

IDM 7120 – PART 2 (G01/A01) (1.5 CH)
EXECUTIVE LEADERSHIP AND RESPONSIBILITIES, PART TWO
“THE CEO COURSE”
WINTER 2024

TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

INSTRUCTOR

Name:	Prof. Suzanne Gagno	Office Location:	320
Phone:	(204) 474-7495	Office Hours:	By appointment or after class
Email:	Suzanne.gagnon@umanitoba.ca	Classroom:	343 Drake Centre
		Class Times:	Sat. February 3, 8:45 am – 1:30 pm Sat. March 9, 1:30 – 6:15 pm Sat. March 23, 8:45 am – 1:30 pm

COURSE DESCRIPTION

Also called the CEO Course, Executive Leadership and Responsibilities Part 2 focuses on learning about executive leadership through drawing on direct exchanges in the classroom with CEOs from top companies in a range of sectors.

COURSE OBJECTIVES

The executive function is critical to organizational effectiveness. There is really no school for executives; experience and other executives are the best executive teachers. That said, MBA graduates often 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 students 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 and for many, to a leadership role. The course has not achieved its objectives if participants do not leave with insights of immediate, practical, on-the-job personal 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 and Responsibilities Part 2 is made up of three Saturday sessions scheduled over the February/March period. Hosting in-person visits of a series of guest executives, the course will

provide unique insights into the day-to-day realities, toughest challenges, main concerns and priorities, and highs and lows of leading a firm. The course will provide students with understanding and direct insight into the responsibilities, obligations, tensions, pressures, and constraints of being an executive, engaging directly with and learning from each visitor's personal leadership journey and path, best practices, major learnings over time, and philosophies. The course considers salient questions about how executives lead and why, drawing directly on our guests' experiences and on some key chosen readings.

COURSE MATERIALS

The course has several required readings. These are available via secure links posted in the course UM Learn site. Please ensure to **read the assigned readings for each session prior to class** (see class schedule below) and be ready to discuss. The reading list is as follows.

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

READING LIST Winter 2024

1. **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
2. **Nohria, Nitin. "As the World Shifts, So Should Leaders."** *Harvard Business Review*, July-August 2022, pp. 59-61.
3. **Battilana, Julia and Casciaro, Tiziana. "Don't let power corrupt you."** *Harvard Business Review*. Sept.-Oct. 2021, pp. 94-101.
4. **Ibarra, Herminia and Scoular, Anne. "Leader as Coach: How to unleash innovation, energy and commitment."** *Harvard Business Review*. Nov.-Dec. 2019, pp. 111-119.
5. **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
6. **Watkins, M. "How Managers Become Leaders."** *Harvard Business Review*, June 2012, pp. 65-72.
7. **Pfeffer, Jeffrey. "You're still the same: Why theories of power hold over time and across contexts",** *Academy of Management Perspectives*, 2013, Vol. 27, No. 4, 269–280.
8. **Hill, L.A., Brandeau, G., Truelove, E. and Lineback, K. "Collective Genius."** *Harvard Business Review*, June 2014, pp. 95-102.

COURSE OVERVIEW AND SCHEDULE

The teaching method in this module is unique. Classes will be given by our visiting executives and debriefing sessions will be held before and afterwards to pull together and discuss the classroom experience. At times we will do this in student discussion groups with feedback to class. Each guest will be with us for 1.5-2 hours and the sessions begin with a Q&A with the professor, followed by class questions. 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.

Discussions before and after the guest sessions will also include course readings *as applied to the guest visits* and for students' future leadership practice. There is a mid-term essay due after the first Saturday -- full instructions and expectations will be provided in class. During the third and final class, student groups will engage in a team task based on the leader visits. The final essay is due 10 days following the last class (April 8, 2024). Please read up on the organization that each executive leads, prior to their visit. In considering questions you may ask them, ensure that these concern their leadership of their people and strategy. The CEOs' bio's will be posted in UM Learn.

SCHEDULE:

The session dates, visiting executives, and readings per class are:

Saturday, February 3rd - 8:45AM-1:30pm

Guest 1:

- **Mr. Damon Murchison, BA, MBA**
President and CEO
IG Wealth Management

Guest 2:

- **Ms. Diane Gray**
President and CEO
Prairies Economic Development Canada

Readings: Prepare Readings 1-3.

Mid-term essay due Feb. 8th by 11:59pm; submit via UM Learn.

Saturday, March 9th 1:30-6:15pm

Guest 1:

- **Mr. Paul Mahon**
President and CEO
Canada Life Inc. and Great-West LifeCo.

Guest 2:

- **Ms. Kim Ulmer**
Regional President (Manitoba, Saskatchewan, Nunavut, and Western Ontario)
Royal Bank of Canada
- Ms. Ulmer's visit will be followed by **Panel of RBC leaders**, Ms. Ulmer, Mr. Shreeraj Patel (VP Commercial Banking) and Ms. Candace Hodgins (Lead, Commercial Banking Team).

Readings: Prepare Readings 4-5.

Saturday, March 23rd - 8:45AM-1:30pm

Guest 1:

- **Ms. Kathleen Bluesky**
Acting CEO, Treaty One Development Corporation

Readings: Prepare Readings 6-8.

In-class team assignment. This is an in-class assignment done in student teams and encompassing content from this class as well as the class on March 9th. Full details & instructions to be given in class.

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

Class participation: Please be prepared for each class, to engage with our executives and in discussions we will have about course themes, informed by the course readings. Participation in breakout groups will also be important. Class attendance is required, pls see more information below at ***.

COURSE ASSESSMENT AND ASSIGNMENTS

- **Mid-term essay.** This is a 500-word (maximum) personal reflection. Focus for the paper and full instructions will be given in class. Due **Feb. 8th 11:59pm** via the UM Learn course site.
 - o 20% of final grade.
- **In-class team assignment.** This will be done on March 23rd (last class) following our speaker visit. Full instructions to be given in class.
 - o 15% of final grade.
- **Final essay.** This is a 1500-word (maximum) essay in which you are asked to discuss your key learnings during the term that have influenced your understanding of the executive role, including their leadership environment and challenges and how they respond to these. You will want to consider such aspects as power, constraints, responsibilities, obligations, relationships, priorities, required skills, personal style and tensions. 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 the readings in connection with the executives' comments and the insights you have heard. A grading grid for this paper will be posted on UM Learn; please use it to guide your writing of this assignment. This is personal work and should be incisive, specific, and personal to you and your experience, to guide your own leadership practice in the future. 80% of the course grade. Due **April 8th 11:59pm** via the UM Learn course site.
 - o 65% of final grade.

LATE ASSIGNMENT POLICY: No late work will be accepted. If a situation meets the 'excused absence' criteria in the Student Handbook, the student can discuss the need for an assignment extension with the professor.

Final grades will be assigned as follows (reserving the possibility of curving up or down in the event of a skewed distribution of grades):

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 the course due to absence from class may result in a failing grade.** It is your responsibility to inform your professor in advance, if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the 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.

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 your learning at the I. H. Asper School of Business and the reputation 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 ensure 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) are to be reported directly by the instructor to the Dean of the Faculty of Graduate Studies who adjudicates the case.

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

Suzanne Gagnon PhD

Associate Dean, Professional Graduate Programs and Executive Education

Associate Professor, Leadership and Organization

Canada Life Chair and Director, James W Burns Leadership Institute

Professor Gagnon is the Associate Dean for Professional Graduate Programs and Executive Education at the Asper School and holds the Canada Life Chair in Leadership Education. She is director of the Burns Leadership Institute at the University of Manitoba. A professor of Organizational Behaviour at McGill University for 14 years, Dr. Gagnon brings a conviction in the power of engaged learning including peer learning and reflection, for learning leadership and management education at all levels. She designs programming and advises other faculties on leadership curriculum across disciplines, and directs the President's Student Leadership Program at the UM. She also teaches and advises executives in strategic planning, Board Diversity, and strategic change.

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*). 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 served as a legislative/policy advisor in federal government ministries.