COURSE DESCRIPTION

Official description: “Examination of the underlying principles concerning the formation of organizations and their internal management. Emphasis on the study and analysis of various theoretical approaches to organization theory and management.”

GMGT2060 is a required course because it provides fundamental knowledge about organizations and their management. Everyone interacts with organizations, so you will benefit from understanding how they function.

COURSE OBJECTIVES

This course will familiarize students with three basic approaches to management and organization theory. In particular, students will develop an understanding of, and be able to contrast and compare between: Financial Bottom Line (FBL) management, Triple Bottom Line (TBL) management, and Social and Ecological...
Thought (SET) management. By the end of the course, students will better understand what managers do and why they do it, and why organizations have the variety of forms and structures that they do. The course focuses on the management functions of planning, organizing and controlling. The macro focus in this course complements the micro approach found in "Introduction to Organizational Behavior." The course will have a focus on knowing (theory), doing (application), and being (self-reflection).

**COURSE MATERIALS**


Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

**COURSE FORMAT**

To have really learned something, you need to understand it, but you also need to be able to do something with that understanding. Thus, the course is designed to increase your understanding and ability to put into practice knowledge of organizations, management, and entrepreneurship.

The course is divided into ten units, each associated with a chapter in the textbook. We will generally cover each of these units in four stages: (1) you will read the relevant chapter before class; (2) there will be an interactive lecture to clarify issues you did not understand in your reading; (3) we will have discussion sessions/exercises/case-studies to practice with the knowledge and reflect on how it relates to events in the real world; and (4) there will be a quiz on the content of the unit.

**ASSESSMENT OF LEARNING**

There will be five components to the grading:

1) Quizzes (15%)
2) Mid-term exam (25%)
3) Assignment(s) (15%)
4) Final Exam (40%)
5) Class Participation (5%)

I will be using the following letter-grading scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 and above</td>
<td>A+</td>
</tr>
<tr>
<td>90-94.99</td>
<td>A</td>
</tr>
<tr>
<td>85-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>80-84.99</td>
<td>B</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C+</td>
</tr>
</tbody>
</table>
In-Class Quizzes (15%) – QUIZ DATES: See course schedule (tentative)

There will be approximately 5 quizzes. Quizzes will mostly be in multiple-choice and/or short-answer format, and assess your comprehension of the material covered in the textbook and in class. You may not refer to any material during the quizzes. Your final score for the quizzes will be based on an average of your four best individual quiz scores (i.e., the worst score will not be used).

Mid-term exam (25%; in-class; tentative date: see course schedule below)

This will be an in-class exam. It will cover all content addressed in textbook, readings and in class up to that point. You will be allowed to prepare and use two (2) “summary sheets”. These will be standard 8.5x11 pieces of paper. You can place whatever you like on them, using both sides of the paper. You may not refer to anything else during the exam. The exam will consist of questions to assess your ability to use and apply the knowledge you have gained.

Assignment(s) (15%) - DUE DATE: TBA

Detailed instructions on the assignment(s) can be found on UM Learn.

Final Exam (40%) – (date to be determined by the Registrar’s Office)

The exam will be cumulative; it will cover all the material addressed in the course. The exam will have a similar format to the mid-term exam. You will be allowed to prepare and use four (4) “summary sheets”. These will be standard 8.5x11 pieces of paper. You can place whatever you like on them, using both sides of the paper. You may not refer to anything else during the exam.

Class Participation (5%)

The content and structure of this course involves discussion, debate, and conversation. As a result, it is critically important that everyone participates in the classroom. There are two components of class participation that students will be graded on: quantity and quality. Both are important.

The classroom will be a place where everyone should be treated with dignity and respect, especially during class discussions. Don’t make belittling remarks, but rather be liberal with constructive comments. Also, during class discussions do your part to encourage everyone to participate, especially classmates who have not been as active in discussion as others. While it is normal for some students to participate more than others, students should also be sensitive to creating space for others as appropriate.

**MISSED EXAM AND LATE SUBMISSION POLICY**
With the exception of deferred final exams, which have their own policy (see below), it is not possible to complete a quiz/exam that is missed. In extenuating circumstances (e.g. appropriately documented medical situations), a missed exam will simply be removed from the calculation of a student’s final grade. In the absence of appropriately documented extenuating circumstances, missed quizzes/exams will receive a score of zero. In the case of quizzes, the first missed quiz will be scored zero as it does not affect your final grade. Being absent in class will have an adverse impact on your class participation grades as you forego the opportunity to participate on the day(s) in question.

The deferred exam date will be May 24, 2019 @ Drake 140, at 5 pm (this is tentative). In the event you have to miss the Final Exam for a valid reason as noted above, a request for a deferred exam must be made at your home Faculty's Undergraduate Program Office (268 Drake, if you are an Asper student).

Late submissions of exams, assignments, etc are not allowed.

ATTENDANCE POLICY

Regular attendance in class is expected - please be on time, prepared, and engaged in all class sessions. Note that even though attendance is not graded, class participation is. Please make sure that you have a table name card displayed in front of you. Students are expected to maintain a professional decorum in the classroom (and in all matters related to this course).

ELECTRONIC DEVICE POLICY

Electronic devices may be used judiciously. If a student is using a computer for note taking, they should sit in the back rows as the illumination from screens is distracting to people sitting behind them. Cell phones cannot be used. Please obtain the permission of the instructor prior to audio/video-recording a lecture.

OUT-OF-CLASS COMMUNICATION

Outside of class time, most of our interactions will be conducted through UM Learn. I will post all course-related files there and all announcements will be sent by email (and/or through UM Learn). Please be sure to check your university email and visit UM Learn regularly. Failing to check either is not an acceptable excuse for missing announcements related to the course.

All assignments will be submitted through UM Learn. Scores will be given to you through UM Learn and/or individual (university) email and/or in-class.

The best way to get in touch with me is by email. However, I will not respond to any emails less than 24 hours before a scheduled quiz, exam, or assignment due date. In other words, if you have questions about a quiz, exam, assignment, please contact me more than one day before the scheduled due date/quiz date.
## TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 6</td>
<td>Course introduction; Introduction to management (ch 1)</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to management</td>
</tr>
<tr>
<td>13</td>
<td>Economic well-being (ch 3)</td>
</tr>
<tr>
<td>15</td>
<td>Economic well-being</td>
</tr>
<tr>
<td>20</td>
<td>Ecological well-being (ch 4)</td>
</tr>
<tr>
<td>22</td>
<td>Ecological well-being/ Quiz 1</td>
</tr>
<tr>
<td>27</td>
<td>Social well-being (ch 5)</td>
</tr>
<tr>
<td>29</td>
<td>Social well-being</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Entrepreneurship (ch 6)</td>
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<tr>
<td>5</td>
<td>Entrepreneurship/ Quiz 2</td>
</tr>
<tr>
<td>10</td>
<td>Review</td>
</tr>
<tr>
<td>12</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>24</td>
<td>Formulating strategy (ch 8)</td>
</tr>
<tr>
<td>26</td>
<td>Formulating strategy</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Implementing strategy (ch 9)</td>
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<tr>
<td>4</td>
<td>Implementing strategy/Quiz 3</td>
</tr>
<tr>
<td>9</td>
<td>Organizing (ch 10)</td>
</tr>
<tr>
<td>11</td>
<td>Organizing</td>
</tr>
<tr>
<td>16</td>
<td>Design (ch 11)</td>
</tr>
<tr>
<td>18</td>
<td>Design/Quiz 4</td>
</tr>
<tr>
<td>23</td>
<td>Control (ch 18)</td>
</tr>
<tr>
<td>25</td>
<td>Control/ Quiz 5</td>
</tr>
<tr>
<td>30</td>
<td>Change (Ch 13)</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Change (Ch 13)</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Review &amp; course conclusion (last class)</td>
</tr>
</tbody>
</table>
## INTENDED LEARNING OUTCOMES

**AACSB Assurance of Learning Goals and Objectives**
The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

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

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

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

Group Projects and Group Work

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

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

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
Typical Penalties for Academic Dishonesty in the Asper School

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

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

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course</td>
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<tr>
<td></td>
<td>Suspension from taking Asper courses for 2 years</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course</td>
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<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course</td>
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<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course</td>
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<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Submitting paper bought online</td>
<td>F-DISC in course</td>
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<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Impersonation on exam</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td></td>
<td>Expelled from the University of Manitoba and reported to Winnipeg Police</td>
</tr>
</tbody>
</table>
**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation,</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>and Transcripts</td>
<td></td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>and major requirements</td>
<td></td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite,</td>
<td>Library Resources</td>
</tr>
<tr>
<td>and writing</td>
<td></td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>management, and test-taking skills</td>
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<tr>
<td>Support and advocacy for students with disabilities to help them in their academic</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>work and progress</td>
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<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>intellectual property violations</td>
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<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and</td>
<td>Academic Integrity</td>
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<tr>
<td>misconduct, appeal procedures</td>
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<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including</td>
<td>Student Discipline</td>
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<tr>
<td>academic integrity violations</td>
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<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>for academic or discipline concerns</td>
<td></td>
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<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic</td>
<td>Your rights and responsibilities</td>
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<tr>
<td>contexts</td>
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<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>use harms, and sexual assault</td>
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<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>relationships or other life concerns, crisis services, and counselling.</td>
<td></td>
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<tr>
<td>Support services available for help regarding any aspect of student and campus</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>life, especially safety issues</td>
<td></td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural,</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>and spiritual well-being</td>
<td></td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the</td>
<td>Violent or Threatening Behaviour</td>
</tr>
<tr>
<td>university addresses them</td>
<td></td>
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</tbody>
</table>