

**IDM 7510 (G01) (1.5 CH)**  
**STRATEGIC LEADERSHIP & MANAGING CHANGE**  
**WINTER 2023**

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**INSTRUCTOR**

Name: Jijun Gao	Office Location: Drake 426
Phone: (204) 474 7445	Office Hours: by appointment
Fax:	Class Room: Drake 530
Email: Jijun.gao@umanitoba.ca	Class Time: 9:30am - 4:30pm, Jan. 27 and 28; 9:30am - 12:30pm, Jan. 29

**COURSE DESCRIPTION**

An examination of the role of the manager as a change agent and processes associated with strategic vision and change. Analysis of factors affecting strategic decisions and how organizations adapt to their environment. Emphasis is upon the role of leaders: transformational leadership, charisma, organizational design and managing organizational culture change

**COURSE OBJECTIVES**

This course is designed to improve students' capacity for effective leadership in managing strategic changes. It examines the processes associated with strategic changes and how leaders manage change as a change agent. Building on leadership concepts and skills learned, students will draw upon their own experiences to (a) develop a leadership vision for themselves, and (b) build leadership knowledge base and skills to help them as they continue to develop as leaders.

On course completion, you should be able to:

1. To gain an understanding of how organizational change is achieved.
2. Understand how different kinds of leadership impact organizational change.
3. Understand more about the concept of leadership, how it emerges in work organizations, and how it impacts organizational performance.
4. Assess their own and others' leadership orientations, and identify their own strengths and opportunities for growth.
5. Articulate their personal leadership values and how to translate them into behavior.
6. Initiate and lead organizational change of various scales.

**COURSE FORMAT**

This course will be delivered in person in the indicated classroom. All students are expected to attend the class, well prepared for class discussions, and wear a mask following the university protocol. Missing a significant part of a class will be considered absent. Please keep in mind the following responsibilities expected from you.

1. Students should bring their name plates every time they come to the class and place the plates in front of them.
2. Students are expected to be ready and willing to discuss both the assigned cases and the related reading(s) for every class as listed on the Class Schedule. This may imply three to four hours of preparation before the class. Clear signal of under-preparation may seriously influence your class contribution performance.
3. It is the students' responsibility to express their willingness to participate in, thus contribute to class discussion by raising their hands, although the instructor may give direct calls occasionally. The instructor will organize, lead and monitor the discussions, not to give extensive lectures.
4. Students are expected to attend classes on time and keep themselves up to date with any course-related announcements, even if not present in a particular session in which the announcement is made. The instructor often sends out important announcements by emails, so all students need to register a valid email address in Aurora/UM Learn and check that email frequently.
5. Students are required to join a study team for the purpose some of assignments or exams. The instructor will decide whether to randomly assign students to teams or allow you to form a team yourself. The team membership should reflect diversity in terms of ethnic, gender and country/region background. The instructor has the authority to break a group or move a student to a different group in consideration of diversity and other important factors.

## **COURSE MATERIALS**

The course builds on prior courses related to Leadership and Organizational Development. Course materials have two parts. First, students should access reading materials via the UMLearn course website. Second, we will be using two cases from Harvard Publishing.

### **Required cases:**

HBR case: P&G Canada: Old Company, new tricks

HBR case: GE's two-decade transformation: Jack Welch's leadership

### **You can purchase the course pack here:**

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000EImBTEA1>

## **COURSE ASSESSMENT**

Student progress will be assessed through:

- Personal Change Project Analysis 20%
- Leadership change recommendation 15%
- Group Organizational Change Proposal 35%
- Participation and Contribution 30%

Late submissions will not be accepted and will receive a zero (except where there are legitimate and documented reasons beyond a student's control).

Note that, in some cases, peer evaluation may be considered by the instructors while assigning final grades. Final grades may be curved.

Final grades will be assigned as follows;

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

**NOTE: Class attendance is required. Missing more than 20% of this course due to absence from lectures may result in a failing grade.** It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade.

## **PERSONAL CHANGE PROJECT (20%)**

This is an individual project in which you will identify a desired personal change to implement during, and in the weeks following, the course. This will require you to put your plan in place, track progress, and evaluate success. The project deliverables are twofold:

- (1) a brief presentation of approximately 2-3 minutes on your leadership statement in the last class, **January 29, 2023**.
- (2) a **2-3 pages** (single space) of personal change statement that includes three sections:
  - a leadership statement of no more than two lines at the beginning;
  - a description of your change initiative in relation to your leadership statement (about one page); You will identify an area you aim to change or improve in the near future, AND explain why this change is important compared with other areas of consideration.
  - a reflection story about a personal change you attempted in the past (one page or slightly beyond). This includes detailing your key learnings about your personal strengths and weaknesses in implementing this change, and takeaways for dealing with your future change initiatives. This part is ideally leadership related but not necessary. Please note that this part of the paper focuses on a PAST experience (i.e., something you actually did), not to talk about leadership and your future plan in general.

You are encouraged to incorporate information you have received during the course (e.g., reflections from class exercises and discussions, and feedback from group members, as well as including information from outside the course (e.g., previous leadership assessments, and external feedback you have received). The paper should include reference to relevant literature to support your analysis and arguments. References, tables and appendices are **not** included in the word count and may be used to supplement the analyses within the paper. The completed paper is due by midnight **February 10, 2022** and should be submitted to the designated Assignment folder on UMLearn. The papers should be in Word format.

**Your task: Complete the short paper and submit to UMLearn.**

## **LEADERSHIP CHANGE RECOMMENDATION (15%)**

In this individual assignment, you need to identify a leader, either a supervisor/senior leader in your current/former organization or someone you know from public sources. Please try to provide a comprehensive evaluation of his/her leadership, particularly the attributes/perspectives that we discussed in the class. You will then identify 1-2 aspects that you believe the leader needs to change for the benefits of the organization. This paper should be limited into **one page** (single spaced) and is due by midnight **February 17, 2023**. The demonstrated capability of evaluating someone's leadership skills, together with your skill of presenting your evaluation, is key to your performance in this assignment. The papers should be submitted to the designated folder on UMLearn in Word format.

**Your task: Complete the short paper and submit to UMLearn.**

## **GROUP ORGANIZATIONAL CHANGE PROPOSAL (35%)**

This is a group project designed to facilitate your practice of initiating and implementing an organizational change that interests you. Students will be given some time during the class to progress this project, but the final deliverable will be due at the scheduled time after the class ends. This project requires that students in a group pick an organization of mutual interest, identify a specific problem or issue that the group would like to help the organization ameliorate, and then take steps to craft a change proposal, including:

- (a) background on the organization and the problem(s); It has to be a specific business organization. Please check with me if you are not sure whether your choice is appropriate.
- (b) description of the **organizational** change that needs to happen in response to the problems/issues you have identified. Note that the change has to be at organizational level; pure technical changes such as a modification in production line are not acceptable.
- (c) a proposal of the recommended change protocol, especially the timeline and the pace, as well as tools/tactics that you intend to use to implement the changes - such as the enabling levers (credibility, communication, training) and substantive change levers (technical, political, and cultural, etc.).
- (d) expected areas of resistance, and a plan for addressing them. If no direct resistance is expected whatsoever, you will want to revisit your identified business problem and the change proposal.

All proposals should use course lessons to understand how to generate support for the proposed change, and to implement the change effort. Maximum length, **not** including references, appendices, figures or tables, is **5 pages double-spaced**. Papers are due by midnight **February 27, 2023** and should be submitted to the designated course Assignment folder on UMLearn. The papers should be in Word format.

**Peer Evaluations:** *In case someone contributes to team work significantly less than other members in the team, team members can submit a peer evaluation to the instructor and raise concerns of free rider. The instructor may adjust the individual's group project marks to reflect peer assessments.*

**Your task: The group will complete the paper and one group member will submit it to UMLearn.**

## **PARTICIPATION AND CONTRIBUTION (30%)**

The course will be a highly interactive course that includes case studies, exercises, and discussions. It is essential that students come to class prepared and ready to contribute. General class participation will be rated by the instructor based upon student contributions during discussions and completion of daily feedback forms. The group participation and contribution will be judged primarily through ratings from group members and the class.

*Case Discussions.* During the term we will have two case discussions in order to bring to life specific leadership ethics and change issues in a real world setting. I am not requiring students

to turn in a write-up of the case analysis. However, it is essential that students come prepared to discuss the case in detail. Below are ways to guide your preparation.

*Issues:* Identify the essential issues described in the case. Issues represent current or emerging problems faced by individuals and groups in the organization. Keep in mind there are many issues in any given case, but not all of them are equally important.

*Analysis:* What are the causes/factors producing the situation described in the case? Who are the stakeholders? What seems to be causing the key problems? You may want to list, draw, or somehow represent the factors you see as important. You might find a visual representation helpful in capturing the core dynamics. The goal is to discern how and why the situation arose in the first place.

*Action:* What course of action would you adopt if you were involved in this situation? Your solution should address the underlying causes of the issues. How would you implement your suggested actions? What potential failure points do you need to anticipate? You want to be as concrete and realistic as possible.

The performance for a student's class contribution will be based on three factors: the number of the student's participation in class discussions, the quality of his/her participation, and the student's professionalism and attitude in the class.

For each class of case/reading discussions, you (or everyone in your group, if the discussion or presentation is group based) may earn up to four marks/credits towards your class contribution. To earn such credits, your contributions must demonstrate that you have a thorough grasp of the case information, and have considered at least the issues raised in the accompanying readings. Factual contributions that help to organize basic information into useful format for analysis will earn one mark credit. To earn two-mark credit for a case discussion, you must provide some synthesis beyond the basic case facts, such as connecting two or more pieces of information, or conducting some quantitative analysis, to draw a sound conclusion. To earn three-mark credit for a case discussion, your contribution must demonstrate real insight into the key issues of the case, and/or recommend detailed, well-supported actions to address the strategic challenges involved. Exceptional students in terms of both the quality and quantity of comments will be given four-mark credit.

The instructor may discount a student's contribution credit because of his/her missed classes, coming late or leaving early, apparent lack of participation in group activities, or other such reasons. A student may also lose contribution credits for instances in which he/she proves to be insufficiently prepared for the class, commits disrespectful or unprofessional behaviours, or makes comments that are obviously flippant or clearly out of line of a discussion. **Please note that there is no contribution credit for simply being present in the class. Even with perfect**

**attendance, individuals who do not participate at all during class discussions will receive a zero for class contribution!**

A student who misses a class is solely responsible for getting notes from other students and making him/herself aware of announcements made, handouts delivered, or any other activities conducted in that class. If you are absent and would like the instructor to know about it, send an E-mail message for the instructor’s record. Keep in mind that busy periods at your workplace or exams in this or another course are not valid reasons for absences. Further, **class dependent activities such as class contribution cannot be made up outside of class or at a later date, unless, under highly special circumstances, preapproved by both the instructor and the MBA program office at the beginning of the term.**

**Your task: Actively participate in class discussion and exercises. Make significant contribution to team work.**

**PRE-CLASS PREPARATION**

Readings:

1. HBR case: P&G Canada: Old Company, new tricks
2. HBR case: GE’s two-decade transformation: Jack Welch’s leadership
3. Articles listed in the outline (available on UMLearn).

**COURSE SCHEDULE**

**(subject to change four days before the first class, please follow course postings on UMLearn)**

<b>Session</b>	<b>Topic and Activities</b>	<b>Preparation Work</b>
Day 1, AM	<p><b>Topic:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the course;</li> <li>2. Expanding understanding of leadership;</li> <li>3. Leadership profile</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lectures on fundamentals of leadership</li> <li>2. Personal reflection</li> <li>3. Assess yourself as a change agent</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. <i>Organizational Dynamics</i>, 18(3) (Winter) 19-31.</li> <li>2. Craig, N., &amp; Snook, S. (2014). From Purpose to Impact: Figure out your Passion and Put it to Work. <i>Harvard Business Review</i>. May, reprint R14005H</li> <li>3. Ibarra, H. (2015). The authenticity paradox. <i>Harvard Business Review</i>. 91(1/2) 52-59.</li> </ol> <p><b>Think about:</b></p> <p>Personal Life Background/Events/Triggers</p> <ol style="list-style-type: none"> <li>1. What events in your life have had the most positive impact on your leadership and strategic thinking development? What events have had the most negative impact?</li> </ol>

		<p>2. Briefly describe the individual or individual(s), who have had the most positive impact on how you lead others (e.g., family members, mentors, coaches, teachers, etc)? What did they do to have such an impact on you?</p> <p>Personal Value/Beliefs/Style</p> <p>3. What is your most important core belief that guides how you lead others?</p> <p>4. How do you factor in cultural, gender, or generational differences into your leadership style?</p> <p>Leader Development Focus</p> <p>5. How would you judge the effectiveness of your current organization in developing future leaders who are strategic thinkers? What does your organization do best? What's missing?</p> <p>6. What do you view as the biggest challenge you face as leader today?</p> <p>Building Ownership, Optimism &amp; Future Focus</p> <p>7. What strategies have you used to develop your followers to have a deeper sense of ownership in their work and their organization?</p> <p>8. How do you inspire others to achieve more than they expected to do?</p>
<p>Day 1, PM</p>	<p><b>Topic:</b></p> <ol style="list-style-type: none"> <li>1. Why and how change happens;</li> <li>2. Leader and environment;</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Theory learning and discussion</li> <li>2. Case discussion</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Beer, M. &amp; Nohria, N. (2000). Cracking the code of change. <u>Harvard Business Review</u>, (May/Jun), 133-141.</li> <li>2. HBR case: GE's two-decade transformation</li> </ol> <p><b>Think about:</b></p> <ol style="list-style-type: none"> <li>1. What was the environment like when Jack Welch became CEO of GE? and what changes were needed at that point?</li> <li>2. How did GE prepare for the environmental changes?</li> <li>3. What role did Welch's leadership</li> </ol>



		<p>approach play in the organizational changes?</p> <ol style="list-style-type: none"> <li>4. What are the pros and cons of Welch's leadership approach?</li> <li>5. What are GE's values and how did they facilitated/inhibited GE's performance?</li> </ol> <p>(Current situation – what has happened at GE since Jack Welch stepped down as CEO?)</p>
Day 2, AM	<p><b>Topic:</b></p> <ol style="list-style-type: none"> <li>1. Managing resistance</li> <li>2. Readiness for change</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>3. Theory learning and discussion</li> <li>4. Case discussion</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Kotter, J.P. &amp; Schlesinger, L.A. 2008. Choosing strategies for change. Harvard Business Review, (Jul/Aug), 130-139.</li> <li>2. Kotter, J.P. (1995). Leading change: Why transformation efforts fail. Harvard Business Review, (March/April), 1-10. Reprint 95204.</li> <li>3. HBR case: P&amp;G Canada.</li> </ol>
Day 2, PM	<p><b>Topic:</b></p> <ol style="list-style-type: none"> <li>1. Strategic leadership</li> <li>2. Dynamics of change</li> <li>3. Change in a system</li> </ol> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Class exercise</li> <li>2. Group proposal of organizational change</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Q. N. Huy, 2001. In Praise of Middle Managers, Harvard Business Review. September.</li> <li>2. Kellerman, B. (2004). Leadership: Warts and all. Harvard Business Review, January, 40-45.</li> <li>3. Kramer RM. 2006. The great intimidators. Harvard Business Review 84(2): 88-96.</li> </ol> <p><b>Think about:</b></p> <ol style="list-style-type: none"> <li>4. What strategies of everyday leading in change most resonate with how you seek to lead in change?</li> <li>5. How would you approach change with system inertia</li> </ol>
Day 3, AM	<p><b>Topic:</b></p> <ol style="list-style-type: none"> <li>1. Bad leadership.</li> <li>2. Leading with your values</li> <li>3. Linking leadership purpose statement with</li> </ol>	<p><b>Read:</b></p> <p><b>Think about:</b></p> <ol style="list-style-type: none"> <li>1. What kind of leadership would be considered bad?</li> </ol>

	<p>change initiatives</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Individual presentation assignment</b></li> <li>2. Identify your change initiatives</li> <li>3. Course evaluation</li> </ol>	<ol style="list-style-type: none"> <li>2. From an ethical perspective, are there trade-offs in managing changes? Have you encountered any dilemmas when balancing means and ends?</li> </ol> <p>What specific change in leadership or personal values would you like to make in the near future? Why?</p>
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## **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.

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.**

## 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>

# ACADEMIC INTEGRITY

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

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

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

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

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

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



## FACULTY BIOGRAPHY

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

### **Dr. Jijun Gao**

Associate Professor, Head  
Department of Business Administration  
Asper School of Business  
University of Manitoba

Dr. Gao joined the Asper school of Business in 2008. He earned his PhD in General Management from the Richard Ivey School of Business at the University of Western Ontario (now Western University). Dr. Gao had over seven years of industry experience as a marketing and sales senior executive in the information technology, food, and e-learning industries in China before he came to the PhD program at Ivey School. Dr. Gao has been teaching across all levels including undergraduate, MBA, and PhD at the Asper School, in addition to supervising MSc and PhD students.

Concerned with the role of business in society, Dr. Gao's research has been focused on the theories of organizations and strategy that involve issues of social expectations and ecological concerns. In particular, he examines the issues of corporate social responsibility (CSR) and business sustainability, trying to help business manage social/environmental issues better and understand the implications of these issues on strategy formulation, firm performance, and public policy-making. Having won two major Insights Grants from SSHRC (Social Sciences and Humanities Research Council of Canada), Dr. Gao recently investigates irresponsible innovations in the food industry and controversial practices of corporate responsibility devolvement in consumer goods industries.