

GMGT 7350 (Go8) (3.0 CH)
LEADERSHIP FOR A GLOBAL ENVIRONMENT
SUMMER 2021

UPDATED MAY 10, 2021

INSTRUCTOR

Name: Professor Suzanne Gagnon	Office	Room 416 Drake
	Location:	
Phone: 204-474-7395	Office Hours:	Fridays 11:00-1:00 or on request.
Email: Suzanne.gagnon@umanitoba.ca	Class Room:	Course is delivered via Zoom. You will receive details by email.
	Class Time:	June 11 – 1:15-4:30 June 12 and 13 – 8:45-3:45 July 9 – 1:15-4:30 July 10 and 11 – 8:45-3:45

COURSE DESCRIPTION

This course addresses the particular dilemmas and opportunities that business and organizational leaders experience in international, multicultural environments. The overall goals of the course are to develop conceptual knowledge for effective leadership in a global environment, and even more importantly, to develop competencies for working with others across cultural contexts as you prepare for the next stage of your careers. We apply frameworks for understanding cross-cultural leadership challenges and strategies to resolve them in management and organizations in global contexts. 'Leadership' is considered to be both a skill set of individuals and a practice or set of activities that we engage in collaboratively, whether as the hierarchical leader in a certain setting, as a team leader, or as one of several stakeholders working on common projects. Our premise is that such leadership knowledge involves both a cognitive dimension (intellectual understanding), and an affective dimension (self-knowledge, learning from experience, and recognizing the sometimes affective or emotional 'loading' of cultural values). Students will analyze a range of case studies from different international settings to increase overall cross-cultural knowledge, and will be asked to draw on and share existing experience, as well as engage in new experiential assignments and activities.

The course runs in seminar format, with group discussions, case studies, experiential exercises and student-led presentations throughout the classes. As a general rule, half of the time in class is devoted to professor-led discussions of course content, and half to interactive activities, problem analysis and student-led discussions.

COURSE OBJECTIVES

On course completion, students should be able to:

- ***Appreciate how culture influences leadership and management in global and diverse contexts:***
We examine how international cultures influence leadership and management behaviour in communication, decision-making, ethics, conflict and negotiation, and collaboration and team working. Students' own experience and knowledge is important in these discussions. A number of conceptual tools will be introduced to describe ways in which macro cultures differ, adopting an

analytical perspective that accounts for history and politics as well as management and business trends. Concepts including time and space orientation, high versus low context, and cultural values dimensions will be discussed and applied, noting in particular the limitations of binary models of culture. We will have dedicated content on Indigenous business relations in the Canadian context.

- **Develop a global perspective in understanding leadership problems and challenges, at individual and organization levels:** Through the range of class activities, students will develop their capacity to adopt a global mindset centered on cultural competence in understanding leadership problems and challenges both as individual leaders and in organizations. The importance of ethics and ethical decision-making are discussed.
- **Devise and practice strategies for leading effectively across cultural differences:** Various strategies and their implementation will be discussed: e.g. effectiveness in leading multicultural teams, leading and managing diversity in global firms, understanding gender and leadership, understanding Indigenous business relations in Canada, and **building cultural synergy** as a core strategy of leadership for global and diverse environments. Distinctions between description, interpretation and evaluation as these apply to learning about developing your own effectiveness are highlighted.
- **Manage personal cultural transitions for effective leadership:** We study the research on cultural transitions, how to learn from previous and current experience, and how to master transitions well as individual leaders, working with partners and others from cultural contexts different than your own. This is done through experiential exercises, the individual paper, and reflection on your own learning as developing business leaders.

AACSB Assurance of Learning Goals and Objectives.			
The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for 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 MBA 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.			
	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.	X	Much course material deals with strategic and critical thinking in effective leadership
	A. Students are able to identify situations where strategic thinking is necessary.	X	Case studies and articles
	B. Students are able to identify different strategies.	X	Case studies, guest ‘live’ cases
	C. Students are able to perform a basic strategic analysis.	X	Case analysis
	D. Students are able to recommend strategic alternatives and their implementations.	X	Case analysis
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.	X	All course content.

	A. Students have an awareness of global diversity, and multicultural awareness.	X	A key, overall objective and purpose of this course is to develop this awareness.
	B. Students have an awareness of different global perspectives.	X	All course activities and content.
	C. Students have been exposed to global business environments through course materials	X	All course materials have an international, global focus.
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.	X	Particular ethics-related case studies and applied problems.
	A. Students demonstrate an understanding of the responsibility of business in society.	X	Case studies, assignments.
	B. Students demonstrate an understanding of ethical decision making.	X	Case studies, assignments.
	C. Students demonstrate moral development in ethical decision making.	X	Reflection exercises, ethical issues in international management.
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	X	Course content, case studies.
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.	x	Case studies.
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE MATERIALS

This course will draw on a set of readings consisting of book chapters and research articles to be available from the UM bookstore. It is important to read ahead of class time, and since this course operates in intensive format, students are asked to prepare several readings before we meet on June 11th (see course schedule below).

COURSE ASSESSMENT

Assessed course activities include the following. These are explained in more detail below and in the appendices to this outline.

Assignment	Due Date	Team/Individual	Weighting
1) Case Analysis and Facilitation	Various, begins on day 3 (June 13), dates to be allocated in class	Team	20%
2) Leading Self: Individual Paper on Cultural Transition	Due Mon. July 19	Individual	35%

3) Consulting Report & Seminar to Class	Seminars on last day of class July 11; Reports due Mon. July 26	Team	35%
4) Class Contribution	Ongoing		10%

Final grades will be assigned as follows;

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform the professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

1) CASE ANALYSIS AND DISCUSSION

Student groups of 4-5 will be assigned a case study to analyze and present to class, followed by Q&A in a facilitated discussion. All students are expected to read and participate in discussion of all of the cases; the designated group will take responsibility for leading the analysis of their particular case; classmates will ask constructive questions to build on the analysis. The professor will coordinate case allocation and group formation. Groups should prepare slides to structure their presentation. The case analysis should follow the case rubric for this course, which is based on the cultural synergy model. **It is important not to re-describe the case but rather to conduct this analysis.** Specifically:

- Provide an overview of the case, including the protagonists (organizational and/or individual), their cultural background, relations between these cultures that may be relevant, as well as the business/strategic context of the case.
- Identify the main problem, challenge or opportunity from an international/cross-cultural leadership perspective (**Problem statement**).
- Conduct a specific and comprehensive analysis of this problem, challenge or opportunity, through direct application of a) relevant course concepts, b) case evidence and c) logic (**Interpretation/Analysis**).
- Propose recommendations/solutions that flow from your analysis in the previous step, which directly address the issues/problem that you have identified. Make your logic 'bullet proof' (**Recommendations**).

Each group will present their analysis to the class (approx. 15 minutes), and take questions from the class. **You must submit your slides to the professor at the time of presentation.**

2) LEADING SELF: INDIVIDUAL CULTURAL TRANSITION PAPER

Due Mon. July 19th, one week following class completion.

This is a reflective fieldwork assignment in which you are asked to reflect on an experience of transition into a particular, unfamiliar cultural setting of your choice, sometime in the past two years (maximum – the more recent, the better). Your reflection will be guided explicitly by course theory in cultural transition and in cross-cultural communication. The overall goal of the assignment is to reflect on your personal reactions and adjustments in a situation of cultural transition, using course concepts, and set personal goals for managing future transitions/leading self. This is an individual assignment. See *APPENDIX A* for full guidelines.

3) CONSULTING REPORT AND SEMINAR TO CLASS

Reports due Mon. July 26th, two weeks following class completion.

Seminar presentations will be in our last day of class, Sun. July 11th.

Groups of 4-5 students will complete a mini-consulting project on an organizational, international cross-cultural leadership problem of your choice. The outcomes are a project report of 8 double-spaced pages, and a 20 minute seminar presentation to class, followed by Q&A. See *APPENDIX B* for full guidelines.

4) CLASS PARTICIPATION AND CONTRIBUTION

This course runs in seminar format, which means that much of the learning comes from interactive, group and experiential activities in addition to lectures. These are important in order to apply course theory to business and organizational problems, to encourage self-learning, and to facilitate learning between colleagues in the class. Ongoing active participation is therefore important.

I am looking for the following types of behaviours in grading contribution:

- Doing the reading to enable participation in group discussions and lectures; including detailed comments on course readings discussed in class.
- Participating in experiential activities and class exercises.
- Participating in discussions of the student-led reading summaries.
- Contributions that show critical thinking about management problems; comments that follow from those made by others; asking questions that lead to revealing discussions; playing devil's advocate constructively to build on others' comments.
- Sharing examples of current issues in cross-cultural management that you have read about or from your own experience, and discussing these in terms of class concepts.
- Attending all student project seminars at the end of term (attendance is mandatory), asking questions and providing feedback. We will assign groups specifically to provide feedback to others – they will be the official 'responders' to a group's seminar presentation.

PREPARATION BEFORE THE FIRST WEEKEND OF CLASS

Please be sure to complete the readings for the first weekend of class, in advance. It is very important to arrive in class ready to discuss the readings in detail.

For the assigned case studies, all students should please review each case and conduct an initial analysis: Skim first, read in more detail making notes, then identify problems and possible solutions. We will undertake the full interpretation and analysis in class, led by the presenting case team for that case.

COURSE SCHEDULE

(Any alterations to be announced in class)

<u>Date</u>	<u>Topic</u>	<u>Required reading</u>
Day 1 Fri. June 11 - Introduction to Leadership for a Global Environment		
	Course Introduction "Where in the world have we been?"	Syllabus, assignment, introductions
	Case analysis- Working Cross Culturally: Forget "Business as Usual"	CASE 1: Blanchard, K.: Working Cross-Culturally, Forget Business as Usual. Ivey Publishing
	What is culture and why does it matter for global leadership? Models of cultural dimensions for business leadership. Part 1	Steers et al., Chapter 3 Steers et al., Appendix: Models of international cultural dimensions (pp. 378-391)
	Group formation and assignment of case studies for presentation.	
Day 2 Sat. June 12 Morning - Understanding cultural differences for global leadership		
Morning	What is culture and why does it matter for global leadership? Models of cultural dimensions for business leadership. Part 2 What is effective leadership across cultural contexts at the international level, for individual leaders and organizations? - Discussion of Meyer reading.	Steers et al., Chapter 3 Steers et al., Appendix: Models of international cultural dimensions (pp. 378-391) Meyer, E. : Being the Boss in Brussels, Boston and Beijing (HBR)
	Creating Cultural Synergy Case analysis: Teqswitch Inc: Business in Buenos Aires	Adler, N. & Gunderson, A.: Creating Cultural Synergy, Ch. 4 in International Organizational Behaviour. CASE 2: Marks, K. Teqswitch Inc: Business in Buenos Aires, Ivey Publishing.
Day 2 Sat. June 12 Afternoon – Leadership communications across cultures		
Afternoon	Communicating across cultures Exercise: "First Class Accommodation" <i>Briefing for cultural transition papers</i>	Adler, N. and Gunderson, A. 'Communicating across cultures,' Ch. 3 in International Organizational Behaviour.
	Leading multicultural teams Leading teams activity	Gratton, Voight and Erickson: Bridging Faultlines in Diverse Teams, HBR
Day 3 Sun. June 13 Morning– Leading international multicultural teams		
Morning	Case analysis: Ken Private Ltd.: Digitization Project	CASE 3: Pardasani, R. & Bandharkur, A. Ken Private Ltd.: Digitization Project, Ivey Publishing

	<i>Team contracting and term project planning</i>	
	Case analysis: Managing a Global Team: Greg James at Sun Microsystems, Inc. (A)	CASE 4: Tsedal, N. & DeLong, T. Managing a Global Team: Greg James at Sun Microsystems, Inc. (A), Harvard Business Case.
Day 3 Sun. June 13 Afternoon -- Leading Self: Managing Cultural Transitions		
Afternoon	Introduction to Indigenous business relations and effective cross cultural leadership Leading self: Cross-cultural transitions Cultural transition simulation activity.	Guests: Ms. MJ Maillet Brownscombe, Asper Executive in Residence for Indigenous Business Relations and Mr. Peter Pomart, Director, Indigenous Business Education Partners (TBC) Steers et al., Chapter 11 Details to be provided in class. Vulpe, T. et al.: Profile of the Interculturally Effective Person, Foreign Affairs Canada (handout)
NOTE: Group project proposals are due Tuesday June 22 nd by email to Prof Gagnon		

Day 4 Fri. July 9th Afternoon – Models of Leadership in Global Organizations		
Afternoon	Case analysis: Competence, Competitiveness and Intercultural Conflict in Qatar Models of leadership in global organizations.	CASE 5: Hitch, L. & Mehta, S. Competence, Competitiveness and Intercultural Conflict in Qatar, Ivey Steers et al., Chapter 6
	Gender and international management; Mini-case analysis. Leading diversity in international firms.	Class handout
	Leading global organizations: Work and motivation. Mini-case: Samsung in Maquilladora.(in Steers Ch. 9) Case Analysis: Transitions Asia	Steers et al., Chapter 9 CASE 6: Chua, R. & Lau, D.: Transitions Asia, Managing Across Cultures, Harvard.
Day 5 Sat. July 10th Morning – Leadership and Negotiating Across Cultures		
Morning	Effective cross-cultural negotiations for international leaders. Group negotiation activity.	Sebenius, J.K.: The Hidden Challenge of Cross-Border Negotiations
Day 5 Sat. July 10th Afternoon – Leadership and Ethical Conflicts in Global Contexts		
Afternoon	Ethics and decision-making for international leadership.	Donaldson, T. Ethics Away from Home (HBR)

	Mini- case analyses and reflection activity.	
	Case analysis: Against the Grain: Jim Teague in Tanzania (A)	CASE 7: Ramanna, T. Against the Grain: Jim Teague in Tanzania (A), Harvard. (in
Day 5 Sun. July 11th Morning – Global Leadership and NGOs		
Morning	Leadership in international NGOs. International NGO activity; group leadership exercise.	
	<i>Consulting presentations</i>	
Day 5 Sun. July 11th Afternoon – Consulting Project Seminar Presentations		
Afternoon	<i>Consulting presentations</i>	

APPENDIX A: Guidelines for the *Leading Self* cultural transition assignment

This experiential learning assignment has been used widely with executives to deepen their self-knowledge and understanding as they prepare to lead in international environments or as their company plans to internationalize. In this exercise you are asked to reflect on and analyze a particular an experience that you have had within the previous two years, in an unfamiliar cultural setting.

The overall goal of the assignment is to reflect on your personal experience, reactions and adaptations in a situation of cultural transition, using course knowledge, and set individual goals for managing future transitions. The main areas of course theory which you will apply directly in this assignment are cross-cultural leadership communications and managing cultural transitions. The main outcome is a report on the experience (4-5 pages double spaced) in which you report on your observations, how you approached the assignment, and what you learned about yourself as a leader through the experience. A grading criteria grid will be posted providing information on how the assignment will be graded.

Report: The report on your experience should include the items below. The report should be 4-5 pages long maximum, double-spaced 12-point font with 1-inch margins. Write concisely, clearly and in full sentences (no point form).

1. Description of the experience you chose and why you chose it. This should include your expectations and any preconceptions about the culture – what did you expect of this culture, before you made this cultural transition. Write about the precise circumstances of this experience. - Try to think about interactions that you had with people in their culture.
2. Whether and how you prepared for entering the culture – reading, thinking about it, contacting people, collecting information etc; concepts you considered to be of potential use.
3. Description of the experience (what did you do in the first stages of entering this new culture, what are some things that happened?) and the main cultural differences you experienced. Remember

you were part of the experience. What were your reactions and how did you adapt. You are asked to use course material, e.g. in Communications and Cultural Transitions, to deepen your description of your experience.

4. Reflection and insights – what you learned from the experience beginning with your entrance into the culture. This must include what you learned about yourself: feelings, lessons/insights; things confirmed or not confirmed; surprises – positive and negative. You should make links with the material covered in the course, and your own previous experiences in another culture. You should be trying to draw generalizations from the project experience, your previous experiences, and the course. Try to integrate your learning from these different sources and generate insights from these varied inputs. Strive to develop insights that might assist you to function well as a leader in a new cultural environment in the future.
5. Recommendations or action plan – how or what you would change the next time you have an opportunity to enter another culture. Be as specific as possible about what you personally will do differently or similarly, the next time you experience cross cultural transition. Consider this to be a personal development plan with distinct goals for follow up in the future.

APPENDIX B: Guidelines for Term Consulting Project

The outcomes of the project are:

1. A 20 minute seminar presentation at the end of term.
2. An executive report of your findings (8 pages double-spaced maximum)

Groups of 4-5 students will choose a topic for a global leadership consulting project, and write a 1-page proposal stating their plan for researching the topic (who, what, when, where, why). **The proposal is due Tues. June 22nd** by e-mail to the professor. Once approved by the professor (by June 25th), groups can start working.

The project is based on primary research (interviews with minimum 3 managers in the company or topic area), and secondary research (business and academic articles, reports). Interviews must be with managers or other practitioners and you are seeking their views from their role positions, not as individuals. Depending on the topic, course readings will be helpful and should be used as you see fit. Be very discerning with web-based sources and use only high quality sites. You must provide full and complete citations for all of your information. Independent research is required and will be rewarded.

Topics should involve a set of cross-cultural leadership challenges or events, and should reflect the group's interests, and your considerations of access to an organization or company. Each group is asked to identify a **specific focus** for their project, analyze the situation in full, and provide **realistic (implementable) recommendations**. The challenge/topic/event will be at the organizational level, therefore groups will want to seek access to particular firms, organizations or other ventures. Use your work experiences, previous organizations, or firms that you want to make contact with now. **The analysis must consider interactions across at least two (national/macro) cultures**. Seek assistance from the professor for help in locating an organization.

The general focus, regardless of topic, should be ***the analysis of leadership and management in global business relations, and how these interactions can be improved.*** Considerable scope is available in choice of topics. Some examples are below. You may propose any topic that you think fits the criteria.

- leading knowledge-transfer across cultures in a particular IJV
- preparing for cross-cultural challenges in initial internationalization (i.e. for a company of country x going to country y)
- developing an ethics code for a newly globalized company
- leading or improving diversity in an international firm or NGO
- gender relations across different cultural settings within a company
- responding to leadership challenges involving ethics, e.g. corruption in country x as compared with country y, for a particular company operating in those two countries

Seminar presentation. *The purpose of the presentation is to inform and engage your classmates in your topic and recommendations, to help them learn. Innovation in delivery methods is encouraged. All members of your team must be involved in delivering the seminar. Presentations will be on the last day of the course term, July 11th.*

Consulting report. *This will be 8 pages maximum, double-spaced. Include an Executive Summary. Aim to write your findings in a format that is as clear and straightforward as possible. That is, use sub-headings, bullet points where appropriate, and other formatting that makes the report’s major points of analysis and recommendations very clear to the reader. Include full referencing. Cite sources throughout, including referencing of information from interviews. If in any doubt, seek assistance with referencing. You must append notes from your 3 interviews to the report as a separate appendix. Reports are due Mon. July 26th, two weeks after course completion.*

Grading criteria:

Groups will receive one grade for the written report and seminar presentation (60%/40%), however the Professor will also provide informal feedback on the seminars shortly after they are given.

1. Ability to show knowledge of global leadership and management theories and concepts that relate to the chosen topic, e.g. through explicit application to explain and analyze management practice and challenges.	20%
2. Use of examples and illustrations of leadership practice, e.g. from company scenarios and interviewees’ experiences; in illustrating dynamics of the topic.	15%
3. Quality of research; ability to search out, gather and apply relevant information from a variety of sources, giving deeper insight into the topic under study, and leading to persuasive recommendations.	15%
4. Quality of writing, structure and referencing in written report.	10%
5. Degree of knowledge and research shown through seminar content and handling of questions; use of examples and illustrations.	20%
6. Quality of the learning experience provided through delivery of the material during the seminar; communication and creativity.	15%
7. Extent to which the team appears to have worked together as a team in the preparation and delivery of their seminar topic.	5%

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you may be asked to obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation. If interviewees are speaking for their company or in their role positions (rather than being asked for personal opinions), ethics approval may not be required.

If the entire class will be working on a similar project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). **Your instructor will tell you whether s/he will be or you need to.** When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

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 or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	MBA Student Handbook

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

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 must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

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 relates 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 involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

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

Suzanne Gagnon PhD

Associate Professor, Leadership and Organization
Department of Business Administration
I.H. Asper School of Business

Professor Gagnon joined the Asper School in Fall 2018. She holds the Canada Life Chair in Leadership Education and is the inaugural director of the James W. Burns Leadership Institute at the University of Manitoba. A professor of Organizational Behaviour at McGill University for 14 years, Prof Gagnon brings a passion for teaching and learning leadership and a conviction in the power of active, experiential learning including peer learning and reflection, for leadership and management education at all levels. At the University of Manitoba, she designs programming and advises other faculties on leadership curriculum for students across disciplines, as well as directing the President's Student Leadership Program. At McGill, she worked with colleagues in the MBA integrated core, and designed and taught courses in leadership and 'leading with impact', cross-cultural management, and advanced organizational behaviour for MBAs and senior undergraduates. She regularly supervised participants' theses in the Professional and Executive MBA, where she also served as a Learning Advisor.

Prof Gagnon's research focuses on identity dynamics and leadership development in international firms, on alternative and collective leadership forms in both private and public sector organizations, and innovation and change to build social diversity and equality in business organizations including in the entrepreneurial ecosystem. She has also published on innovative pedagogy for leadership education. Prof Gagnon has held several competitive grants to support her work including as a co-lead investigator for a 5-year SSHRC funded Community-University Research Alliance (CURA) entitled DiversityLeads/ DiversitéEnTête (2011-2017). She leads the regional Manitoba hub of the national *Women Entrepreneurship Knowledge Hub*, a 6-year project with 9 partner universities. She is an Editorial Board member and active review for *Organization Studies*, *Leadership* the Sage journal, and *Management Learning*. Professor Gagnon holds a PhD in Management from Lancaster University and a Masters in Industrial Relations from Oxford University. Earlier in her career, she was a consultant in organizational change for KPMG Management Consulting, and continues to consult in strategic planning and leadership to large organizations.