inevitably be making factual errors, drawing some unjustifiable conclusions, and perhaps passing along my opinions as facts. I should be very unhappy if you were unaware of these mistakes. To minimize that possibility, I am going to make you all honorary members of Accuracy in Academia. Your task is to make sure that none of my errors go unnoticed. At the beginning of each class, I will, in fact, ask you to reveal whatever errors I made in the previous sessions. You must, of course, say why these are errors, indicate the source of your authority, and if possible, suggest a truer or more useful or less biased way for formulating what I said. Your grade in this course will be based to some extent on the rigor with which you pursue my mistakes. And to insure that you do not fall into the torpor that is so common among students, I will, from time to time, deliberately include some patently untrue statements and some outrageous opinions. There is no need for you to do this alone. You should consult with your class mates, perhaps even form a study group that can collectively review the things I have said. Nothing would please me more than for one or several of you to ask for class time in which to present a corrected or alternative version of one of my lectures."

- Neil Postman

The end of education: Redefining the value of school.
(1995), pages 117-118.

"At present, there is very little tolerance for error in the classroom. That is one of the reasons students cheat. It is one of the reasons students are nervous. It is one of the reasons many students are reluctant to speak. It is certainly the reason why students (and the rest of us) fight so hard to justify what they think they know. In varying degrees, being wrong is a disgrace; one pays a heavy price for it. But suppose students found themselves in a place where this was not the case?"

- Neil Postman

The end of education: Redefining the value of school.
(1995), pages 125

As Postman's first comment suggests, learning is not synonymous with data inhalation. Following his lead, and in consideration of his second comment, my classroom strategy is to facilitate the emergence of a learning community in which students are encouraged to reflect, discern, and in large part, discover for themselves what it is they need to learn. Some will learn by listening, others by speaking, most of us by some of both. In order to recognize these learning style differences I will conduct the class sessions according to the following 'guidelines':

BEFORE CLASS: INDIVIDUAL PREPARATION

Concerning use of one-page pre-class preparatory essays

Students are required to prepare the equivalent of a one-page (maximum) preparatory essay before each of the four class sessions. The essays' purpose is threefold: (1) to assist you in maximizing your in-class learning experience, (2) to help develop your summarization skills, and (3) to help develop your written communication skills. The essay should simply provide your answer to the assigned study questions (as noted subsequently).

On delivery of the one page pre-class essays: E-copy requirements

Pre-class essays should be submitted electronically according to the following guidelines:

- 1) Please email your essay to **aspermbaethics@yahoo.ca** no less than 48 hours before each class session in order to receive credit. Given the opportunity to plan ahead for the timely completion of the essays, please be advised that, late essays will not be accepted.
- 2) In the email's subject line please include the following items in the specified order: Last name, First name, the word "PreEssay" and Session Number for which the essay was written (for example, **SmithJohn.PreEssay.2**).
- 3) Please do not send the essay as an attachment, but paste it directly into the body of the email proper. Given the limited grading time available, please be advised that attachments will neither be opened nor receive credit.

Concerning the public reading of the one-page preparatory essays

In the interests of making the discussion as relevant as possible to your current state of understanding, the instructor may wish to read some or all of one or more of your essays to the class or include same in a handout of summary comments. If you do not wish your essay to be read publicly either in whole or in part, please write **DO NOT READ** in **BOLDED CAPITAL LETTERS** at the top of the essay. However, if you are willing to permit the essay to be read on condition that you not be identified as the author, please write **DO NOT MENTION NAME** in **BOLDED CAPITAL LETTERS** at the top of the essay. If you are willing to have your essay be read to the class, you need add no special markings, as mentioned previously. Finally, please be advised that public reading of your essays does not constitute a form of class participation.

Concerning grading of the one-page preparatory essays

Students completing four or more essays will receive full marks; students completing less than four will receive a prorated mark equal to number completed. The instructor and/or teaching assistant(s) will intermittently review some, or all, of the essays and may provide feedback (in the form of 'S', 'U', or 'L', for Satisfactory, Unsatisfactory, and Late-Unsatisfactory, respectively – no re-dos will be allowed on essays graded 'U' or 'L'). Unless notified by the instructor or teaching assistant as to the essay's unsatisfactory quality, you may assume each completed essay counts toward the required number.

BEFORE CLASS: GROUP ACTIVITY

The role of the small discussion group: Rationale

Students are encouraged to form a study group with other students from the class and hold a short (15 to 20 minute) meeting before as many of the class sessions as possible. The purpose of the small group is two-fold:

- 1) to provide you with an opportunity to voice your thoughts about the assigned readings, particularly as they concern your working answers to the assigned study questions, and
- 2) to provide you with an opportunity to hear from other class members concerning the assigned readings

Suggestions for forming your small pre-class discussion group

In the interests of developing an appreciation for the complexity of the unique challenges associated with organizational management, students are encouraged to create study groups as diverse as possible (that is, including representatives from a variety of nationalities, program majors, ages, genders, etc.).

DURING CLASS: ORGANIZING POLICIES

During class: A note on note-taking and note-making

I do not plan to provide you with a detailed and exhaustive set of course notes. Accordingly, I will not be surprised or offended if you take occasional "time-outs" from the classroom process to record insights en route, as these will later assist you in completing your post-class synthesis essays and major course assignment. To that end I have also included appropriate space in the course outline for note-taking (see individual session outlines).

On "warm invites" and "cold calls": Three policies

My intention is to set the stage for a positive learning experience. To that end I intend to encourage you to think and reflect upon the assigned material and then contribute to the discussion when you are ready. Accordingly, I will make limited use of the "cold call" technique (that is, calling upon students without warning). Instead, I will manage the classroom process using the following policies:

- 1) **First come, first served:** A key managerial responsibility is being appropriately proactive. While I expect do some 'cold calling', I would also ask you to initiate participation.
- 2) **Entry into discussion by raised hand 98% of the time:** One of my key responsibilities is to facilitate orderly discussion. Therefore I would request that you indicate readiness to participate by raised hand. I will then do my best to bring you into the discussion as soon as possible.
- 3) **First helpings before seconds:** Anyone willing to participate for the 'nth' (e.g., first) time will be given priority over anyone who is seeking to participate for the (n+1)th (e.g., second) time.

DURING CLASS: ON THE RECORDING AND GRADING OF PARTICIPATION

Policy on class attendance

Absence from class without adequate reason shall be noted and considered in evaluating participation. If you are aware of any planned absence(s) please provide me with written notification at your earliest convenience at rlitz@cc.umanitoba.ca. In the event of an unforeseen emergency, please call me at 474-9406 at your earliest convenience to explain your absence.

Macro-recording of participation and post-class inspection of record

I may ask a different member of the class to “mark participation” during each session. This simply involves giving one check mark for each separate participation moment (mandatory or voluntary) into the discussion. The grader will apply their discretion in defining “separate”. All students enrolled in the class are permitted to examine the participation record in the 30 minutes immediately after the class session in order to check that their presence and participation has been accurately recorded. After the 30 minute window all sheets will be considered permanent records.

Micro-recording of individual-specific participation

In an effort to provide students with the opportunity to document their participation efforts, the instructor will provide, if requested, a voluntary class participation sheet that may be copied by students for classroom use. All completed copies must be handed in to the instructor immediately after the class in which the participation occurred.

Grading class participation: Two options

Each student’s participation across the four sessions will be evaluated in one of two ways as chosen by the student:

- 1) Pass/Fail – Each student may choose to simply receive a score of 70 points out of 100 with participation worth 25 percent of their final grade. Choice of this option assumes that the student was present for all of the four sessions. Students selecting this option that are for whatever reason absent will simply receive a prorated portion (i.e., each session attended will be worth 6.25 percent out of the total of 25 percent)
- 2) Graded – Each student may choose to have their participation evaluated along a 0-100 point continuum in which participation in both main and break-out sessions is assessed by the instructor/ discussion section leader using the following five criteria²: *initiative, mastery, creativity, synthesis and tact* as described in Table 1 below.

² Physical presence is assumed.

TABLE 1
DESCRIPTION OF CLASS PARTICIPATION GRADING STANDARDS

	Initiative	Mastery	Creativity	Synthesis	Tact
Excellent (80-100)	initiates participation in each session	very strong in applying, analyzing, evaluating, synthesizing assigned material	very strong in going beyond assigned material by offering new perspectives, analogies, etc.	Very strong in offering integrated summaries of class discussion	very strong in offering sensitively delivered and concise input
High pass (70-79.9)	initiates participation on most sessions	above average	above average	above average	above average
Pass (60-69.9)	initiates participation during about half the sessions	average	average	average	average
Low Pass (50-59.9)	initiates participation in a minority of sessions	below average	below average	below average	below average
Unsatisf. (< 50)	student did not initiate participation	student did not participate	student did not participate	student did not participate	student did not participate

Student concerns about participation

Students are encouraged and expected to initiate discussion with the instructor if they encounter difficulty in participating in class. While the instructor may initiate discussion with the student on this subject, this should neither be expected nor relied upon. In addition, please be advised that each student will be responsible to check the class seating chart and make sure their name is recorded on the seating chart.

AFTER CLASS

Concerning use of one-page post-class synthesis essays

Students are required to prepare the equivalent of a one-page (maximum) synthesis essays after each of the first three class sessions. The essays' purpose is threefold: (1) to assist you in maximizing your in-class learning experience, (2) to help develop your summarization skills, and (3) to help develop your written communication skills. The essay may be divided into two parts: *Insights From Class Discussion*, and *Insights From Supplemental Media*.

On delivery of the one page post-class essays: E-copy requirements

Post-class essays should be submitted electronically according to the following guidelines:

- 1) Please email your essay to **aspermbaethics@yahoo.ca** within 48 hours of the end of each class session in order to receive credit. Given the opportunity to plan ahead for the timely completion of the essays, please be advised that, late essays will not be accepted.
- 2) In the email's subject line please include the following items in the specified order: Last name, First name, the word "PostEssay" and Session Number for which the essay was written (for example, **SmithJohn.PostEssay.2**).
- 3) Please do not send the essay as an attachment, but paste it directly into the body of the email proper. Given the limited grading time available, please be advised that attachments will neither be opened nor receive credit.

Concerning the public reading of the one-page synthesis essays

In the interests of making the discussion as relevant as possible to your current state of understanding, the instructor may wish to read some or all of one or more of your essays to the class or include same in a handout of summary comments. If you do not wish your essay to be read publicly either in whole or in part, please write **DO NOT READ** in **BOLDED CAPITAL LETTERS** at the top of the essay. However, if you are willing to permit the essay to be read on condition that you not be identified as the author, please write **DO NOT MENTION NAME** in **BOLDED CAPITAL LETTERS** at the top of the essay. If you are willing to have your essay be read to the class, you need add no special markings, as mentioned previously. Finally, please be advised that public reading of your essays does not constitute a form of class participation.

Concerning grading of the one-page synthesis essays

Students completing three or more essays will receive full marks; students completing less than three will receive a prorated mark equal to number completed. The instructor and/or teaching assistant will intermittently review some, or all, of the essays and may, or may not, provide feedback (in the form of 'S', 'U', or 'L', for Satisfactory, Unsatisfactory, and Late-Unsatisfactory, respectively – no re-dos will be allowed on essays graded 'U' or 'L'). Unless notified by the instructor or teaching assistant as to the essay's unsatisfactory quality, you may assume each completed essay counts toward the required number.

OPTIONAL PRE-CLASS FIELD INTERVIEWS: DESCRIPTION

Rationale for field interviews

Students enter this course with a wide variety of experience, or lack thereof, in the areas considered. In order to facilitate a deeper understanding of the phenomena under study each student may complete up to four field interviews with each interview worth 2.5 percent of their final grade.

Acceptable interviewing and interviewer modes

The interviews may be carried out either in-person, by telephone, or by email. Any or all of the interviews may be done as a group (of up to three individuals); however, all group members must be present at the interview (or in the event of the interview being conducted by email, contribute to the questions sent) and contribute to and review the interview's final written narrative. In the interests of sampling diversity a subject may only be interviewed once by a particular student/group of students from the class.

On delivery of the interviews: E-copy requirements

Interviews should be submitted electronically according to the following guidelines:

- 1) Each interview should no longer than one-to-two single-spaced typed pages.
- 2) Please email the interview transcript to aspermbaethics@yahoo.ca no less than 48 hours before the relevant class session in order to receive credit. Given the opportunity to plan ahead for the timely completion of the essays, please be advised that, late submissions will not be accepted.
- 3) In the email's subject line please include the following items in the specified order: Last name, First name, the word "Interview" and session that the essay is based on. For example: SmithJohn.Interview.1.
- 4) Please do not send the essay as an attachment, but paste it directly into the body of the email proper. Given the limited grader time available, please be advised that attachments will neither be opened nor receive credit.

Full descriptions of the four interviews are found with each of the class sessions.

OPTIONAL PRE-CLASS EXPERIMENTS WITH TRUTH³: DESCRIPTION

Rationale for field experiments

In order to facilitate a deeper understanding of the phenomena under study each student may complete up to four of the following field experiments with each experiment worth 2.5 percent of their final grade.

On delivery of reports of the experiments: E-copy requirements

Your report of each experiment should be submitted electronically according to the following guidelines:

- 1) The report for each experiment is expected to be no longer than one-to-two single-spaced typed pages.
- 2) Please email the experiment report to aspermbaethics@yahoo.ca no less than **48 hours** before the relevant class session in order to receive credit. Given the opportunity to plan ahead for the timely completion of the experiment, please be advised that, late essays will not be accepted.
- 3) In the email's subject line please include the following items in the specified order: Last name, First name, the word "Experiment" and the associated number (e.g., 1, 2, 3, etc.) of the session that the essay is prepared for. For example: JonesTom.Experiment2.
- 4) Please do not send the essay as an attachment, but paste it directly into the body of the email proper. Given the limited grader time available, please be advised that attachments will neither be opened nor receive credit.

Directions:

Each experiment will take place during a 24-hour period sometime during a typical working week. For full-time students a regular school day will suffice. In order to facilitate in-class dialogue between students the experiments must be done in the sequence listed and according to the noted deadlines.

³ Title inspired by M. Gandhi's autobiography.

OPTIONAL PRE-CLASS VIDEO VIEWING: DESCRIPTION

Rationale for video viewing

Students enter this course with a wide variety of experience, or lack thereof, in the areas considered. In order to facilitate a deeper understanding of the phenomena under study each student may complete up to four out-of-class video viewing assignments. Only one video assignment may be completed per class session. Each completed video assignment will be worth 2.5 percent of their final grade. Your assignment is to simply view the video and then write a one-to-two page reflection on how it relates to the assigned readings for the impending session.

List of selected DVDs and availability

A list of videos selected for your consideration is found with each session. Please note several of the listed titles are available on reserve at the front desk of the Albert D. Cohen Management Library.

On delivery of reports of the video essays: E-copy requirements

Your report of each experiment should be submitted electronically according to the following guidelines:

- 1) The report for each video is expected to be no longer than one-to-two single-spaced typed pages.
- 2) Please email the experiment report to aspermbaethics@yahoo.ca no less than 48 hours before the relevant class session in order to receive credit. Given the opportunity to plan ahead for the timely completion of the assignment, please be advised that, late essays will not be accepted.
- 3) In the email's subject line please include the following items in the specified order: Last name, First name, the word "Video" and the video's title (e.g., BoilerRoom) and the session number that the essay is based on. For example: Jones,Tom.VideoBoilerRoom.Session2.
- 4) Please do not send the essay as an attachment, but paste it directly into the body of the email proper. Given the limited grader time available, please be advised that attachments will neither be opened nor receive credit.

FINAL ASSIGNMENT: DESCRIPTION

Final Assignment: One or more integrative exercises

Each student is required to complete one or more of the integrative exercises described below. The phrase “one or more” is intentionally ambiguous, as some students may be genuinely interested in undertaking more than one of the proposed exercises. Priority will be given to quality or work rather than quantity of exercises completed.

Exercise 1: Articulating and answering the question(s) of executive responsibility

The first integrative exercise asks the student to review the course in its entirety and to then articulate what they perceive as the enduring questions that need to be remembered, asked and answered by a mature manager as it concerns the nature and practice of their responsibilities as an executive. The memorandum should be structured along the following lines: (1) articulation of the question(s) identified as relevant followed by (2) the answer(s) offered for the identified question(s).

Exercise 2: Remembering critical moments and insights concerning the practice of executive responsibility

The second integrative exercise asks the student to review the course in its entirety and articulate what they perceive as their most important learning moments, either in or outside of class. The memorandum should be structured along the following lines: (1) identification of the moment followed by (2) an explanation of why it was selected as important and (3) what should be remembered for future reference.

Exercise 3: A poetic reflection on the nature of responsible executive behavior

The third integrative exercise asks the student to revisit and articulate one or more of the course’s key themes in the form of a poem⁴.

Exercise 4: A ‘wish list’ for your career aspirations as it concerns responsible executive behavior

Given the final session’s focus on a ‘list’ of moral aspirations (in this case the lives Oskar Schindler aspired to save), the fourth integrative exercise asks the student to contemplate their ‘list’. Said differently, what outcomes do you aspire to achieve and given what you have encountered during this course, what will be the most important guiding principles to remember as you go about seeking to accomplish these outcomes? The memorandum should be structured along the following lines: (1) the specific aspiration/outcome followed by (2) key guiding insights concerning how this outcome might be realized.

⁴ Interested students may wish to refer to one of two books on the special place of poetry as it concerns articulating the managerial experience: *The Heart Aroused: Poetry and the Preservation for The Soul in Corporate America* by David Whyte (1994), and *Love and Profit: The Art of Caring Leadership* by James A. Autry (1991).

Integration of course materials

Students should seek to demonstrate appropriate integration of course materials in their integrative exercises.

Total length for all submissions

Expected length for the sum total of all submitted work is approximately five typed pages per person (with a "page" defined in terms of Times 12-point font, double-spaced).

Due Date and Penalty for Late Submissions

A hardcopy of the final assignment must be submitted to the MBA Program Office, 324 Drake Centre, no later than 4:30 pm, Monday, March 8th. Excepting exceptional circumstances, or special arrangements made with the instructor, late submissions will be penalized 10 points (out of a total of 100 points) per hour.

Completing the assignment as an individual or as a group

Students may elect to work either alone, or together with one or more other students, in preparing the integrative memorandum. The decision to complete this assignment as a group is at each student's risk as all group members will receive the same final grade.

On spelling, grammar and general presentation of your final assignment

Please be advised that papers will be penalized up to 10 points in each of the three areas of spelling, grammar and general presentation for a maximum total deduction of 30 points (out of 100 total points). Papers displaying poor spelling, grammar and composition can receive a failing grade even though content is adequate.

COURSE GRADING

A "Course Evaluation Contract" is found in 'Appendix 1' complete with instructions and deadlines concerning use.

SCHEDULE OF CLASS SESSIONS

All class sessions run from 8:45 a.m. to 1: 45 p.m.

SESSION	SESSION TITLE	DATE
1	• In search of the responsible executive	1/9
2	• Contemplating the emergence of executive irresponsibility	1/23
3	• Responding responsibly to executive irresponsibility	2/6
4	• Reclaiming executive responsibility	2/27
	Final Integrative Paper Due by 4:30 p.m., Room 324 Drake	3/10

SESSION 1 IN SEARCH OF THE RESPONSIBLE EXECUTIVE

“Profitability is not the purpose of the business enterprise and business activity, but a limiting factor on it. Profit is not the explanation, cause or rationale of business behavior and business decisions, but a test of their validity.”

- Peter Drucker, The Practice of Management (1954: 35)

Note #1 for all four sessions: Each of the four sessions consists of two parts: (1) optional pre-class exercises (i.e., experiments, interviews and films) and (2) required pre-class preparatory reading.

Note #2 for all four sessions: Please note that you may complete zero, one, two or three optional exercises for any of the sessions and that completing a specific optional pre-class exercise in no way obligates you to complete any other optional pre-class exercises of the same kind (e.g., you may complete only one experiment and not have to complete any of the others).

OPTIONAL PRE-CLASS ACTIVITIES FOR SESSION #1

Interview #1: Contemplating the nature of managerial effectiveness and responsibility

Description: Locate and interview someone who you perceive as an effective manager. The individual may be involved in virtually any sector (e.g., for-profit, not-for-profit, or governmental sectors). Please mention the name of the individual and explain why you selected them for this interview in two or three sentences at the beginning of your report. Your questions to this person, which you may supplement with your own questions, should include the following:

- 1) What does it mean to be an “effective” manager? How, if at all, has your answer changed since you began your managerial career? How, if at all, are any observed changes related to any promotions you might have achieved in organizational rank?
- 2) To what extent is being an “effective” manager synonymous with being a “responsible” manager? Do the two ever part company, particularly as it concerns how managers are rewarded? If they do part company, why do you think this occurs? Also, if they do part company, how do you deal with this divergence?
- 3) What does it mean to effectively accept managerial responsibility? What, in contrast, does it mean to ineffectively accept such responsibilities?

Experiment #1: The Truth, The Whole Truth and Nothing But The Truth

During a 24-hour period you must abide by the following rules:

- 1) In all forms of one-on-one communication (including email) speak only “truth” as you in “good conscience” understand it.

- 2) You may also choose to remain silent, expecting those circumstances where silence would be construed as either misleading or deceptive were you to speak, in which case you must either speak the truth or physically excuse yourself.
- 3) After the 24-hour period document any noteworthy observations concerning the experiences of:
 - a. The experience of perpetual vigilance as it concerned the veracity of one's communications
 - b. The experience of physically excusing oneself, rather than speaking the truth

Films for Session #1:

Network, Citizen Kane, Roger and Me, Liar, Liar

REQUIRED PREPARATORY ACTIVITIES FOR SESSION #1

Session Description: During this first session we will explore the nature of effective performance in the modern corporation with special attention on the career of the individual who was called "manager of the century" by *Time Magazine*, Jack Welch, former chairman and chief executive officer of *General Electric Corporation*.

Assigned Readings and Study Questions For All Students:

Book: *At Any Cost*: 4 chapters as noted below⁵

Study Question: What is your general reaction to the leadership of Jack Welch as described in the assigned chapters you read from *At Any Cost*? Also, as you read *At Any Cost* develop a list of questions that come to mind as we hope to have a live teleconference with the book's author, Mr. Tom O'Boyle, during this session.

Book: *Money and The Meaning of Life: Part I*⁶

Study Question: How would you articulate Needleman's basis argument concerning the nature of money and the role it plays in our lives? To what extent do you agree? Assuming it is true, what might be the practical implications for our study of executive responsibility?

Plus one of the following two readings:

Available On-Line Through EBSCO: Is business bluffing ethical?⁷

Study Question: What do you think of the poker analogy proposed by Carr? Incidentally, have you ever witnessed the exercise of such a "poker-centric" worldview in organizational life?

⁵ Last names starting with A through D read Chapters 1, 5, 9, and 13; last names starting with E through K read Chapters 2, 6, 10, & 14; last names starting with L through R read Chapters 3, 7, 11 & 15; last names starting with S through Z read Chapters 4, 8, 12, & 16

⁶ As time permits, consider reading more than just Part I.

⁷ Carr, A. (1968). Is business bluffing ethical? *Harvard Business Review*. 46, (1), January/February, 13-153.

Finally, what implications, if any, can you envision emanating from the adoption of the worldview Carr appears to be advocating? Why?

Electronic Reserve: Beyond selfishness⁸

Study Question: Consider the institutional arrangement described by Mintzberg, Simons and Basu in "Beyond selfishness". In what ways has this set of conditions effectively redefined selfishness as rational? Incidentally, how easily do you think one could resist the selfishness they describe?

<u>Key Insights From Classroom Discussion</u>	<u>Key Insights From Supplemental Media</u>

⁸ Mintzberg, H. Simons, R. & Basu, K. (2002). Beyond selfishness. *MIT Sloan Management Review*. 44, (1), 67-74.

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SESSION 2 CONTEMPLATING THE EMERGENCE OF EXECUTIVE IRRESPONSIBILITY

*"In individuals, insanity is rare; but in groups,
parties, nations, and epochs it is the rule."*

- Friedrich Nietzsche (1844 - 1900), *Beyond Good and Evil*

OPTIONAL PRE-CLASS ACTIVITIES FOR SESSION #2

Interview #2: Responding to managerial irresponsibility

Description: Locate and interview someone who you perceive as an effective manager. The individual may be involved in virtually any sector (e.g., for-profit, not-for-profit, or governmental sectors). Please mention the name of the individual and explain why you selected them for this interview in two or three sentences at the beginning of your report. Your questions to this person, which you may supplement with your own questions, should include the following:

- 1) Have you ever observed what you considered to be irresponsible managerial behavior in your workplace? Can you describe the most memorable incident?
- 2) How often and in what ways have you observed someone challenge the kind of irresponsible behavior you identified in Question 1?
- 3) What response, if any, ensued from the challenge to the irresponsible behavior you mentioned in Question 2?
- 4) What lesson, if any, did the challenge and ensuing response, suggest to you about how to, or not to, respond to irresponsible managerial behavior?

Experiment #2: Liar, Liar

During this 24-hour period you must abide by the following rules:

- 1) In all forms of one-on-one communication (including email) speak an untruth (that is, a fib, an exaggeration, or an outright lie) whenever possible. The untruths are intended to be of a relatively insignificant nature. You may speak a maximum of one untruth per person.
- 2) Immediately after (or as shortly thereafter as possible) having spoken the untruth, inform the person to whom you spoke the untruth as to its nature and its purpose as an academic field experiment. Note any reactions on the part of the individual relative to their being informed as to the untruthfulness of your communication. Then request their confidence for the remainder of the 24-hour period.
- 3) After the 24-hour period is complete document any noteworthy observations concerning the experiences of:
 - a. The experience of engaging in perpetual dishonesty including reflection on:
 - i. Whether and why it gets progressively easier, or more difficult, to lie the more one engages in the practice.

- ii. Whether and why some kinds of lies are easier told than others
- b. The reaction of others to your confession of dishonest communication – that is, are there discernible implications from having communicated dishonestly?

Films for Session #2

The Graduate, Wall Street, Boiler Room, ENRON: The Smartest Guys In The Room, Glengarry Glen Ross, Quiz Show, The Lord of War, Darwin's Nightmare, Jacob the Liar, The Seduction of Joe Tynan, Thank You For Smoking, Wall Street, Training Day

REQUIRED PREPARATORY ACTIVITIES FOR SESSION #2

Session Description: During this session we will explore how irresponsible executive behavior happens in a variety of different organizational contexts including the modern corporation (as described in 'Moral mazes'), the military (as described in 'Mylai: An examination of group evil'), during the undertaking of extraordinary adventures such as mountain climbing (as described in 'The parable of the Sadhu'), as well as the everyday workaday world (as described in 'Business ethics – a view from the trenches'). In addition, we will consider how the behaviors described in these different contexts relate to two integrative frameworks (i.e, 'In search of the moral manager' and 'Business ethics: Four spheres of executive responsibility').

Assigned Readings and Study Questions For All Students:

Instructions: Read any four of the following readings and answer the accompanying study question in your pre-class email:

Available On-Line Through EBSCO: Moral mazes: Bureaucracy and managerial work⁹

Study Question: In what ways does the design and operation of many large organizations, as described by Jackall in "Moral mazes: Bureaucracy and managerial work", complicate the appropriate acceptance, or non-acceptance, of responsibility?

Electronic Reserve: Chapter 6: Mylai: An examination of group evil¹⁰

Study Question: Why did Mylai happen? Could it have been prevented? How, according to Peck's analysis of the event, might it have been prevented? Finally, to what extent and in what ways do you see Peck's analysis having practical relevance for the exercise, or non-exercise of responsible executive conduct in organizations?

Available On-Line Through EBSCO: The parable of the Sadhu¹¹

Study Question: Consider the events reported in "The parable of the Sadhu". What do you remember of your reaction as you followed events unfold during your reading of the article? Finally, to what extent might responsible executive behavior be complicated by the nature and/or scale of the goals one pursues?

⁹ Jackall, R. (1983). Moral mazes: Bureaucracy and managerial work. *Harvard Business Review*. No. 83507.

¹⁰ Peck, M.S. (1983) Chapter 6: Mylai: An examination of group evil. In *People of the Lie*. New York: Simon & Schuster. p. 212-253.

¹¹ McCoy, B. (1983). The parable of the Sadhu. *Harvard Business Review*. No. 83512.

Electronic Reserve: In search of the moral manager¹²

Study Question: What are the core differences between moral, immoral, and amoral (both the intentional and unintentional) managers? To what extent have you seen one or more of each of these kinds of managers in your managerial career? Finally, to what extent is the article’s use of the words “moral manager” similar to, or different from your understanding of the phrase “responsible executive”?

Electronic Reserve: Business ethics: Four spheres of executive responsibility¹³

Study Question: What is your reaction to the four spheres proposed by Badaracco, and in particular how he advocates balancing between them? Is it feasible? Why or why not?

Electronic Reserve: Business ethics – a view from the trenches¹⁴

Study Question for all students: So what does life appear to be like in “the trenches”? How, if at all, can you see the nature of life in the trenches contributing to the manner, and/or degree, to which responsible executive conduct occurs, or doesn’t? Why?

<u>Key Insights From Classroom Discussion</u>	<u>Key Insights From Supplemental Media</u>

¹² Carroll, A. (1987). In search of the moral manager. *Business Horizons*. 30, (2), March-April, 7-15.

¹³ Badaracco, J. (1992). Business ethics: Four spheres of executive responsibility. *California Management Review*. (Spring), 64-79.

¹⁴ Badaracco, J. & Webb, A. P. (1995). Business ethics – a view from the trenches. *California Management Review*. 37, (2),

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SESSION 3
RESPONDING RESPONSIBLY TO EXECUTIVE IRRESPONSIBILITY

“Courage is a moral quality; it is not a chance gift of nature like an aptitude for games. It is a cold choice between two alternatives, the fixed resolve not to quit; an act of renunciation which must be made not once but many times.”

- Charles McMoran Wilson

OPTIONAL PRE-CLASS ACTIVITIES FOR SESSION #3

Interview #3: On Following Orders, Protecting Images, and Blowing Whistles

Description: Locate and interview a manager in a medium-to-large size for-profit organization. Please mention the name of the organization and describe its basic operations in two or three sentences at the beginning of your report. Your questions for the manager (which you may supplement with your own items) should include the following:

- 1) To what extent have you experienced groups behaving in ways that were less ethical than how the individuals within them might have behaved?
- 2) Have you ever observed people attempting to inappropriately pass off their responsibility by saying they were ‘just following orders’? Under what conditions do you think the “following orders” explanation is a legitimate statement? Under what conditions is it illegitimate?
- 3) Have you ever been in an organization where someone ‘blew the whistle’? What was it like? Have you ever seriously considered blowing, or actually blown, the whistle? How difficult or simple was your decision?

Experiment #3: Developing One’s “Built-in Shockproof Crap Detector”

This assignment is inspired by the following anecdote:

“In the early 1960s, an interview was trying to get Ernest Hemingway to identify the characteristics required for a person to be a “great writer.” As the interview offered a list of various possibilities, Hemingway disparaged each in sequence. Finally frustrated, the interview asked, “Isn’t there any one essential ingredient that you can identify?” Hemingway replied, “Yes, there is. In order to be a great writer a person must have a built-in shockproof crap detector.” Source: Neil Postman, (1969) Teaching as a Subversive Activity, New York: Delacorte Press. pages 2-3.

During this 24-hour period your focus will be on neither speaking truth nor falsehood, but on discerning both when communicated to you. Accordingly, you must abide by the following rules in an effort to “detect as much of Hemingway’s ‘crap’ as possible in one 24-hour period:

- 1) Whenever you perceive someone is attempting to “foist crap” in any form of one-on-one communication (including email) ask if you may question them in private about what they just said.

- 2) Explain your rationale for suspecting them of having attempted to either lie (defined by the *American Heritage Dictionary* as “(1) a false statement deliberately presented as being true; a falsehood and (2) something meant to deceive or give a wrong impression”) or “bullshit” (defined by the *American Heritage Dictionary* as “(1) foolish, deceitful, or boastful language, (2) something worthless, deceptive or insincere, and (3) insolent talk or behavior”)¹⁵ as part of a course assignment.
- 3) Listen to and note their response to your charge.
- 4) Request their confidence for the remainder of the 24-hour period vis-à-vis the course assignment.
- 5) After the 24-hour period is complete document any noteworthy observations concerning:
 - a. The experience of monitoring the veracity of others’ communication including reflection on:
 - i. Whether detection of a “lie” is in any way different than the detection of “bullshit”
 - ii. How individuals respond when confronted as to the veracity of their communication

Films for Session #3:

The China Syndrome, Michael Clayton, The Insider, Silkwood, The Court-Marital of Billy Mitchell, The Firm, The Apartment, Class Action, The Fog of War, High Noon, Hotel Rwanda, Serpico, A Man For All Seasons, Mister Roberts, Crimson Tide, Rendition

REQUIRED PREPARATORY ACTIVITIES FOR SESSION #3

Session Description: During this session we will explore defect processing in two organizations: *Ford Motor Company* and *Morton-Thiokol*. The session will focus on the experiences of two individuals that were directly involved in two critical moments in business history: (1) Dennis Gioia, the Recall Coordinator at *Ford* during the mid-70s responsible for the *Pinto’s* recall decision, and (2) Roger Boisjoly, P. Eng., the engineer who advised *NASA* to not launch the *Challenger Space Shuttle* in January 1986. The session will also include a live teleconference with Mr. Boisjoly in order to better understand the challenges associated with the decision to speak out against irresponsible executive conduct in a corporate setting.

Assigned Readings and Study Questions For All Students:

Electronic Reserve: Pinto fires and personal ethics: A script analysis of missed opportunities¹⁶

¹⁵ Interested students are recommended to consider Professor H. G. Frankfurt’s (2005) treatise “On Bullshit”, Princeton University Press.

¹⁶ Gioia, D. (1992). Pinto fires and personal ethics: A script analysis of missed opportunities. *Journal of Business Ethics*. 11, 379-389.

Study Question: What does Gioia mean by a “script”? How does the concept of an organizational script help explain how the Pinto defects were perceived, and responded to, by Ford’s managers?

Electronic Reserve: The Challenger: The Path to Disaster (A)

Study Question: Why did the Challenger disaster occur? Could it have been prevented, or at best only delayed? Also, as you read “Challenger: The Path to Disaster (A)” develop a list of questions that come to mind in anticipation of our live teleconference with Mr. Roger Boisjoly.

Electronic Reserve: Wide-awakeness and the moral life¹⁷

Study Question: Why, according to Maxine Green, should wide-awakeness matter when it comes to the moral life? Do you agree? Incidentally, how does her idea of ‘wide-awakeness’ relate to your experience of how organizations typically function particularly when considered alongside what Gioia had to say concerning the role of “scripts”?

Group Member-Specific Assigned Readings and Study Question:

Please refer back to your Group Number (as assigned in Session 1) and prepare one of the following four readings as noted below.

Group 1 - Electronic Reserve: Marketing and seduction: Building exchange relationships by managing social consensus¹⁸

Study Question: What exactly is Deighton and Grayson’s thesis? To what extent can you see their model (as shown in Figure 1) being applied beyond the seduction of consumers to the realities of organizational life?

Group 2 - Electronic Reserve: Changing unethical organizational behavior¹⁹

Study Question: Under what conditions does the author propose that whistle-blowing is a necessary response to organizational misbehavior? Do you agree?

Group 3 - Electronic Reserve: Systemic distortion of information: An ongoing challenge to management²⁰

Study Question: What exactly is ‘information distortion’? To what extent, and under what conditions, might it be compatible, or incompatible, with executive responsibility? Why?

Group 4 - Electronic Reserve: Cheating at solitaire²¹

¹⁷ Green, M. (1978). Chapter 3: Wide-awakeness and the moral life. In *Landscapes of Learning*. Teachers College Press. P. 42-52.

¹⁸ Deighton, J. and Grayson, K. (1995). Marketing and seduction: Building exchange relationships by managing social consensus. *Journal of Consumer Research*. 21, 660-676.

¹⁹ Nielsen, R. P. (1989). ‘Changing unethical organizational behavior.’ *Academy of Management Executive*. 3, (2), 123-130.

²⁰ Larson, E. and J. King. (1996). The Systemic Distortion of Information: An Ongoing Challenge to Management. *Organizational Dynamics*. 24, 3, 49-61.

²¹ Litz, R. A. (2003). Cheating at solitaire: Self-deception, executive mental health and organizational performance. *Business & Society Review*. 108, (2), 235-261.

Study Question: What does it mean to “cheat at solitaire”? Also, what is your reaction to the analysis provided in this article concerning the role of self-deception in the Challenger disaster?

<u>Key Insights From Classroom Discussion</u>	<u>Key Insights From Supplemental Media</u>

SESSION 4 RECLAIMING EXECUTIVE RESPONSIBILITY

We must be the change we wish to see in the world.

- Gandhi

OPTIONAL PRE-CLASS ACTIVITIES FOR SESSION #4

Interview #4: On Managing Along The Road Less Traveled

Description: Locate and interview a manager in a medium-to-large size for-profit organization. Please mention the name of the organization and describe its basic operations in two or three sentences at the beginning of your report. Your questions for the manager (which you may supplement with your own items) should include the following:

- 1) What is your general reaction concerning the importance of “discipline” as propounded by Peck in *The Road Less Traveled* (note to student: you will need to first provide the interviewee with a brief description of what Peck means by “discipline” in terms of the four tools he discusses in the assigned portions of *The Road Less Traveled*)?
- 2) To what extent, and under what conditions, have you observed one manager’s decision to exercise, or not exercise, discipline having significant spillover effects for other parts of the organization?
- 3) When you think back to the examples of the individuals’ you would consider as exemplar managers, to what extent did the way they managed appear to also encourage discipline in others? Said differently, to what extent can, and should, managers seek to facilitate the exercise of “discipline” on the part of those they manage?

Experiment 4: In Search of the Overlooked Compliment

During this 24-hour period your focus will be on seeking to observe the practical implications for “balancing” as advocated by Peck in *The Road Less Traveled*. Accordingly, you must abide by the following rules:

- 1) Whenever possible during the day, stop your decision process short of actually implementing a specific decision. Write down the decision you would otherwise have implemented.
- 2) Take a ‘time-out’ to intentionally reflect on the action you would have otherwise implemented. You may wish to physically exit yourself in order to assist in your reflection. Specifically, seek to re-consider your decision vis-à-vis Peck’s description of the fourth tool of “balancing” as well as the three earlier tools of delaying gratification, accepting responsibility and maintaining a commitment to reality at all costs.

- 3) Note any changes to the decision you arrived at following reflection. In addition, note the length of time it took to reach this conclusion, with special attention on how it is similar to, or different, from the decision you would have implemented earlier.
- 4) After the 24-hour period is complete note any significant observations concerning the following questions:
 - a. Was this activity easily undertaken?
 - b. Did the physical location matter?
 - c. How long or short were your reflection period(s)?
 - d. Did the length of your reflection period change as a function of how often you engaged in the practice?
 - e. In what ways, if any, did your decisions change?

Films for Session #4:

Schindler's List, It's A Wonderful Life, Down and Out in Beverly Hills, Other People's Money, Pay It Forward, Life as a House

REQUIRED PREPARATORY ACTIVITIES FOR SESSION #4

Session Description: During this final session we will explore a variety of response strategies for reclaiming the mantle of responsible organizational leadership. Please note no post-class essay is required after this session.

Assigned Readings and Study Questions For All Students:

Book: The Road Less Traveled: Part 1: Discipline (pages 11-78)

Study Question: In keeping with the four-fold explanation offered by Peck concerning the nature of discipline, consider each of the following questions:

- (i) What is Peck's thesis concerning the delaying of gratification? Does it in any way assist you in making sense of what happened in the production of the Pinto (as considered in Session 3)?
- (ii) What is Peck's perspective concerning the appropriate acceptance of responsibility? In what ways does the design and operation of many large organizations, as described by Jackall in "Moral mazes: Bureaucracy and managerial work" (as considered in Session 2), complicate the appropriate acceptance and non-acceptance of responsibility?
- (iii) What, according to Peck, does it mean to maintain a commitment to reality at all costs? In what ways might the nature of many organizations make maintaining such a commitment inherently problematic? How do your answers relate to the launch of the Shuttle (as considered in Session 3)?

- (iv) What, according to Peck, does it mean to “balance”? When you look back over this material you have encountered during this course, what have been the most noteworthy examples of such “balancing” in action?

Electronic Reserve: Schindler’s Legacy: Leon Leyson²²

Study Question: What is your general reaction to the person of Oskar Schindler as remembered by Leon Leyson? What appear to have been Schindler’s guiding ethical values and principles? To what extent do you see him offering a practical example concerning the practice of responsible executive conduct, or conversely, was the context that surrounded him (i.e., World War II Nazi rule) sufficiently different from our own so as to make drawing any practical lessons out nigh impossible? Please also note any questions that come to mind during your reading this chapter as this session will also feature Mr. Leyson telling his story of Oskar Schindler and “the list”.

Group Member-Specific Assigned Readings and Study Question:

Please refer back to your Group Number (as assigned in Session 1) and prepare one of the following four readings as noted below.

Group 1 - Electronic Reserve: To be or not to be²³

Study Question: How does Peck’s notion of “balancing” relate to what this short pedagogical piece is getting at concerning the interaction between leadership and moral judgment? How, if at all, might it apply to managers?

Group 2 - Electronic Reserve: Toward the construct definition of positive deviance²⁴

Study Question: What exactly is “positive deviance”? What, if anything, does it have to do with being a responsible executive? Why?

Group 3 - Electronic Reserve: Small wins²⁵

Study Question: What is a “small win”? Why, according to Weick, should the *size* of a win matter? What, if any, are the practical implications as it concerns the pursuit of responsible executive behavior?

Group 4 - Electronic Reserve: The corporate apology²⁶

Study Question: What, according to Wolfe, does an “apology” have to do with the “corporation”? Why? What are the practical implications as it concerns the practice of executive responsibility?

²² Brecher, E. (1994). *Schindler’s Legacy: True Stories of the List Survivors*. New York: Dutton Books. P. 77-98

²³ O’Brien, J. and J. Howard. (1996). To be or not to be: The paradox of value-neutrality and responsible authority. *Teaching Sociology*. 24, (5), 326-330.

²⁴ Spreitzer, G. and Sonenshein, M. 2004. Toward the construct definition of positive deviance. *American Behavioral Scientist*. 47(6), 828-847.

²⁵ Weick, K. (1984). Small wins: Redefining the scale of social problems. *American Psychologist*. 39, (1), 40-49.

²⁶ Wolfe, A. (1990). The corporate apology. *Business Horizons*. March-April, 10-14.

Special Guest Speaker: Mr. Leon Leyson: "Oskar Schindler as Responsible Executive: The Youngest Name on 'Schindler's List' Remembers"

<u>Key Insights From Classroom Discussion</u>	<u>Key Insights From Supplemental Media</u>

**APPENDIX 1
COURSE EVALUATION CONTRACT**

Rationale: Final grades in this course will be based on pre-, intra-, post- and extra-class-related activities, as well as a final integrative memorandum. The weighting of several of these components may be set, within certain parameters, on an individual basis by each student as determined below. The objective of this Evaluation Contract is to give you the opportunity to demonstrate your understanding of the course material in the manner which you feel best leverages your strengths.

Delivery: Your completed Course Evaluation Contract must be submitted before the end of Session 2 and cannot be altered after that date. Provide the signed original contract to the instructor but retain a copy with your course outline as a record of your decisions. Should you fail to deliver a completed contract in a timely manner the instructor reserves the right to designate the default weighting percentages as your course evaluation contract.

Component	MINIMUM	MAXIMUM	DEFAULT²⁷	CONTRACTED
INTRA-CLASS-RELATED (CHOOSE ONE):				
____ 70% option	25	25	25	_____
____ Graded class participation	20	40	40	_____
PRE- AND POST-CLASS:				
• <u>Four</u> one-page pre-class email essays (Due 48 hours <u>before</u> the beginning of sessions 1, 2, 3, and 4)	10	10	10	10
• <u>Three</u> one-page post-class email essays (Due within 48 hours of Sessions 1, 2, and 3)	10	10	10	10
EXTRA-CLASS-RELATED:				
• Field Interviews @ 2.5% per interview	0	10	0	_____
• Experiments with Truth @ 2.5% per experiment	0	10	0	_____
• Video Assignments @ 2.5% per video	0	10	0	_____

²⁷ Students failing to hand in their evaluation contracts on a timely basis as required or allocating grades that are either greater than, or less than, 100 percent will receive the default percentages.

FINAL REPORT:				
• Final integrative memorandum Due by 4:30 p.m. March 10 th	20	40	40	_____
Print Name: _____ Signature: _____				_____



ACADEMIC INTEGRITY

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

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.

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>. Your professional evaluation is necessary to ensure that only valid cases are excused.</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>		
_____	until	_____
(Indicate start date)		(Indicate end date)
_____		_____
Physician's Signature	Date	

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.



FACULTY BIOGRAPHY

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Dr. Reginald Litz

Professor

Dr. Litz is a Professor at the I. H. Asper School of Business at the University of Manitoba. He teaches mainly in the area of entrepreneurship, which includes new, small, and family business, at both the undergraduate and graduate levels. He also remains active in the general areas of business ethics and business strategy. His research interests focus on small and family business. In particular he is interested in how small firms achieve sustainable competitive advantage when faced with giant competitors entering their market. His publications are featured in such outlets of *Entrepreneurship: Theory & Practice*, the *Journal of Business Venturing*, *Journal of Management* and the *Journal of Small Business Management*.