

GMGT 7350 (G06) (3.0 CH)
NEGOTIATIONS
WINTER 2021

INSTRUCTOR

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Email: lukas.neville@umanitoba.ca	Class Time:	Mondays, 6:15-9:30PM
		Zoom link on UM Learn

COURSE DESCRIPTION AND OBJECTIVES

The aims of this course are (1) to build students' ability to apply theory and research to the practice of negotiation as an approach to conflict resolution, and (2) to improve students' negotiation ability through practical, hands-on experience.

Over the span of the term, students will take part in a series of experiential exercises ranging from simple buyer-seller bargaining to complex, multiparty, multi-issue negotiation. The course connects these firsthand experiences to readings on the behavioural and social underpinnings of negotiation.

We will cover the fundamentals of distributive and integrative negotiation, and will examine a range of important issues in negotiation, including ethics, multiparty negotiations, technology, and employment negotiation.

The course will provide you with hands-on experience in a range of negotiation situations. Over the course of the term, you will take part in a number of bilateral and multilateral negotiations.

The course will also help you to better understand the social, economic, and psychological mechanisms of negotiation. Each week, you will complete readings and participate in class discussions aimed at helping you generalize from your experience and better understand the fundamental principles of effective negotiation.

These two elements are closely linked. Experience is a necessary but insufficient condition for success in negotiation. Veteran negotiators regularly strike bad deals because they fall victim to various misconceptions and myths about negotiation strategy and tactics. The combination of readings, class discussions and hands-on experience will help you create and claim value in negotiation, and understand how to apply the principles of negotiation to a wide range of situations you will encounter in your professional lives.

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.		
	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.	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 4
	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 4
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.		

NOTE:

This syllabus is provisional and intended to provide students with a preview of the course intent, structure, and content. Changes may be made up until the first class; the final syllabus will be the one posted to UM Learn.

COURSE MATERIALS

Fisher, R., Ury, W. & Patton, B. (2011). *Getting To Yes, revised edition*. New York: Penguin.

Getting To Yes is a very quick read. It is intended for you to read to quickly acquaint yourself with some of the basic 'blocking and tackling' of negotiation early on in the course. It is very simple, very practical, and very wise. I am sure you will return to it frequently over the course of your career. Yes is available in the bookstore for about \$15.00, and can often be found in used bookstores or online. Ebook editions are also available for similar prices.

2. Thompson, L. (2013). *The Truth About Negotiations, 2nd edition*. Upper Saddle River: Pearson- Prentice Hall.

Leigh Thompson's list of 46 "truths" about negotiation extends what you learn in Getting to Yes, drawing a bit more on psychological research on conflict and negotiation, and identifying key tactics and processes to use in negotiation. This text is about \$28, and is available through the University of Manitoba bookstore. It is also sold elsewhere (e.g., an ebook edition from the Google Play store or Amazon Kindle is about \$15 USD).

In most weeks, you will start by reading Yes and The Truth before getting into your additional UM Learn readings. These two books will acquaint you with the main idea, and the readings package will give you a deeper dive into one of the topics.

3. iDecisionGames and case license

*During the class, we will be using iDecisionGames, an online negotiation platform, to assign negotiation roles and send you your negotiation role information. The materials require license fees to be paid to the Harvard Project on Negotiation and Kellogg Dispute Resolution Research Centre. Each week's negotiation uses one of these licensed cases. You must purchase an iDecisionGames license in order to take part in the in-class negotiation exercises. **Use of iDecisionGames will begin in class 2. A signup link will be posted to UM Learn before the first class.***

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.

The following required readings will be posted on UM Learn. There is no cost for these readings.

1. Adler, R.S. (2007). Negotiating with liars. *MIT Sloan Management Review* 48(4), 69-74.
2. Alon, I. & Brett, J.M. (2007). Perceptions of time and their impact on negotiations in the Arabic-speaking Islamic world. *Negotiation Journal* 23(1), 55-73.

3. Babcock, L. & Laschever, S. (2001). Introduction. In *Women Don't Ask*. Princeton: Princeton University Press, 1-16.
4. Brett, J. M., Friedman, R., & Behfar, K. (2009). *How to manage your negotiating team*. Harvard Business Review, 87, 105–109
5. Brett, J. (1991). Negotiating group decisions. *Negotiation Journal* 7(3), 291-310.
6. Gawende, A. (2011). Personal best. *New Yorker*, 87(30), 44-53.
7. Lax, D.A. & Sebenius, J.K. (2006). Get all the parties right. In *3D Negotiation*. Boston: Harvard Business School Press, 53-68.
8. Kloberdanz, K. (2017). Honey, I shrunk the contract: How plain English is helping GE keep its business humming. GE Reports. Online: <https://www.ge.com/reports/keep-simple-plain-english-helping-ge-keep-business-humming/>
9. Malhotra, D. (2014). 15 rules for negotiating a job offer. *Harvard Business Review* 92(4), 117-120.
10. Meyer, E. (2015). "Getting to Si, Ja, Oui, Hai, and Da: How to Negotiate across Culture", *Harvard Business Review*, 93(12), 74-80.
11. Moffitt, M. (2003). Contingent agreements: Agreeing to disagree about the future. *Marquette Law Review*, 87, 691-696.
12. Negotiations and indigenous peoples. Briefing note.
13. Thompson, L. (2015). "Distributive negotiation: Slicing the pie". In *The Mind and Heart of the Negotiator*. Hoboken: Pearson; 38-68.
14. Waller, R., Waller, J., Haapio, H., Crag, G. & Morrisseau, S., (2016). Cooperation through clarity: Designing simplified contracts. *Journal of Strategic Contracting and Negotiation* 2(1-2), 48-68.

COURSE ASSESSMENT

Your course grade is made up of five components, plus a potential bonus mark. The components, and their weighting in the calculation of your grade, are listed below:

Self-Reflection Exercise	15%
Peer Coaching Video Memo (x2)	30%
Peer-Rated Preparedness	15%
Prep and Reflection Questionnaires	15%
Final Exam	25%
Total	100%

Student progress will be assessed through:

Self-Reflection Exercise (15%)

Before the start of Class 4, you must complete a "collecting nos" exercise and submit a written reflection. Details will be provided in Class 2.

Peer Coaching Exercise (30%)

Twice during the term, you will be asked to prepare a short (<5 minute) video memo for a peer, giving them concrete feedback and advice based on a recorded negotiation. You will be evaluated both by the instructor and your peer as your 'client'.

Peer-Rated Preparedness and Engagement (15%)

The course requires that negotiators arrive prepared to negotiate. Your partners will rate you on the degree to which you were well-prepared, understood your role, took the exercise seriously, and were ready to negotiate.

Instructor-Rated Preparedness and Contributions (15%)

Starting in Class 2, you will be required to complete a preparation questionnaire prior to negotiating, and a reflection questionnaire after negotiating. Responses from the class will be built into the course slides, and your responses are a critical part of the overall debriefing process. The prep questionnaires are due at midnight each Sunday, and the reflection questionnaires should be submitted by the end of the next day (i.e., by each Tuesday at midnight). Details about how these are evaluated will be shared in Class 1.

Final Exam (30%)

An open book exam will be conducted during the exam period. Details on the exam format will be shared in Class 1.

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 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 expected.** It is your responsibility to inform your professor in advance of any planned absence and as soon as reasonably possible for any unplanned absences, and provide a legitimate reason for the absence. Given the additional and unpredictable personal and professional demands you are faced with during the pandemic, I am ready to work with you to find solutions if you find yourself unexpectedly ill, caring for others, or face other disruptions.

Specific to this class: Our negotiation exercises are disrupted when people are unexpectedly absent. If someone has prepared their role and their partner simply doesn't show, it creates a serious problem. To avoid this problem in the case of planned absences, you may arrange to negotiate prior to the scheduled class time with the permission of the instructor and the cooperation of your peer. To avoid disruption from unplanned absences, I ask that you arrange at the beginning of the term to have someone who can come and negotiate on your behalf (a "stand-in"/substitute). I will share details with you about this in class 1.

I understand the challenges of remote learning during the pandemic, and I am prepared to be flexible and adaptable to find ways of addressing our shared challenges. However, in any cases where a student leaves their partner "stranded" in a way that could have been reasonably prevented, I reserve the right to assess a 5% penalty on your final grade. In other words, we have to be accountable to each other – but I will also work with you to find ways of working around personal, professional, and logistical challenges, and I do not intend to punish anyone for circumstances that are truly outside of their control. I hope we can all work as partners to make this class work together.

COURSE SCHEDULE

Class	Dates	Preparation
1	M Jan 25	<p>Topic: Overview and introduction to negotiation</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read <i>The Truth</i> (Truths 1-6) • Prepare for class discussion. Prepare notes to answer the following questions in our class discussion. <ul style="list-style-type: none"> ○ What have been your most recent negotiation experiences? What was most challenging about each one? ○ What specific goals do you have for the course, in terms of skills you would like to build or topics you would like to understand better?
2	M Feb 01	<p>Topic: How do we take a bigger slice of the pie? Effective techniques for distributive negotiation</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read <i>The Truth</i>, Truths 7-17. • Read <i>Distributive Negotiation: Slicing the Pie</i>. • Prepare negotiation case and submit prep questionnaire before midnight Sunday <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit post-negotiation questionnaire
3	M Feb 8	<p>Topic: How do we bake a bigger pie? Effective techniques for integrative negotiation</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read <i>Getting to Yes</i> (Chapters 1-5). • Read <i>The Truth</i> (Truths 18-24) • Read "Contingent Agreements: Agreeing to Disagree About the Future." • Prepare negotiation case and submit prep questionnaire before midnight Sunday <p>In class:</p> <ul style="list-style-type: none"> • <u>Record</u> your negotiation so that you can share it with your coach. <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit post-negotiation questionnaire

Note: University closed Monday February 15 (Louis Riel Day)

4	M Feb 22	<p>Topic: How do we deal with difficult counterparts?</p> <p>Preparation:</p> <ul style="list-style-type: none">• Read <i>Getting to Yes</i> (Chapters 6-8).• Read <i>The Truth</i> (Truths 30-37)• Read "Negotiating With Liars"• Prepare negotiation case and submit prep questionnaire before midnight Sunday• Submit self-reflection assignment (UM Learn dropbox) before class <p>Post-Class:</p> <ul style="list-style-type: none">• Submit post-negotiation questionnaire
5	M Mar 01	<p>Topic: What changes when we negotiate cross-culturally?</p> <p>Preparation:</p> <ul style="list-style-type: none">• Read the briefing note on negotiations and Indigenous peoples• Read 'Getting to si, ja, oui, ha, and da'<ul style="list-style-type: none">○ Consider: What pieces of advice, strategies, or tactics you learned in this class wouldn't work well in other cultural contexts?○ What, if anything, is <u>universal</u> about negotiation theory and practice?• Prepare negotiation case and submit prep questionnaire before midnight Sunday• Submit your coaching video to UM Learn and send it to your client <p>Post-Class:</p> <ul style="list-style-type: none">• Submit post-negotiation questionnaire• Submit professionalism evaluation

6	M Mar 08	<p>Topic: How do things change with more than two at the table?</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read 'Get all the parties right' • Prepare negotiation case and submit prep questionnaire before midnight Sunday <p>In-Class:</p> <ul style="list-style-type: none"> • Multi-party/multi-issue negotiation <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit post-negotiation questionnaire
7	M Mar 15	<p>Topic: How do we manage the multiparty process?</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read 'Negotiating group decisions' • Read 'How to manage your negotiating team' • Prepare negotiation case and submit prep questionnaire before midnight Sunday • Submit coaching assignment (dropbox on UM Learn); send a copy to your client <p>In-Class:</p> <ul style="list-style-type: none"> • Team negotiation (week 1) <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit post-negotiation questionnaire (link on UM Learn) before 9:30pm Tuesday
8	M Mar 22	<p>Topic: How do we formalize our agreements?</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read 'Honey, I shrunk the contract' • Read 'Cooperation through clarity' • <u>No case prep</u> • Submit prep questionnaire <p>In-Class:</p> <ul style="list-style-type: none"> • Team negotiation (week 2) and agreement drafting <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit post-negotiation questionnaire

9	M Mar 29	<p>Topic: Employment negotiations</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read 'Women Don't Ask' • Read '15 Rules for Negotiating a Job Offer' <ul style="list-style-type: none"> ○ Have you negotiated a job offer before? If so, what was most challenging? If not, why not? • Prepare negotiation case and submit prep questionnaire before midnight Sunday <p>In-Class:</p> <ul style="list-style-type: none"> • Record your negotiation • Choosing special topic for Class 10 <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit post-negotiation questionnaire (link on UM Learn) before 9:30pm Tuesday
10	M Apr 5	<p>Topic: TBD – Special topic (students' choice)</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Reading TBD • Submit coaching assignment (dropbox on UM Learn); send a copy to your client <p>In-Class:</p> <ul style="list-style-type: none"> • Exam preview <p>Post-Class:</p> <ul style="list-style-type: none"> • Submit professionalism evaluation

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 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.

SPECIFIC TO THIS COURSE, there are some additional guidelines.

Students who make special arrangements to negotiate early must not share any of their knowledge of the negotiation or their counterpart's position with any other students. This is necessary so that each student can benefit fully from the learning experience of the simulated negotiations.

Students must prepare to negotiate independently, unless the instructor has explicitly indicated otherwise. This includes the completion of the preparation and reflection sheets. These are designed for you to learn and grow as an individual negotiator.

Prior to or during the negotiation, you may not look at anyone else's confidential role information, nor may you show them your own confidential role information. Real negotiations do not have their structure set out for both sides in a pair of tidy point-system tables established by some outside authority. By showing your partner your point sheet, you break the realism of the exercise. You also reduce the educational value of the exercise in terms of improving your own effectiveness in real-world negotiations. (This also holds for seeking out "spoilers" about payoffs/point sheets/role information online).

Your self-assessments, interviews, and coaching assignments are individual work. You may not share yours (for example, as a "template" or "model") with other students before they have completed their own. Excessive similarities, even in structure or framework alone, may be investigated for issues with academic integrity. Ask the instructor if you need any clarification.

Overall:

Think of the guidelines around integrity not just as rules to be followed, but as principles to be faithfully lived by. If you have any doubts about whether a particular course of action is appropriate, err on the side of integrity. Do not hesitate to ask the instructor if you are heading into a grey area.

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

Department of Business Administration
I.H. Asper School of Business

Lukas Neville is an assistant professor of organizational behaviour at the Asper School of Business at the University of Manitoba. He holds a Ph.D. from the Smith School of Business at Queen's University.

Lukas teaches in the B.Comm, MBA, and Executive Education programs at the Asper School, and has facilitated training and workshops for audiences in a range of industries, including telecom, health care, and financial services. Lukas' research and teaching interests relate to helping individuals, organizations and teams recover from conflict and workplace transgressions.

His most recent research, funded by the Social Sciences and Humanities Research Council of Canada, relates to forgiveness in the workplace, and his previous research has been published in journals in the fields of management and organizational psychology.

His teaching has been recognized with a range of awards, including the Reg Litz MBA Luminary Teaching Award, the Associates Achievement Award for Teaching, the University of Manitoba Merit Award for Teaching, and the CSA Golden Shovel.