The University of Manitoba
Asper School of Business
Department of Business Administration

COURSE OUTLINE – FALL 2013
GMGT 1010 - Business and Society
Sections A02, A04, & A06

Instructor: Howard Harmatz  
Office: 468 Drake  
Phone: 474-6408  
email: Harmatz@ad.umanitoba.ca  
Office Hours: Monday, Wednesday, Thursday 5:15-6:00  
To book office hour time: http://Harmatz.youcanbook.me/

COURSE DESCRIPTION

This course provides students with a general intellectual and conceptual foundation for subsequent courses in management and business. As such, it educates students about management and business, not to provide an in-depth examination of specific topics or techniques of management. The role of management in society beyond the organization, and of organizations within society is our focus. On completing this course, students should have a good sense of what business is, where it comes from, the role of management within business, the relationships between business, the economy, and society, and various issues and debates pertaining to these relationships.

This course will provide an overarching framework to examine the nature, role, and importance of business in society. Key internal operations of business organizations will be discussed (e.g., finance, marketing, operations), but the majority of the course examines the relationships that business firms must balance among key stakeholders in their external environment (i.e., government, owners, customers, communities, suppliers, future generations, etc.). Students will examine various institutional contexts (e.g., economic, political-legal, and socio-cultural) and critically think about relationships between business and society, mindfully considering alternative approaches to management. Special emphasis is placed on contemporary social issues in business (e.g., sustainable development, corporate social responsibility).

LEARNING OBJECTIVES

Students will:
- Become aware of key issues facing managers in Canada, examining the context in which these challenges are actually encountered and exploring alternative approaches to meet them.
- Understand how key business functions (e.g., marketing, finance, HRM) are related to each other and fit together within organizations, and how they in turn reflect and interact within the larger societal institutions and environment (e.g., government, economy, culture, natural world).
- Understand the deeper philosophical assumptions that underpin organizational and societal structures and systems, and the forces that prevent and push for change.
- Understand the dynamic relationships across different stakeholders, and the forces that promote conflict as well as question the status quo and promote change, especially through the Canadian political system.
- Learn about the challenges facing business that require thinking across numerous intellectual domains.
- Analytical thinking skills in reading and writing are developed.

PRE-REQUISITES & LIMITATIONS

All university students will be welcome to take this course, and students planning to enter the Asper School are encouraged to take the course in University 1 or in their first year in the Asper School.

This is a “W” course and fulfills part of the written degree requirements for non-Asper students.

REQUIRED READINGS

All readings are required except those clearly marked as optional. The required text is only part of the required reading. Most of the required reading will be from scholarly journals and the business press. All the required
readings, other than *The Canadian Regime* (below) will be available on D2L. Students are expected to read at least one national or international newspaper a day to acquire general knowledge business students should have. We expect three or four hours of reading, with comprehension a day.

**Required Text Purchase**

**Expectations**
Readings, lectures, and class discussions are all important in this course. Students are expected to attend all classes. **Students who miss more than 25% of classes may be debarred from the final examination.** The classes use material in assigned readings, but students should not expect the instructor to repeat all the material. The classes focus on developing the students’ analytical abilities. The instructor will monitor attendance. Signing in for another student is a form of academic dishonesty, fraudulent behavior.

This course focuses on analysis with minimal rote learning. You are expected to display quality thinking and writing. In this digital age, data are plentiful. You should be able to find good sources and evaluate sources of data.

Your written work will ask you to explain why and how, not what. The instructor will guide the students to develop such critical skills.

You will read all the material. Read with a critical mind, but do not memorize the material. You will develop the skills to take away ideas and use these ideas. The task looks daunting to be sure, but the instructors will help you grow these skills.

You are commencing your career here to become independent learners and creative thinkers. In this 21st century the skill sets that really matter are the ability to integrate learning, draw together resources, and work with others, often as the leader. Most of you are anxious and we hope that at the end of term you will feel you feel justifiably proud of your accomplishments. Our standards for assessing student work is appropriate for beginners. If you put in the effort and follow our directions, you will succeed.

Students should also be aware of assistance offered by the Academic Learning Centre at [http://umanitoba.ca/student/u1/lac/](http://umanitoba.ca/student/u1/lac/). Writing tutors are available, one on one, or when working on a paper in groups of 2 or 3 other students who are having the same difficulties. With appropriate lead times, help can be obtained by email as well. You can book times with them online.

All short assignments and both papers will be uploaded to Desire2learn. In addition to uploading, hard copies of the short paper and long paper need to be submitted. Umanitoba.ca/d2l will get you to the home page.

**Evaluation**

Examinations

1% Bonus (students must achieve 100% on T/F academic integrity questions before any other work is assessed. Test can be taken multiple times.)

25% Mid-term examination. A mid-term examination will be administered out of class, October 21st 5:30-8:00.

25% Final examination. A three hour essay based final examination will be administered during the December Final examination schedule.

Written work

15% Three reading comprehension and analysis assignments (600 – 750 words). Reading assignments will be submitted to Desire2Learn, using a drop box, directly. Your work may be mechanically evaluated as well as manually assessed for language (grammar, spelling, etc.), a demonstrated awareness of your academic audience and the purpose of your written work, coherence of your writing, and originality. All standards of academic integrity apply. This assignments will be done overnight. Late papers are not accepted.
without medical documentation or other substantial documentation. Each of these short assignments will be posted on D2L between 72 and 48 hours of the due date.

10%  A short 5-6 page paper, to be submitted and uploaded to Desire2Learn, using a drop box. Your work may be mechanically evaluated as well as manually assessed for language (grammar, spelling, etc.), a demonstrated awareness of your academic audience and the purpose of your written work, coherence of your writing, and originality. All standards of academic integrity apply.1 (due 9 Oct)

25%  A 7 – 10 page paper, to be submitted and uploaded to Desire2Learn, using a drop box. Your work may be mechanically evaluated as well as manually assessed for language (grammar, spelling, etc.), a demonstrated awareness of your academic audience and the purpose of your written work, coherence of your writing, and originality. All standards of academic integrity apply. (20 Nov)

**TENTATIVE GRADING SYSTEM**

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<th>Score Range</th>
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**DATES**

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<th>DUE</th>
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<td>Sep 20</td>
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<td>Oct  4</td>
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<td>Short Paper</td>
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<td>Nov 20</td>
<td>Long paper due in class</td>
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<td>Final Exam</td>
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******* Last Day for voluntary withdrawal: November 13

**Recording and video-records of classes**

The instructor(s) and/or the University hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed without permission. Course materials (both paper and digital) are for the student’s private study and research, and are not to be reproduced, distributed, or posted online without permission. If you have a disability and require audio or video recordings, or materials in alternative formats, please make arrangements through Student Accessibility Services.

**Electronics in Classes**

Electronic devices may be used judiciously. If you are using a computer for note taking, please sit in the back rows as the illumination from screens is distracting to people sitting behind you. **Cell phones should be off or kept muted. Text messaging is not acceptable behavior.**

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1 The University of Manitoba Libraries has links to APA and MLA citation guides and other links: [http://libguides.lib.umanitoba.ca/content.php?pid=240956&sid=2027075](http://libguides.lib.umanitoba.ca/content.php?pid=240956&sid=2027075)

Another resource online is: [http://www.aresearchguide.com/](http://www.aresearchguide.com/)
Student Accessibility Services

Any student who, because of a disability of any kind, may require some special arrangements in order to meet course requirements should contact either Student Accessibility Services at 474-6213 or the instructor as soon as possible to make the necessary accommodations.

University Email Policy

Effective September 1, 2013, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name, student number and faculty in all correspondence.
For more information visit: http://umanitoba.ca/registrar/e-mail_policy

Deferred Exams

For all students who have been approved by their faculty office to have a deferred exam:
Effective September 2005, the Department of Business Administration has instituted a policy which provides **ONE DATE ONLY** for students who have deferred their final exams.
The deferred final exam date has been pre-set for Friday, January 17, 2014 at 1:00 p.m., the room is to be determined. This does not apply to take home final exams.
Please refer to University of Manitoba’s Policy 1305 – Exam Regulations (http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm) or the Undergraduate Program Office for rules and regulations concerning deferred exams.

Unclaimed Assignments

Pursuant to the FIPPA Review Committee’s approved recommendations as 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.
Classroom time

Our students bring to the classroom diverse backgrounds and experiences. Some students have experienced being in the workforce, while others have not. Some students have been attentive to business, social, and political reporting; many have not yet begun this transformative process of being an actor in a productive adult community and in business leadership. Many of our students have not experienced much beyond Canadian borders, while many are far more familiar with places other than Canada, and a small number have broad multi-cultural experience. The classroom should be a place where ideas are discussed.

One-way communication of ideas is a poor usage of our time together. Resources in print, electronic, and video-recorded forms are available and can be accessed individually. The valuable presence of other people ideally should be reserved as a place where we share ideas and react to one-another.

We want you to read assigned material before coming to class. For the first few classes, we will provide more guidance on how to prepare than for classes later on. Independent learning will be developed, so “the bicycle training wheels” may be safely removed. In the class, we want to encourage you to build on your shared experiences including required readings to develop insight.

Remember, there are no dumb questions. Remaining silent is dumb. Treat the classroom as a workshop, and treat all other people with respect. Building a respectful and productive workplace is a theme all businesses are adopting, including the University of Manitoba. People are the key to success. People are our ultimate concern.

The instructors want to encourage your interest in business and management as a means to making a better world, making a difference on the ground. Furthermore, we want to give students a sound foundation in critical thinking, writing, and being pro-active so that subsequent courses will have a greater pay-off in actual learning and in grades. Moreover, students will be able to see how the large number of courses ahead fit together and, interesting enough, will have enough grasp of the business world to participate in conversations with business people and sound up to speed.

Roadmap

We commence our classes with a discussion of what does a business person need to know as well as managers in the not-for-profit sector of the economy, such as managing health care, education, or within government itself. (These are some of the career paths our students take.) What are the functional areas of a business and how do they fit together? What are the current economic and political conditions shaping the Canadian business environment?

What are the expectations that will be thrust upon you? Coming into university and looking forward, most students want a good job, great income, and a comfortable life. Your career will not be in a vacuum. Indeed, over the last few decades, pressures for greater accountability have appeared. So then, what are the expectations that we have of the business sector? What is its social role, or roles? What are the roles of managers within the particular organization and more broadly across society? What is the social responsibility of a business?

2 http://umanitoba.ca/outstanding_workplace/
3 Research has shown that mastering good study habits boosts grades. Research has also shown that the use of electronic devices in the classroom are harmful to learning.
You might feel social pressures. Where do these pressures come from and how are they articulated? Are the social pressures facing the business community coherent? Who speaks for society? Does government speak for society? How does Canadian democracy work? We want students to become savvy in both getting what they want from the political structure and defending against other forces coming from “government”.

How do broad social and economic issues impact the two separate streams of influence: how businesses pressure government for what they want; how the government having synthesized all the pressures acting upon it pressure, regulate, encourage, or prohibit business.
<table>
<thead>
<tr>
<th>Before</th>
<th>What to read before class</th>
<th>What will be discussed</th>
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<tbody>
<tr>
<td>Sept 6</td>
<td>Outline</td>
<td>Expectations</td>
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<td>The scope of management: three vignettes (distributed in class)</td>
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<td>What is management?</td>
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<td>Where did your products come from?</td>
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<td>Ford and Taylor: mass production</td>
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<td>Production</td>
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<td>What are some of the challenges ahead</td>
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<td>How to write your short paper.</td>
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<td>Planning</td>
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<td>Choose a thesis statement</td>
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<td>Resources for research and writing</td>
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<td>Oct 8</td>
<td>Economist Intelligence Unit</td>
<td>Current economic and political conditions</td>
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<td>Oct 15</td>
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<td>Human resources manager as leader</td>
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<td>Jack Welch’s take on the role of management.</td>
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<td>Oct 22</td>
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<td>Marketing Management Information systems</td>
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<td>Entrepreneurship</td>
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<td>Nov 12</td>
<td>Malcolmson, <em>The Canadian Regime</em>. Chapters 7, 10 &amp; 11.</td>
<td>The formal structure of Canadian government</td>
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<td>Nov 18</td>
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<td>Social pressures and issues redux</td>
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<td>Nov 20</td>
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<td>What have you learned from your long papers about social issues?</td>
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Study guide

September

A Vision of Management; what are the parts that ought be brought together

Assigned Pre-class Readings:

The course outline


Mifflin Harcourt Publishing

In class:

(1) Understanding general management problems; Three vignettes: What does a manager need to know?
   a. Granite Manufacturing
   b. Ghost Hospital
   c. Winnipeg Second Theatre
(2) http://www.youtube.com/watch?v=PvbG9Sjp97o
(3) http://www.youtube.com/watch?v=kFsBC0_Uglg&feature=relmfu
(4) Understanding accounting and financial management; Financials from RIM

Pre-class Study Questions: (have in mind while doing the assigned readings)

(1) In your own words, what do you see as the consequences of managing by specific results, mostly measured
    in money terms rather in the more broad way supported by Aristotle? Why do you think Aristotle thought
    his conceptual path was better? (For those coming from a tradition where Confucius is still appreciated:
    Does Aristotle sound similar to Confucius?)
(2) Do you see a theme or path in which management thought has developed? What problems do you think
    these different generations of management thinkers were responding to?

Post-class Questions:

(1) How many discordant pressures do you see managers facing? Please make a list.
(2) Are the technical or “human” parts of management more of a challenge, in your view?
(3) Do you think as a society we are too concerned about measuring success in terms of how much we
    produce, how much we have or earn, and less about the quality of life?
(4) What do you think you need to learn most about?
Caring about people inside and outside the organization

Assigned Pre-class Readings:


In class:

Human resources, leadership, organizational behavior, and impacts

(1) http://www.youtube.com/watch?v=aodjgv65MM
(2) Discussing how do we know the impact of decisions?
(3) What is a profession?
(4) What do we mean by charismatic leadership or “rainmaker”?
(5) http://www.youtube.com/watch?v=l1ID8vDpPbG0
(6) http://video.ted.com/talk/podcast/2012G/None/MargaretHeffernan_2012G.mp4

Pre-class Study Questions: (have in mind while doing the assigned reading)

(1) Is it realistic to have expectations that managers care about more than what they get rewarded on such as sales, lowering costs, increasing output per worker?
(2) To whom do issues such as environmental protection matter?
(3) If some people are bothered by how a product is made, why can they not simply force change through refusing to buy goods?

Post-class Questions:

(1) Is corporate social responsibility real or a smoke screen?
(2) If it is a smoke screen, how could a person who cares make it more of a reality?
(3) Do you think that managers who think broadly about profits, people and planet issues will get promoted or not?
(4) Should we hold managers as a class of people responsible as we hold physicians responsible?
(5) What should great managers do?
(6) How important are people and how they interact?
(7) Draw a chart with forces conflicting within an organization inside of a circle and conflicting forces outside the circle. Does this represent to you the big picture, or problem, businesses or other organizations face?
October
Business and the Economy

Assigned Pre-class Readings: (go to EReserve)
(should be listed on EReserve simply as: Economic Intelligence Unit)

In class:
(1) We will go through the current events indicated in this report and explain ramifications.
(2) Technology and its impact on business

Pre-class Study Questions: (have in mind while doing the assigned reading)
(1) Going through this report on Canada, what issues are identified that you want to explore in class?
(2) What do you think are the transformative technologies that will transform the next decade?

Post-class Questions:
(1) What events or conditions do you see as creating challenges and opportunities?
(2) What do you think business needs to do to better adapt to these challenges and opportunities?
Assisted Pre-class Readings:

http://blogs.hbr.org/cs/2011/10/steve_jobs_and_management_by_m.html

In class:

(1) We will discuss the dimensions of marketing, creating value for the customer. Consumer behaviour and marketing research and the connection to the four Ps of marketing.
(2) We will revisit what we had earlier talked about: the role of people within the organization and how they are developed, motivated.
(3) Finally, we will discuss the role of information gathering, recording, analyzing, and movement within the organization.

Post-class Questions:

(1) How do you see consumers reacting to current economic and social changes and how do the marketing people gain insight fast enough for meaningful reaction or innovation?
(2) Can accounting foresee challenges and opportunities?
(3) Does management information systems contribute to this change?
(4) How do we build a robust, engaged, and dynamic pool of talent?
(5) How do firms change direction or new firms arrive with a different direction?
November

The Formal Structure of Canadian Government

Assigned Pre-class Readings:

Required purchase: *The Canadian Regime* {assigned chapters}

Pre-class Study Questions: (have in mind while doing the assigned reading)

(1) Do you think that this actually depicts how decisions are made? For example, does every constituency send to Parliament a person to represent the concerns and priorities of the riding, or do candidates represent a common perspective determined by the party leadership?
(2) Does being a constitutional monarchy mean something different from being a republic?

In class:

(1) We go through the formal institutions of Canadian government and the evolution of constitutional democracy
(2) Legitimacy is carefully explained. Contrasts with other governmental forms are brought into the discussion.

Post-class Questions:

(1) If this is an accurate description, how long do you think it would take Parliament to make a simple decision?
(2) Does this representation by a local member of parliament add legitimacy to however decisions are actually made?
**Business Lobbying in Canada**

**Assigned Pre-class Readings:**


**Pre-class Study Questions:** *(have in mind while doing the assigned reading)*

1. Do you think lobbying is a corruption of politics?
2. Who gets the ear of government?
3. How do interest groups get organized?

**In class:**


**Post-class Questions:**

1. Do you think the Minister of Finance meeting with leading business people means that these people have greater influence than most Canadians?
2. Does the Minister of Finance meeting with business people reduce the influence of Parliament?
3. Is it more likely that industries facing difficulties will approach government decision makers than industries that may have a bright future? Explain.
4. Does the Canadian political process reflect the Canadian social consensus?
The Centre Makes Decisions

Assigned Pre-class Readings:


Pre-class Study Questions: (have in mind while doing the assigned reading)

(1) Is pressure best applied to Parliament or to the key decision makers in Canada?
(2) Has Parliament lost control of government and accountability?
(3) Does centralization of power mean more coordination of governmental actions?

In class:


If available, this episode from “Yes Prime Minister”

http://www.youtube.com/watch?v=diuQiXt5qE4&feature=related

Post-class Questions:

(1) Do you think the centralized decision making of the government produces better, more coordinated technically efficient outcomes?
(2) Do you think that centralized decision making serves political ambitions more than efficient outcomes?
(3) What do you think the central government of Canada focuses on doing?
Pre-class Study Questions:

(1) What have you learned while doing your long papers?
(2) How do you see social issues intertwined with one another?
(3) Where do society’s values and beliefs come from?
(4) How do social issues as well as social values impact the operation and outcomes of firms and organizations?

In class:

We will work on discussing what you have learned so far and the implications these finding might have for subsequent learning.

Inequality: the science surveyed: (source material for lectures below)

http://www.newscientist.com/article/mg21528752.300-inequality-the-more-money-the-merrier.html
http://www.newscientist.com/article/mg21528752.100-inequality-who-are-the-1-per-cent.html

Post-class questions:

(1) Does each firm create its own culture independent of where it is?
(2) Does this context go beyond the usual conception of stakeholders
Redrawing the Map of the firm and its activities

Assigned Pre-class Readings:


Pre-class Study Questions: (have in mind while doing the assigned reading)

(1) Do you prefer the conventional or alternative perspective?
(2) Did a single person make a difference? Assess the impact of Michael Maus.
(3) Does concern about the environment endanger the profitability of a firm?

In class:

Google -- the workplace and the objectives of the firms; stakeholders and business model explored. Look at a list of the best companies to work for and why are some of the firms on that list.

Post-class Questions:

(1) Do you think current managers and future managers, such as the students here, will work with a different mind set? Explain? Examine your approach based on former and current management theories?
(2) How does your answer to the question above suggest you present yourself in a job interview
Assigned Pre-class Readings:


Pre-class Study Question: (have in mind while doing the assigned reading)

(1) Do you think managers think about balancing these impacts?
(2) Must strategy have a single goal?

In class:

Post-class Questions:

(1) Can stakeholders force managers to produce balanced results? Explain.
(2) Do you think that self-esteem can lead managers to see processes and outcomes in a balance?
Short Paper (5 full pages - 6 full pages of text), Late papers will be subjected to 20% deduction for every day, or part thereof, late. Submit an electronic copy to the appropriate dropbox on Desire2learn. We want only electronic copies.

We do not want a paper describing the problem. We want an analysis that focuses on the conflicts between divergent cultures, individualism, collective rights, productive workplaces, creative and smoothly operating workplaces, and economic opportunities.

Topic: The Movement of Crude Oil in Canada

Directions:

This summer a terrible rail disaster killed more than three dozen people in Quebec. The train was hauling crude oil. Proposals for pipelines to be expanded, repurposed, or initiated are also being discussed. Increases in the volume shipped by tankers in the arctic and in coastal waters is being planned. Use the library to find materials to provide a general background on the array of issues before you narrow down to compose an essay.

1. Think about the following questions before you compose an essay. These questions are intended to put the student into the problem milieu.
   a. Who are the stakeholders? That is, identify the different groups of people whom are affected by choices in this instance. Also, include in your analysis how many different ways different groups of people are affected.
   b. How does a country build its economy and culture? Why are both collective and individual choice important?
   d. What are the conflicts inherent in the issue as conflicts among stakeholders?

2. Develop a thesis statement.
   a. Sketch out your argument so that you can support your thesis statement.
   b. What criticisms of your argument can you anticipate? Imbed your defense within the essay.

3. Rewrite the paper for logical flow.

4. Proof and rewrite the paper for language and grammar.

5. Make sure that all ideas and facts are cited. APA (6th ed.) is the preferred reference style.

6. Make sure that all phrases, sentences, and paragraphs that use the words of others are set off with quotation marks or if paraphrasing include the citation as appropriate.

7. Make sure your pages are numbered and you have a reference page. (See for help a good style guide or, using the following link, information on citing and formatting. (For this assignment, do not produce an abstract!) http://cufts.lib.umanitoba.ca/node/1232

8. Look at the rubric.

You may want to look at:
http://www.markville.ss.yrdsb.on.ca/politics/arg_essay.html

Since we know about the topic on which you are writing, get as close to zero as possible in descriptive material, especially in the introduction.
Business and Society  
Long Paper  
GMGT 1010  
in D2L dropbox labeled: “Long-paper”

You will produce a paper that is at least 7 pages and not more than 10 pages, double-spaced, using 12 point pitch. This does not count the cover page, rubric, or reference page. Pages must be numbered. Double check citations, especially quotations.

Late papers will only be accepted if documentation is received that indicates the student has not been able to work for at least four days during the seven days prior to the due date of this paper. Otherwise a 20% deduction for each day or part thereof late.

The paper will be scored using the rubric that the student will include as the 2nd sheet of paper when submitting the paper copy of the assignment.

Choose only one of the five broad social issues listed at the bottom. Answer the following questions as these general questions pertain to the specific issue selected.

The questions that you will cover with respect to your choice of broad social issue in the paper are:

1. Who are the stakeholders? How does the issue impact each, and what are the desired outcomes for each stakeholder group?
2. Why and how did the issue become a social issue rather than simply remain a private issue? What do you see as the responsibilities of the affected individuals?
3. What do you see as the responsibilities of firms in the Canadian economy with respect to the issue? Explain your thoughts fully.
4. What do you see as the responsibility of governments? (Federal, provincial, municipal) and explain your response.
5. Who should pay the taxes to support government activities in these areas and why?
6. Are there are other groups or institutions that have a responsibility as part of this social issue? Explain.

Your paper should analyze the conflicts inherent in each of these difficult policy areas. Do not describe them. Explain why the conflicts persist and there are no easy answers.

Issues (focus on one):

- Coordinating public secondary and post-secondary education with projected economic demands.
- Reducing violence in society.
- Developing a strong sense of valuing other people in the workplace and elsewhere in society.
- Creating economic opportunities for the aboriginal population.
- Cultural diversity
<table>
<thead>
<tr>
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<tr>
<td>Grammar</td>
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<tr>
<td>Punctuation</td>
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<tr>
<td>Questioning</td>
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<tr>
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<tr>
<td>Identifying critical elements</td>
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<tr>
<td>Why an issue?</td>
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<td>OK</td>
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<tr>
<td>Responsibility of firms</td>
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<td>OK</td>
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<td>Governmental responsibility</td>
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<tr>
<td>adding value to paper</td>
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Academic Integrity

It is critical to the reputation of the Asper School of Business and of our degrees, that everyone associated with our faculty behave 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. Section 8 of the University Policies, found in The University of Manitoba Calendar, addresses the issue of academic dishonesty. 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 test 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

Group Projects and Group Work

Many courses in the 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 should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

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 Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
# Medical Absenteeism Form

## Student Identification: (Please Print Clearly)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>U of M Student Identification Number</th>
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<table>
<thead>
<tr>
<th>Course #</th>
<th>Instructor Name</th>
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Student’s Signature

Date

## To Be Completed By The Attending Physician: (After the above section is completed) (Please Print Clearly)

<table>
<thead>
<tr>
<th>Physician’s Last Name</th>
<th>Physician’s First Name</th>
<th>Middle Initial</th>
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<thead>
<tr>
<th>Street Address</th>
<th>City, Province</th>
<th>Postal Code</th>
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<th>Telephone Number</th>
<th>Fax Number</th>
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To the attention of the physician: Your evaluation of the student’s condition is being used for the purpose of determining whether or not the student has a valid reason to miss an important exam or assignment. Your professional evaluation is necessary to ensure that only valid cases are excused.

I certify that the nature of the student’s condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.

The student’s condition will likely span the following dates:

(Indicate start date) until (Indicate end date)

Physician’s Signature

Date

## Notes to Physician:

- Please make a note in the student/patient’s file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student’s condition.

- Please attach this form to your regular office stationery that indicates the student visited your office.

## Notes to Student:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor’s certification that the student’s condition is severe enough to prevent the student from taking the exam or completing the assignment.

- It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor’s office.