INSTRUCTOR
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Class Location: 537 Drake Centre
Class Time: Mon., 14:30-17:45
Mon., 14:30-17:45
G01
Thu., 18:15-21:30
G02
By appointment at
Office Hours https://lukasneville.
ycb.me

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.
COURSE OBJECTIVES

In each week, we will combine readable and engaging summaries of social science research with practical challenges, including cases, role-plays and simulations. The aim is for you to learn from one another and 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

The required course materials are provided in a case and readings package, available through the University of Manitoba bookstore.

Case and Reading Package
Your reading and case package, purchased at the bookstore, includes your core readings for the class and the cases we will be using in class. You must purchase this package before the class begins; assigned readings and case analysis based on the readings begin in Class 1.

The cost for both packages reflect the licensing fees for the cases, license costs for any material that exceeds the provisions of fair dealing or the University’s agreements with publishers, and cost recovery for the bookstore’s cost of producing the bound packages.

The case and reading package includes:

4. Valve Handbook for New Employees

Additional readings
If an issue or question comes up in class discussion and an additional supplemental reading seems appropriate and important to clarify, I may assign an additional reading not included in your package. These materials will be posted (at no cost) on UM Learn for you to download. You are responsible for checking UM Learn regularly. Any additional readings will be posted at least five days before class.

I do not expect to do this regularly, since I understand that your time is already limited by balancing personal, professional and academic priorities. Any supplemental readings will be short.

A note about readings
The course includes, as you can see, 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.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the MBA Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the MBA Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.</td>
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<tr>
<td></td>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
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<td>B. Students are able to identify different strategies.</td>
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<td></td>
<td>C. Students are able to perform a basic strategic analysis.</td>
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<td></td>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
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<td>2 Global Perspective Students will adopt a global mindset in considering organizational decisions.</td>
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<td></td>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
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<td></td>
<td>B. Students have an awareness of different global perspectives.</td>
<td>✓</td>
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<td></td>
<td>C. Students have been exposed to global business environments through course materials</td>
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<tr>
<td>3 Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.</td>
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<tr>
<td></td>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>✓</td>
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<tr>
<td></td>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
<td>✓</td>
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<td></td>
<td>C. Students demonstrate moral development in ethical decision making.</td>
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<td></td>
<td>D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
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<tr>
<td>4 Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.</td>
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<tr>
<td></td>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
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<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
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<td>C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.</td>
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<td></td>
<td>D. Students are able to interpret the results of a financial analysis.</td>
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COURSE ASSESSMENT

Your course grade is made up of four components, plus potential bonus or penalty marks. The components include both individual and group work. The components, and their weighting in the calculation of your grade, are listed below:

Peer-rated group leadership (15%)
Each class will involve group case and topic discussions. One week, you will be responsible for leading your group. This will involve leading and facilitating the discussion, capturing notes, helping to synthesize the ideas raised by your group members, and acting as a spokesperson for your group as we begin the class discussion. You will be responsible for submitting a memo summarizing your group’s key insights and takeaways (copying your group members) within a week of the class. The calendar of assigned classes will be established in Class 2, along with guidelines for facilitation. The quality of your leadership, contributions to the group, and the usefulness of your summary memo will be rated by your colleagues.

- **A note about group leadership**: It is **not** the role of the group facilitator/leader to do your reading for you. You must arrive ready to analyse and discuss the case and readings each week, regardless of who is leading. (If the assigned leader is absent due to illness, for instance, the group must be able to have its discussion nonetheless.). If the leader finds that any student has arrived unprepared, he or she may inform the instructor, who may elect to reduce the student’s engagement/contribution grade (see below).

- **A note about peer evaluation**: Because these peer assessments constitute a non-trivial part of your overall grade, your peer evaluations are required. A failure to provide a peer evaluation within the deadline provided in the guidelines may result in a penalty to your own group leadership grade.

Instructor-rated class engagement and contributions (15%)
Because this course relies heavily on applications and discussions of materials, a portion of your grade will be determined from active learning activities. Active learning means that you take responsibility both for your learning, and helping others to learn more about the material. This course is about building skills to enable you to be a better employee, team member, manager and leader. Active learning in the course is your way to demonstrate the attitudes and behaviours that are required of these roles. This will include an overall assessment of your contributions in a number of categories:

- **Attendance and involvement** – attending every class (with exceptions for serious emergencies), arriving on time and remaining fully engaged throughout the class.

- **Preparation** – showing evidence of having carefully completed and prepared for each class by making contributions that show a clear and informed understanding of the materials and cases.

- **Pop quizzes** – I do **not** intend to use pop quizzes. However, if at any point during the course of the term it becomes clear that basic preparedness has become an issue, I reserve the right to administer pop quizzes and use them as a part of this grade.

- **Participation in full-class discussions** – offering informed, constructive, original contributions that build on what classmates have already said to move the discussion forward, offer original insights, share useful examples and experiences, and integrate ideas from the readings into the discussion.
  - **A note about cold-calling**: I will call on students to participate in a number of ways – asking them for case details, asking their opinion, asking them to apply
ideas from the readings, etc. For basic matters (like details from the case), you are expected to answer. If I ask for opinions, analysis, etc., you can ask me to come back to you later in the discussion (without it counting against you). It’s okay to need to think a little more before jumping in (but it’s not okay to simply opt out of the discussion entirely)

- **A note about effective contributions:** Great contributors in the classroom (just like in the workplace) don’t simply take up the airtime. They listen intently to others, and their contributions respond to and build on the ideas others offer. Their reflections show a deep understanding of the ideas and situations being discussed.

You will receive your grade for this component twice during the term – once after Class 5 and before Class 6, and once after Class 10 but before the final exam. The grade is an overall appraisal provided by the instructor. A handout rubric will be provided in Class 1 to provide an overview of how your contributions will be assessed.

**Personal Leadership Profile (30%)**

In Class 6, you will reflect on the results of a ‘Reflected Best Self’ exercise (see Roberts, Dutton, Spreitzer, Heaphy & Quinn; Spreitzer, Stephens & Sweetman, 2009). Beginning in class, you will reflect on the feedback received from those you know personally and professionally in order to create a personal leadership profile. This profile, drawing on the feedback you received, will summarize your leadership strengths, identify the situational factors that support and enable you to be at your best, and lay out a plan for deepening your impact as a leader based on this feedback. Details about collecting feedback will be provided in Class 2, and you must submit confirmation of your outreach by class 3. A rubric will be shared by Class 4. The assignment is due before the start of Class 8, and grades will be provided before the final exam.

**Final Exam (40%)**

The final exam will be a 3-hour, closed-book, written exam during the exam period (scheduling TBA). The exam will be cumulative, and students will be responsible for all of the lectures, discussions and assigned readings. You will be provided with a case in the final week of class. Half of your exam will ask you to apply key concepts and evidence from the course to this particular case. The remainder will be open-ended and short-answer questions. Some of these will test your understanding of specific key concepts from the readings; others will ask you to integrate or synthesize ideas from across the cases, readings, and class discussions.

**Unprofessionalism penalty (up to -10%)**

Disruptive, discourteous, or otherwise unprofessional conduct in the classroom environment may be assessed an additional penalty (beyond lost marks on your engagement/contribution grade). This includes any behaviour that is seen to deteriorate the quality of the classroom environment or impinge on others’ learning. This can include repeated or serious instances of lateness, absence, or unpreparedness if it is considered to deteriorate the quality of your group’s discussions or the classroom discussions. I encourage you to be “tough on the ideas” – but kind and considerate to one another.

**Research Bonus (up to +2%)**

Faculty and research graduate students in the Asper School of Business conduct a range of research studies that rely on the participation of the Asper community. Your involvement in this research is important to the school’s research productivity (which is central to its reputation and profile). To recognize your contributions as a research participant, I will provide a 2% bonus to any student who participates in two hours of research studies or surveys.
conducted by Asper faculty or research graduate students (M.Sc./Ph.D.). Studies are listed on Sona Systems (http://manitoba-asper.sona-systems.com). You can sign up for a Sona account at the start of the term. Space in studies may be limited and enrolment is on a first-come, first-served basis, so you are encouraged to check regularly for studies on Sona. More details will be posted early in the term on UM Learn.

Final Grades
Final grades will be assigned as follows. Please note that the MBA Office reserves the right to determine the final class average and grade distribution in order to ensure comparability across courses. Final grades may be adjusted or curved accordingly. The anticipated class average will generally be expected to correspond to a GPA of 3.5-3.8 (B+), though the details are at the discretion of the MBA Office and/or the Associate Dean of Professional Programs. Any such adjustments will be to the final grades (the relative weighting of each individual course component will remain unchanged).

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter</th>
<th>Grade Point</th>
<th>Performance</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>4.0</td>
<td>Very good</td>
</tr>
<tr>
<td>75-84</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
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<tr>
<td>70-74</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
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<tr>
<td>65-69</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
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<tr>
<td>60-64</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
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<tr>
<td>50-59</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
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<tr>
<td>Below 50</td>
<td>F</td>
<td>0</td>
<td>Unsatisfactory</td>
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COURSE SCHEDULE

Absences
Class attendance is required. Missing more than 20% of this course (2 classes) 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.

If you miss your facilitation session because of a legitimate absence, the instructor will at his sole discretion provide an alternate facilitation opportunity, or an alternative assignment, or a reweighting of course components. Other than legitimate unplanned absences (e.g., medical absences), the facilitation session cannot be rescheduled once chosen.

Late penalties
Late submissions are penalized 10% per day including weekends unless an extension has been arranged in advance for a legitimate reason. Grading turnaround commitments (e.g., receiving your leadership profile grade before the exam) are based on work being submitted by the deadline. All components of the course must be submitted. Failure to submit any of the course deliverables will result in a failing grade.
<table>
<thead>
<tr>
<th>Class</th>
<th>Dates</th>
<th>Preparation</th>
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</table>
| 1     | G01: M 17 Sep G02: Th 20 Sep | Topic: **Why do organizations exist?** Structures, forms, and organizational design  
**Preparation:**  
- Read the assigned chapters from The Org.  
- Read the Vanity Fair article on Microsoft during the 1990s and early 2000s (*Microsoft’s Lost Decade*)  
- Skim-read the Valve employee handbook to get a sense for the company, then prepare the Valve case.  
- Prepare for class discussion. Prepare notes to answer the following questions in our class discussion.  
  - The Vanity Fair article savages Microsoft’s stack ranking system. But Valve employs a form of stack ranking in its compensation, too (see pp. 27-33 of the Valve employee handbook). Why do you think it would be so toxic in one place, but seemingly benign in another?  
  - In The Org, Fisman and Sullivan talk about balancing between “stars and guardians”. How might this idea help to explain Microsoft’s “lost decade”?  
  - What “multitasking problems” (see Fisman and Sullivan for an explanation of this idea) would you expect to emerge at Valve if it expanded into hardware development?  
  - What changes to the structure of Valve would you recommend in order to transition into being a hardware developer?  
**Administration**  
- Course overview and policies  
- Handout overview of class engagement/contribution mark |
| 2     | G01: M 24 Sep G02: Th 27 Sep | Topic: **How do the people make the place?** Personality, selection, and organizational culture  
**Preparation:**  
- Read *A Process for Changing Organizational Culture*.  
- Read *The People Make The Place*.  
  Skip the first few pages. Start with the section titled ‘The Attraction-Selection Framework’ (pg. 440). Focus less on the academic history, and focus more on the main main arguments about how attraction, selection, and attrition shape goals, culture, and climate.  
- Prepare the General Mills Canada case. Prepare notes to answer the following questions:  
  - If David Homer wants to create a culture of innovation at Mills, what does he need to focus on first?  
  - Ben Schneider is doubtful about changing structures and processes without changing the people. Kim Cameron is more hopeful about structures, systems and policies. How would you reconcile these two perspectives to give advice to Homer? |
Thinking about Cameron’s typology of culture “types”, where is Mills now, and where does it need to be?

Mills’ current culture emphasizes rigour and accountability. Can this be preserved while promoting innovation? How?

**Administration:**
- In-class signups for group facilitation
- Facilitation guidelines
- Instructions for collecting for personal leadership profile contributions

<table>
<thead>
<tr>
<th>3</th>
<th>G01: M 01 Oct</th>
<th>Topic: <strong>How do we motivate others and ourselves?</strong> Goals, motivation, compensation and rewards</th>
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<tbody>
<tr>
<td></td>
<td>G02: Th 04 Oct</td>
<td>Preparation:</td>
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<tr>
<td></td>
<td></td>
<td>• Read <em>Building a Practically-Useful Theory of Goal-Setting and Task Motivation</em></td>
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<td>This paper is ‘heavy lifting’. It contains a great deal of detail about studies and empirical results; don’t get caught in the weeds. Instead, think in broad strokes about what it tells us about why and when goals motivate, and what kinds of characteristics goals need in order to motivate.</td>
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<td>• Read <em>Goals Gone Wild.</em></td>
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<td>• Read the assigned chapters from <em>Why Work Sucks</em></td>
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<td>• Prepare the Mabel’s Labels case. Prepare notes to answer the following questions:</td>
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<td></td>
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<td>• How well do you think Mabel’s Labels has implemented the ROWE system that you read about in <em>Why Work Sucks</em>?</td>
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<td>• What struggles has Mabel’s Labels had with the ROWE? Do you think these struggles represent a fundamental problem with the ROWE philosophy, or is it just a matter of implementation?</td>
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<td></td>
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<td>• In what ways does the ROWE system fit well or poorly with what we know about effective goal-setting from Locke and Latham?</td>
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<td>• What insights might ‘Goals Gone Wild’ provide you about how or why this system would fail? Explain.</td>
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<td>• Cole thinks that “no immediate changes needed to be made.” Do you agree? If not, what immediate changes would you recommend? If so, what would you focus on in the medium and long term?</td>
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</table>

**Administration:**
- Provide confirmation of leadership profile outreach

*Note: University closed Monday October 8th*
| 4 | G01: M 15 Oct  
G02: Th 11 Oct | **Topic:** *How do we fail, learn, and improve?* Feedback and appraisal, learning, and change.  
**Preparation:**  
- Read *When Doctors Make Mistakes.*  
  This may make some a bit squeamish (it includes some vivid descriptions of surgical work). But read on, and think about what non-medical professions might take away from Gawande’s reflection on surgical errors.  
- Read *Looking Forward to Performance Improvement.*  
- Read *Reinventing Performance Management.*  
- Prepare the Morgan Stanley case. Prepare notes to answer the following questions:  
  - Assess the system in terms of Morgan Stanley’s objectives (see the list, posted to UM Learn).  
  - Think about our discussion of goal-setting from the previous week. How does this system fit with what we know about the process for setting effective goals?  
  - Can one system be used to both give developmental feedback and guide performance evaluations and compensation decisions?  
  - Morgan Stanley is an international firm. Do you think this approach to evaluation will work equally well across national and cultural contexts? Why?  
  - You’ve read about two other approaches to performance evaluation (‘feedforward’ in an equipment firm and ‘snapshots’ at Deloitte). What advantages or disadvantages might these systems have by comparison to the 360-degree system at Morgan Stanley?  
  - Morgan Stanley’s system is focused on performance and employee development. What would be different about it if their goal was helping the firm learn from failures and mistakes? What features would such a system have?  
**Administration:**  
- Rubric provided for leadership profile  
- Instructions provided for ‘before diagram’ for job crafting exercise in Class 5. |

| 5 | G01: M 22 Oct  
G02: Th 18 Oct | **Topic:** *How do we make work more meaningful?* Engagement, job crafting, and meaningful work  
**Preparation:**  
- Read Chapter 2 of *Bullshit Jobs*. |
• Read *The Call of the Wild*.
  Skip or skim all the methods (the bits about ‘grounded theory’, scale
  construction, and the details of the regression analysis). Instead, focus
  on what the authors mean by a ‘calling’ and their findings about the
  “double edged sword” of seeing work as a calling.

• Read *Turn the Job You Have into the Job You Want*.
  o Prepare a ‘before diagram’ of your current or your most
    recent job, following the instructions from Class 4.
  o Reflect on what elements, if any, of your job are (to use
    Graebner’s term) ‘bullshit’, and which are deeply meaningful.
    Be prepared to discuss your before diagram with a peer.

• Prepare the Tessei case. Prepare notes to answer the following
  questions:
  o Train cleaning is seen as dirty, difficult, and dangerous—a
    ‘last resort’ job. Is this unavoidable? What might be done
    that would make this work more meaningful, purposeful, or
    engaging?
  o How would you summarize all of the issues faced by Tessei in
    a brief, high-level statement? Be prepared to share and
    discuss this formulation with your group.
  o If you were in Yabe’s shoes, what specific plan would you
    recommend for addressing the problems outlined in the
    case? What kind of budget would be required to fund your
    solutions?

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6
G01: M 29 Oct
G02: Th 25 Oct

Topic: **How do we influence others?** Power, politics, leadership, and upward influence.

Preparation:
• Read *Power*
• Read *Give and Take*
• Prepare the Thomas Green case. Prepare notes to answer the following
  questions:
  o Assess Green’s job performance in the first five months. What
    mistakes has he made?
  o Describe what you would do if you were Thomas Green. Start
    with the immediate (next days), and then outline a longer-term
    plan over the weeks and months to follow.
  o Thinking about your own career, what are the most important
    factors in gaining influence and managing politics at work?
  o Pfeffer and Grant give quite different pictures of how to achieve
    influence in organizations. How can these perspectives be
    reconciled?

Administration:
• Engagement/contribution grade provided prior to class.

Note: G01 class 7 scheduled for Thursday, not Monday
<table>
<thead>
<tr>
<th>G01: Th 08 Nov (14:30-17:45)</th>
<th>Topic: <strong>How do we make organizational life kinder?</strong> Managing incivility and mistreatment at work.</th>
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<tbody>
<tr>
<td>G02: Th 01 Nov</td>
<td><strong>Preparation:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Read <em>The Cost of Bad Behaviour</em></td>
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<td>2. Read <em>The No Asshole Rule</em></td>
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<td>3. Prepare the Jenner case. Prepare notes to answer the following questions:</td>
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<tr>
<td></td>
<td>o How serious is this situation? Why?</td>
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<td>o Is dealing with this situations straightforward or complicated? Why?</td>
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<td>o Think about your own organizations, current or previous: How did they either tolerate or prevent high-performing 'stars' from being abusive or discourteous?</td>
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<td></td>
<td>o How do you discourage discourteous, uncivil or abusive behaviour without stifling discussion or tolerating low performance?</td>
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<td>o What should Dr. Sones do?</td>
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</tbody>
</table>

**Note:** No classes Nov 12-18

<table>
<thead>
<tr>
<th>G01: M 19 Nov</th>
<th>Topic: <strong>How do we create and claim value in negotiation?</strong> Basics of integrative and distributive negotiation.</th>
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<tbody>
<tr>
<td>G02: Th 08 Nov</td>
<td><strong>Preparation:</strong></td>
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<tr>
<td></td>
<td>1. Read Investigative Negotiation</td>
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<td>2. Prepare notes to answer the following questions:</td>
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<td></td>
<td>o Bazerman and Malhotra describe a style of negotiating that is about problem solving and joint gains. What factors would make it difficult to use this style?</td>
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<td>o What do you personally find most difficult about negotiating?</td>
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<td>o Reflect on your last negotiation. Think through the advice in Investigative Negotiation. What might you have done differently in your negotiation based on this advice?</td>
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**Administration:**
- Leadership profile due before class (submit on UM Learn)
| 9 | G01: M 26 Nov   | Topic: **How do we make more effective decisions?** Effective problem formulation and group decision-making. |
|   | G02: Th 22 Nov | Preparation: |
|   |               |   - Read *Are You Solving the Right Strategic Problem?* |
|   |               |   - Prepare notes to answer the following questions: |
|   |               |     - How closely does this process match the normal process of decision-making in your current or most recent organization? What’s different about this approach? |
|   |               |     - What would be hardest about implementing this approach in your organization? What’s unrealistic or problematic about it as a process? |
|   |               |     - What types of problems would it be best suited for, and least well suited for? |

| 10 | G01: M 03 Dec | Topic: **How do we promote ethicality and avoid ethical lapses?** Social responsibility, ethical dilemmas, and ‘bounded ethicality’ |
|    | G02: Th 29 Nov | Preparation: |
|    |               |   - Read *Blind Spots* |
|    |               |   - Prepare notes to answer the following questions: |
|    |               |     - What role do you think personal ethics plays in effective leadership? |
|    |               |     - What are the red flags for an organization at risk of unethical behaviour? (In other words, what factors make it ‘easy to be unethical’ in organizations?) |
|    |               |     - In what way do MBA programs (here at Asper or in general) contribute to unethical behaviour or socially irresponsible decision-making? What can be done to remedy these problems? |
|    |               |   - Read the MBA Oath case. Prepare notes to answer the following questions: |
|    |               |     - How effective do you expect the MBA Oath to be in enhancing ethical conduct in business? Why? |
|    |               |     - Do you think the MBA Oath can be ‘exported’ globally with equal effectiveness? In what ways do you think it is either culturally bound or culturally universal? |
|    |               |     - What changes to the Oath or the organization around the Oath would you propose that you think would enhance its effectiveness? |

**Administration:**
- Exam case circulated
- Discussion of the exam format, sample questions, preparation strategies
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/human_ethics_REB_forms_guidelines.html.
In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


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.
COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website: http://umanitoba.ca/faculties/management/programs/graduate/mba/media/Schedule-A-ROASS.pdf

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

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

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

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

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

Consequences for academic dishonesty can be extremely severe, including
Specific to this course, there are some additional guidelines to ensure academic integrity is maintained.

- Individual assignments (e.g., the Personal Leadership Profile) must be completed individually. Do not share your submissions with others before the submission deadline. Do not use other students' work as a ‘template’ for your own.

- Prepare the readings and cases individually unless the instructor specifically indicates otherwise.

- There are many papers and websites available online about widely-used HBSP cases. It is not acceptable to simply paraphrase or rewrite someone else’s analysis of a case.

- Do not share information about role-plays, cases, or exercises (“spoilers”) with students in the other section of the class.

- You must not claim credit for participation in a research study in more than one class.

- During exercises with confidential role information, you may not look at anyone else’s role information, nor may you show them your own role information. By showing your partner your role information, point sheet, or other confidential information, you break the realism of the exercise. You also reduce the educational value of the exercise in terms of improving your own effectiveness as a manager.

Overall:

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

Lukas Neville is an assistant professor of organizational behaviour at the Asper School of Business at the University of Manitoba. He holds a Ph.D. from the Smith School of Business at Queen’s University. Lukas teaches in the B.Comm, MBA, and Executive Education programs at the Asper School, and has facilitated training and workshops for audiences in a range of industries, including telecom, healthcare, and financial services. Lukas’ research and teaching interests relate to helping individuals, organizations, and teams recover from conflict and workplace transgressions. His most recent research, funded by the Social Sciences and Humanities Research Council of Canada, relates to forgiveness in the workplace, and his previous research has been published in journals in the fields of management and organizational psychology. His teaching has been recognized with a range of awards, including the Reg Litz MBA Luminary Teaching Award, the Associates Achievement Award for Teaching, the University of Manitoba Merit Award for Teaching, and the CSA Golden Shovel.