

## GMGT 7220 (A01/A02/G01/G02) (3.0 CH) MANAGING PEOPLE IN ORGANIZATIONS FALL 2022

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### INSTRUCTOR

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Email: lukas.neville@umanitoba.ca	Class Room:	<b>530 Drake</b>
	Class Time:	A01/G01: Mondays 2:30-5:45pm A02/G02: Thursdays 6:15-9:30pm

### 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.

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## **COURSE OBJECTIVES**

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

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

## **COURSE MATERIALS**

### **1) Weekly UM Learn readings**

For each week of classes, 2 to 4 readings will be posted to UM Learn. These readings are available at no cost to you under fair dealing guidelines. You are expected to have read these materials prior to class.

### **2) Ivey Publishing case pack**

The case package, which contains the majority of your cases for the course, is available for purchase online from Ivey. The link is posted to UM Learn. If you have any difficulties purchasing these cases, you can contact Ivey Publishing's customer support team at [cases@ivey.ca](mailto:cases@ivey.ca).

### **3) Bookstore courseware package**

There are other licensed elements in the class available through an electronic reading package ('courseware') from the UofM bookstore. Instructions on how to purchase this courseware package is available on UM Learn. The package contains one reading from Olin business school, and a proof of purchase for a simulation case that will be distributed in class.

## **COURSE ASSESSMENT**

Student progress will be assessed through the following:

Percentage	Deliverable	Due Date
15%	Participation: Hotseat week ( <i>individual</i> )	Varies
15%	Participation: Fresh ideas assignment ( <i>individual</i> )	Varies
25%	Case video and deck ( <i>group</i> )	Before class 5
25%	Leadership profile ( <i>individual</i> )	By 11:59pm, November 18 <sup>th</sup> , 2022
20%	Take-home exam assignment ( <i>individual</i> )	By 11:59pm, December 16 <sup>th</sup> , 2022

Assignment details can be found on UM Learn. All coursework is submitted directly on UM Learn; hard copy assignments are not accepted.

**Details for each of the assignments will be shared in class and posted to UM Learn. The details below are to summarize the idea, but you must consult the full instructions for each on UM Learn.**

In my previous experience, students who do not read the full details and instructions are substantially more likely submit unacceptable work and/or receive a failing grade.

### **Participation: Hotseat Week**

Class discussions are central to the learning experience in this class: You learn from one another through your discussion of the readings and the case. The hotseat system is a way to ensure that everyone has a chance to share their ideas and be heard, and to provide an incentive for students to arrive well-prepared and ready to contribute – without having to fight for airtime.

Each week (starting in Class 2), five to six 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. You will be on the hotseat once between Class 2 and Class 10, and will be responsible for assessing hotseat participants during one other week during the same period.

### **Participation: Fresh Ideas**

You will sign up for a week of the class, and find a reading to share with others that week. This can be anything – a book, an academic journal article, a magazine article – it's up to you. You will submit it on UM Learn, along with a one-page PDF that describes the idea, explains how it connects to the week's readings, and provides one clear and managerially relevant takeaway point.

### **Case presentation**

In a group, you will present a recommendation for a single, concrete initiative for GBS India (the class 3 case). Your group will summarize its proposed initiative in a 10-minute (maximum) video, with accompanying slide deck and one-page summary sheet, all uploaded to UM Learn.

### **Leadership profile**

You will seek out stories from 10 people spanning your personal and professional lives, including current and previous roles. These stories will ask for examples of times that you were at your best or had a particular impact on others. You will read these stories, consider what they tell you about your strengths, compare them against your own self-assessment (submitted in Class 3), and submit a reflection assignment that focuses on how you will take steps to build on these strengths.

### **Take-home 'exam'**

A final individual assignment will be shared in Class 10.

**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 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.** Please see the section on attendance for additional details.

## COURSE SCHEDULE

CLASS	DATES	PREPARATION
1	A01/G01: <b>Sep 19</b> A02/G02: <b>Sep 22</b>	Topic: <b>Why do organizations exist?</b>  <b>Read</b> Class 1 readings on UM Learn <b>Skim-read</b> the Valve employee handbook <b>Prepare</b> the Valve case
2	A01/G01: <b>Sep 26</b> A02/G02: <b>Sep 29</b>	Topic: <b>Changing culture with people and processes</b>  <b>Read</b> Class 2 readings on UM Learn <b>Skim-read</b> the Vanity Fair piece on Microsoft's decline (UM Learn) <b>Prepare</b> the General Mills Canada case
3	A01/G01: <b>Oct 3</b> A02/G02: <b>Oct 6</b>	Topic: <b>How do we motivate others and ourselves?</b> Goals, motivation, compensation and rewards  <b>Read</b> Class 3 readings on UM Learn. <b>Submit</b> your leadership self-assessment <b>Prepare</b> the GBS India case
<i>Note that the University is closed for Thanksgiving on Monday, October 10<sup>th</sup>.</i>		
4	A01/G01: <b>Oct 17</b> A02/G02: <b>Oct 13</b>	Topic: <b>How do we fail, learn, and improve?</b> Feedback and appraisal, learning, and change.  <b>Read</b> Class 4 readings on UM Learn. <b>Prepare</b> the IQMetrix case
5	A01/G01: <b>Oct 24</b> A02/G02: <b>Oct 20</b>	Topic: <b>How do we make work more meaningful?</b> Engagement, job crafting, and meaningful work  <b>Read</b> Class 5 readings on UM Learn. <b>Prepare</b> the Tessei case <b>Submit</b> your group case video/deck on UM Learn before class
6	A01/G01: <b>Oct 31</b> A02/G02: <b>Oct 27</b>	Topic: <b>How do we influence others?</b> Power, politics, leadership, and upward influence.  <b>Read</b> Class 5 readings on UM Learn. <b>Prepare</b> the Tim at Torngat case.
<p>Note: <i>No classes during the fall break (November 7<sup>th</sup> through 10<sup>th</sup>). The university is closed on November 11<sup>th</sup> in recognition of Remembrance Day.</i></p>		
7	A01/G01: <b>Nov 14th</b> A02/G02: <b>Nov 3rd</b>	Topic: <b>How do we make organizational life kinder?</b> Managing incivility and mistreatment at work.  <b>Read</b> Class 7 readings on UM Learn <b>Prepare</b> the Jian Ghomeshi case

	<i>Note:</i>	<i>Personal leadership profile due by November 18<sup>th</sup>, 2022 at 11:59pm</i>
8	A01/G01: <b>Nov 21</b> A02/G02: <b>Nov 25</b>	Topic: <b>How do we create and claim value in negotiation?</b> Basics of integrative and distributive negotiation.  <b>Read</b> Class 8 readings on UM Learn.
9	G01: <b>Nov 28</b> G02: <b>Nov 24</b>	Topic: <b>How do we make more effective decisions?</b> Effective problem formulation and group decision-making.  <b>Read</b> Class 9 readings on UM Learn. <b>Read</b> <i>Are You Solving the Right Strategic Problem?</i> (coursepack) <b>Upload</b> your case proof of purchase to UM Learn <u>before</u> class <i>No case prep required</i>
10	G01: <b>Dec 5</b> G02: <b>Dec 1</b>	Topic: <b>How do we promote ethicality and avoid ethical lapses?</b> Social responsibility, ethical dilemmas, and 'bounded ethicality'  <b>Read</b> Class 10 readings on UM Learn. <b>Prepare</b> <i>Agnico Eagle Mines</i> <b>Take-home exam assignment circulated</b>
EXAM		<i>Take-home exam due on December 16<sup>th</sup> on UM Learn at 11:59pm.</i>

The course includes 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.

When you are instructed to 'prepare' the case, you should be familiar with the case and ready to make a recommendation to the decision maker in the case situation.

## ATTENDANCE

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

The pandemic is ongoing, and I recognize that people are still facing challenging and unpredictable personal and professional demands. If you are unable to attend class or for some reason are not

prepared to participate, please email me before class, and I will not choose you as one of the hot seat participants for the week.

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

*Above all else:* This is one of our first terms back in person. **If you are not well, do not risk infecting others by attending class.** I will work with you in good faith to help you navigate any issues you face taking this course, including dealing with absences. However, in this class (as in life), this is easier to do with advance notice, clear communication, and a willingness to do the necessary work to get back up to speed.

## ACCESSIBILITY

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

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

## ACADEMIC INTEGRITY

### Specific to this course...

The academic integrity policy below will be enforced rigorously. In particular, you should know that the leadership profile and final take-home exam are individual assignments and should be completed individually. Your take-home exam and profile are both individual work, and any submitted work that seems excessively similar to another student's work may be subject to review by the Faculty of Graduate Studies as a potential breach of academic integrity.

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

### Academic Integrity Policy

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of



Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

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

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

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

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

## OFFICE HOURS

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

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

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

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

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

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### 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="#">Asper Graduate Student Resources</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 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 Behavior</a>

### **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.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

**If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.**

## FACULTY BIOGRAPHY

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

### **Lukas Neville**, Ph.D.

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

*Dr. Lukas Neville is an associate professor at the Asper School of Business, and serves as Acting Associate Dean (Strategic Partnerships and Administration). 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.*