

GMGT 7100 (Go1) (3.0 CH)
INTERPERSONAL PROCESSES
WINTER 2022

INSTRUCTOR

Name:	John Wilms, MBA	Office	686 Drake
Phone:	416-573-8520	Location:	
Email:	john.wilms@umanitoba.ca	Office Hours:	By Appointment
		Class Room:	TBA
		Class Time:	Thursday, 6:15- 9:30pm

COURSE DESCRIPTION AND OBJECTIVES

The aims of this course are twofold; to understand the interpersonal processes at work when people interact, and secondly, to develop more effective strategies and behaviours that will benefit students throughout their lives and working careers.

Throughout history, individuals have often joined together to pursue the goals of a larger group. In order for these organizations to be effective, the individual members had to find ways to effectively interact with one another. This course examines the theories and research of interpersonal behaviour, with the aim of helping students to build their own skills and apply them to workplace situations. Emphasis will be on the following topics; organizational psychology, individual behaviour & change, group dynamics, competition & conflict, and building effective teams.

This course will require individuals to; share their own experiences, self-reflect, and honestly assess the effectiveness of their own behaviours. Classes require the pre-reading of text and additional materials, in order to create an effective forum for active participation and discussion.

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.		
	A. Students are able to identify situations where strategic thinking is necessary.	X	Class 4, 10
	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.	X	Class 4, 10
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	X	Class 10
	B. Students have an awareness of different global perspectives.		
	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.		
	B. Students demonstrate an understanding of ethical decision making.	X	Class 3, 6
	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.	X	Class 3, 6
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.		

COURSE MATERIALS

- 1) *Thompson, L. (2018). Making the Team, 6th Edition. New York: Pearson.* Also available as an ebook edition (recommended).
- 2) Additional Course Readings will be posted on UM Learn.

COURSE FORMAT AND ONLINE ACCESS

The course will be taught remotely for the first four classes, including and until February 17, and then will be conducted in person for the remainder of the term. For the in-person portion of the course, we will observe the health-related protocol mandated by the university. Please check the COVID-19 Updates webpage of the university and the COVID-19 health and safety protocols to know what is expected of you for the in-person part of the course.

The virtual classes will be “live” via videoconferencing using Cisco Webex. Classes will be held during the scheduled class time.

To join the class on-line, log in to the UM Learn course and then choose Communication→Cisco Webex from the top menu and then click Join. Detailed instructions are available [here](#).

For recording attendance and class participation, you will be expected to have your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak. Class participation is important. In order to participate actively, I may tell you to leave your microphone on during the class or may require you to mute yourself and unmute yourself only at certain times.

Class discussions are very important for this course. You are expected to have thoroughly reviewed the readings and textbook chapter, reflected on your own relevant experiences, and come to class prepared to discuss them.

COURSE ASSESSMENT

The course grade is made up of six components. The weighting of the components is as follows;

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|-----------------------|----------------|-----------|
| • Class Participation | | worth 15% |
| • Assignment 1 | (due Feb 3) | worth 5% |
| • Assignment 2 | (due Feb 17) | worth 20% |
| • Term Test | (March 10) | worth 20% |
| • Assignment 3 | (due March 24) | worth 20% |
| • Final Essay | (due April 7) | worth 20% |

FINAL GRADES

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 compatibility across courses, and final grades may be adjusted accordingly.

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 your 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.

TENTATIVE COURSE SCHEDULE

Class: Date	Topic	Preparation: Assigned Readings
1: Jan 27	Introduction to Workplace Psychology and Processes	Text Chapter 1
2: Feb 3	Designing Effective Teams <i>Assignment 1 due</i>	Text Chapter 2, Additional Readings on UM Learn
3: Feb 10	Leadership Skills and Use of Power	Text Chapter 3, Additional Readings on UM Learn
4: Feb 17	Development of Trust and EI Capabilities, Communication <i>Assignment 2 due</i>	Text Chapters 4 & 6, Additional Readings on UM Learn
5: Mar 3	Culture and High Performance	Text Chapter 5, Additional Readings on UM Learn
6: Mar 10	Challenges in Team Decision Making <i>Term Test</i>	Text Chapter 7
7: Mar 17	Organizational Conflict	Text Chapter 8, Additional Readings on UM Learn
8: Mar 24	Passion and Creativity <i>Assignment 3 due</i>	Text Chapter 9, Additional Readings on UM Learn
9: Mar 31	Office Politics and Enhancing Social Capital	Text Chapter 11, Additional Readings on UM Learn
10: Apr 7	Strategies for Virtual and Multicultural Teams <i>Final Essay due</i>	Text Chapters 12 & 13, Additional Readings on UM Learn

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 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

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 misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct 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 misconduct. 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 misconduct involving a graduate student (i.e. MBA, MFin, MScM, 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

John Wilms

Instructor in the Departments of Business Administration and Supply Chain Management,
I.H. Asper School of Business

John Wilms is a Business Executive and Coach with over two decades of experience in Healthcare IT and consulting. Throughout his industry career with IBM Canada, John worked with diverse client teams in hospitals and healthcare systems across North America. Many of these engagements focussed on improving patient safety and hospital operations while providing secure access to confidential healthcare data. Cultural transformation, coaching staff members and systems change were significant elements of these engagements.

Leaving IBM to lead a biotechnology startup in the cancer diagnostics field, John established clinical partnerships and created new markets for a genetic cancer test in SE Asia.

Throughout his career, John has been actively engaged in teaching and development as both a mentor and instructor. He has taught courses in Project Management, Leadership, Entrepreneurship and Lean Management, and delivered Sales Training workshops across North America and Asia.

John has an Honours BSc from McMaster University, and an MBA from the Schulich School of Business at York University.