

GMGT 7220 (A01/G01) (3.0 CH) MANAGING PEOPLE IN ORGANIZATIONS FALL 2025

TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Anisiniw, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

INSTRUCTOR

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Office Hours: Tuesday and Thursday afternoons,
by appointment (booking link on
UM Learn)

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Class Room: A01/G01 117 Drake

Class Time: Mondays 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 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



This course covers management ethics (in multiple weeks, but particularly class 10), Indigenous inclusion and Call To Action 92 (class 10), inclusivity and employment equity (class 7), and occupational health and safety (class 5).

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.

COURSE ASSESSMENT

Student progress will be assessed through the following:

Percentage	Deliverable	Due Date
20%	Preparedness checks / mini quizzes (<i>individual</i>)	Varies, beginning in Class 3
20%	Class contributions (<i>individual</i>)	Varies, beginning in Class 3
15%	Role crafting project (<i>team</i>)	In-class work in Class 5 Deliverable due before Class 7
20%	Leadership profile (<i>individual</i>)	Before Class 8
25%	Exam (<i>individual</i>)	December 10

Assignment details can be found on UM Learn. All coursework (other than the exam and quizzes) 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.

Class Contributions 20%

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. So, I want to recognize your contributions with a grade. However, graded participation in a group of 50 people creates its own challenges – in particular, students fighting for “airtime” or struggling to be heard.

In this class, the solution is a ‘hotseat’ model to participation. Everyone is encouraged to participate and join the discussion, but 6-7 students each week will be expected to take a leadership role in the class discussion, and will be called on to share their perspective, explain key concepts, be the first to answer questions about the case, and lead small-group breakout discussions.

Hotseat participation is evaluated by your instructor and your peers at the end of each class. You will also be assessed by the instructor and your peers at the end of the term for your overall contributions in class throughout the term, including paired and group discussions. This overall term-long rating is used to adjust your hotseat grade up or down – so a bad hotseat week can be mitigated somewhat by great weekly contributions, and nobody should “check out” after their hotseat week.

Hotseat weeks begin in Class 3, and you will sign up for your week beginning in Class 2 on UM Learn.

Team Project 15%

In Class 5, you will join a team of 5 students to engage in a role crafting discussion and exercise. The deliverable, due before Class 7, will be described in class with an outline provided on UM Learn. The grade is shared, but you will complete a peer evaluation that will allow for grades to be adjusted to reflect teamwork contributions and collaboration skills.

Best-self profile (or strengths timeline exercise) 20%

You will seek out stories from a minimum of 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.

There are students from time to time who can’t do the best-self profile. The usual reasons are limited work experience, or professional/personal networks that can’t be reached out to because of disasters, conflict, or other disruptions in their country of origin. In these and any other cases where the profile isn’t possible, you will complete a strengths timeline exercise. I discourage this option for reasons I’ll discuss in class, but it is an effective alternative if the main assignment is not possible.

Preparation checks / mini quizzes 20%

In four classes between Class 3 and 10 (selected at random), you will be provided with a short quiz covering that week’s readings and case. Each is worth 5%. The quizzes will take place at the start of class. They are partially to assess your knowledge, partially to incentivize keeping up with the reading load, and partially to ensure that everyone has arrived ready to engage meaningfully in the discussion.

If you miss a quiz due to an excused absence or are away for medical/compassionate reasons (self-declaration form required), your other quizzes will be reweighted.

Final exam 25%

You will write a closed book final exam during the final exam period. You will be allowed to bring a single page (double sided) typed or printed ‘cheat sheet’ with any information you would like.

The final exam will be a knowledge test with structured questions about the class readings and slides spanning the entire year. About a third of the exam questions will ask you to apply course ideas to a case study distributed on UM Learn in Class 9.

Final grades will be assigned as follows. Among those who pass the course, letter grades are distributed according to the distribution below.

Percentage of students with a grade $\geq 65\%$	Letter	Grade Point	Performance
Top 10%	A+	4.5	Excellent
Next 15%	A	4.0	Very good
Next 35%	B+	3.5	Good
Next 25%	B	3.0	Satisfactory
Next 15%	C+	2.5	Marginal
Grades (below 65)	Letter	Grade Point	Performance
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 absence from lectures may result in a failing grade. It is your responsibility to submit your self-declaration online. A link is available on UM Learn.

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/student-supports/academic-supports/student-advocacy/self-declaration-policy-students>, 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.

COURSE SCHEDULE

CLASS	DATES	PREPARATION
1	Sept 15	Topic: Why do organizations exist? Read Class 1 readings on UM Learn (note that you just need to give the Valve handbook a very quick skim, not a detailed read). Prepare the Valve case
2	Sept 22	Topic: Changing culture with people and processes Read Class 2 readings on UM Learn Prepare the General Mills Canada case Sign up for your hotseat week on UM Learn

CLASS	DATES	PREPARATION
3	Sept 29	Topic: How do we set goals and motivate ourselves and others? Read Class 3 readings on UM Learn. Submit your profile self-assessment Prepare the Tractors Inc. case
4	Oct 6	Topic: How do we give and receive feedback? Read Class 4 readings on UM Learn. Prepare the Allen & Overy case
	<i>University closed Oct 13 for Thanksgiving; no classes.</i>	
5	Oct 20	Topic: How do we make work more meaningful? Engagement, job crafting, and meaningful work Read Class 5 readings on UM Learn. Prepare the Tessei case <i>* In class group project work</i>
6	Oct 27	Topic: How do we influence others? Power, politics, leadership, and upward influence. Read Class 5 readings on UM Learn. Prepare the Tim at Torngat case (UM Learn)
7	Nov 3	Topic: How do we make organizational life kinder? Managing incivility and mistreatment at work. Read Class 7 readings on UM Learn Prepare the Blizzard-Activision case <i>Group project due before class</i>
	<i>No classes Nov 10 (Fall break)</i>	
8	Nov 17	Topic: How do we create and claim value in negotiations? Basics of integrative and distributive negotiation Read Class 8 readings on UM Learn. <i>No case prep required – case distributed in class</i> <i>Best-self profile due before class</i>
9	Nov 24	Topic: How do we make more effective decisions? Effective problem formulation and group decision-making. Read Class 9 readings on UM Learn. <i>No case prep required – case distributed in class</i>
10	Dec 1	Topic: How do we promote ethicality and avoid ethical lapses? Social responsibility, ethical dilemmas, and 'bounded ethicality' Read Class 10 readings on UM Learn. Prepare Agnico Eagle Mines
EXAM	Dec 10	<i>6:15-9:30pm, Scotiabank Technology Centre (200 level, Drake Center)</i>

Budgeting time for readings

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.

PREPARING A CASE

If you haven't taken a class with case studies before, the idea is that you are presented with a real business problem to solve. To prepare the case, read it and ask yourself the following questions:

- Who is the decision-maker, and what do they care about?
- What specific questions are you being asked to answer in the case?
- How would you summarize the problem to be solved by the firm?
- What are the root causes of the issues being faced?
- What would any good solution need to accomplish or achieve?

You'll note that none of this requires you to come up with a recommendation. Typically, we'll work on identifying possible recommendations in class. When we discuss the case in class, we may consider some or all of the following (different cases are explored in different levels of depth):

- What overall strategy would solve the problem as framed?
- What major initiatives, programs, or tactics would be most important to driving forward this strategy?
- What resources or whose cooperation is needed (internal or external to the firm)?
- How would you measure progress?
- What is the timeline? What costs, resources, and staffing needs are involved?
- What are the most serious or likely risks to the plan, and how can these risks be managed or mitigated?
- What measurable outcome will the solution create, and how will this be measured?

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).

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

About health: **Please don't attend class if you are unwell and infectious to others.** 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 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, the best-self profile is an individual assignment and should be completed individually. Your profile is 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.

Lastly, academic dishonesty in group projects typically results in an allegation against *all* group members. Please ensure you communicate and enforce expectations of academic integrity within your groups.

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 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.

AI TOOLS

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

SPECIFIC TO THIS CLASS: Specific AI use guidance will be provided for the individual and group assignments.

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 on Tuesdays and Thursdays, by appointment. The booking link is on UM Learn. My default availabilities are Tuesdays and Thursdays from 3-5pm. If you can’t find a time that works with your schedule, please email me. I generally book meetings in half-hour blocks. I am open to meeting students online via Zoom, by phone, 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

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 or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	Asper Graduate Student Resources
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment

Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior
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FACULTY BIOGRAPHY

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

Lukas Neville

Dept. 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 Academic Coordinator for the President's Student Leadership Program and Burns Leadership Institute. Lukas holds 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 specialties 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.