

IDM 7120 (A03 & G03) (1.5 CH)
EXECUTIVE LEADERSHIP AND RESPONSIBILITY - PART 1
FALL 2023

Class Time:

Day 1: September 30, 2023 8:45am – 1:30pm

Day 2: November 18, 2023 8:45am – 1:30pm

Day 3: December 2, 2023 8:45am – 1:30pm

INSTRUCTOR

Professor	Sean MacDonald
Office	364 Drake
Email	Sean.MacDonald@umanitoba.ca
Office hours	By Appointment
Class location	TBA

CONTACTING ME

The best way to get in touch with me is by email. Students who wish to correspond with me via email must send messages that originate from their official University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

Please be sure to put IDM 7120 A03 in the subject line.

COURSE DESCRIPTION

This course explores the nature of the challenges inherent in senior leadership. In the first term of the course, students contemplate the ethical challenges of responsible executive leadership. In the second term, students engage in extended dialogues with several executives concerning their experience in leading organizations with special attention to selected program themes.

COURSE LEARNING OUTCOMES

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

- An understanding of the responsibility of business in society.
- An understanding of ethical decision making.
- Moral development in ethical decision making.
- An understanding of the responsibilities of a leader as they relate to ethics.

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

COURSE ELEMENTS

Credit value	1.5	Leadership	Yes	IT skills		Global view	Yes
Ethics	Yes	Numeracy		Written skills	Yes	Participation	Yes
Innovation		Group work		Oral skills	Yes	Evidence-based	Yes
Experiential		Final exam	Yes	Guest speakers(s)			

COURSE MATERIALS AND TECHNOLOGICAL REQUIREMENTS

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

- Lashinsky, A. (2017). Wild Ride – Inside Uber’s Question 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
- Peck, M. S. (1978). The Road Less Traveled. New York: Simon & Schuster.

Students are responsible for purchasing or borrowing these texts.

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

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

ASSESSMENT OF LEARNING

Course deliverable	Due date(s)	Weight on Final Grade
3 Pre/Post Class Essays		15% (3 x 5%)
Post-Class Essay		10%
Research Paper		35%
Final Integrative Assignment	Scheduled by Registrar’s office	40%

The mandatory portions of the final grade include

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

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 Option - 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.

You can select either Graded or Non-Graded Participation in UM Learn. Students who do not make a selection will default to Graded Class Participation.

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 December 3. 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.

Grading scheme

Percentage	Letter grade
90-100%	A+
80-89%	A
76-79%	B+
70-75%	B
66-69%	C+
60-65%	C
50-59%	D
<50%	F

*****In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary.**

COURSE SCHEDULE (Subject to change)

Date	Topic
Sept 30	First Class (8:45am – 1:30pm)
Oct 7	Post Essay #1 Due 11:59pm
Nov 16	Pre-Essay #2 Due 11:59pm
Nov 18	Second Class (8:45am – 1:30pm)
Nov 30	Pre-Essay #3 Due 11:59pm
Dec 2	Third Class (8:45am – 1:30pm)
Dec 4	Post-Essay Due 11:59pm Final Optional Assignments Due 11:59pm
Dec 9	Final Integrative Assignment Due 11:59pm

MISSED QUIZZES AND DEFERRED EXAM

In cases where a quiz is missed for medical reasons or for an event accommodated by the Asper School of Business, a make-up quiz will be offered. There will be no make-up quizzes. Students who miss a quiz and have a valid excuse will have the weight of the quiz added to the final examination. (Asper School has an approved [list of events](#) for which students are eligible for accommodation.)

For deferred 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.

The Fall 2023 Deferred Exam is tentatively set for: **January 12th, 2024.**

REQUESTING RELIEF FOR MISSED ACADEMIC WORK/ EXAM AND LATE SUBMISSION POLICY

The self-declaration is in place of a sick note/supporting documentation, as per the Self-Declaration for Brief and Temporary Student Absences Policy. No additional documentation is required.

[Self-declaration form](#)

UM LEARN

UM Learn is a very important resource for this course. It is the location where students can find the course outline, required readings, class slides, and assignment instructions. It will also be the place where students will upload completed course assignments. If students are unsure how to use UM Learn, an on-line tutorial can be found here:

ASPER EQUITY, DIVERSITY & INCLUSION (EDI)

At the Asper School of Business, we believe that an exceptional learning environment is sustained by diverse perspectives, equitable opportunities, and inclusive spaces. We are committed to challenging biases and confronting discrimination; nurturing openness, empathy, and active participation in our collaborations; and creating inclusive communities that foster belonging for all students, staff and faculty. Above all, we strive to embed principles of equity, diversity, and inclusion in all elements of business education, in our classrooms and beyond.

[Report your EDI concerns here.](#)

CLASS PARTICIPATION AND ATTENDANCE

The content and structure of this course involves discussion, debate, and conversation. As a result of this, it is critically important that everyone participates in class. Attendance in this course is mandatory, and missing more than 20% of the course may result in a failing grade.

It is your responsibility to inform your professor in advance of your absence and the reason for it is required. The professor decides how to deal with the impact of missed classes on your final grade.

RE-GRADING REQUESTS

Requests for re-grading must be made in writing. Your written request should be made on a separate email with your quiz. You must clearly identify the question you wish remarked and provide detailed justification. Please note the instructor reserves the right to remark the entire test or assignment so your mark may go up or down.

ACADEMIC ACCOMMODATION

Student Accessibility Services (SAS) provides supports for students with disabilities and to foster success for your academic future. If you need help and support as a student please reach out to [the SAS office.](#)

Students with disabilities may have academic accommodations that include extensions on course work and test deferrals. These accommodations are separate from the self-declaration for brief and temporary absence policy. A student or faculty member can contact an Accessibility Coordinator to discuss academic accommodations related to disability.

COURSE FORMAT AND HEALTH & SAFETY PROTOCOLS

This course will be taught in-person, unless there's a directive from the university that requires us to move to remote delivery. We will observe the health-related safety protocol mandated by the university.

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.

ELECTRONIC DEVICE POLICY

Smartphone use is not permitted in class.

Please obtain the permission of the instructor prior to audio/video-recording a lecture.

SPIRITUAL CARE AND MULTI-FAITH CENTRE

Academic accommodation for religious, Indigenous or spiritual observances [multi-faith calendar](#).

The [Spiritual Care and Multi-Faith Centre \(SCMC\)](#) supports students as they navigate through the highs and lows of academic life, helping to piece together and make sense of the troubling, confusing, and exciting parts that make up their lives.

Spiritual health services are available to all, whether you identify as spiritual, atheist, religious or agnostic. We recognize, affirm and work with your existing values and beliefs.

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.

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. (Suggested length 800 words)

Students are required to prepare the equivalent of a short integrative essay (one to three pages, single-spaced) after the final class. (Suggested length 1000 words)

The essays' purpose is twofold:

to enable you to share your personal perspective and related experience on the topic of discussion,
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.

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

Each of the pre-class essays must be submitted by the Thursday prior to each class. The 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, the post-class essay and all optional assignments 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 10% for 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 9. 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.

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 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 also discuss corporate apologies and their place in executive responsibilities.

PRE-CLASS ESSAY (Due 2 Days Prior to Class #1) - Assigned Pre-Class Readings and Study Questions For All Students:

Corporations, democracy, and the public good

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 manager

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. To what extent do you believe, is the article's use of the words "moral manager" and the term "responsible executive" synonymous, opposite or mutually exclusive?

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?

The corporate apology

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?

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

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. The final class in December will include an interview with Bruce Campbell, author of *The Lac Megantic Disaster*.

Finally, we will look at the role of the Executive as the primary agent of positive, ethical change in an organization. Using M. Scott Peck's four tools of discipline, we will examine two individuals who made heroic decisions.

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 opportunities

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?

Book: The Road Less Traveled: Part 1: Discipline (pages 11-78)

Study Question: Consider Peck's four tools of discipline. Choose two or more of these tools and describe how they apply at an organizational level. Which of the four tools provide you with the most insight in your role as a manager (present or future)? Why?

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

REQUIRED PREPARATORY ACTIVITIES FOR CLASS #3

Class Description: This final class is the culmination of the material in our first two classes and an opportunity to speak with the authors of the books used in first two classes. Students will ask questions and engage in direct discussions with each of these individuals. Students from the two

Executive Leadership & Responsibilities Courses that are running concurrently will attend this class and so class participation time will be at a premium. If you do have an opportunity to ask a question, please allow other students to ask future questions of our guests.

During this final class we will also 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:

Small wins

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.

Changing unethical organizational behavior

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.

Plus two of the following readings (your choice):

Systemic distortion of information: An ongoing challenge to management

Study Question: What exactly is 'information distortion'? How can you see it relating to 'script protection' (per: 'Pinto fires and personal ethics')? Also, to what extent, and under what conditions, might it be compatible, or incompatible with executive responsibility? Why?

The hidden costs of organizational dishonesty

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

Practical wisdom and organizations

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 responsibility

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

Courage as a skill

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

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?

REQUIRED POST-CLASS ESSAY FOR ALL STUDENTS:

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

Study Question: This final reading is intended to help set the stage for your final assignment. Accordingly, what is your reaction to "the many colors of success"? Describe your 'color.' What important potential implications for your future managerial behavior are embedded in your choice of colour?

Due: Within 48 hours of the end of Class 3

FACULTY BIOGRAPHY

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

Sean has been with the Business Administration Department at the Asper School of Business since 2002. He has a degree in Bachelor of Arts (Hons.) (Political Studies) from University of Winnipeg, and Masters of Public Administration from University of Manitoba, focusing on economic development and the role of government.

Sean specializes in human resource management, he teaches courses in administration at the undergraduate and MBA level. He also teaches [Asper Executive Education](#) courses, including [Negotiations](#) and the [Advanced Program in Management, Leadership and Strategy](#). Beyond his academic role, Sean is the Faculty Advisor to the Asper Co-op Program and serves as an independent consultant to local companies. Sean was voted winner of the 2021 and 2023 Asper School of Business Golden Shovel Award by undergraduate students. Sean was also awarded the 2022 Asper Associates Award for excellence in teaching. Sean has a coffee maker in his office.