

COURSE MATERIALS

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

- Lashinsky, A. (2017). Wild Ride - Inside Uber's Quest for World Domination. New York: Portfolio/Penguin
- Meadows, D. (2008). Thinking in Systems. Chelsea Green Publishing
- Campbell, B. (2018). The Lac-Megantic Rail Disaster, Toronto: Lorimer
- Cloud, H (2006). Integrity, New York: HarperCollins.

Students are responsible for purchasing or borrowing these books – **they are not available on UM Learn.**

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:

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

In addition, there will be optional assignments which you can complete in order to reduce the portion of your mark assigned to the final assignment or class participation.

Class Participation

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

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.

Non-Graded Participation – You may choose to simply receive a mark of 70 percent for class participation. In this instance, class participation will be worth 25 percent of your final grade. In other words, you will receive 17.5 out of 25 for class participation. Choice of this option assumes that you are present for all three sessions, but there is no obligation to participate in class discussion.

Students who do not make a selection will default to Graded Class Participation. Please notify me by email if you would like to opt for Non-Graded Participation prior to November 5 at midnight.

Assigned Seating

Some students have been surprised to arrive at the first class to find their seats assigned. This is done to ensure that myself and discussion leaders are able to accurately capture class participation. You will have the same seat assignment for the first two classes. It is important to bring your name card with you to class and bring it to the small group discussion rooms.

Optional Assignments

Optional assignments enable students to broaden their learning. They also enable students to reduce the portion of their final mark that is attributable to the final integrative assignment or class participation.

There is no obligation to complete optional assignments and your mark will not be negatively affected if you do not participate in this portion of the course.

Students can submit up to eight optional assignments and optional assignments can be submitted at any time up to November 30. Most optional assignments relate to the material in a particular class. I recommend submitting optional assignments throughout the course rather than submitting several at the end of the course. This will enable you to benefit from feedback as the course progresses.

The description of Optional Assignments can be found in the 'Class Material' section of the course on UM Learn.

Each Optional Assignments will be worth 2% and will be marked on a pass/fail basis. These will be used to reduce the portion of your mark for either Class Participation or the Final Integrative Assignment (which ever benefits your final mark the most.) However, if you choose Non-Graded Class Participation, your optional assignment marks will only be used toward your Final Integrative Assignment.

Distribution of Marks

The distribution of marks will be as follows:

	Graded Participation	Non-Graded Participation
3 Pre-Class Essays (5% each)	15%	15%
1 Post-Class Essay	5%	5%
Class Participation	40%	25% (17.5/25)
Final Integrative Assignment	40%	55%

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 me in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. I will decide on the impact of missed classes on your final grade.

COURSE SCHEDULE

Important Dates

September 6	Pre-Essay #1 Due (11:59 p.m.)
September 9	First Class (8:45 a.m. – 1:45 a.m.)
November 2	Pre-Essay #2 Due (11:59 p.m.)
November 4	Second Class (8:45 a.m. – 1:45 a.m.)
November 30	Pre-Essay #3 Due (11:59 p.m.) Final Optional Assignments Due (11:59 p.m.)
December 2	Third Class (8:45 a.m. – 1:45 a.m.)
December 4	Post-Essay Due (11:59 p.m.)
December 8	Final Integrative Assignment Due (11:59 p.m.)

INTRODUCTION TO THE COURSE:

As an Asper MBA Alumni and a practicing executive, I welcome you to this portion of the 2023 Seminar in Executive Leadership and Responsibility. More than two decades ago, I was enrolled in an earlier version of this course taught by Dr. Reg Litz. I was thrilled fourteen years ago when Reg asked if I would assist in its delivery as a small group discussion leader. I find that 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. Reg's work forms the foundations of this course outline, although I have updated portions of the course.

This portion of the course is about introspection. I will provide course material and an environment that will enable you to examine your own values, perspectives and ethics. Accordingly, you will find that in marking the assignments, I will focus on how you have integrated the course material and discussions as they relate to your own perspective. I will not be looking as much for agreement or disagreement, or in many cases even 'right answers', rather I will look for your effort in examining yourself against topics discussed in the course. Although it is rare in a business program, I will be expecting you to write your assignments in the first person.

DETAILED COURSE OUTLINE

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 classes. 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 three pages, single-spaced) **after** the final class.

The essays' purpose is twofold:

- (1) to enable you to share your personal perspective and related experience 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 note that I am looking for your personal reflection and perspective on each reading, not a restatement of the material or additional research into the material.

Deadline for submission of pre-class essays and post-class essay

Each of the three pre-class essays must be submitted prior to each class (deadlines in UMLearn). 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.

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 use the Feedback feature on UMLearn to notify you if your essay was 'satisfactory' or 'unsatisfactory' and to provide any other feedback. A 'satisfactory' essay will receive full marks (5% for each pre-class essay and the post-class essay).

No re-dos will be allowed on late essays or essays graded 'unsatisfactory'.

FINAL INTEGRATIVE ASSIGNMENT

Your final assignment will be 5 - 8 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 8. 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, I will be grading the quality of work rather than quantity of exercises completed. The majority of students choose only one of the following five exercises.

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 and introspection on course material
- Grammar and communication

A Word of Advice

In past years I have found some students focus so much on course material, that they do not share their own personal perspective. Others share their personal reflection but do not tie it to the course material. The highest marks are achieved by students who strike a balance of these two criteria.

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 then 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 the 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, THE RESPONSIBILITIES OF BUSINESS IN SOCIETY AND THE RESPONSIBILITIES OF EXECUTIVES

"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)

Class Description: During this class we will explore the nature of the modern corporation in society. As leaders we must understand the system in which we work. We will discuss excerpts from the documentary *The Corporation* as well as the *Purpose of a Corporation* as defined by the Business Roundtable.

Having set the stage with the modern corporation, we will then explore the role, influence and responsibility of the executive in a corporation. To do this we will use the character of Travis Kalinick, former CEO of Uber. We will interview Adam Lashinsky, the author of the book *Wild Ride*. (Please consider questions you may have for Adam as you read his book.)

PRE-CLASS ESSAY – Due September 6 - Assigned Pre-Class Readings and Study Questions For All Students:

Corporations, democracy, and the public good¹

Study Question: What is your reaction to the impact that one lie had on the emergence and formation of the modern corporation? To what extent is this relevant today?

In search of the moral manager²

Study Question: Have you seen one or more of each of the three kinds of managers (moral, amoral and immoral) in your career? Share your experience and observations in the context of Carroll's model.

Book: *Wild Ride* - Read Chapters 1, 6, 7 and at least 50 pages from the remainder of the book.

Study Question: Using Carroll's model from 'In search of the moral manager', would you consider Kalanick moral, amoral or immoral? Give evidence to support your answer. Could Kalanick have chosen a more moral path and been as, or more, successful?

¹ Barley S. (2007). Corporations, democracy, and the public good. *Journal of Management Inquiry*. 16, (3), 201-215.

² Carroll, A. (1987). In search of the moral manager. *Business Horizons*. 30, (2), March-April, 7-15.

CLASS 2: UNDERSTANDING THE INFLUENCE OF CORPORATE SYSTEMS IN EXECUTIVE DECISION MAKING

"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

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 system influences in two different organizations: Ford Motor Company and Montreal Maine & Atlantic Railway and discuss responsibility for ethical decision making within systems. We will interview Bruce Campbell, author of *The Lac Megantic Disaster*. (Please consider questions you may have for Bruce as you read his book.)

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?

Pinto fires and personal ethics: A script analysis of missed opportunities³

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.

Book: The Lac Megantic Rail Disaster - Public Betrayal, Justice Denied

Study Question: Reflecting on Meadow's book *Thinking in Systems*, what systems can you identify that may have influenced leaders in this book? Discuss any 'system traps' you can identify. Can you identify any influences in the system(s) you have worked in?

³ Goia, D. (1992). Pinto Fires and personal ethics: A script analysis of missed opportunities. *Journal of Business Ethics*. 11, 379-389

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. We will interview a whistleblower who reported his organization's illegal accounting practices to the U.S. Security Exchange Commission and students will have the opportunity to ask questions and engage in discussion related to his decision to report the unethical activity of his employer.

Assigned Readings and Study Questions For All Students:

Book: Integrity – The Courage to Meet the Demands of Reality (Read pages 1-41, and read the complete section on the Character Dimension of your choice)

Study Question: After reading Section I, choose one of the six Character Dimensions based on your interest and/or opportunity for personal growth. What is your reaction to Dr. Cloud's broader definition of integrity articulated from pages 31 – 36? Do you agree or disagree with Dr. Cloud? Why or why not? For your chosen Character Dimension chapter, share your personal insight and experience as it relates to this dimension. Do you have examples of yourself or other leaders living up to, or failing to live up to the standards of this dimension?

The corporate apology⁴

Study Question: What is your response to Wolfe's thesis concerning the nature and importance of apologies in corporate life? Share your perspective on whether a capacity for apology might be a necessary competence for the contemporary executive?

Plus one of the following readings (your choice):

Systemic distortion of information: An ongoing challenge to management⁵

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?

Small wins⁶

Study Question: Are there practical applications of Weick's concept of 'small wins' as it concerns the pursuit of ethical behavior within an organization, especially at the leadership level? Share leadership examples of 'small wins' from your experience.

⁴ Wolfe, A. (1990). The corporate apology. *Business Horizons*. March-April, 10-14.

⁵ Larson, E. and J. King. (1996). "The Systemic Distortion of Information: An Ongoing Challenge to Management." *Organizational Dynamics*. 24, 3, 49-61.

⁶ Weick, K. (1984). Small wins: Redefining the scale of social problems. *American Psychologist*. 39, (1), 40-49.

Changing unethical organizational behavior⁷

Study Question: How do you feel about the 'softer' approaches than whistle-blowing to addressing unethical behaviour? Under what conditions do you believe that whistle-blowing is appropriate? Share some examples of changing unethical behaviour from your experience.

The hidden costs of organizational dishonesty⁸

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'?

Practical wisdom and organizations⁹

Study Question: What exactly is 'practical wisdom' and how does it relate to 'detailed rules' and 'smart incentives'? How can we reconcile 'practical wisdom' and organizational scripts?

Business ethics: Four spheres of executive responsibility¹⁰

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 skill¹¹

Study Question: What exactly does the author mean when she describes courage as "a developed skill"? 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?

Wide-awakeness and the moral life¹²

Study Question: 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? If there is a difference in your response to these two questions, should this concern you?

⁷ Nielsen, R. P. (1989). 'Changing unethical organizational behavior.' *Academy of Management Executive*. 3, (2), 123-130.

⁸ Cialdini, R., Petrova, P. & Goldstein, N. (2004). The hidden costs of organizational dishonesty. *MIT Sloan Management Review*. 45 (3), 67-73.

⁹ Schwartz, B. (2011). Practical wisdom and organizations. *Research in Organizational Behavior*. 31, 3-23.

¹⁰ Badaracco, J. (1992). Business ethics: Four spheres of executive responsibility. *California Management Review*. (Spring), 64- 79.

¹¹ Reardon, K. (2007). Courage as a skill. *Harvard Business Review*. 85, (1), 58-64.

¹² Green, M. (1978). Chapter 3: Wide-awakeness and the moral life. In *Landscapes of Learning*. Teachers College Press. P. 42-52. 49

REQUIRED POST-CLASS ESSAY FOR ALL STUDENTS:

For this post-class essay you have a choice to read either the paper, **The many colors of success: What do executives want out of life?**¹³ or chapter 13, 'Where did it all go?' of Dr. Henry Cloud's book '**Integrity.**' Both options are intended to set the stage for your final integrative assignment.

Your choice should be based on your personal reflection on your next steps in your ethical development. '**The many colors of success**' will provide a high level framework for your personal reflection and a comparison of other leaders and their search for meaning in their lives. The final chapter of the book '**Integrity**', will be deeply personal and introspective (and perhaps uncomfortable) as you explore deeply where you may need to develop your personal character.

The choice is yours; I will not judge which reading you choose.

Option 1

Read **The many colors of success: What do executives want out of life?**¹⁴

Study Question: What is your reaction to "the many colors of success"? Describe your 'color.' What important potential implications for your future managerial behavior are embedded in your choice of colour?

Option 2

Read **Chapter 13 'Where did it all go'** of the book '**Integrity**' by Dr. Henry Cloud (pages 163 – 182)

Study Question: Are you ready to '*get over the fantasy that there are perfectly "together" people and join the community of growers, whereby we all realize that we are humans who all have a "next step" to take in our growth?*' (page 267.) Take some time to consider the 'chinks in your armor' and your next step in character development. Share your reflection and the development you might consider in the months and years ahead. Use the frameworks on pages 279 – 281 if they are helpful.

Due: Within 48 hours of the end of Class 3

¹³ Kets de Vries, M.F. (2010). The many colors of success: What do executives want out of life? *Organizational Dynamics*. 39, (10), 1-12.

¹⁴ Kets de Vries, M.F. (2010). The many colors of success: What do executives want out of life? *Organizational Dynamics*. 39, (10), 1-12.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

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

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

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

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

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

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

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

STUDENT SERVICES AND SUPPORTS

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

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

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.

AI TOOLS

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate

acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

FACULTY BIOGRAPHY

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

Jamie Hall, P. Eng., BSc. E.E., MBA
I.H. Asper School of Business



Jamie Hall is the Chief Executive Officer of Habitat for Humanity Manitoba. In this role, Jamie leads a team and works within a community of volunteers, donors and stakeholders to make home ownership a reality for hard-working, low-income families.

Prior to this Jamie was the Chief Operating Officer of SAFE Work Manitoba at the Workers Compensation Board of Manitoba. In this role, Jamie led the effort to reduce workplace injury and illness in Manitoba. Jamie also worked for Manitoba Hydro for 26 years in various technical and non-technical roles, ending his time 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.

Jamie has served on Winnipeg's United Way Cabinet and on the Board of Directors of the Better Business Bureau Education 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.