

IDM 7120 (G01) (1.5 CH)
EXECUTIVE LEADERSHIP AND RESPONSIBILITIES
WINTER 2022

INSTRUCTOR

Name:	Prof. Suzanne Gagnon	Office Location:	320
Phone:	(204) 474-7495	Office Hours:	After class or by appointment.
Email:	Suzanne.gagnon@umanitoba.ca	Class Room:	This course will be conducted via Zoom in Feb., in-person in April.
		Class Time:	February 5 and 12, April 2 8:45 am – 1:30 pm

COURSE DESCRIPTION

This portion of the course focuses on executive leadership and responsibilities.

COURSE OBJECTIVES

The executive function is critical. There is really no school for executives; experience and other executives are the best executive teachers. That said, MBAs usually spend a number of years either directly or indirectly working for executives, and on that basis, participants should find value in an in-depth consideration of what the executive does. This is not a course in how to be an executive. It is a course that hopefully will provide participants with insights into being an executive that will aid them as they work their way up the corporate ladder that ultimately, for some, will lead to an executive position. The course has not achieved its objectives if participants do not leave with insights of immediate, practical, on-the-job value. It has also not achieved its objectives if participants do not find themselves referencing the experiences of the course from time to time over their careers.

Executive Leadership is made up of three Saturday sessions scheduled over the February-April period. Calling upon a series of guest executives, this course will provide insights into the day-to-day realities and challenges, highs and lows, of operating and growing a firm. The course will provide participants with insights into the responsibilities, obligations, tensions, pressures, constraints and so on of being an executive. The course considers salient questions about how executives lead and why, drawing directly on our guests' experiences and on some key readings.

COURSE MATERIALS

The course has a **mandatory coursepack**, which you must purchase from the bookstore. It is available now.

- IDM 7120 G01, Instructor S. Gagnon, Executive Leadership & Responsibilities Part 2

Coursepack Table of contents:

IDM 7120* - Executive Leadership and Responsibilities (Part 2)
 READING LIST

1. Heifetz, R.A. "Values in Leadership." Chapter 1 in *Leadership Without Easy Answers*, Cambridge, Mass: The Belknap Press, 2009, pp. 13-27. ISBN: 0-674-51858-6
2. Hansen, M.T. "Lever 1: Unify People." Chapter 4 in *Collaboration: How Leaders Avoid the Traps, Create Unity and Reap Big Results*, Boston: HBR Press, 2009, pp. 71-91. ISBN: 978-1-4221-1515-2
3. Watkins, M.D. "How Managers Become Leaders." *Harvard Business Review*, June 2012, pp. 65-72.
4. Seijts, J. Gantz, and Crossan, M. "Invictus: Introducing Leadership Competencies, Character and Commitment." *Ivey Publishing*, 2014, Case # 9B14C016.
5. Cukier, w. et al. *DiversityLeads 2020: Diverse Representation in Leadership, A Review of 8 Canadian Cities*, The Diversity Institute, Ryerson University, August 2020.
6. Hill, L.A., Brandeau, G., Truelove, E. and Lineback, K. "Collective Genius." *Harvard Business Review*, June 2014, pp. 95-102.

The supplementary module text is:

- Niccolo Machiavelli, The Prince (Oxford University Press, 1984. ISBN 0-19-281602-0(pbk)).

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.

	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.	✓	Executive presentations.
	A. Students are able to identify situations where strategic thinking is necessary.	✓	Executive example and experience.
	B. Students are able to identify different strategies.	✓	
	C. Students are able to perform a basic strategic analysis.	✓	
	D. Students are able to recommend strategic alternatives and their implementations.	✓	
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		

	A. Students have an awareness of global diversity, and multicultural awareness.	✓	Through engaging with course readings and executive guests.
	B. Students have an awareness of different global perspectives.		
	C. Students have been exposed to global business environments through course materials	✓	Executive speakers will bring global perspectives of their businesses and careers.
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.	✓	Executive presentations.
	A. Students demonstrate an understanding of the responsibility of business in society.	✓	Executive responsibilities to society will be germane in discussions with executives.
	B. Students demonstrate an understanding of ethical decision making.		
	C. Students demonstrate moral development in ethical decision making.		Executive example and experience.
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	✓	
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.		
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE INTRODUCTION AND SCHEDULE

Sessions (8:45 am – 1:30 pm) – The teaching method in this module is unique. Classes will be given by executives and de-briefing sessions will be held before and afterwards to pull together and discuss the classroom experience. At the de-briefing sessions, there will be a preparatory discussion of the next executive visit. During the sessions, students must be active and full participants – it is critical for the success of the sessions that students are prepared to ask thoughtful questions of the executives as to their professional experiences, insights and lessons learned. The Professor will facilitate this process. Discussions before and after the guest sessions will also include course readings, to engage with the content as applied to the guest sessions and for students' future and current leadership practice. Each guest will be with us for 90 minutes.

The session dates, visiting executives, and other class elements are:

Saturday, February 6

- **Ms. Kim Ulmer, MBA**
Regional President
Manitoba, Saskatchewan, Nunavut, and Western Ontario
Royal Bank of Canada
- Prepare readings 1 and 2.

Saturday, February 12

- **Mr. Kevin Sitka, MA, MBA, ICD**
President and Chief Executive Officer
Assiniboine Credit Union
- Prepare readings 3 and 4.
- **In-Class reflection assignment.** Briefing to be given in class 1.

Saturday, April 2

- **Mr. Damon Murchison, BA, MBA**
President and Chief Executive Officer
IG Wealth Management
- Prepare readings 5 and 6.

Final paper is due April 11 by 4:30 PM.

Any additions or changes will be announced via UM Learn and Email.

COURSE ASSESSMENT AND ASSIGNMENT

Assignments

- Worth 50% of the final grade in IDM 7120 (5% for participation, 10% for in-class reflection assignment, and 35% for the assignment).
 - **Participation:** Please be prepared for each class, to engage with our executives and in other discussions following the course themes and informed by the course readings. Participation in breakout groups will be important.
 - **The in-class reflection assignment** will take place in the **last hour of class on Feb. 12th**, to be further discussed in Class 1.
 - **The main module assignment** is a 1500 word paper (+/- 200 words) discussing an executive's leadership environment, role and challenges. Consider such aspects as power, perceptions, constraints, responsibilities, obligations, control, relationships, priorities, required skills, personal style, tensions, pressures, etc. Reflect also that the executive job may look different depending on whether the point of view is that of subordinate, board or person in the job. Specifically reference, and link, the readings and the executive comments and insights you have heard.
- **The paper is to be submitted via UM Learn no later than 4:30 pm, April , 2021.**

LATE ASSIGNMENT POLICY: Students should discuss the need for an assignment extension with the professor.

Final grades will be assigned as follows;

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

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 your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:
<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

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

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.

UNCLAIMED ASSIGNMENT POLICY

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

STUDENT SERVICES AND SUPPORTS

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

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

ACADEMIC INTEGRITY

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

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

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

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

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

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

FACULTY BIOGRAPHY

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

Suzanne Gagnon PhD

Associate Dean, Professional Graduate Programs

Associate Professor, Leadership and Organization

Canada Life Chair and Director, James W Burns Leadership Institute

I.H. Asper School of Business

Professor Gagnon joined the Asper School in Fall 2018. She holds the Canada Life Chair in Leadership Education and is the inaugural director of the James W. Burns Leadership Institute at the University of Manitoba. A professor of Organizational Behaviour at McGill University for 14 years, Dr. Gagnon brings a passion for teaching and learning leadership and a conviction in the power of active, engaged learning including peer learning and reflection, for leadership and management education at all levels. At the University of Manitoba, she designs programming and advises other faculties on leadership curriculum across disciplines, as well as directing the President's Student Leadership Program. She also teaches and advises executives in strategic planning, Board Diversity, and strategic change including to drive diversity, equality and inclusion. At McGill, she worked with colleagues in the MBA integrated core, and designed and taught courses in leading with impact, cross-cultural management, and advanced organizational behaviour for MBAs. She regularly supervised participants' theses in the Professional and Executive MBA, where she also served as a Learning Advisor.

Dr. Gagnon's research focuses on identity dynamics and leadership development in international firms, on leadership and strategic change, and innovation to build social diversity and equality in business organizations including in the entrepreneurial ecosystem. She has also published on innovative pedagogy for leadership education. Dr. Gagnon has held several competitive grants to support her work including as a co-lead investigator for a 5-year SSHRC funded Community-University Research Alliance entitled DiversityLeads/ DiversitéEnTête (2011-2017). She leads the regional Manitoba hub of the national *Women Entrepreneurship Knowledge Hub*, a 6-year project with 9 partner universities. She is an Editorial Board member for *Organization Studies*, *Leadership* the Sage journal, and *Management Learning*. Professor Gagnon holds a PhD in Management from Lancaster University and an MSc in Industrial Relations from Oxford University. Earlier in her career, she was a consultant in organizational change for KPMG Management Consulting, and worked as an advisor at the executive level of the federal government.