

**GMGT-7220 (G01/02) (3.0 CH)**  
**MANAGING PEOPLE IN ORGANIZATIONS**  
**FALL 2020**

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**INSTRUCTOR**

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Email:	<a href="mailto:lukas.neville@umanitoba.ca">lukas.neville@umanitoba.ca</a>	Class Room:	Zoom link posted to UM Learn
		Class Time:	G01: Wednesdays 08:30-11:45 G02: Thursdays 18:15-21:30

**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.

**COURSE OBJECTIVES**

In each week, we will combine readable and engaging summaries of social science research with practical challenges, including cases, role-plays and simulations. The aim is for you to learn from one another and 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

<b>AACSB Assurance of Learning Goals and Objectives.</b>			
<p>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 <b>learning goals and objectives</b> listed below for the <b>MBA Program</b>. 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.</p>			
	<b>Goals and Objectives in the MBA Program</b>	<b>Goals and Objectives Addressed in this Course</b>	<b>Course Item(s) Relevant to these Goals and Objectives</b>
1	<b>Strategic Thinking</b> 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	<b>Global Perspective</b> 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	<b>Ethical Mindset</b> 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	<b>Quantitative and Financial Proficiency</b> 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 MATERIALS**

The required course materials are provided in a case and readings package, available through the University of Manitoba bookstore.

### **Case and Reading Package**

Your reading and case package, purchased at the bookstore, includes your core readings for the class and the cases we will be using in class. You must purchase this package before the class begins; assigned readings and case analysis based on the readings begin in Class 1.

The cost for both packages reflect the licensing fees for the cases, license costs for any material that exceeds the provisions of fair dealing or the University's agreements with publishers, and cost recovery for the bookstore's cost of producing the bound packages.

In addition to the assigned readings in the course package:

1. Additional readings will be posted from time to time on UM Learn (at least one week prior to each class).
2. Cases for the negotiation and decision-making classes will be distributed via UM Learn; details will be provided in the class prior to each session.

### **Class 1**

1. Fisman & Sullivan (2013), *The Org.* Princeton UP. Chapters 1 & 2
2. Valve employee handbook ([https://steamcdn-a.akamaihd.net/apps/valve/Valve\\_NewEmployeeHandbook.pdf](https://steamcdn-a.akamaihd.net/apps/valve/Valve_NewEmployeeHandbook.pdf))
3. Case: *Valve*

### **Class 2**

4. Neville & Schneider (2019) *Why is it so hard to change the culture?* (attached)
5. Cameron (2008). A process for changing organizational culture. In Cummings (ed.), *Handbook of Organizational Development*. Sage Publishing, pp. 429-445.
6. Case: *General Mills Canada*

### **Class 3**

7. Latham & Seijts (2016). Similarities and differences among performance, behavioral, and learning goals. *Journal of Leadership and Organizational Studies* 23(3), 225-233.
8. Ordóñez., Schweitzer, Galinsky & Bazerman (2009). Goals gone wild: The systematic side effects of overprescribing goal setting. *Academy of Management Perspectives* 23(1), 6-16.
9. Ressler & Thompson (2010). *Why work sucks, and how to fix it*. New York: Portfolio
10. Case: *Mabel's Labels*.

### **Class 4**

11. Pulakos, Hanson, Arad & Moyer. (2015). Performance management can be fixed. *Industrial and Organizational Psychology*, 8(1), 51-76.
12. Buckingham, & Goodall, (2015). Reinventing performance management. *Harvard Business Review* 93(4), 40-50.

13. Budworth, Latham & Manroop (2015). Looking forward to performance improvement. *Human Resource Management* 54(1), 45-54.
14. Case: *Stress Engineering Services*

#### **Class 5**

15. Quinn & Spreitzer (1997). The road to empowerment: Seven questions every leader should consider. *Organizational Dynamics* 26(2), 37-49
16. Wrzesniewski, Berg, & Dutton, (2010). Turn the job you have into the job you want. *Harvard Business Review* 86(6), 114-117.
17. Case: *Tessei*

#### **Class 6**

18. Ashford & DeRue (2012). Developing as a leader: The power of mindful engagement. *Organizational Dynamics*, 41(2), 146-154.
19. Pfeffer, J. (2010). *Power: Why Some People Have It—And Others Don't*. New York: Harper Collins, 212-236. Chs. 12 & 13.
20. Grant, A. (2013). *Give and Take*. New York: Viking, 1-26 (ch. 1)
21. Case: *Thomas Green*

#### **Class 7**

22. Erickson, Shaw, Murray & Branch (2015). Destructive leadership. *Organizational Dynamics*, 4(44), 266-272.
23. Porath & Pearson (2010). The cost of bad behavior. *Organizational Dynamics* 39(1), 64-71.
24. Sutton (2007). *The No Asshole Rule*. New York: Warner Business. (Ch. 3)
25. Case: *CBC and Jian Ghomeshi*

#### **Class 8**

26. Malhotra & Bazerman (2007). Investigative negotiation. *Harvard Business Review* 85(9), 72-78.

#### **Class 9**

27. Nickerson, Dirks & Baer. (2009). Are you solving the right strategic problem? Olin School of Business note, 1-10.
28. Kahneman, Lovallo & Sibony (2019). A structured approach to strategic decisions. *MIT Sloan Management Review* 60(3), 67-73.

#### **Class 10**

29. Phillips (2010). Ethics and network organizations. *Business Ethics Quarterly* 20(3), 533-543.
30. Bazerman & Tenbrunsel (2011). *Blind Spots*. Princeton: Princeton University Press, 38-76. (chs. 3-4)
31. Case: *Nike*

#### **A note about readings**

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.

#### **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
25%	Leadership profile (RBSE)	Class 7 (before class)
20%	In-class contributions	Throughout the term
15%	Group case video/deck	Class 5 (before class)
15%	Individual case memo	Week of your choice
25%	Final exam	Scheduled by MBA office

### **Leadership profile: The reflected best self exercise**

You will carry out and reflect on the results of an adapted 'Reflected Best Self' exercise (see Roberts, Dutton, Spreitzer, Heaphy & Quinn, 2005; Spreitzer, Stephens & Sweetman, 2009).

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 2, and you must prepare a draft (bullet point version) of your baseline self-assessment by Class 3.

### **In-class contributions: The 'Hot Seat'**

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.

The aim of the in-class contribution grade is to recognize and reward the effort students make to prepare 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.

Each week (starting in Class 2), a small 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 by both myself and a second randomly-selected set of your peers, using the following criteria:

1. Preparedness: Did the student have a clear and complete understanding of the assigned readings and cases? Did they help you understand the topics better?
2. Value added: Did the student contribute new ideas and insights that helped you to better understand and apply the material, or share ideas that helped you develop and improve as a manager?
3. Community building: Did the student actively listen to others, and respond to and build on their contributions? Did they share the class airtime and seek to involve and engage others in the discussion?

The 'hot seat' is a way to help make the grading of student contributions as fair and consistent as possible, and to ensure that everyone arrives carefully prepared each week. It does not mean that you are off the hook from contributing in the weeks you are not selected. Part of the role of those in the hot seat is to help draw out interesting contributions from others. You have a role to play in supporting those in the hot seat by remaining actively engaged every week.

I reserve the right to reduce the in-class contribution grade of any student who "checks out" or fails to engage in good faith with the class discussions in weeks they are not being evaluated. Similarly, I reserve the right to increase the in-class contribution grade of any student I see who regularly engages in classroom leadership outside of their 'hot seat' weeks (e.g., helping to make connections between others' ideas, or helping to advance a discussion that has gotten 'stuck').

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).

### **Group case analysis deck/video**

In your groups, you will create a 10-minute presentation, an accompanying handout deck (20 slides max), and a one-page written executive summary. The case will focus on recommendations related to goal-setting and performance appraisal in a firm making a COVID-19-related shift to remote work.

Your group will be charged with building a set of well-justified recommendations and a high-level overview of an implementation plan for your recommendation. Details about this assignment will be distributed in Class 2, and the assignment is due before the start of Class 5.

### **Individual case memo**

You will write a two-page (absolute maximum) memo describing your recommendation to the decision-maker in one week's case. You will frame the problem, describe the criteria that an effective solution must meet, and then make your recommendation. You must submit your memo before class begins.

Your submission will be evaluated on three criteria, equally weighted: (1) The strategic merit and logic of your recommendation, (2) the practicality and feasibility of your recommendation, and (3) the clarity and professionalism of your written communication.

A link to sign up for your memo week will be provided in Class 1.

**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

**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.**

**2020 update:** I recognize that the COVID-19 pandemic has created a new and changing set of challenges and demands for students. Please stay in touch with me about any changes in your life that might impact your ability to attend class and submit work. Especially with a little notice, I am confident we will be able to find solutions that allow you flexibility when needed.

**COURSE SCHEDULE**



Class	Dates	Preparation
1	G01: Sep 23 G02: Sep 24	Topic: <b>Why do organizations exist?</b>  <b>Read</b> <i>The Org</i> <b>Skim-read</b> the Valve employee handbook <b>Prepare</b> the Valve case
2	G01: Sep 30 G02: Oct 1	Topic: <b>Changing Culture with People and Processes</b>  <b>Read</b> <i>Why is it so hard to change a culture?</i> <b>Read:</b> <i>A Process for Changing Organizational Culture</i> <b>Skim-read</b> the Vanity Fair piece on Microsoft's decline (UM Learn) <b>Prepare</b> the General Mills Canada case <b>Sign up</b> for your memo week before class (link on UM Learn)
3	G01: 07 Oct G02: 08 Oct	Topic: <b>How do we motivate others and ourselves?</b> Goals, motivation, compensation and rewards  <b>Read</b> <i>Similarities and Differences Among Performance, Behavioral, and Learning Goals</i> <b>Read</b> <i>Goals Gone Wild.</i> <b>Read</b> the assigned chapter from <i>Why Work Sucks</i> <b>Prepare</b> the Mabel's Labels case <b>Draft</b> your pre-story profile of strengths (details provided in Class 2)
4	G01: 14 Oct G02: 15 Oct	Topic: <b>How do we fail, learn, and improve?</b> Feedback and appraisal, learning, and change.  <b>Read</b> <i>Looking Forward to Performance Improvement.</i> <b>Read</b> <i>Reinventing Performance Management</i> <b>Read</b> <i>Performance Management Can Be Fixed</i> <b>Prepare</b> the Stress Engineering case
5	G01: 21 Oct G02: 22 Oct	Topic: <b>How do we make work more meaningful?</b> Engagement, job crafting, and meaningful work  <b>Read</b> 'Seven Questions'. <b>Prepare</b> the Tessei case <b>Read</b> <i>Turn the Job You Have into the Job You Want.</i> <b>Prepare</b> a before diagram (details provided in Class 4) <b>Submit</b> your group case video/deck on UM Learn before class
6	G01: 28 Oct G02: 29 Oct	Topic: <b>How do we influence others?</b> Power, politics, leadership, and upward influence.  <b>Read</b> <i>Developing as a Leader</i> <b>Read</b> <i>Power</i> <b>Read</b> <i>Give and Take</i> <b>Prepare</b> the Thomas Green case.



7	G01: 04 Nov G02: 05 Nov	<p>Topic: <b>How do we make organizational life kinder?</b> Managing incivility and mistreatment at work.</p> <p><b>Read</b> <i>'The Cost of Bad Behaviour'</i>  <b>Read</b> <i>'The No Asshole Rule'</i>  <b>Read</b> <i>Destructive leadership: Causes, consequences and countermeasures</i>  <b>Prepare</b> the Jian Ghomeshi case  <b>Submit</b> your leadership profile before class</p>
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Note: No classes Nov 9-13

8	G01: 18 Nov G02: 19 Nov	<p>Topic: <b>How do we create and claim value in negotiation?</b> Basics of integrative and distributive negotiation.</p> <p><b>Read</b> <i>Investigative Negotiation</i></p>
9	G01: 25 Nov G02: 26 Nov	<p>Topic: <b>How do we make more effective decisions?</b> Effective problem formulation and group decision-making.</p> <p><b>Read</b> <i>Are You Solving the Right Strategic Problem?</i>  <b>Read</b> <i>A structured approach to strategic decisions.</i></p>
10	G01: 02 Dec G02: 03 Dec	<p>Topic: <b>How do we promote ethicality and avoid ethical lapses?</b> Social responsibility, ethical dilemmas, and 'bounded ethicality'</p> <p><b>Read</b> <i>Blind Spots</i>  <b>Read</b> <i>Ethics and Network Organizations</i>  <b>Prepare</b> <i>Global Sourcing at Nike</i>  <b>Bring your questions</b> about the final exam</p>

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### 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](mailto: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	<a href="#">MBA Course Information</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behaviour</a>

## ACADEMIC INTEGRITY

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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

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

**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 specialities 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.*