

**IDM 7120 (Go1) (3.0 CH)**  
**EXECUTIVE LEADERSHIP AND RESPONSIBILITY**  
**FALL 2020**

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**INSTRUCTOR**

Name: Jamie Hall  
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Class Times:  
Oct. 10, 8:45 - 1:45  
Oct. 31, 8:45 - 1:45  
Dec. 5, 8:45 - 1:45

**My availability**

I am an executive with SAFE Work Manitoba and serve the U of M as a sessional instructor. I may not be available during regular hours. The best way to communicate with me is through email using my U of M email address [James.Hall@umanitoba.ca](mailto:James.Hall@umanitoba.ca). I will commit to checking for email at least once every two days. In urgent situations, you may also call or text my cell phone at 204-803-0759.

**COURSE DESCRIPTION**

This course explores the nature of the challenges inherent in senior leadership. In the first term of the course, students contemplate the ethical challenges of responsible executive leadership. In the second term, students engage in extended dialogues with several executives concerning their experience in leading organizations with special attention to selected program themes.

**COURSE OBJECTIVES**

Consistent with the AACSB Learning Goals and Objectives, the objectives are that this course will enable students, upon completion of the course, to demonstrate:

1. an understanding of the responsibility of business in society.
2. an understanding of ethical decision making.
3. moral development in ethical decision making.
4. an understanding of the responsibilities of a leader as they relate to ethics.

Many graduate students of business aspire to hold senior positions of executive leadership. However, what does it mean to hold such positions, particularly as it concerns their accompanying responsibilities? This course is intended to provide students with the opportunity to conscientiously contemplate this and other related questions. More specifically, students will be encouraged to reflect on the nature and complexities of "executive excellence" in the modern business world, and in particular consider the conditions under which superior business achievement is perceived to come at the cost of responsible executive behaviour. In addition, we will explore the role of intra-organizational and market-driven factors in shaping managerial behaviour. Given observed incidents of irresponsible managerial behaviour we will also consider the challenges faced in seeking to act responsibly in the face of irresponsible executive conduct. Finally, the course will include preliminary contemplation of some possible response strategies that might aid in helping the executive enact responsible behaviour.

## 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	<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.		
	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.		
	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.	X	
	A. Students demonstrate an understanding of the responsibility of business in society.	X	Class 1 - Contemplating modern corporations and the nature of executive responsibilities
	B. Students demonstrate an understanding of ethical decision making.	X	Class 2 - Exploring the emergence of irresponsible executive behaviour in corporate systems
	C. Students demonstrate moral development in ethical decision making.	X	Class 3 - Reclaiming our executive responsibilities: Manager as redemptive change agent.
	D. Students demonstrate an understanding of the responsibilities of a leader as they relate to ethics.	X	Class 3 - Reclaiming our executive responsibilities: Manager as redemptive change agent.
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.		

## **COURSE MATERIALS**

Portions of these four texts will be used during the course:

- O'Boyle, T. (1998). *At Any Cost*. New York: Alfred A. Knopf.
- Meadows, D. (2008). *Thinking in Systems*. Chelsea Green Publishing
- Campbell, B. (2018). *The Lac-Mégantic Rail Disaster*, Toronto: Lorimer
- Peck, M. S. (1978). *The Road Less Traveled*. New York: Simon & Schuster.

Students are responsible for purchasing or borrowing these texts.

In addition several academic papers are assigned as readings for each class. These Electronic Reserve Readings (as noted for each class) are accessible through UM Learn.

The course will be set up in UM Learn on the University of Manitoba website. Here you will find links to all academic papers, drop boxes for the submission of assignments and other features.

For the synchronous online classes a laptop or desktop computer with camera and access to the internet along with video and audio (microphone and speakers) is required.

## **COURSE ASSESSMENT**

The mandatory portions of the final grade include

- Class participation
- Three pre-class essays
- One post-class essay
- A final integrative assignment

In addition, there will be optional assignments which you can complete in order to reduce the portion of your mark assigned to the final assignment or class participation.

### **Class Participation**

Your mark for class participation will include both participation during the online classes as well as participation in the discussion sessions between classes. Details will be provided in UM Learn, prior to the first class on October 10.

### **Optional Assignments**

Optional assignments enable students to broaden their learning. They also enable students to reduce the portion of their final mark that is attributable to the final integrative assignment or class participation.

The description of Optional Assignments can be found in the 'Class Material' section of the course on UM Learn.

### **Distribution of Marks**

The distribution of marks will be as follows:

3 Pre-Class Essays (5% each)	15%
1 Post-Class Essay	5%

Class Participation	40%
Final Integrative Assignment	40%

Each Optional Assignment satisfactorily completed is worth 3%. These will be used to reduce the portion of your mark for either Class Participation or the Final Integrative Assignment (which ever benefits your final mark the most.)

Final grades will be assigned as follows;

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

**NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform 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. Absence from class shall be noted and considered in evaluating participation.**

## COURSE SCHEDULE

### Important Dates

October 8	Pre-Essay #1 Due (11:59 p.m.) Optional Assignments for First Class Due (11:59 p.m.)
October 10	First Class (8:45 a.m. – 1:45 p.m.)
October 29	Pre-Essay #2 Due (11:59 p.m.) Optional Assignments for Second Class Due (11:59 p.m.)
October 31	Second Class (8:45 a.m. – 1:45 p.m.)
December 3	Pre-Essay #3 Due (11:59 p.m.) Optional Assignments for Third Class Due (11:59 p.m.)
December 5	Third Class (8:45 a.m. – 1:45 p.m.)
December 7	Post-Essay #3 Due (11:59 p.m.) Final Optional Assignments Due (11:59 p.m.)
December 11	Final Integrative Memo Due (11:59 p.m.)

## **DETAILED COURSE OUTLINE**

### **INTRODUCTION TO THE COURSE:** A note from Jamie Hall

As an Asper MBA Alumni and a practicing executive, I welcome you to this portion of the 2020 Seminar in Executive Leadership and Responsibility. Two decades ago, I was enrolled in an earlier version of this course taught by Dr. Reg Litz. I was thrilled ten years ago when Reg asked if I would assist in its delivery as a small group discussion leader. I find that my involvement serves as an annual re-calibration, ongoing maintenance if you will, against which I can measure my performance as an executive. Although I am leading the course, it remains, dominantly, a course with Reg's mark on it. Sadly, Reg passed away in December 2013. Reg's work forms the foundations of this course outline, although I have updated portions of the course. I am looking forward to this unique and rewarding learning opportunity upon which we are about to embark.

### **PRE- and POST-CLASS ESSAYS**

#### **Concerning the pre-class essays and post-class essay**

Students are required to prepare the equivalent of a short preparatory essay **before** each of the three class. Essays should answer all of the assigned questions in one to two pages, single-spaced.

Students are required to prepare the equivalent of a short integrative essay (one to two pages, single-spaced) **after** the final class.

The essays' purpose is twofold:

- (1) to enable you to share your personal perspective on the topic of discussion,
- (2) to maximize your in-class learning experience.

Each essay should simply provide your answer to the assigned study questions. Please note that I am looking for your personal reflection and perspective on each reading, not a restatement of the material.

#### **Deadline for submission of pre-class essays and post-class essay**

Each of the three pre-class essays must be submitted by the Thursday prior to each class.

The final post-class essay is due the Monday after the final class.

Given the opportunity to plan ahead for the timely completion of the essays, late essays will not be accepted.

#### **Submission of essays:**

Please submit your essays on UM LEARN in the dropbox corresponding to the appropriate class and assignment.

Please name the file using the following items in the specified order: Last name, First name, the word "PreEssay" or "PostEssay" and the Class Number for which the essay was written (e.g., SmithJohn.PreEssay.2).

#### **Concerning grading of essays**

The three pre-class essays and the post-class essay will be eligible for either a 'satisfactory' (pass) grade or an 'unsatisfactory' or (fail) grade. I will grade the pre-essays prior to each class. I will use the Feedback feature on UMLearn to notify you if your essay was 'satisfactory' or 'unsatisfactory' and to provide any other feedback. A 'satisfactory' essay will receive full marks (5% per essay).

No re-dos will be allowed on late essays or essays graded 'unsatisfactory'.

## **FINAL INTEGRATIVE ASSIGNMENT**

Your final assignment will be 5 - 7 pages long (Times 12-point font, double-spaced)

An electronic copy of the final assignment must be submitted no later than midnight on Friday, December 11. The assignment should be submitted on UM LEARN in the Final Assignment drop box.

The main objective of the final assignment is to demonstrate appropriate integration of the content of the course.

Your assignment is to complete one or more of the integrative exercises described below. The phrase "one or more" is intentional as some students may be genuinely interested in undertaking more than one of the proposed exercises. However, I will be grading the quality of work rather than quantity of exercises completed.

### **On spelling, grammar and general presentation of your final assignment**

Please be advised that papers will be penalized up to 10 points in each of the three areas of spelling, grammar and general presentation for a maximum total deduction of 30 points (out of 100 total points). Papers displaying poor spelling, grammar and composition can receive a failing grade even though content is adequate.

### **Rubric for Grading Final Integrative Memo**

Final integrative memos will be marked based on three criteria:

- Integration of course material
- Personal reflection on course material
- Grammar and communication

### **A Word of Advice**

In past years I have found some students focus so much on course material, that they do not share their own personal perspective. Others share their personal reflection but do not tie it to the course material. The highest marks are achieved by students who strike a balance of these two criteria.

**As your final integrative assignment, complete one or more of the following exercises:**

**Exercise 1: Articulating and answering the enduring question(s) of executive responsibility**

Review the course in its entirety and then articulate what you perceive as the enduring questions that need to be remembered, asked and answered by a mature manager as it concerns the nature and practice of their responsibilities as an executive. The exercise should be structured along the following lines: (1) articulation of the question(s) identified as relevant, followed by (2) the answer(s) offered for the identified question(s).

**Exercise 2: Remembering critical moments and insights concerning executive responsibility**

Review the course in its entirety and articulate what you perceive as the most important learning moments, either in or outside of class. The exercise should be structured along the following lines: (1) identification of the moment followed by (2) an explanation of why it was selected as important and (3) what should be remembered for future reference.

**Exercise 3: A poetic reflection on the nature of responsible executive behavior**

Revisit and articulate one or more of the course's key themes in the form of a poem complete with appropriate introduction and/or conclusion.

**Exercise 4: A letter to your future self as a successful executive**

Write a letter to yourself at some point in the future, either a time frame (5 years, 10 years,...) or after achieving a specific career milestone. In the letter describe the outcomes, career and personal, you aspire to achieve, and given what you have encountered during this course, what will be the most important guiding principles to remember as you go about seeking to accomplish these outcomes? The letter should be structured along the following lines: (1) the specific aspiration/outcome followed by (2) key guiding insights from the course concerning how this outcome should have been realized. Students choosing this option may wish to seal a copy of this assignment and open it at the determined future time.

**Exercise 5: Conduct an interview with oneself**

Legendary Canadian pianist Glenn Gould once published an autobiographical interview titled "Glenn Gould interviews Glenn Gould about Glenn Gould". In the spirit of that interview, consider interviewing yourself about the challenge of responsible executive behavior.

## CLASS 1: CONTEMPLATING MODERN CORPORATIONS AND THE NATURE OF EXECUTIVE RESPONSIBILITIES

*"Profitability is not the purpose of the business enterprise and business activity, but a limiting factor on it. Profit is not the explanation, cause or rationale of business behavior and business decisions, but a test of their validity." - Peter Drucker, The Practice of Management (1954: 35)*

### REQUIRED PREPARATORY ACTIVITIES FOR CLASS #1

Class Description: During this class we will explore the nature of effective performance in the modern corporation with special attention on the career of Jack Welch, former Chairman and Chief Executive Officer of General Electric Corporation, one of the individuals Time Magazine named "manager of the century". We will also undertake a telephone interview with the author of a contrarian biography on Mr. Welch titled *At Any Cost*.

#### PRE-CLASS ESSAY - Assigned Pre-Class Readings and Study Questions For All Students:

##### **Book: At Any Cost:** 4 chapters as noted below<sup>1</sup>

Study Question: What is your general reaction to the leadership of Jack Welch as described in the assigned chapters you read from *At Any Cost*? Also, as you read *At Any Cost* develop a list of questions that come to mind as we plan to have a live videoconference with the book's author, Mr. Tom O'Boyle, during this session.

##### **In search of the moral manager<sup>2</sup>**

Study Question: To what extent have you seen one or more of each of the three kinds of managers (moral, amoral and immoral) in your career? To what extent is the article's use of the words "moral manager" similar to, or different from your understanding of the phrase "responsible executive"?

##### **Corporations, democracy, and the public good<sup>3</sup>**

Study Question: What is your reaction to the impact that one lie had on the emergence and formation of the modern corporation? To what extent ought one be concerned with what is depicted in the diagrams found on pages 204 through 210?

#### Plus one of the following readings:

##### **Beyond selfishness<sup>4</sup>**

Study Question: In what ways and to what extent has the institutional set of conditions described in the paper effectively redefined selfishness as rational? How easily do you think an individual manager could resist the selfishness they describe? Why?

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<sup>1</sup> Last names starting with A through C read Chapters 1, 5, 9, and 13; last names starting with D through K read Chapters 2, 6, 10, & 14; last names starting with L through R read Chapters 3, 7, 11 & 15; last names starting with S through Z read Chapters 4, 8, 12, & 16

<sup>2</sup> Carroll, A. (1987). In search of the moral manager. *Business Horizons*. 30, (2), March-April, 7-15.

<sup>3</sup> Barley S. (2007). Corporations, democracy, and the public good. *Journal of Management Inquiry*. 16, (3), 201-215.

<sup>4</sup> Mintzberg, H. Simons, R. & Basu, K. (2002). Beyond selfishness. *MIT Sloan Management Review*. 44, (1), 67-74.

### **Is business bluffing ethical?<sup>5</sup>** —

Study Question: Have you ever witnessed the exercise of such a “poker-centric” worldview in organizational life? What practical implications, if any, can you envision from the worldview Carr is advocating? Why?

### **Insights from a management prophet: Mary Parker Follett on social entrepreneurship<sup>6</sup>**

Study Question: What is Follett's vision concerning the objective of business? How feasible is her vision? Conversely, how necessary is her vision? What does Yunus mean by a 'conceptualization failure'? Finally, how would such a failure relate to the different kinds of managers proposed by Carroll in 'In search of the moral manager'?

### **The moral muteness of managers<sup>7</sup>**

Study Question: What is 'moral muteness'? Why, according to Bird and Waters, does it exist? Have you witnessed it in action? Finally, how relevant was it to what you read about at General Electric in At Any Cost?

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<sup>5</sup> Carr, A. (1968). Is business bluffing ethical? *Harvard Business Review*. 46, (1), January/February, 13-153

<sup>6</sup> Simms, M.,(2009), Insights from a management prophet: Mary Parker Follett on social entrepreneurship. *Business & Society Review*, 114, 3, 349-363, Fall

<sup>7</sup> Bird, F. & Waters, J. (1989). The moral muteness of managers. *California Management Review*. 32, 1, 73-88.

## CLASS 2: EXPLORING THE EMERGENCE OF IRRESPONSIBLE EXECUTIVE BEHAVIOR IN CORPORATE SYSTEMS

*"In individuals, insanity is rare; but in groups, parties, nations, and epochs it is the rule." - Friedrich Nietzsche (1844 - 1900), Beyond Good and Evil*

*"The performance of anyone is governed largely by the system he works in." – W. Edwards Deming*

### REQUIRED PREPARATORY ACTIVITIES FOR CLASS #2

Class Description: During this class we will consider how things go awry in organizational life. More specifically, we will explore how executives become irresponsible, and what, if any, implications follow both for themselves and their respective organizations.

We will consider system influences in two different organizations: Ford Motor Company and Montreal Maine & Atlantic Railway and discuss responsibility for ethical decision making within systems.

#### PRE-CLASS ESSAY - Assigned Readings and Study Questions For All Students:

##### **Book: Thinking in Systems - Chapters 1, 2 and 5**

Study Question: To what extent should we hold a system responsible for unethical behaviour of an individual? Can you think of a personal example where your actions were influenced by the system you were in?

##### **Pinto fires and personal ethics: A script analysis of missed opportunities<sup>8</sup>**

Study Question: How does the concept of an organizational script help explain how the Pinto defects were perceived, and responded to, by Ford's managers? Describe any organizational scripts that you have observed in your experience.

##### **Book: The Lac Megantic Rail Disaster - Public Betrayal, Justice Denied**

Study Question: Reflecting on Meadow's book Thinking in Systems, what systems can you identify that may have influenced leaders in this book? Discuss any 'system traps' you can identify. Can you identify any influences in the system(s) you have worked in?

#### Plus one of the following readings:

##### **Systemic distortion of information: An ongoing challenge to management<sup>9</sup>**

Study Question: What exactly is 'information distortion'? How can you see it relating to 'script protection' (per: 'Pinto fires and personal ethics')? Also, to what extent, and under what conditions, might it be compatible, or incompatible with executive responsibility? Why?

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<sup>8</sup> Goia, D. (1992). Pinto Fires and personal ethics: A script analysis of missed opportunities. *Journal of Business Ethics*. 11, 379-389

<sup>9</sup> Larson, E. and J. King. (1996). "The Systemic Distortion of Information: An Ongoing Challenge to Management." *Organizational Dynamics*. 24, 3, 49-61.

### **Changing unethical organizational behavior<sup>10</sup>**

Study Question: How do you feel about the 'softer' approaches than whistle-blowing to addressing unethical behaviour? Under what conditions does the author propose that whistle-blowing is a necessary response to organizational misbehavior? When is it arguably not appropriate?

### **Resisting organizational-level corruption: An interview with Sharron Watkins<sup>11</sup>**

Study Question: What happened at Enron that contributed to the organization's eventual demise? What is your reaction to the two questions Watkins advocated business students consider asking their potential new employers? Do you have any personal experience of similar behaviour in the workplace?

### **The hidden costs of organizational dishonesty<sup>12</sup>**

Study Question: How would you encapsulate the diagram on page 69 into a few sentences? Have you observed any of these costs being 'paid' in the organizations you have been involved in? Also, to what extent have you seen managers respond either effectively or ineffectively to one or more of these 'malignancies'?

### **Practical wisdom and organizations<sup>13</sup>**

Study Question: What exactly is 'practical wisdom' and how does it relate to 'detailed rules' and 'smart incentives'? How can we reconcile 'practical wisdom' and organizational scripts?

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<sup>10</sup> Nielsen, R. P. (1989). 'Changing unethical organizational behavior.' *Academy of Management Executive*. 3, (2), 123-130.

<sup>11</sup> Beenen, G. & Pinto, J. (2009). Resisting organizational-level corruption: An interview with Sharron Watkins. *Academy of Management Learning & Education*. 8, (2), 275-289.

<sup>12</sup> Cialdini, R., Petrova, P. & Goldstein, N. (2004). The hidden costs of organizational dishonesty. *MIT Sloan Management Review*. 45 (3), 67-73.

<sup>13</sup> Schwartz, B. (2011). Practical wisdom and organizations. *Research in Organizational Behavior*. 31, 3-23.

## CLASS #3: RECLAIMING EXECUTIVE RESPONSIBILITIES, MANAGER AS REDEMPTIVE CHANGE AGENT

*We must be the change we wish to see in the world.*

- Gandhi

### REQUIRED PREPARATORY ACTIVITIES FOR CLASS #3

Class Description: During this final class we will explore a variety of response strategies for reclaiming the mantle of responsible organizational leadership. We will interview a whistleblower who reported his organization's illegal accounting practices to the U.S. Security Exchange Commission.

#### Assigned Readings and Study Questions For All Students:

##### **Book: The Road Less Traveled: Part 1: Discipline** (pages 11-78)

Study Question: Consider Peck's four tools of discipline. Choose two or more of these tools and describe how they apply at an organizational level. Which of the four tools provided you with the most insight in your role as a manager (present or future)? Why?

##### **Small wins<sup>14</sup>**

Study Question: Are there practical applications of Weick's concept of 'small wins' as it concerns the pursuit of responsible executive behavior?

#### Plus one of the following readings:

##### **The corporate apology<sup>15</sup>**

Study Question: What exactly is Wolfe's thesis concerning the nature and importance of apologies in corporate life? Also, why might a capacity for apology be a necessary competence for the contemporary executive?

##### **Business ethics: Four spheres of executive responsibility<sup>16</sup>**

Study Question: What is your reaction to the 'four spheres' framework proposed by Badaracco, and in particular how he advocates balancing between them? Is it feasible? Why or why not? To what extent can you see executive irresponsibility as resulting from a lack of balancing between the four spheres?

##### **Courage as a skill<sup>17</sup>**

Study Question: What exactly does the author mean when she describes courage as "a developed skill"? Building on the six capabilities she describes, how does she propose courageous acts happen? To what extent can you see having these skills making a significant difference in whether, and the degree to which, one satisfies their responsibilities as an executive? Why?

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<sup>14</sup> Weick, K. (1984). Small wins: Redefining the scale of social problems. *American Psychologist*. 39, (1), 40-49.

<sup>15</sup> Wolfe, A. (1990). The corporate apology. *Business Horizons*. March-April, 10-14.

<sup>16</sup> Badaracco, J. (1992). Business ethics: Four spheres of executive responsibility. *California Management Review*. (Spring), 64- 79.

<sup>17</sup> Reardon, K. (2007). Courage as a skill. *Harvard Business Review*. 85, (1), 58-64.

### **Wide-awareness and the moral life<sup>18</sup>**

Study Question: What does Maxine Green mean by "wide-awareness"? Based on what you have encountered during this course, how 'wide awake' can you afford to be if you want to be a productive manager? Conversely, how 'wide awake' do you need to be to be human? To the extent your answers to the two previous questions were different, under what conditions, if any, should the difference in answers concern you?

### **REQUIRED POST-CLASS ESSAY FOR ALL STUDENTS:**

#### **The many colors of success: What do executives want out of life?<sup>19</sup>**

Study Question: This final reading is intended to help set the stage for your final assignment. Accordingly, what is your reaction to "the many colors of success"? Incidentally, what is your color? To what extent does your choice of color have embedded within it important potential implications for your future managerial behavior?

**Due: Within 48 hours of the end of Class 3**

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<sup>18</sup> Green, M. (1978). Chapter 3: Wide-awareness and the moral life. In Landscapes of Learning. Teachers College Press. P. 42-52. 49

<sup>19</sup> Kets de Vries, M.F. (2010). The many colors of success: What do executives want out of life? *Organizational Dynamics*. 39, (10, 1-12).

## **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](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.

<b>For Information on...</b>	<b>...follow this link</b>
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

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

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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

**Jamie Hall, P. Eng., BSc. E.E., MBA**

I.H. Asper School of Business



Jamie Hall is the Chief Operating Officer of SAFE Work Manitoba. In this role, Jamie is a part of the executive team of the Workers Compensation Board, and leads the effort to reduce workplace injury and illness in Manitoba.

Before joining SAFE Work Manitoba, Jamie worked for Manitoba Hydro for 26 years in various technical and non-technical roles, most recently as Division Manager of Distribution Engineering & Construction Rural. He received his BSc in Electrical Engineering from the University of Manitoba in 1988 and his MBA from the University of Manitoba in 1999. His experience includes safety & health management, distribution engineering, call centre management, construction, and capital planning.

Jamie serves on Winnipeg's United Way Cabinet and is Chair of the Board of Directors of the Better Business Bureau Foundation, an agency that provides a business ethics certification program to Manitoba's youth. Jamie delivers the Ethics and Integrity Course in the Building Supervisors of Tomorrow program of the Winnipeg Construction Association.

At the University of Manitoba, Jamie has assisted with the delivery of the Executive Responsibilities course of the MBA program since 2011.