

GMGT 7220 (G01/02) (3.0 CH)
MANAGING PEOPLE IN ORGANIZATIONS
FALL 2021

INSTRUCTOR

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Class Room: Zoom link on UM Learn
Class Time: G01: Wednesdays, 8-11:15am*
G02: Thursdays, 6:15-9:30pm*

Note that classes are scheduled in local Winnipeg time, which is CDT (UTC-5h) until November 1st, and CST (UTC-6h) after November 1st.

COURSE DESCRIPTION

This course examines strategies and methods for the management of people in organizations, their implications for organizational effectiveness, and both the challenges and opportunities they present to managers within the Canadian context and beyond.

"The worker wants his work to be rich, wide and Protean, not crippling and narrow. Work should not limit personal potential but develop it. Work can involve love, beauty, and the soaring joy of creating. Progress, in that case, does not mean shortening the work day, but an increase in the human value of work."

-- Kurt Lewin (1920)

This course is designed around two questions. The first is a basic managerial one: How do you overcome the obstacles to effective organization, coordination, and cooperation in firms? This question focuses on the aligning internal resources with the strategy of the firm. The second question is broader: How do you create organizations in which people can thrive, grow, learn, and carry out meaningful and fulfilling work? This second question asks more of organizations, demands a higher standard of leadership, and requires us to challenge conventional wisdom about the function and structure of organizations.

In our ten weeks together, we will tackle these basic questions using readings and insights from organizational behaviour, from organizational theory, and from human resource management. We will use cases, games and simulations, role-plays, and discussions to help advance our thinking about both of these questions — that is, first how to *manage* people, but more importantly how to create work that *brings out the potential* of people in organizations.

ACCREDITATION GOALS

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.	✓	Focus throughout course on solutions to internal organizational problems
	A. Students are able to identify situations where strategic thinking is necessary.		
	B. Students are able to identify different strategies.		
	C. Students are able to perform a basic strategic analysis.		
	D. Students are able to recommend strategic alternatives and their implementations.		
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.		
	B. Students have an awareness of different global perspectives.	✓	Discussion of cross-cultural issues in Class 5 (Tessei), and 10 (Global supply chains at Nike)
	C. Students have been exposed to global business environments through course materials	✓	
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	✓	Discussion of social responsibilities in Class 10.
	B. Students demonstrate an understanding of ethical decision making.	✓	Discussion of ethical issues in management in Class 5, 7, 9 and 10.
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	✓	Discussion of leadership's role in Class 7.
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.		
	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.		

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COURSE OBJECTIVES

In each week, we will combine readable and engaging summaries of social science research, insight from practitioners, and hands-on application using cases, role-plays and simulations. The course is heavily discussion-oriented, and the aim is for you to learn from one another. My hope is that you will emerge from the course as a more reflective and capable leader and manager, ready to:

- Design effective structures for accomplishing shared goals
- Lead, inspire, and motivate people
- Make sound decisions
- Navigate tough situations and deal with difficult people with integrity and fairness
- Use power and influence effectively in organizational life
- Negotiate effectively
- Deal productively with conflict in groups and teams
- Shape the organizational context to promote ethical choices and behaviour

COURSE MATERIALS

The required course materials are provided in (1) a case and reading package, available through the University of Manitoba bookstore, and (2) a case package available through Ivey Publishing. We will begin discussing the readings in Class 1, so please be sure to purchase the materials before class starts.

The bookstore package is available in two formats: A bound physical (paper) edition, available for purchase at the UofM bookstore, and a digital edition. The digital edition is not yet available, but I understand that it should be available to students by the week of September 14th. If you have questions about this package, please contact the bookstore at 204-474-8321, or email bookstore_webmaster@umanitoba.ca.

The case package from Ivey is available for purchase online. You should be able to find the link to purchase the case package from the bookstore, or you can click here: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000F1esSEAR/gmgt-7220>. If you have any difficulties purchasing these cases, you can contact Ivey Publishing's customer support team at cases@ivey.ca.

Other requirements

To participate in this class, you will need a computer with webcam and microphone, a free Zoom account, and an internet connection capable of handling a live Zoom video meeting. If you have technology issues you think will prevent you from taking part in the class, please call or email the instructor prior to the start of class to discuss options.

COURSE ASSESSMENT

Student progress will be assessed through:

Percentage	Deliverable	Due Date
20%	Video case briefing (<i>team</i>)	Class 5
30%	Leadership profile (<i>individual</i>)	Class 8
25%	Participation (<i>individual</i>)	Varies
25%	Final exam (<i>individual</i>)	December 17 th , 2021

COURSE ASSESSMENT

Video case briefing 20%

In a team of 4-6 students, you will prepare and deliver a short video case briefing. This assignment is due in Class 5. Details and the case will be provided in Class 2.

Leadership profile 30%

You will be asked to reach out to a wide range of personal and professional contacts to receive stories about moments at which you had an influence or impact on others. You will use these stories as the basis for a written profile that summarizes your leadership strengths, identifies the situational factors that support and enable you to be at your best, and lays out a plan for deepening your impact as a leader.

You will compare this profile against a 'baseline' self-assessment that you prepare prior to receiving these stories back.

Details about collecting feedback will be provided in Class 3, and you must prepare a draft (bullet point version, not graded) of your baseline self-assessment by Class 4.

Participation 25%

The aim of the in-class contribution grade is to recognize and reward the effort students make to prepare for class each week and thoughtfully contribute to class discussions, without promoting an environment where everyone competes for airtime or feels the need to constantly jump in to the conversation.

The value of this class comes from having rich and engaging discussions about the ideas and the cases with your classmates, who are joining from across the world, and come from a wide range of industries, career stages, and backgrounds.

Each week (starting in Class 2), a number of students will be randomly assigned to the 'hot seat'. Those chosen each week will be expected to take a leadership role in the class discussion, and may be called on to explain key concepts, be the first to answer questions about the case, and lead small-group breakout discussions. The students chosen each week will be graded on your preparedness (your understanding of the readings and case), your value added (how your contributions helped others understand and apply the material), and community building (the degree to which you listened actively to others, built on others' ideas, and drew out contributions from others through discussion). Your hot seat participation is worth 15% of your grade.

The final 10% of your grade is an overall evaluation of your contributions over the term (e.g., to general discussions during your non-hot seat weeks, and your contributions to discussion groups each week). The same criteria will be employed. You will be assessed twice (once at the end of class 5; again at the end of class 10). Assessment will be done by the class as a whole, myself included.

Final exam 25%

Your final exam will ask you to apply course concepts to a case study. The format and details will be shared in class 8.

COURSE ASSESSMENT

Final grades will be assigned as follows.

Please note that the MBA Office reserves the right to determine the final class average and grade distribution in order to ensure comparability across courses. Final grades may be adjusted or curved accordingly.

The anticipated class average will generally be expected to correspond to a GPA of 3.5-3.8 (B+), though the details are at the discretion of the MBA Office and/or the Associate Dean of Professional Programs. Any such adjustments will be to the final grades (the relative weighting of each individual course component will remain unchanged).

Percentage	Letter	Grade Point	Performance
94-100	A+	4.5	Excellent
85-93	A	4.0	Very good
75-84	B+	3.5	Good
70-74	B	3.0	Satisfactory
65-69	C+	2.5	Marginal
60-64	C	2.0	Unsatisfactory
50-59	D	1.0	Unsatisfactory
Below 50	F	0	Unsatisfactory

ONLINE CLASSROOM NORMS

Our class will be meeting online using Zoom. This can make it more challenging to build the personal and professional networks you joined the MBA for. Here is some guidance and advice to help you:

- 1) **Be intentional about fostering connections.** I encourage you to find classmates (introduce yourself!) to share notes, study together, read and discuss cases together, etc. These kinds of study groups might have previously formed naturally by running into one another in the MBA lounge, but these days, you have to be purposeful about it.
- 2) **Build your presence.** In our classroom, you would establish yourself as a leader by being present, focused, and undistracted. You would show with your gaze and body language that you are listening carefully and thinking about your colleagues' contributions. You would make yourself memorable to your peers by making clear, concise, and thoughtful contributions, taking a small slice of the airtime and making the most of it. All of this still holds on Zoom, but building presence takes more deliberate work. Your small-group breakout sessions are vital in this regard, because they give you a chance to engage in closer conversation with a small group of your peers.
- 3) **Stay on camera (when you can).** You don't need to have a perfect 'studio environment' on Zoom – appearances by family members, kids, and pets are normal and expected. And, it's normal that people may need to go off camera from time to time because of interruptions, bad wi-fi, etc. However, I'd like for you to *generally* make your contributions verbally. The text chat is a good 'backchannel' where you

can talk to each other, add examples, share links, etc. – but the primary way we'll engage with each other is through our live discussion.

ONLINE CLASSROOM NORMS

- 4) **Treat your colleagues with respect.** Messages sent to classmates through the chat are subject to the same standards of conduct (including the Respectful Work and Learning Environment policy) that would govern your face-to-face conversations with each other. I expect that you will treat one another with respect, courtesy, and professionalism, and invite you to speak with me immediately if any of your classmates depart from this expectation.
- 5) **Test your audio.** In the past, some students' bluetooth and earbud mics and other equipment made them difficult to hear and understand. Please test your audio before class to make sure you'll be clearly heard and understood.
- 6) **Don't be a distraction.** You've seen these people on your Zoom calls: People who spend the meeting walking around, jostling their cameras. People who leave their mic open or don't wear headphones, creating feedback. People who join with a blindingly bright window behind them, or join from total darkness. People who have "my iPad" as their screen name. The list goes on. With the understanding that everyone's working from non-ideal study spaces (sometimes shared with others) let's do as much as we can to make the virtual classroom a pleasant place to be and to meet each other.
- 7) **Be brave.** If you have a question, others likely do as well. If you don't understand an idea or are struggling with a concept, others likely are as well. I encourage you to ask questions – and to recognize the value of questions when appraising your classmates' contributions.

CLASS SCHEDULE

CLASS	DATES	PREPARATION
1	G01: Sep 22 G02: Sep 23	Topic: Why do organizations exist? Read <i>The Org</i> Skim-read the Valve employee handbook Prepare the Valve case
2	G01: Sep 29 G02: Oct 7	Topic: Changing Culture with People and Processes Read <i>Why is it so hard to change a culture?</i> Read <i>A Process for Changing Organizational Culture</i> Skim-read the Vanity Fair piece on Microsoft's decline (UM Learn) Prepare the General Mills Canada case
	Note:	No classes on September 30th , as the university observes the National Day for Truth and Reconciliation. I encourage you to use this day to read about TRC Call To Action 92, which describes the obligations of the corporate sector to contribute to the work of reconciliation.
3	G01: Oct 6 G02: Oct 14	Topic: How do we motivate others and ourselves? Goals, motivation, compensation and rewards Read <i>Similarities and Differences Among Goals</i> Read <i>Goals Gone Wild</i> . Read the assigned chapter from <i>Why Work Sucks</i> Prepare the Mabel's Labels case

CLASS	DATES	PREPARATION
4	G01: Oct 13 G02: Oct 21	<p>Topic: How do we fail, learn, and improve? Feedback and appraisal, learning, and change.</p> <p>Read <i>Looking Forward to Performance Improvement</i>. Read <i>Reinventing Performance Management</i> Read <i>Best Practices When Using 360 Degree Feedback</i> Prepare the Stress Engineering case Submit your baseline self-assessment on UM Learn (see assignment details, also posted to UM Learn)</p>
5	G01: Oct 20 G02: Oct 28	<p>Topic: How do we make work more meaningful? Engagement, job crafting, and meaningful work</p> <p>Read 'Seven Questions'. Prepare the Tessei case Skim-read <i>Turn the Job You Have into the Job You Want</i> (UM Learn) Prepare a before diagram (details provided in Class 4) Submit your group case video/deck on UM Learn before class (see assignment details on UM Learn)</p>
6	G01: Oct 27 G02: Nov 4	<p>Topic: How do we influence others? Power, politics, leadership, and upward influence.</p> <p>Read <i>Developing as a Leader</i> Read <i>Power</i> Read <i>Give and Take</i> Prepare the Thomas Green case.</p>
	Note:	<i>No classes during the fall break (November 8th through 12th). The university is closed on November 11th in recognition of Remembrance Day.</i>
7	G01: Nov 3 G02: Nov 18	<p>Topic: How do we make organizational life kinder? Managing incivility and mistreatment at work.</p> <p>Read 'The Cost of Bad Behaviour' Read 'The No Asshole Rule' Read <i>Destructive leadership: Causes, consequences and countermeasures</i> Prepare the Jian Ghomeshi case</p>
8	G01: Nov 17 G02: Nov 25	<p>Topic: How do we create and claim value in negotiation? Basics of integrative and distributive negotiation.</p> <p>Read <i>Investigative Negotiation</i> Submit your leadership profile before class on UM Learn</p>
9	G01: Nov 24 G02: Dec 2	<p>Topic: How do we make more effective decisions? Effective problem formulation and group decision-making.</p> <p>Read <i>Are You Solving the Right Strategic Problem?</i> Read <i>A Structured Approach to Strategic Decisions</i>.</p>

CLASS	DATES	PREPARATION
10	G01: Dec 1 G02: Dec 9	Topic: How do we promote ethicality and avoid ethical lapses? Social responsibility, ethical dilemmas, and 'bounded ethicality' Read <i>Blind Spots</i> Read <i>Ethics and Network Organizations</i> Prepare <i>Global Sourcing at Nike</i> Bring your questions about the final exam
EXAM	G01: 8-11am G02: 6:30-9:30pm	The final exam is on Thursday, December 16 th at the times indicated.

The course includes, as you can see, substantial required readings. The quality of the course discussion, the effectiveness of our case analysis, and your experience as a student, all hinge on everyone having arrived having carefully read and thought about the assigned readings and cases. I would expect to budget at least one working day per week in preparation for this course. However, there are some weeks which are much heavier and others that are lighter; carefully check your readings when planning for the week ahead and budget your time accordingly.

ATTENDANCE

Attendance and active participation are expected in this course. I reserve the right to reduce the participation grade of any student who “checks out” or fails to engage with the class discussions in weeks they are not being evaluated. Similarly, I reserve the right to increase the participation grade of any student I see who regularly engages in extraordinary classroom leadership outside of their ‘hot seat’ weeks. These will be exceptions rather than the rule, but it’s important that students pursue the spirit of this measure (rewarding preparedness and contributions), rather than the ‘letter of the law’ (i.e., only contributing when it’s the week you’re being evaluated).

I recognize that with the ongoing pandemic, people are facing unusual and unpredictable personal and professional demands. If you are unable to attend class or for some reason are not prepared to participate, please email me before class, and I will not choose you as one of the hot seat participants for the week.

Missing more than 20% of this course (i.e., two sessions) due to absences may result in a failing grade. It is your responsibility to inform your professor before your absence (or, for unexpected illnesses or family issues, as early as is reasonably possible). Please note that attending a section other than your own requires advance permission. Recordings of class sessions will generally only be shared for legitimate absences due to medical or compassionate issues. I will decide how to deal with the impact of missed classes on your final grade.

I will work with you in good faith to help you navigate any issues you face taking this course, including dealing with absences. However, in this class (as in life), this is easier to do with advance notice, clear communication, and a willingness to do the necessary work to get back up to speed.

ACCESSIBILITY

Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their professor to identify, discuss, and document any feasible instructional modifications or accommodations.

To receive reasonable accommodations for a disability, students are to apply for services through Student Accessibility Services. However, **accessibility is for everyone:** Even if it’s short of a condition that would be registered through SAS, if there’s something I can do to help make it easier for you to fully and comfortably participate in this course (including the activities and discussions) or learn more effectively, I encourage you to reach out to me.

OFFICE HOURS

"Office hours" describe time dedicated by instructors to meeting with students. Some instructors set aside particular times of the day or week to meet with students; others book appointments at a variety of times.

My office hours are by appointment. You can book a meeting at <https://lukasneville.ycb.me/>. I generally book meetings in half-hour blocks. This term, I will usually be meeting with students online via Zoom.

I'm happy to meet with you to answer questions about concepts and materials from class, help offer informal advice if you encounter an issue working with your team, provide feedback on a specific idea or question related to an assignment, etc.

I like meeting with students if I can be helpful to them. A few ground rules that will help me help you:

- **Give me a topic!** When you sign up for an appointment, please indicate what you'd like to talk about. This helps me join the meeting prepared and ready to help you.
- **Do the readings first.** I can help clarify questions, but office hours aren't lectures, and I'll expect that you have done everything you to answer your question on your own before we meet.
- **Allow me time for reviews/appeals.** If you would like to review or appeal a grade, please send me your work more than 48 hours before our appointment, with specific details about what element you would like reviewed (e.g., *"I got zero for the part about X, but you can see I submitted that part on page 17"*). For fairness and consistency, I do not make 'snap judgments' about re-grading without time to carefully review your work and consider your request.
- **Use progressive feedback and discipline with team members first.** I am happy to be a sounding board if you encounter challenges with managing your fellow group members. However, if you are coming to me looking for a substantive change (e.g., removing a group member, giving different grades to different group members), I will want to know that you have not let the issue slide, that you have had clear and direct communication with the member, that you have offered them opportunities and direction to remediate their work, etc. I will help you 'fire' or discipline your group member, but only if you have shown me just cause to do so.

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

NOTE: The Personal Leadership Profile exercise has been granted ethics clearance by the Business Administration department head as the delegated REB authority. You do not need to submit a protocol for this or any other assignment in GMGT-7220.

As part of coursework, if you will be collecting data from people who are not students in this class, you must 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 the entire class will be working on the same 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 18 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 Behavior

ACADEMIC INTEGRITY

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

Specific to this course...

The academic integrity policy below will be enforced rigorously. In particular, you should know that the leadership profile and final exam are individual assignments and should be completed individually. You may study together for the exam (I encourage you to do so – writing each other practice questions is a very effective study strategy). But your exam and profile are both individual work, and any submitted work that seems excessively similar to another student's work may be subject to review by the Faculty of Graduate Studies as a potential breach of academic integrity.

I also ask that you not share course materials publicly (e.g. on Coursehero or other similar sites). Sharing my course materials is a breach of my intellectual property rights. Sharing your own work, while legal, may lead to being named as part of an inappropriate collaboration investigation if another student submits your work as his/her own. I encourage you to avoid this risk and stress by not sharing or circulating your course materials or coursework.

Academic Integrity Policy

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

Lukas Neville, Ph.D.
Department of Business Administration
I.H. Asper School of Business

Dr. Lukas Neville is an assistant professor at the Asper School of Business. Lukas joined the Asper School after earning a Ph.D. in Organizational Behaviour from the Smith School of Business at Queen's University.

Lukas teaches in the undergraduate, MBA, and Executive Education programs. His teaching specialties are organizational behaviour, negotiation, and conflict management. His teaching has been recognized with the University of Manitoba Merit Award, The Reg Litz MBA Luminary Teaching Award, an Associates' Achievement Award, and the CSA Golden Shovel. Lukas has also facilitated training and workshops for organizations in a range of industries, including financial services, retail, telecommunications, and health care.

Lukas' research focuses on how organizations and teams can develop and repair trust and manage conflict. His previous research, supported by the Social Sciences and Humanities Research Council of Canada, has been published in a range of academic journals in the fields of organizational behaviour, psychology, and conflict management.