INSTRUCTOR

Name: Jamie Hall
Phone: 204 803-0759
Email: James.Hall@umanitoba.ca

Availability: before/after class, by appointment

Class Time:
Sept. 29, 8:45 – 1:00
Nov. 3, 8:45 - 2:30
Nov. 24, 8:45 - 1:45

COURSE DESCRIPTION

This course explores the nature of the challenges inherent in senior leadership. After contemplating the generic challenge of responsible executive leadership, students engage in extended dialogues with several executives concerning their experience in leading organizations with special attention to selected program themes. This three-class portion of the course focuses on ethical executive behaviour.

COURSE OBJECTIVES

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

1. an understanding of the responsibility of business in society.
2. an understanding of ethical decision making.
3. moral development in ethical decision making.
4. an understanding of the responsibilities of a leader’s role as it relates to ethics.

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

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

<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>
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</thead>
<tbody>
<tr>
<td><strong>1 Strategic Thinking</strong> 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>1. A. Students are able to identify situations where strategic thinking is necessary.</td>
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<td>1. B. Students are able to identify different strategies.</td>
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<tr>
<td>1. C. Students are able to perform a basic strategic analysis.</td>
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<td>1. D. Students are able to recommend strategic alternatives and their implementations.</td>
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<tr>
<td><strong>2 Global Perspective</strong> Students will adopt a global mindset in considering organizational decisions.</td>
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<td>2. A. Students have an awareness of global diversity, and multicultural awareness.</td>
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<td>2. B. Students have an awareness of different global perspectives.</td>
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<td>2. C. Students have been exposed to global business environments through course materials</td>
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<tr>
<td><strong>3 Ethical Mindset</strong> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.</td>
<td>X</td>
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<tr>
<td>3. A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>X</td>
<td>Class 1 - Contemplating modern corporations and the nature of executive responsibilities</td>
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<tr>
<td>3. B. Students demonstrate an understanding of ethical decision making.</td>
<td>X</td>
<td>Class 2 - Exploring the emergence of irresponsible executive behaviour in corporate systems</td>
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<td>3. C. Students demonstrate moral development in ethical decision making.</td>
<td>X</td>
<td>Class 3 - Reclaiming our executive responsibilities: Manager as redemptive change agent.</td>
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<td>3. D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
<td>X</td>
<td>Class 3 - Reclaiming our executive responsibilities: Manager as redemptive change agent.</td>
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<tr>
<td><strong>4 Quantitative and Financial Proficiency</strong> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.</td>
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<tr>
<td>4. A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
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<td>4. B. Students are able to apply financial methodologies in the answering of business questions.</td>
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<tr>
<td>4. 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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<tr>
<td>4. D. Students are able to interpret the results of a financial analysis.</td>
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COURSE MATERIALS

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


Students are responsible for purchasing or borrowing these texts.

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

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

COURSE ASSESSMENT

The mandatory portions of the final grade include

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

In addition, there will be optional assignments which you can complete in order to reduce the portion of your mark assigned to class participation, the final assignment, or both. This is detailed in the Course Evaluation Contract (Appendix 1A or 1B).

Students Determine How Marks Are Distributed

You will have two decisions to make regarding the distribution of your marks. First, you will select the method of class participation - graded participation (Appendix A) or non-graded participation (Appendix B). Second, you will decide whether you will be completing optional assignments, and if so, how marks will be distributed for them. This is detailed in the Course Evaluation Contract (Appendix 1A or 1B.)

Please complete either Appendix 1A (graded participation) or Appendix 1B (non-graded participation) and submit these to me by the end of the second class.

Class Participation

You have the opportunity to choose how your participation will be evaluated across the three sessions:

Non-graded Participation – You may choose to simply receive a score of 70 points out of 100 with participation worth 25 percent of your final grade. Choice of this option assumes that you are present for all three sessions.

Graded Participation – You may choose to have your participation evaluated along a 0-100 point continuum in which participation in both main and break-out sessions is assessed by the instructor/discussion section leader. You will be assessed for both initiative and mastery of the subject.
**Assigned Seating**
Some students have been surprised to arrive at the first class to find their seats assigned. This is done to ensure the instructor and discussion leaders are able to accurately capture class participation. You will have the same seat assignment for all three classes.

**Policy on class attendance**
NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform me in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. If you are aware of any planned absence(s) please provide written notification at your earliest convenience at James.Hall@umanitoba.ca. In the event of an unforeseen emergency, please call me at 204-803-0759 at your earliest convenience to explain your absence. Absence from class shall be noted and considered in evaluating participation.

**Recording and grading of class participation**
The discussion leaders will be responsible for recording class participation during each session – for both the plenary sessions and the small group discussion sessions. The amount and quality of participation will both be factored into the grade. If you have questions about your participation in a particular class, please talk directly to your discussion leader. 30 minutes after each class documents of participation will be considered permanent records.

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

**Final grades will be assigned as follows:**

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

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27</td>
<td>Pre-Essay #1 Due (11:59 p.m.)</td>
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<tr>
<td></td>
<td>Optional Assignments for First Class Due (11:59 p.m.)</td>
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<tr>
<td>September 29</td>
<td>First Class (8:45 a.m. – 1:00 p.m.)</td>
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<tr>
<td>November 1</td>
<td>Pre-Essay #2 Due (11:59 p.m.)</td>
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<tr>
<td></td>
<td>Optional Assignments for Second Class Due (11:59 p.m.)</td>
</tr>
<tr>
<td>November 3</td>
<td>Second Class (8:45 a.m. – 2:30 p.m.)</td>
</tr>
<tr>
<td>November 22</td>
<td>Pre-Essay #3 Due (11:59 p.m.)</td>
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<tr>
<td></td>
<td>Optional Assignments for Third Class Due (11:59 p.m.)</td>
</tr>
<tr>
<td>November 24</td>
<td>Third Class (8:45 a.m. – 1:45 p.m.)</td>
</tr>
<tr>
<td>November 26</td>
<td>Post-Essay #3 Due (11:59 p.m.)</td>
</tr>
<tr>
<td></td>
<td>Final Optional Assignments Due (11:59 p.m.)</td>
</tr>
<tr>
<td>December 7</td>
<td>Final Integrative Memo Due (11:59 p.m.)</td>
</tr>
</tbody>
</table>

INTRODUCTION TO THE COURSE: A note from Jamie Hall
As an Asper MBA Alumni and a practicing executive, I welcome you to this portion of the 2018 Seminar in Executive Leadership and Responsibility. Two decades ago, I was enrolled in an earlier version of this course taught by Dr. Reg Litz. I was thrilled eighteen years ago when Reg asked if I would assist in its delivery as a small group discussion leader. I found my involvement serves as an annual re-calibration, ongoing maintenance if you will, against which I can measure my performance as an executive. Although I am leading the course, it remains, dominantly, a course with Reg’s mark on it. Sadly, Reg passed away in December 2013. This course outline is mostly Reg’s work with some updates on my part. I am looking forward to this unique and rewarding learning opportunity upon which we are about to embark.

PRE- and POST-CLASS ESSAYS

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

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

The essays’ purpose is twofold:
(1) to enable you to share your personal perspective on the topic of discussion,
(2) to maximize your in-class learning experience.

Each essay should simply provide your answer to the assigned study questions. Please respond to all assigned questions by restating the question followed by your answer.

Deadline for submission of pre-class essays and post-class essay
Each of the three pre-class essays must be submitted by the Thursday prior to each class. The final post-class essay is due the Monday after the final class.
Given the opportunity to plan ahead for the timely completion of the essays, late essays will not be accepted.

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

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

Concerning the public reading of essays
In the interests of making the discussion as relevant as possible to your current state of understanding, I may wish to read some or all of one or more of your essays to the class or include same in a handout of summary comments. If you do not wish your essay to be read or quoted publicly either in whole or in part, please write DO NOT READ PUBLICLY in BOLDED CAPITAL LETTERS at the top of the essay. If you are willing to have your essay be read to the class (or included in a handout of selected comments), you need add no special markings. Public reading of your essays does not constitute a form of class participation.

Concerning grading of essays
The three pre-class essays and the post-class essay will be eligible for either a ‘satisfactory’ (pass) grade or an ‘unsatisfactory’ or (fail) grade. I will grade the pre-essays prior to each class. I will notify you by email prior to class if your essay is ‘unsatisfactory.’ Unless notified, you may assume each completed essay is ‘satisfactory’ and thus will receive full marks (5% per essay).

No re-dos will be allowed on late essays or essays graded ‘unsatisfactory’.
OPTIONAL ASSIGNMENTS
There are four types of optional assignments you may choose to complete:

1. Field Interviews
2. Experiments with Truth
3. Pre-Class Film Review
4. Post-Class Documentary Review

You may complete up to two of each of the four types of optional exercises over the course of the three classes. In other words, you can choose to complete no optional assignments without penalty, or you can choose to complete up to eight optional assignments (each worth 3% of your final mark.) Furthermore, please note that completing a specific kind of optional assignment in one class in no way obligates you to complete any other optional assignments of the same kind in another class (e.g., you may complete only one experiment and do not have to complete any of the others).

Submission of optional assignments
Each assignment is expected to be between one and three single-spaced pages. Your optional assignments should be submitted electronically according to the following guidelines:

Submit the optional assignment on UM LEARN in the appropriate dropbox, two days before the relevant class in order to receive credit.

Please name the file by using the following items in the specified order: Last name, First name, the word the describes the optional assignment (eg. “Interview”, “Experiment”, etc.) and the associated number (e.g., 1, 2, 3, etc.) of the class that the essay is prepared for. For example: JonesTom.Experiment2.

Concerning grading of optional assignments
All optional assignments will be eligible for either a ‘satisfactory’ (pass) grade or an ‘unsatisfactory’ or (fail) grade. You will be notified if your assignment is ‘unsatisfactory’ prior to the next class. Unless notified, you may assume each completed assignment is ‘satisfactory’ and thus will receive full marks. No re-dos will be allowed on late essays or essays graded ‘unsatisfactory’.

Concerning the public reading of optional assignments
In the interests of making the discussion as relevant as possible to your current state of understanding, I may wish to read or quote some or all of one or more of your findings from your optional assignments to the class or include same in a handout of summary comments. If you do not wish an optional assignment to be read publicly, either in whole or in part, please write DO NOT READ PUBLICLY in BOLDED CAPITAL LETTERS at the top of the essay. If you are willing to have your assignment be read to the class (or included in a handout of summary comments), you need add no special markings. Public reading of your assignment does not constitute a form of class participation.

OPTIONAL PRE-CLASS FIELD INTERVIEWS

You may complete up to two field interviews (each worth 3 percent of your final grade.) Full descriptions of the interviews are found with the description of each of the class.

The interviews may be carried out either in-person, by telephone, or by email. In the interests of sampling diversity a subject may only be interviewed once by a particular student.
OPTIONAL PRE-CLASS EXPERIMENTS WITH TRUTH

You may complete up to two field experiments (each worth 3 percent of your final grade.)

Each experiment will take place during a 24-hour period sometime during a typical working week. For full-time students a regular school day will suffice.

OPTIONAL PRE-CLASS FILM REVIEW

You may complete up to two film review assignments (each worth 3 percent of your final grade.) Only one film review assignment may be completed for credit per class. Your assignment is to simply view the film and then write a reflection on the accompanying question. Feel free to include any other thoughts concerning how the film relates to the assigned readings and/or the course in general.

The selected films are listed at the start of each session description in this outline. You are responsible for procuring your selected film(s).

OPTIONAL POST-CLASS DOCUMENTARY REVIEW

You may complete up to two post-class documentary viewing assignments. Each completed documentary assignment will be worth 3 percent of your final grade. Your assignment is to complete the assigned reading, view the documentary and then write a short reflection on the assigned questions. Feel free to include any other thoughts concerning how the documentary relates to the assigned readings and/or the course in general.

The selected documentaries and readings are listed after each session, together with their respective URLs.

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1 Title inspired by M. Gandhi’s autobiography.
FINAL ASSIGNMENT

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

An electronic copy of the final assignment must be submitted no later than midnight on Friday, December 7. The assignment should be submitted on UM LEARN in the Final Assignment drop box.

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

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

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

Rubric for Grading Final Integrative Memo
Final integrative memos will be marked based on three criteria:

• Integration of course material
• Personal reflection on course material
• Grammar and communication
As your final integrative assignment, complete one or more of the following exercises:

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

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

Exercise 3: A poetic reflection on the nature of responsible executive behavior
Revisit and articulate one or more of the course’s key themes in the form of a poem complete with appropriate introduction and/or conclusion.

Exercise 4: A letter to your future self as a successful executive
Write a letter to yourself at some point in the future, either a time frame (5 years, 10 years,...) or after achieving a specific career milestone. In the letter describe the outcomes, career and personal, you aspire to achieve, and given what you have encountered during this course, what will be the most important guiding principles to remember as you go about seeking to accomplish these outcomes? The letter should be structured along the following lines: (1) the specific aspiration/outcome followed by (2) key guiding insights from the course concerning how this outcome should have been realized. Students choosing this option may wish to seal a copy of this assignment and open it at the determined future time.

Exercise 5: Conduct an interview with oneself
Legendary Canadian pianist Glenn Gould once published an autobiographical interview titled “Glenn Gould interviews Glenn Gould about Glenn Gould”. In the spirit of that interview, consider interviewing yourself about the challenge of responsible executive behavior.
CLASS 1: CONTEMPLATING MODERN CORPORATIONS AND THE NATURE OF EXECUTIVE RESPONSIBILITIES

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

REQUIRED PREPARATORY ACTIVITIES FOR CLASS #1

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

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

Book: At Any Cost: 4 chapters as noted below²
Study Question: What is your general reaction to the leadership of Jack Welch as described in the assigned chapters you read from At Any Cost? Also, as you read At Any Cost develop a list of questions that come to mind as we plan to have a live teleconference with the book’s author, Mr. Tom O’Boyle, during this session.

In search of the moral manager³
Study Question: To what extent have you seen one or more of each of the three kinds of managers (moral, amoral and immoral) in your career? To what extent is the article’s use of the words “moral manager” similar to, or different from your understanding of the phrase “responsible executive”?

Corporations, democracy, and the public good⁴
Study Question: What is your reaction to the impact that one had on the emergence and formation of the modern corporation? To what extent ought one be concerned with what is depicted in the diagrams found on pages 204 through 210?

Plus one of the following readings

Beyond selfishness⁵
Study Question: In what ways and to what extent has the institutional set of conditions described in the paper effectively redefined selfishness as rational? How easily do you think an individual manager could resist the selfishness they describe? Why?

² Last names starting with A through C read Chapters 1, 5, 9, and 13; last names starting with D through K read Chapters 2, 6, 10, & 14; last names starting with L through R read Chapters 3, 7, 11 & 15; last names starting with S through Z read Chapters 4, 8, 12, & 16
Is business bluffing ethical?  
Study Question: Have you ever witnessed the exercise of such a “poker-centric” worldview in organizational life? What practical implications, if any, can you envision from the worldview Carr is advocating? Why?

Insights from a management prophet: Mary Parker Follett on social entrepreneurship  
Study Question: What is Follett’s vision concerning the objective of business? How feasible is her vision? Conversely, how necessary is her vision? Finally, what does Yunus mean by a ‘conceptualization failure’? Finally, how would such a failure relate to the different kinds of managers proposed by Carroll in ‘In search of the moral manager’?

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

Practical wisdom and organizations  
Study Question: What exactly is ‘practical wisdom’ and how does it relate to ‘detailed rules’ and ‘smart incentives’? Based on what you encountered during Session 1, how would you relate Jack Welch’s worldview to Barry Schwartz’s ideas?

OPTIONAL PRE-CLASS ACTIVITIES FOR CLASS #1

Interview #1: Contemplating the nature of managerial effectiveness and responsibility  
Description: Locate and interview someone who you perceive as an effective manager. The individual may be involved in virtually any sector (e.g., for-profit, not-for-profit, or governmental sectors). Please mention the name of the individual and explain why you selected them for this interview in two or three sentences at the beginning of your report. Your questions to this person, which you may supplement with your own questions, should include the following:

What does it mean to be an “effective” manager? How, if at all, has your answer changed since you began your managerial career? How, if at all, are any observed changes related to any promotions you might have achieved in organizational rank?

To what extent is being an “effective” manager synonymous with being a “responsible” manager? Do the two ever part company, particularly as it concerns how managers are rewarded? If they do part company, why do you think this occurs? Also, if they do part company, how do you deal with this divergence?

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7 Simms, M.,(2009), Insights from a management prophet: Mary Parker Follett on social entrepreneurship. Business & Society Review, 114, 3, 349-363, Fall
What does it mean to effectively accept managerial responsibility? What, in contrast, does it mean to ineffectively accept such responsibilities?

**Experiment #1: The Truth, The Whole Truth and Nothing But The Truth**
During a 24-hour period you must abide by the following rules:

In all forms of one-on-one communication (including email) speak only “truth” as you in “good conscience” understand it.

You may also choose to remain silent, excepting those circumstances where silence would be construed as either misleading or deceptive were you to speak, in which case you must either speak the truth or physically excuse yourself.

After the 24-hour period document any noteworthy observations concerning the experiences of:
- The experience of perpetual vigilance as it concerned the veracity of one’s communications
- The experience of physically excusing oneself, rather than speaking the truth

**Optional films for Session #1:**
Watch one of the films below and answer the study question.

**The Big Short (2015)**
Study Question: To what extent did you observe one or more of each of Carroll’s three kinds of managers (moral, amoral and immoral) in this film? Describe and explain.

**Company Men (2010)**
Study Question: Pay special attention to the characters of Gene McClary and James Salinger. How would you describe each character at the beginning of the film? How do they change by the end of film?

**Margin Call (2011)**
Study Question: How would you describe the way the firm went about making the decision to liquidate its holdings alongside the frameworks offered by Carroll in ‘In search of the moral manager’? How does the decision relate to Carr’s logic in ‘Is business bluffing ethical?’

**OPTIONAL POST-CLASS ASSIGNMENT FOR CLASS #1**

**Documentary Assignment: The spill**
This assignment requires you to watch the assigned documentary and read the assigned paper and then answer the study question.

On-line viewing: http://www.pbs.org/wgbh/pages/frontline/the-spill/ (or google ‘bp frontline spill)

Corporate acquisitions: A process perspective\(^\text{10}\)

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Study Question: What, if anything, do you learn about the challenges of managing rapid growth, particularly when growth is achieved through merger and acquisition per Jemision and Sitkin’s article ‘Corporate acquisitions: A process perspective’? What, if any, are the implications for understanding what happened at BP?
CLASS 2: EXPLORING THE EMERGENCE OF IRRESPONSIBLE EXECUTIVE BEHAVIOR IN CORPORATE SYSTEMS

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

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

REQUIRED PREPARATORY ACTIVITIES FOR CLASS #2

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

We will consider ‘defect processing’ in two different organizations: Ford Motor Company and Morton-Thiokol as we focus on the experiences of two individuals that were directly involved in two critical moments in business history: (1) Dennis Gioia, the Recall Coordinator at Ford during the mid-70s responsible for the Pinto’s recall decision, and (2) Allan McDonald, P. Eng., one of the engineers who advised NASA to not launch the Challenger Space Shuttle in January 1986.

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

Book: Thinking in Systems - Chapters 1, 2 and 5
Study Question: To what extent should we hold a system responsible for unethical behaviour of an individual? Can you think of a personal example where your actions were influenced by the system you were in? In what ways does Meadows’ idea of system traps relate to what is she referring to when she talks about ‘behavior that is latent within the structure’ (page 1)? To what extent to you feel this is valid?

Pinto fires and personal ethics: A script analysis of missed opportunities¹¹
Study Question: How does the concept of an organizational script help explain how the Pinto defects were perceived, and responded to, by Ford’s managers? Describe any organizational scripts that you have observed in your experience.

Challenger: The Path to Disaster (A)
Study Question: Why did the Challenger disaster occur? How could it have been prevented? To what extent do Dennis Gioia’s ideas on ‘scripts’, as discussed in ‘Pinto fires and personal ethics: A script analysis of missed opportunities’, apply to what happened prior to the Challenger’s launch?

Plus one of the following readings:
Systemic distortion of information: An ongoing challenge to management
Study Question: What exactly is ‘information distortion’? How can you see it relating to ‘script protection’ (per: ‘Pinto fires and personal ethics’)? Also, to what extent, and under what conditions, might it be compatible, or incompatible with executive responsibility? Why?

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

Resisting organizational-level corruption: An interview with Sharron Watkins
Study Question: What happened at Enron that contributed to the organization’s eventual demise? What is your reaction to the two questions Watkins advocated business students consider asking their potential new employers? Do you have any personal experience of similar behaviour in the workplace?

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

OPTIONAL PRE-CLASS ACTIVITIES FOR CLASS #2

Interview #2: On Following Orders and Protecting Images

Description: Locate and interview a manager in a medium-to-large size for-profit organization. Please mention the name of the organization and describe its basic operations in two or three sentences at the beginning of your report. Your questions for the manager (which you may supplement with your own items) should include the following:

1. To what extent have you experienced groups behaving in ways that were arguably less ethical than how their individual members of those same groups might have behaved had they been acting alone?
2. Have you ever observed people attempting to inappropriately pass off their responsibility by saying they were ‘just following orders’? Under what conditions do you think the “following orders” explanation is a legitimate explanation? Under what conditions is it illegitimate? Why?
3. Have you ever been in an organization where an individual or a group distorted information or shared incomplete information in order to protect an image or achieve a desired outcome?

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Experiment #2: Liar, Liar
During this 24-hour period you must abide by the following rules:

1. In all forms of one-on-one communication (including email) speak an untruth (that is, a fib, an exaggeration, or an outright lie) whenever possible. The untruths are intended to be of a relatively insignificant nature. You may speak a maximum of one untruth per person.

2. Immediately after (or as shortly thereafter as possible) having spoken the untruth, inform the person to whom you spoke the untruth as to its nature and its purpose as an academic field experiment. Note any reactions on the part of the individual relative to their being informed as to the untruthfulness of your communication. Then request their confidence for the remainder of the 24-hour period.

3. After the 24-hour period is complete document any noteworthy observations concerning:
   a. The experience of engaging in perpetual dishonesty including reflection on:
      i. Whether and why some kinds of lies are easier told than others
      ii. Whether and why it gets progressively easier, or more difficult, to lie the more one engages in the practice.
   b. The reaction of others to your confession of dishonest communication – that is, are there discernible implications from having communicated dishonestly?

Optional films for Class #2
Watch one of the films below and answer the study question.

Glengarry Glen Ross (1992)
Study Question: To what extent was the behavior of the individual salesmen predetermined by the incentive structure announced by Blake (Alec Baldwin’s character) at the start of the film? Do Meadow’s concepts of systems apply? Do you see any parallels with Pinto Fires or Challenger?

Thank You For Smoking (2005)
Study Question: How would you describe the worldview of Nick Naylor? How does it relate to responsible executive behavior?

Crimson Tide (1995)
Study Question: How would you compare Captain Frank Ramsey’s behavior to that of Dennis Gioia (as described in ‘Pinto fires and personal ethics’)?

The Insider (1999)
Study Question: How would you describe the organizational ‘script’ Jeffrey Wigand found himself in at the start of the film? How much room was there for him to challenge and/or change this script? What, if anything, might this suggest about the nature of the situation we might sometimes find ourselves facing?
OPTIONAL POST-CLASS ASSIGNMENT FOR CLASS #2
This assignment requires you to watch the assigned documentary and read the assigned paper and then answer the study question.

Post-Class Documentary Assignment: The Warning

On-line viewing: http://www.pbs.org/wgbh/pages/frontline/warning/view/(or google ‘frontline the warning’)

Business ethics and social responsibility education: Shifting the worldview

Study Question: What do Giacalone and Thompson mean by a ‘worldview’? In the spirit of their assertion concerning the importance of one’s worldview, consider Greenspan’s admission that his worldview was built on a flawed premise. What in your estimation might a more appropriate worldview look like? Also, consider Giacalone and Thompson’s comment on page 274 that we should study ‘exemplars who are not seen in corporate boardrooms… [whose] exemplary actions can be made salient and taught in our classes’. To what extent does Brooksley Born qualify as such an ‘exemplar’ and to the extent she does, what, if anything, does her experience teach you about the realities of challenging irresponsible executive behavior?

Due: two days before the beginning of Class #3

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

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

REQUIRED PREPARATORY ACTIVITIES FOR CLASS #3

Class Description: During this final class we will explore a variety of response strategies for reclaiming the mantle of responsible organizational leadership.

Assigned Readings and Study Questions For All Students:

Book: The Road Less Traveled: Part 1: Discipline (pages 11-78)
Study Question: Consider Peck’s four tools of discipline. Choose two or more of these tools and describe how they apply at an organizational level. Which of the four tools provided you with the most insight in your role as a manager (present or future)? Why?

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

Plus one of the following readings:

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

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

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

Cheating at solitaire\textsuperscript{21}

Study Question: What does it mean to “cheat at solitaire”? Have you ever witnessed this game being played, either by yourself or others? If yes, how easy was it to start playing? Conversely, once the game got going, how easy was it to stop? Also, what is your reaction to the analysis provided in this article concerning the Challenger disaster?

Wide-awareness and the moral life\textsuperscript{22}

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

OPTIONAL PRE-CLASS ACTIVITIES FOR SESSION #3

Interview #3: On Leading Others Along A Road Less Traveled

Description: Locate and interview a manager in a medium-to-large size organization. Please mention the name of the organization and describe its basic operations in two or three sentences at the beginning of your report. Your questions for the manager (which you may supplement with your own items) should include the following:

What is your general reaction concerning the importance of “discipline” as described by Peck in The Road Less Traveled (Note to student: you will need to first provide the interviewee with a brief description of what Peck means by “discipline” in terms of the four tools he discusses in the assigned portions of The Road Less Traveled)?

To what extent, and under what conditions, have you observed a manager’s decision to exercise, or not exercise, personal discipline having significant spillover effects for other parts of the organization?

When you think back to the examples you identified in the previous question, to what extent did the way they managed appear to encourage, or discourage, the development of discipline in others? Said differently, to what extent can, and should, managers seek to facilitate the development of personal discipline in those they manage?

Experiment #3: In Search of the Overlooked Compliment

During this 24-hour period your focus will be on seeking to identify and enact as many ‘small win’ moments (per: the 1984 Weick article assigned for this session) as possible by deliberately offering sincere and deserved compliments that you would otherwise not have given.

In all forms of one-on-one communication (including email) seek to identify opportunities to give genuine compliments that might otherwise have gone ungiven.

Deliver the compliment to the deserving individual. You may speak no more than one compliment to any specific individual. It is left to your discretion as to whether inform the person to whom you offered the compliment as to its purpose as an academic field experiment. Should you choose to disclose the experiment, you are encouraged to request their confidence for the remainder of the 24-hour period.

Note any reactions on the part of the individual or yourself. After the 24-hour period document any noteworthy observations concerning the experiences of:
- Seeking out opportunities to affirm another person.
- The practical implications of affirming other persons.

Optional film choices for Class #3:
Watch one of the films below and answer the study question.

**The Martian** (2015)
Consider Jeff Daniels’ character Teddy Sanders in the film. In what ways did he exercise Peck’s tools of discipline? In what ways did he fail to exercise these tools? Except for the lead character, Mark Watney, are there other characters who exercised one or more of Peck’s tools of discipline?

**Schindler’s List** (1993)
Study Question: How would you describe Schindler’s worldview at the beginning of the film? How about at the end? To the extent you observed a difference, how do you explain it? Also, what difference did Schindler make? How did he make this difference happen?

**Groundhog Day** (1993)
Study Question: How would you describe the lesson(s) Phil had to learn? In what ways is it similar to, or different from, the lesson(s) that an irresponsible executive might need to learn?

**It’s A Wonderful Life** (1946)
Study Question: How would you compare the worldviews of George Bailey and Mr. Potter? As you look back over this course, where, and with what consequence, did you see one or both of these worldviews being enacted?
REQUIRED POST-CLASS ESSAY FOR ALL STUDENTS:

The many colors of success: What do executives want out of life?\(^{23}\)
Study Question: This final reading is intended to help set the stage for your final assignment. Accordingly, what is your reaction to “the many colors of success”? Incidentally, what is your color? To what extent does your choice of color have embedded within it important potential implications for your future managerial behavior?

OPTIONAL POST-CLASS ACTIVITIES FOR CLASS #3
This assignment requires you to watch the assigned documentary and read the assigned paper and then answer the study question.

Post-Class Documentary Assignment: Freedom Riders
On-line viewing: http://www.pbs.org/wgbh/amERICANexperience/freedomriders/watch (or google ‘american experience freedom riders’)

Changing others through changing ourselves: The transformation of human systems\(^{24}\)
Study Question: To what extent is the quest for responsible executive behavior is like, or unlike, the quest of the freedom riders? Also, how would you assess John Patterson’s leadership style? To what extent did it help or hinder the cause of the freedom riders? Also, who was Floyd Mann and what difference, if any, did his choices make? Finally, toward the end of the documentary a reporter asks one of the freedom riders “Why do you think it’s your responsibility?” Consider the rider’s response, which begins with “I think it’s every American’s responsibility ….” To what extent does the rider’s response exemplify what the authors of ‘Changing others through changing ourselves” were writing about?

_______________________________

Due: Within 48 hours of the end of Class 3


APPENDIX 1A
COURSE EVALUATION CONTRACT - GRADED PARTICIPATION

The objective of this Evaluation Contract is to give you the opportunity to demonstrate your understanding of the course material in the manner which you feel best leverages your strengths.

Complete either Appendix 1A or 1B. Appendix 1A, if you choose grade participation; Appendix 1B if you choose non-graded participation. If you choose to complete optional assignments, you have the opportunity to reduce the weight of participation (if graded) and/or the final assignment.

Submit your completed contract, either in person or by email before the end of Sunday, November 4 (preferably handed in at the end of Class 2)

If you do not submit a contract, I will use the default weighting percentages in Appendix 1A as your course evaluation contract.

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25 Please hand in either Appendix 1A or Appendix 1B. Do not hand in both.
APPENDIX 1B
COURSE EVALUATION CONTRACT - NON-GRADED PARTICIPATION

The objective of this Evaluation Contract is to give you the opportunity to demonstrate your understanding of the course material in the manner which you feel best leverages your strengths.

Complete either Appendix 1A or 1B. Appendix 1A, if you choose grade participation; Appendix 1B is you choose non-graded participation. If you choose to complete optional assignments, you have the opportunity to reduce the weight of participation (if graded) and/or the final assignment.

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Please hand in either Appendix 1A or Appendix 1B. Do not hand in both.

24
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.
Jamie Hall is the Chief Operating Officer of SAFE Work Manitoba. In this role, Jamie is a part of the executive team of the Workers Compensation Board, and leads the effort to reduce workplace injury and illness in Manitoba.

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

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

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