FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2019-2020 academic year will be held on Friday October 4th 2019 from 11:30am – 1:30pm in SSB E111.

AGENDA

1. **Welcome & Chair's Remarks** (5 mins)
   a) Motion: Removal of Summer Authority Vested in Executive Committee

2. **Dean's Remarks** (10 mins)

3. **Budget Consultation** (Lisa Philipps, Provost and Vice-President Academic; Carol McAulay, Vice-President Finance & Administration) (approx. 90 mins)

4. **Dean Search Update** (Lisa Philipps, Provost and Vice-President Academic) (15 mins)
   a) For reference: Search updates from 2019.05.30 and 2019.04.01

5. **Open Space**: Future Discussion Topics for Faculty Council (Mike Valente) (5 mins)

6. **PHD/GBC/UBS Initiatives** (10 minutes)

7. **Adjournment**

CONSENT AGENDA

A consent agenda item is deemed to be approved unless, at any moment before or during the meeting, a member of the Faculty Council of the Schulich School of Business advises the Chair of his or her request to debate it.

8. **Master Programs Committee**
   a) **Program Changes:**
      1. Master of Finance (MF) (Creation of part-time option, change to admission requirements, and addition of advanced standing for MFIN 5100)
      2. Master of Accounting (MAcc) (Replacement of ACTG 6701 with ACTG 6601)
   b) **Course Changes:**
      1. ENTR 6400 3.00 Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (title)
      2. ENTR 6655 3.00 Social Entrepreneurship (pre-requisite & course credit exclusion)
      3. FNEN 6850 3.00 Fixed Income Securities (description)
      4. MKTG 6321 3.00 Entertainment and Culture Marketing (description)
      5. IBUS 6490 3.00 International Negotiations: Analysis, Strategy & Practice (pre-requisite & removal of program specific restriction)
   c) **New Course Proposals:**
      1. SGMT 5800 3.00 Foundations for Strategic Analysis
      2. ACTG 6601 3.00 Management Accounting: Strategy and Performance

9. **BBA/iBBA Program Committee**
a) Course Change: ENTR 4400 3.00 Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (title) 152-164

10. EMBA Program Committee
   a) New Course Proposals:
      1. EMBA 6065 2.00 Political Economy: A Global Perspective 165-171
      2. EMBA 6115 2.00 Technology Strategy: Fintech & Big Data Analytics 172-185

11. Nominating Committee
   a) Updates to the 2019-2020 Nominating Slate 186-192

12. Other Business
   a) Proposed Change to Faculty Council Membership: Addition of Director, Strategy Field Study as Voting Member 193-196
   b) Schulich Committee Work Plans for 2019-2020:
      1. BBA/iBBA Program Committee 197-198
      2. Master Programs Committee/Programs Coordinating Committee 199
      3. EMBA Program Committee 200
      4. PhD Program Committee 201
      5. Masters Admissions Committee 202
      6. Nominating Committee 203
      7. Research & Library Committee 204
      8. Student Affairs Committee 205
      9. Tenure & Promotions Committee 206

13. Enquiries & Communications
   a) Senate Synopses: 2019.05.23, 2019.06.27 207-215
   b) Call for Nominations for Honorary Degree Candidates 216-217

14. Minutes of the Last Meeting: 2019.05.31 218-221

Upcoming Meetings for 2019-2020:

Schulich Executive Committee:

October 25th, 2019
November 29th, 2019
January 24th, 2020
February 28th, 2020
April 3rd, 2020

Schulich Faculty Council:

November 8th, 2019
December 13th, 2019
February 7th, 2020
March 13th, 2020
April 17th, 2020
Memorandum

To: Dezsö Horváth, Dean, Schulich School of Business

From: Aldo DiMarcantonio, Assistant Vice-President and CFO

cc: Laura DaSilva, Office of the Associate Dean, Academic

Date: August 27, 2019

Subject: Budget Consultations

The University is pleased to announce that it will, once again, conduct a series of Budget Consultations with each Faculty and the broader University community. These sessions will provide an overview of York’s Finances and provide an opportunity for members of our community to provide input into the Budget process.

These sessions have been coordinated to coincide with your Faculty Council meeting, to encourage as many faculty members to attend, and to ensure the participation. These sessions will be conducted by the following members of senior leadership, subject to availability:

Rhonda Lenton, President and Vice-Chancellor
Lisa Philipps, Provost and Vice-President Academic
Carol McAulay, Vice-President Finance & Administration

We would like to hold your Faculty’s Budget Consultation session on Friday, October 4, 2019 at 11:30 am in Rm E111, Schulich School of Business. Please confirm that this timing is acceptable to you by contacting Karen Hall at khall@yorku.ca.

We look forward to meeting with your Faculty.
Memorandum

To: James McKellar, Chair, Schulich Faculty Council

From: Lisa Philipps, Provost & Vice-President Academic Chair, Search Committee for Dean of SSB

Date: May 30, 2019

Subject: Update for Faculty Council on Dean Search

On behalf of the Search Committee for Dean of the Schulich School of Business, I am writing to provide a brief update to Faculty Council on the progress of the search for Dean.

As announced in President Lenton’s communication to Faculty Council on April 1 (attached), the search has been extended, with the expectation of an announcement regarding the appointment of the next Dean in early 2020. As indicated at that time, the intention is to continue to canvas widely for potential candidates, in order to ensure that a truly outstanding Dean is appointed to succeed Dean Horvath. As a result, the consultants are proactively reaching out to potential candidates and have brought before the committee for consideration a number of strong applications. The committee has identified several excellent candidates and will be conducting interviews with them in the coming weeks.

As members of Council may be aware, Melissa Judd has left York and has therefore stepped down from the committee; we thank Melissa for her contributions to the search process, and look forward to welcoming Lindsay Hillcoat as the CPM representative on the committee.

We appreciate the understanding of Council members that search committee members are bound by confidentiality and are not able to provide any further information about the search and the candidates. We also understand the interest of others (including faculty, staff, and students) in the Schulich community who are not members of Council in being informed about the progress of the search, and we are therefore requesting that this communication be shared with them.

Cc: E. Rush, Secretary of Council
Memorandum

To: James McKellar, Chair, Faculty Council
From: Rhonda L. Lenton, President and Vice-Chancellor
Date: April 1, 2019
Subject: Schulich School of Business Decanal Search

I am writing to provide an update to Schulich Faculty Council on the search for the School’s next Dean, following up on my comments and those of Provost Lisa Philipps at the Council meeting on March 15.

As members of Council will be aware, the Search Committee has been working throughout the year, with the assistance of search consultants from Perrett Laver, to recruit and consider excellent candidates for the position. To this end, with input from Faculty Council, the Committee developed a position description to present the opportunity clearly and persuasively to potential candidates; and the consultants have been canvassing proactively and widely – both nationally and internationally – on the Committee’s behalf. As a result, a number of very strong candidates have been identified, and the Committee has thus far had an opportunity to interview several of those candidates.

At the same time, it has been several months since initial outreach was undertaken to potential candidates, and we are aware that a number of other high profile searches for business school Deans have been under way in Canada and internationally within the same timeframe. Furthermore, it has been the Search Committee’s objective throughout the search to recommend to me the appointment of the very best candidate to lead the School forward and to advance its vision and its international reputation; and both the Committee and I wish to be absolutely confident that we have considered the full range of candidates in order to achieve this objective. For these reasons, we have decided to extend the search and to continue to reach out to and consider new candidates in addition to those we already have before us.

Prior to launching the search, the Provost and I received input from members of Schulich Faculty Council on how best to proceed in the event that it was not possible to appoint a new Dean effective July 1, 2019. Based on that input I have asked Dean Horvath to extend his term by one final year ending June 30th, 2020. I am pleased to confirm that the Dean is willing to do so pending confirmation by the Board of Governors.
Provost Philipps and I look forward to working with Dean Horvath over the coming year to prepare for the transition to the next Dean – and of course to having opportunities to celebrate his enormous accomplishments and contributions to Schulich and to York over the past 30 years. We also appreciate the willingness of the members of the Search Committee to continue to work towards a successful conclusion to the search, with the intention of announcing the next Dean early in the new year, 2020.

We appreciate the ongoing interest of Faculty Council in this important search. The Search Committee would very much welcome suggestions from members of the Schulich community about potential candidates (from within and beyond academia) who might be approached by the consultants. Suggestions can be sent in confidence to Gordon Lobay Gordon.Lobay@perrettlaver.com or Caroline McLean Caroline.McLean@perrettlaver.com.

cc: Provost L. Philipps
    E. Rush, Secretary of Council
    Members of the Search Committee
MOTION:

That Faculty Council approves three modifications to the MF program (see Appendix for additional information):

   a. Change admission requirements to expand how a candidate may demonstrate a strong quantitative background required to succeed in the Master of Finance program.
   b. Create a part time option for the Master of Finance program.
   c. Grant advanced standing for one core introductory finance course in the first term (MFIN 5100 3.00) for applicants that meet specific criteria.

RATIONALE:

a. Currently the admission requirements ask for specific courses to be completed by the candidate: Calculus (I & II), Economics (Micro & Macro) and Statistics. The purpose of this requirement is to ensure that the candidate possesses a strong set of quantitative skills. However, the current requirement, which calls for specific courses is quite restrictive because it excludes many potential applicants who possess very strong quantitative skills but who may not have had the opportunity to take these precise courses during their previous studies. Therefore, to make the Master of Finance program more accessible to many qualified candidates, the admissions requirements should be changed to acknowledge that applicants may acquire adequate quantitative skills in a variety of ways.

b. The Schulich School’s academic plan calls for the school to be innovative and diverse. The Master of Finance Part-Time program adds to this mandate by adding a highly desirable option to working individuals for completing this program. Demand is projected to be very strong. In addition to the strong presence of all major banks in Toronto, five out of the top ten fastest growing financial service companies are located in Toronto. Average revenue growth of these companies between 2012 and 2017 was a staggering 1,307%. Collectively they employed 2,261 full time-equivalent employees in 2017. In sum the sector is growing fast and demand for world-class finance training is rising in Toronto. In addition, research by the Master of Finance program director has identified significant interest among individuals currently employed to acquire a Master degree in finance. These individuals are unable or unwilling to take advantage of the full-time Master of Finance option offered at the school’s Keele campus. A part-time program offered at the school’s downtown campus (Miles S. Nadal Management Centre) would provide a viable option for students who would like to acquire a Master of Finance degree while working full-time. Without a part-time option from the Schulich School of Business, many
potential students either may not pursue a Master degree or choose an existing part-time Master of Finance program offered downtown Toronto by Queen’s Smith School of Management and University of Toronto’s Rotman School of Management. It is therefore imperative that Schulich add a part-time option for these individuals or risk losing out on the opportunity to add high-quality students to its graduate programs.

c. We also propose to grant advanced standing for one core introductory finance course offered in the first term of the MF program (MFIN 5100 3.00 Capital Markets) to Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) within the last 10 years. Applicants from other North American BBA or B.Com programs who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final course mark of B will be assessed for eligibility to receive advanced standing for MFIN 5100. Advanced standing will not be granted for any other courses in the program.

MFIN 5100 3.00 Capital Markets is designed to provide students with a review of general finance and investment concepts. Students who have completed introductory courses in finance and investments during their undergraduate studies with a minimum final grade of B will already be sufficiently familiar with the content covered in this course and do not need to take it.
Proposal for Major Modification of Schulich Master of Finance (MF) Program

1. **Program**: Master of Finance

2. **Degree Designation**: MF

3. **Type of Modification**:

   We propose three modifications:

   a. Change admission requirements to expand how a candidate may demonstrate a strong quantitative background required to succeed in the Master of Finance program.

   b. Create a part time option for the Master of Finance program.

   c. Grant advanced standing for one core introductory finance course in the first term (MFIN 5100 3.00) for applicants that meet specific criteria.

4. **Effective Date**: Fall 2020

5. **Provide a general description of the proposed changes to the program**:

   a. We propose a revision to the admission requirements to expand how a candidate may demonstrate the quantitative background required to succeed in the Master of Finance program. The current requirement of completion of three specific courses (statistics, calculus and economics) would be broadened to offer more flexible options for applicants to demonstrate that they possess the required quantitative skills to succeed in the program.

   We propose that applicants may demonstrate the required level of quantitative skills via the completion at a recognized institution of at least two courses from these fields: calculus, statistics, economics, linear algebra, probability theory or other quantitative courses.

   In addition, we propose that applicants holding an undergraduate degree in a technical field such as mathematics, science, engineering and economics from a recognized institution, meet the admission requirement for a strong quantitative background.

   Finally, the calendar copy would be updated to reflect these changes as well as changes to the admission requirements approved by Senate in February 2017. These changes specified exemptions from the GMAT/GRE requirement for candidates with a CPA (Canada) designation, candidates who have completed CFA Level 1 or higher, as well as Schulich graduates with a B+ average or higher in the last two years of their program. As the program copy was not updated at the time to reflect these new exemptions, the copy needs to be corrected now.
b. We propose to add a 24-month (6-term) part-time option to Schulich’s existing Master of Finance (MF) program. This part-time version will mirror exactly the content and learning outcomes of the existing full-time MF program, which runs over 12 months (3 terms). There are no changes to the learning outcomes (see Appendix for the Learning Outcomes for the Master of Finance Program). The change we are proposing is thus to the mode of delivery of the existing curriculum.

c. We also propose to grant advanced standing for one core introductory finance course offered in the first term of the MF program (MFIN 5100 3.00 Capital Markets) to Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) within the last 10 years. Applicants from other North American BBA or B.Com programs who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final course mark of B will be assessed for eligibility to receive advanced standing for MFIN 5100. Advanced standing will not be granted for any other courses in the program.

6. Provide the rationale for the proposed changes.

a. Currently the admission requirements ask for specific courses to be completed by the candidate: Calculus (I & II), Economics (Micro & Macro) and Statistics. The purpose of this requirement is to ensure that the candidate possesses a strong set of quantitative skills. However, the current requirement which calls for specific courses is quite restrictive because it excludes many potential applicants who possess very strong quantitative skills but who may not have had the opportunity to take these precise courses during their previous studies. Therefore, to make the Master of Finance program more accessible to many qualified candidates, the admissions requirements should be changed to acknowledge that applicants may acquire adequate quantitative skills in a variety of ways.

b. The Schulich School’s academic plan calls for the school to be innovative and diverse. The Master of Finance Part-Time program adds to this mandate by adding a highly desirable option to working individuals for completing this program. Demand is projected to be very strong. In addition to the strong presence of all major banks in Toronto, five out of the top ten fastest growing financial service companies are located in Toronto. Average revenue growth of these companies between 2012 and 2017 was a staggering 1,307%. Collectively they employed 2,261 full time-equivalent employees in 2017. In sum the sector is growing fast and demand for world-class finance training is rising in Toronto. In addition, research by the Master of Finance program director has identified significant interest among individuals currently employed to acquire a Master degree in finance. These individuals are unable or unwilling to take advantage of the full-time Master of Finance option offered at the school’s Keele campus. A part-time program offered at the school’s downtown campus (Miles S. Nadal Management Centre) would provide a viable option for students who would like to acquire a Master of Finance degree while working full-time. Without a part-time option from the Schulich School of Business, many potential students either may not pursue a Master degree or choose an existing part-time Master of Finance program offered downtown Toronto by Queen’s Smith School of Management and University of Toronto’s Rotman School of
Management. It is therefore imperative that Schulich add a part-time option for these individuals or risk losing out on the opportunity to add high-quality students to its graduate programs.

c. MFIN 5100 3.00 Capital Markets is designed to provide students with a review of general finance and investment concepts. Students who have completed introductory courses in finance and investments during their undergraduate studies with a minimum final grade of B will already be sufficiently familiar with the content covered in this course and do not need to take it.

7. **Comment on the alignment between the program changes with Faculty and/or University academic plans.**

These proposed changes support the University’s goals by increasing accessibility to our graduate programs for qualified individuals. The changes in the admissions requirements will widen the pool of qualified individuals eligible for the MF program, and the possibility of receiving advanced standing for the introductory MFIN 5100 course makes the program more attractive to qualified applicants by eliminating unnecessary course requirements for which they have already demonstrated sufficient competence. The proposed part-time master’s program is part of the graduate expansion plan of the Schulich School and the University.

York University’s Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to this growth at the graduate level. By providing a net addition to the University’s Masters complement, it will help the University address its goal of enhanced graduate studies, research intensification and reaching the masters-level enrolment target.

Furthermore, the addition of a part-time MF option supports the university’s aspiration for continuous innovation in the delivery of our programs in response to the changing needs of learners. Making the MF available to part-time students also supports the university’s goal to deepen engagement with the local community of finance and other professionals, who constitute the main target for this new offering.

8. **Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

There will be no changes to the program content and the learning outcomes. The part-time MF program will exactly mirror the existing full-time program, except for the fact that part-time students will take two years to complete the program, while full-time students complete the program in just one year.

9. **Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

Since Schulich already offers the full-time version of the program and no one else is
offering a similar program at York, no consultation was conducted.

However, if deemed necessary we will consult with other faculties as the proposal moves through the approval process.

10. Are changes to the program’s admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

Proposed changes to the admission requirements are explained above. There will be no effect on the students’ ability to achieve the program learning outcomes. This is so, because the requirement for an adequate quantitative background has not changed, only the way this requirement is assessed.

11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

No new or additional resources will be required. The courses will be taught at Schulich’s downtown campus (Miles S. Nadal Management Centre) and at Keele. Therefore, no additional physical resources will be required. The finance area, which is responsible for staffing the additional courses, was able to hire two new full-time faculty (start date July 2019) who will support the existing roster of full-time faculty members in the delivery of the additional courses. In addition, the area can draw on an extensive roster of excellent part-time instructors who have extensive experience teaching in the existing MF program. Finally, the finance area is currently in the process of hiring two additional administrative staff members. Therefore, there is no need for new or additional resources to support the new part-time program.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

There will be no changes to the mode of delivery of the program as the full-time and part-time programs are identical. The part-time option will simply be extended to a 24-month (6 term) model.

13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

There will be no changes to the assessment of teaching and learning within the program.

14. Provide a summary of how students currently enrolled in the program will be accommodated.

N/A
15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

<table>
<thead>
<tr>
<th>Existing Program/Graduate Diploma Information (change from)</th>
<th>Proposed Program/Graduate Diploma Information (change to)</th>
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<tr>
<td>MASTER OF FINANCE As a result of increased marketplace competition, analysts and dealmakers alike require more focused knowledge and accreditation than ever before. Schulich’s Master of Finance graduate program is designed to provide students with an intensive training in finance that is both practical and intellectually challenging. The course work is enhanced by regular research as well as professional seminars, taking advantage of the business community in Toronto and the Schulich alumni network. Students may specialize in either capital markets or financial risk management. The Schulich Master of Finance is accredited as a CFA Program Partner and opens up career options ranging from investment banking and asset management to private equity firms, hedge funds, consulting firms and government agencies. The program also serves as an excellent foundation for students considering a PhD in finance. This twelve month full-time program commences in August each year. For more information, please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</td>
<td>MASTER OF FINANCE As a result of increased marketplace competition, analysts and dealmakers alike require more focused knowledge and accreditation than ever before. Schulich’s Master of Finance graduate program is designed to provide students with an intensive training in finance that is both practical and intellectually challenging. The course work is enhanced by regular research as well as professional seminars, taking advantage of the business community in Toronto and the Schulich alumni network. Students may specialize in either capital markets or financial risk management. The Schulich Master of Finance is accredited as a CFA Program Partner and opens up career options ranging from investment banking and asset management to private equity firms, hedge funds, consulting firms and government agencies. The program also serves as an excellent foundation for students considering a PhD in finance. The program is offered in two formats, a 12-month full-time option and a 24-month part-time option, both commencing in September each year. For more information, please visit <a href="http://schulich.yorku.ca">http://schulich.yorku.ca</a> for more information.</td>
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ADMISSION REQUIREMENTS
- Applicants normally should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work with completion of prerequisite courses in Calculus (I & II), Economics (Micro & Macro) and Statistics taken at the undergraduate level. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience.
- Post degree work experience is recommended but not required.
- Applicants are required to take Graduate Management Admission Test (GMAT) or
Graduate Record Examination (GRE) and obtain acceptable scores on all measures thereof.

- Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master’s Preparation Program offered by the York University English Language Institute.

- Completion of the online application including submission of essays, an up-to-date resume and two references.

DEGREE REQUIREMENTS Students must successfully complete 39 credits of course work, consisting of:
- 27 credits of core courses, and
- 12 credits of stream courses.

All other requirements are identical to those of Schulich’s other Master’s programs.

Advanced Standing:
Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) will receive advanced standing for the core introductory finance course MFIN 5100 3.00. Applicants from other North American BBA or B.Com programs who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final
course mark of B will be assessed for eligibility to receive advanced standing for MFIN 5100. Advanced standing will not be granted for any other courses in the program.

All other requirements are identical to those of Schulich’s other Master’s programs.
Memorandum

To: Faculty Council

From: Marcia Annisette, Program Director Master of Accounting

Date September 5th 2019

Subject: Program Change Replace ACTG 6701 with ACTG 6601

Motion:

That Faculty Council approve the program change proposal to replace ACTG 6701 3.0 Integrative Tax: Cases and Analysis with ACTG 6601 3.00 Management Accounting: Strategy & Performance.

Rationale:

The Master of Accounting Program (MAcc) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends described below:

i) Professionalization of the Taxation field: The role of the public accountant has traditionally called for levels of technical expertise in the areas of Taxation and Assurance that were substantially higher than that of the other two core disciplines in the field (Management Accounting and Finance). As a result, the distribution of credit hours in the MAcc currently displays a stronger emphasis on courses in the areas of Taxation and Assurance. Over the years as Taxation as a field has become more technical and more complex, the field itself has become more professionalized (including amongst other things a separate professional designation). There now also exist in Ontario and elsewhere, a number of high quality specialized Master degrees in Taxation, and many post qualification training opportunities for professionally qualified accountants who wish to specialize in the field of taxation. As a result of these developments, the level of specialist taxation knowledge expected of professionally qualified accountants has reduced dramatically.

ii) Performance and Strategic Management roles. Accompanying the above trend has been a dramatic shift in the career opportunities for newly qualified professional accountants with may landing in Performance and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of MAcc graduates in the disciplines of Management Accounting and Strategy has increased.

The proposed program change therefore seeks to shift the current emphasis of the MAcc, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do
so by dropping one tax course in the program and replacing it with a course that sharpens students’ competency in the areas of Management Accounting and Strategy.
Change to Program/Graduate Diploma Academic Requirements
Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Master of Accounting

2. Effective Session of Proposed Change(s): Summer 2020

3. Proposed Change(s) and Rationale
   The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:
   a) A description of the proposed change(s) and rationale, including alignment with academic plans.

   The program proposes to replace ACTG 6701 3.0 Integrative Tax: Cases and Analysis with ACTG 6601 3.00 Management Accounting: Strategy & Performance.

   **Rationale** The Master of Accounting Program (MAcc) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends described below:

   i) Professionalization of the Taxation field The role of the public accountant has traditionally called for levels of technical expertise in the areas of Taxation and Assurance that were substantially higher than that of the other two core disciplines in the field (Management Accounting and Finance). As a result, the distribution of credit hours in the MAcc currently displays a stronger emphasis on courses in the areas of Taxation and Assurance. Over the years as Taxation as a field has become more technical and more complex, the field itself has become more professionalized (including amongst other things a separate professional designation). There now also exist in Ontario and elsewhere, a number of high quality specialized Master degrees in Taxation, and many post qualification training opportunities for professionally qualified accountants who wish to specialize in the field of taxation. As a result of these developments, the level of specialist taxation knowledge expected of professionally qualified accountants has reduced dramatically.

   ii) Performance and Strategic Management roles. Accompanying the above trend has been a dramatic shift in the career opportunities for newly qualified professional accountants with may landing in Performance and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of MAcc graduates in the disciplines of Management Accounting and Strategy has increased.

   The proposed program change therefore seeks to shift the current emphasis of the MAcc, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do so by dropping one tax course in the program and replacing it with a course that sharpens students’ competency in the areas of Management Accounting and Strategy.
b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The outline of the changes is shown in the table below. The students will have a stronger grasp of the techniques of Management Accounting and their link with Strategic planning. This directly supports the program’s objective which is to provide students with the relevant academic knowledge and skills they need to function as professional accountants.

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<tr>
<th>TERM</th>
<th>EXISTING CURRICULUM</th>
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<th>PROPOSED CURRICULUM</th>
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</table>
| 1    | ACTG 6140 3.00 Intermediate Financial Accounting II  
ACTG 6600 3.00 Auditing Standards and Applications  
ACTG 6710 3.00 Introduction to Income Taxation  
ACTG 6550 1.50 Advanced Management Accounting  
ACTG 6201 1.50 Multicompetency Case Analysis for Accountants  
ACTG 6250 3.00 Financial Reporting and Analysis | 1    | ACTG 6140 3.00 Intermediate Financial Accounting II  
ACTG 6600 3.00 Auditing Standards and Applications  
ACTG 6710 3.00 Introduction to Income Taxation  
ACTG 6550 1.50 Advanced Management Accounting  
ACTG 6201 1.50 Multicompetency Case Analysis for Accountants  
ACTG 6250 3.00 Financial Reporting and Analysis |
| 2    | MACC 6301 3.00 Integrative Case Analysis for Accountants  
ACTG 6160 3.00 Advanced Financial Accounting  
ACTG 6610 3.00 Advanced Auditing  
ACTG 6720 3.00 Advanced Income Taxation  
ACTG 6730 3.00 Managerial Tax Planning | 2    | MACC 6301 3.00 Integrative Case Analysis for Accountants  
ACTG 6160 3.00 Advanced Financial Accounting  
ACTG 6610 3.00 Advanced Auditing  
ACTG 6720 3.00 Advanced Income Taxation  
ACTG 6730 3.00 Managerial Tax Planning |
| 3    | ACTG 6701 3.00 Integrative Tax Cases and Analysis  
ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis  
ACTG 6150 3.00 Complex Financial Reporting Issues  
ACTG 6401 3.00 Advanced Integrative Case Analysis  
ACTG 6501 3.00 Intergrative Case Analysis-the Capstone | 3    | ACTG 6601 3.00 Management Accounting: Strategy & Performance  
ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis  
ACTG 6150 3.00 Complex Financial Reporting Issues  
ACTG 6401 3.00 Advanced Integrative Case Analysis  
ACTG 6501 3.00 Intergrative Case Analysis-the Capstone |

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

This change occurs in coordination with the Diploma in Advanced Accounting and Diploma in Intermediate Accounting. Consultations occurred within the Schulich accounting area, with the Schulich AD academic and the Student Services unit. Approval of this change includes approval by the Programs Coordinating Committee, which ensured coordination with and approval by other relevant Schulich program representatives.

d) A summary of any resource implications and how they are being addressed. (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if
new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

As this change involves the replacement of one course with another, there are no resource implications

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

This change will come into effect after students who are currently enrolled in the program have graduated

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

This change does not affect existing the Calendar copy of the program

<table>
<thead>
<tr>
<th>Existing Program/Graduate Diploma Information (change from)</th>
<th>Proposed Program/Graduate Diploma Information (change to)</th>
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<tbody>
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Table: Expected Learning Outcomes

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>How are Learning Objectives Achieved?</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Breadth and Depth of Knowledge</strong></td>
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<tr>
<td>Have high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance and Taxation</td>
<td>Students are required to take a minimum of 30.0 credit hours of courses that cover these four broad areas of accountancy practice. These courses are advanced in nature and build on prior knowledge in these fields</td>
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<tr>
<td>Demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.</td>
<td>The advanced technical knowledge gained in these courses is further enhanced through 10.5 credit hours of case based courses which cover all of this technical material in an integrative way.</td>
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<tr>
<th>Course Code</th>
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**Expected Learning Outcomes**

1. Conduct situation-based research using available financial and other information about business entities;
2. Generate well-structured and formatted reports on the basis of this research;
3. Apply the results of academic research in accounting case situations;
4. Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.

**How are Learning Objectives Achieved?**

- All required courses include an applied research component.
- All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.
- Some courses, required readings include academic journal articles.

**2. Research and Scholarship**

- Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;
- Can generate well-structured and formatted reports on the basis of this research;
- Can apply the results of academic research in accounting case situations;
- Can demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.
## Expected Learning Outcomes

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### 3. Level of Application and Knowledge

**Make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives**

Through 13.5 credit hours of case courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations.

**Be able to apply their knowledge to novel applications and contexts including different organizations and industries**

Case courses of increasing complexity develop students’ proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.
Expected Learning Outcomes

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4. Professional Capacity/ Autonomy

Show the ability to respond effectively to the ethical dilemmas that accountants face;

In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments.

Be able to apply ethical frameworks and professional standards to resolve them;

Students take 13.5 credit hours of case courses to develop their critical thinking skills. Ethical decision making is a central theme of all of the program’s case based courses.

Demonstrate the ability to act with integrity, transparency and in the public interest.

Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses.

In addition Professional and Ethical Behaviour is a core element of ACTG 6801 Strategic Leadership Planning and Case Analysis.
### Expected Learning Outcomes

<table>
<thead>
<tr>
<th>5. Level of Communication Skills</th>
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<tbody>
<tr>
<td>Be able to write concise, well-structured and well researched reports;</td>
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<td>Demonstrate the ability to present and communicate their ideas clearly and effectively;</td>
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<td>Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.</td>
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<td>The majority of the program’s courses require students to write reports and make individual or group presentations of their findings.</td>
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<tr>
<td>Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.</td>
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<td>Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.</td>
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<tr>
<td>Expected Learning Outcomes</td>
<td>How are Learning Objectives Achieved?</td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Awareness of Limits of Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an awareness of the limitations of financial data as a basis for decision making</td>
<td>Case based teaching, will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.</td>
<td>In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields.</td>
<td></td>
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</tr>
</tbody>
</table>
Management Accounting: Strategy and Performance  
Course Outline  
Summer 2020

Saturday(s) or Sunday(s): XXXXXXXXXX  
Time: XXXXXXXXXXX

**Instructor**  
Office: S344D, Seymour Schulich Building  
Office hours:

**Faculty Secretary**  
S344K, Seymour Schulich Building

**Instructor**  
Joelle Pokrajac has been a part time instructor at the Schulich School of Business since 2011. Joelle currently teaches courses in management and financial accounting at the undergraduate and graduate level. She holds a CPA-CMA designation as well as an MBA.

**Brief Description**  
This course builds on the previous management accounting courses, and further develops students’ problem-solving and decision-making skills. It will address areas of Managerial Accounting, Strategic Management and Planning, and Performance Management. It will enhance problem-solving skills and analysis for internal accounting requirements. The course will focus on recapping and fine-tuning skills previously acquired by student and introducing further case analysis and deeper levels of analysis. The course will also aid in preparation of the case analysis for Day 1 of the CFE.

**Prerequisite:** MACC 6301

**NOTE:** Open only to MACC students in the CPA accredited program.

**Contents**  
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Course Learning Outcomes

This course builds on the content of ACTG 5211 and ACTG 6550 for DIAc/MAcc stream students and ACTG 2020 and ACTG 4400 for I/BBA stream students. It uses individual and group cases to develop students problem-solving and decision-making skills. It also helps to prepare students for Day 1 of the Chartered Professional Accountants’ (CPA) Common Final Exam (CFE).

The overall object of this course will be to focus on recapping and fine-tuning skills previously acquired and introducing further case analysis and deeper levels of analysis. It will include many concepts and tools that practicing managers use to make decisions, plan for businesses, assess results, motivate and evaluate the organization and its management. Topics covered will include variance analysis, decision making, managing scarce resources, budgeting, cashflow analysis, product costing and pricing, capital budgeting and tax implications, reward systems, governance and ethics.

In summary, this course will give students the knowledge they need to:

- Demonstrate critical thinking to identify the issues, assess the situation, consider alternatives and to provide well supported recommendations for internal decision makers.
- Ability to integrate and synthesize all of the information provided to see the “big picture” and impact of one analysis on another analysis.
- Integrate technical knowledge, strong analytical skills and demonstrate enabling skills.
- Apply the knowledge they have acquired thus far in the Master of Accounting program.
- Apply professional judgement and demonstrate ethical decision making.

Deliverables at a Glance

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Work Due</td>
<td>Various</td>
<td>25%</td>
<td>25%</td>
<td>Individual/Group</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>1</td>
<td>35%</td>
<td>35%</td>
<td>Individual</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1</td>
<td>40%</td>
<td>40%</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” and “Evaluation of Written Assignments/ Projects and Exams”.

Course Material

Required readings for this course include materials that have been used in your previous accounting courses and other business and strategic courses. Your textbooks from other courses (e.g. finance, tax, financial and management accounting etc.) will be used throughout the course. We will also be utilizing resources from the CPA Canada website (CPACanada.ca)
Each section of a Schulich-based course has a Canvas module created which includes some important general information for Schulich students. The database will be used to post PowerPoint slides, cases and other materials for each class in advance. If you wish a hard copy of the PowerPoint slides, you should print a copy before each class. Group e-mails will be sent out periodically with any special announcements. Therefore, it is important to check your Schulich e-mail account on a regular basis.

**Student Preparation for Class and Class Participation: Expectations**

This course will focus on advanced strategic management accounting topics. There will be a significant emphasis placed on case analysis. You are encouraged to take an active part in the course discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, so meaningful classroom contribution is expected.

**Organization of the Course**
The course will be delivered over four days spread out over the summer term. Every day specific task will be assigned to prepare for the class. Cases and technical problems will be completed in class and for examinations.

**Class Participation**
Class participation will consist of class discussions, it may include small group and individual presentations. Assigned work will be read and the required task must be prepared ahead of each class. Class participation is an integral component of this course, students should ensure that they arrive to each class ready to contribute to class activities.

Students from the I/BBA stream should review the content of ACTG 2020 and 4400. Students from the DIAc/MAcc stream should review MACC 5211 and ACTG 6550 before the first class.

**Written Assignments/Projects and Exam[s]: Descriptions**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assigned Work</th>
<th>Value: 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TBD</th>
<th>Midterm</th>
<th>Duration: 4 hours</th>
<th>Value: 35%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TBD</th>
<th>Final</th>
<th>Duration: 4 hours</th>
<th>Value: 40%</th>
</tr>
</thead>
</table>
Evaluation of Written Assignments/Projects and Exams

Mechanical calculators which operate silently may be used during the examination. Calculators may not be shared during the examination. All examinations are closed-book with no crib sheets. Laptop computers, cell phones, dictionaries, extra papers and crib sheets are not permitted in the examination.

Examinations may cover material taken up to and including the previous class. The course is cumulative, therefore, examinations may include material from other courses taken in the Master’s program. Unless there are extenuating circumstances, absences from exams are not permitted.

**Competency Based Marking**

An assessment guide will be used for marking of deliverables. This assessment guide uses competency based marking similar to what is being used on the professional exams for accounting. The assessment guides will be explained further in class. Marks are assigned based on whether you are nominal competent, reaching competent, competent or competent with distinction by each indicator.

**Assigned Work**
The assigned work to hand in may include in-class cases, small cases and technical mini-assignments. The marks assigned will be provided on Canvas.

**Midterm**
The midterm exam date is TBD. The midterm will include both technical and case questions. Assessment guides and competency-based marking will be used for evaluation purposes.

**Final Exam**
The final exam date is TBD. The final exam will a 4 hour-long case linked to the Capstone 1 Case as provided by CPA Canada.

**Calculation of Course Grade**

**Assigned Work**
The mark is based on individual assignments submitted within Canvas, work done in class and potentially completion of assigned webinars or other required exercises.

**Midterm**
The number of marks for each question will be identified on the midterm. A numerical grade will be assigned for the midterm. An assessment guide and/or competency-based evaluation guide will be used to mark some sections of the midterm.

**Final Exam**
The number of marks for the case will be identified on the final. A numerical grade will be assigned for the final. A competency-based evaluation guide will be used to mark the case in the final exam.
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades provide students with important feedback on their understanding of the course material, mastery of learning outcomes, and where they need to improve. The guidelines below help ensure that grading practices are accurate, transparent, and consistent.

Process
A grade on a component (e.g., midterm) may be denoted as a percentage, grade-point, or letter. If a grade is denoted as a percentage or letter, a student can determine their grade point by associating the percentage or letter with Schulich’s 9-value index system discussed below.

For each graded component, a student will be informed of the class grade:
- breakdown (e.g., by range)
- average

At the end of the semester, grades for each component will be multiplied by the weighting of that specific component and summed to determine the total average grade which will be converted into a letter grade. The letter grade corresponds to Schulich’s 9-value index system as discussed below.

In general, earlier components are likely to have lower grades and such grades are generally expected to increase, as students learn and master the material (i.e., as the semester progresses).

Schulich’s 9-value index system for masters-level students is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point / Index Value</th>
<th>Percentage Points (guideline only)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>75-79</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>70-74</td>
<td>Competent</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>65-69</td>
<td>Fairly Competent</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>60-64</td>
<td>Passing</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>55-59</td>
<td>Barely Passing</td>
</tr>
<tr>
<td>C-</td>
<td>1</td>
<td>50-54</td>
<td>Marginally Failing</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49%</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found on the Schulich website: [http://schulich.yorku.ca/current-students/academic-honesty/](http://schulich.yorku.ca/current-students/academic-honesty/)

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see [http://cds.info.yorku.ca/](http://cds.info.yorku.ca/).

Exams (Absence from)
Mid-term: Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student’s file. If a midterm is missed based on an acceptable (refer to Student Services guidelines) documented
reason your midterm mark will be allocated to the final examination i.e. you will write the final exam for the combined midterm and final exam marks.

**Final.** Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services, Associate Director (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For a copy of this document, visit [http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf](http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf).

After these two steps are completed and approval has been granted by Student Services, you may write the deferred exam at a date and time to be arranged by the Accounting Specialization Area.

**Copyright:** Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

**Quick Reference: Summary of Classes, Activities and Deliverables**

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted in the course Canvas, and where such changes need to be announced between class sessions, an email will be sent to students’ Schulich email accounts, notifying them of the change.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Course overview</td>
<td>Midterm Exam (individual) (35%)</td>
<td>Midterm – return marked responses, full</td>
<td>Final Exam (individual) (40%)</td>
</tr>
<tr>
<td>- Introduction to CFE CPA Canada website</td>
<td></td>
<td>take-up and debrief</td>
<td></td>
</tr>
<tr>
<td>resource: “CPA Common Final Examination</td>
<td></td>
<td>In Class Practice Case and Take up. (CVP</td>
<td></td>
</tr>
<tr>
<td>BOARD OF EXAMINERS’ REPORT PART A — The</td>
<td></td>
<td>and Budgeting)</td>
<td></td>
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<tr>
<td>Day 2 and Day 3 Report” from prior year</td>
<td></td>
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<tr>
<td>Identification of common CFE MA topics</td>
<td></td>
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<tr>
<td>MA Terminology and Topics</td>
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</tr>
<tr>
<td>Capital Budgeting/Cash Flow Analysis / Financial Projections</td>
<td>Decision Making</td>
<td>Performance Management System</td>
<td>CFE Day 1 Case – Guidance and Format</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
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<tr>
<td><strong>CVP – Contribution Margin</strong></td>
<td></td>
<td>Managerial Controls and Responsibility Centres (ROI, RI, BSC)</td>
<td></td>
</tr>
<tr>
<td><strong>Product Costing</strong> (Absorption vs. Variable)</td>
<td></td>
<td>Transfer Pricing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Variance Analysis (cost / revenue)</td>
<td></td>
</tr>
</tbody>
</table>

**CPA Canada website resource:**

- “CPA Common Final Examination BOARD OF EXAMINERS’ REPORT PART B — The Day 1 Report” from prior year
Motion: To approve the proposed change to the course title for ENTR 6400.

Rationale: A key component of this course is attracting the highest quality field study sites possible. The original title does not accurately reflect the collaboration that takes place between the students and the ‘entrepreneur’. It also does not communicate the focus on “unlocking venture potential” and creating a positive impact for the new venture itself – both of which will help better attract top field study sites. We have tested the name with a group of students, alumni and entrepreneurs and received excellent response. Students also noted they would be much clearer on the nature of the course with this new title.
Course Change Proposal Template

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program
   Schulich MBA Program

2. Course Number and Credit Value
   ENTR 6400

3. Course Title
   a) Long Course Title
      Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms
      Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential
   b) Short Course Title
      Applied Entrepreneurship Field Study
      Field Study: Innovating with Entrepreneurs

4. Existing Pre-requisites/Co-Requisites
   All 5000-series Required Foundations of Management Core Courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.

5. Type of Course Change (indicate all that apply)

   | In course number                               | X |
   | In credit value (provide course outline)       |   |
   | X In course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces) |   |
   | In course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense) |   |
   | In learning objectives/outcomes (please append the program’s existing learning outcomes as a separate document) |   |
   | In integration (provide statement of approval from other program) |   |
   | In cross-listing (provide statement of approval from other program) |   |
   | In pre/co-requisite |   |
   | Expire course |   |
   | Other |   |

6. Effective Session of Proposed Change(s)
   Fall 2020

7. Academic Rationale
   A key component of this course is attracting the highest quality field study sites possible. The original title does not accurately reflect the collaboration that takes place between the students and the ‘entrepreneur’. It also does not communicate the focus on “unlocking venture potential” and creating a positive impact for the new venture itself – both of which will help better attract top field study sites. We have tested the name with a group of students, alumni and entrepreneurs and received excellent response. Students also noted they would be much clearer on the nature of the course with this new title.
8. **Proposed Course Information**

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

<table>
<thead>
<tr>
<th>Existing Course Information (Change from)</th>
<th>Proposed Course Information (Change to)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms</strong></td>
<td><strong>Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential</strong></td>
</tr>
<tr>
<td>This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students’ firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.</td>
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</tr>
<tr>
<td>Prerequisites: All 5000-series Required Foundations of Management Core Courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.</td>
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</tr>
</tbody>
</table>

9. **Consultation**

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

**Originator**

*Eileen Fischer  
Jun. 20 2019  
Signature  
Date  
Name  
ENTR  
Area or Specialization*

**Approvals:**

**Area or Specialization**

I have reviewed this change form and I support the proposed changes to the course.

*Moren Levesque  
Jun. 20 2019  
Signature  
Date  
Name  
ENTR  
Area or Specialization*
**Degree Program**
I have reviewed this change form and I support the proposed changes to the course.


---

**Program Committee**
This course change has received the approval of the relevant Program Committee.


---
Long Course Title: Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential
Short Course Title: Field Study: Innovating with Entrepreneurs
Fall 2020

Instructor
Eileen Fischer
Office: SSB N304E
Phone: (647)202 4090 (cell)
e-mail: efischer@schulich.yorku.ca

Assistant
Clara Kan
416-736-2100, X 77960
ckan@schulich.yorku.ca

Course Leadership
Eileen Fischer is a Professor of Marketing and the Tanenbaum Chair of Entrepreneurship and Family Enterprise at the Schulich School of Business.

Calendar (short) Course Description
This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students’ firsthand experience will be supported by four scheduled classes focused on consulting, market research and presentation skills.

Prerequisites: All 5000-series Required Foundations of Management Core Courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.

Expanded Course Description
The Schulich School of Business has partnered with EO Toronto and Riipen to provide a field study course on Entrepreneurship. EO, Canada’s leading entrepreneurial organization, is dedicated to "giving back" to the community and to providing opportunities and education to individuals who are considering an entrepreneurial career path. Riipen is a platform to enable companies and students to arrange mutually beneficial work/learning experiences.

This course is designed to provide MBA/iMBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner’s perspective on the challenges growing organizations face. Projects vary widely in scope and nature of company/industry/topic, thus students should be willing and prepared to take on projects as assigned.

Student groups admitted to the course will be paired with an organization for the term to either:
• conduct research on a challenge or opportunity that is currently facing an entrepreneurial organization
• work on a short term project that is of importance to an entrepreneurial organization

Students will also participate in a limited number of classes that emphasize consulting, market research and presentation skills.

Prerequisites: All 5000-series Required Foundations of Management Core Courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.

Contents
Course Learning Outcomes .................................................................................................................. 2
Evaluation ........................................................................................................................................ 3
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Expectations of Students in the Course ............................................................................................. 5
Class-by-Class Syllabus .................................................................................................................... 5
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Course Learning Outcomes

Through the course, we expect that students will:

1. Learn to assess and validate the sources of competitive advantage of an entrepreneurial organization, and develop ideas for improving an organization's competitive advantage.

2. Gain experience in scoping a real business problem facing an entrepreneurial organization, and designing a research plan to address that problem.

3. Learn to implement a research plan and adapt it in real time as data collection and analysis reveal new insights, and feedback processes fine tune understandings.

4. Enhance ability to work with clients in a consulting relationship, scoping a problem, designing a research plan and delivering interim and final reports that meet client needs and ensure maximum buy-in.

5. Learn to produce a compelling final report that clearly addresses the scope of the client problem and effectively presents research and analysis to provide recommendations for the client’s issue.

Evaluation

In the table below, the impact of each task on your final grade for the course is indicated in the "% weight" column. Details shown below.
Please note that the focus on group work (80%) is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak to me about it.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation form will be used to assess the contributions of individual members to the team. The grade allocation form will be provided on Canvas and must be completed and signed by each team member for the milestone meeting to proceed.

Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills, and any other elements of teamwork. Take this very seriously, because I do. Accordingly, I will consider this input in assigning the final grade.

**Course Material**

**Required Readings:**

Required readings for this course include a downloadable coursepack, and additional Harvard Business Review readings which can be viewed via library source, as well as the following book, available for purchase from Amazon or other popular book outlets.


On the rare occasion where a project does not require primary research, you will not need this book.

An online coursepack of readings has been prepared for this course. An online link will be provided when it’s available, please check message on Canvas regularly.

**Harvard Business Review Articles - library**


Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: [http://researchguides.library.yorku.ca/HBR](http://researchguides.library.yorku.ca/HBR)

Or type in “Harvard Business Review” under “eResources” search and use online access (Business Source Premier) – download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.
**Course Materials on Canvas:**
A Course area on Canvass has been created for this course. I post lecture notes, rubrics, resources and special instructions on assignments on Canvass. Please get into the habit of checking Canvas on a regular basis. Feel free to e-mail me with questions or concerns throughout the term.

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials, I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g., uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

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**Expectations of Students in the Course**

**Classes:** This course has four scheduled classes (all scheduled for Fridays). There will be one class scheduled at the beginning of term in which we will discuss the assignments, the scoping process, the research process, and the importance of confidentiality. Course procedures and grading guidelines will also be discussed. This class is mandatory for all students in the course. Three additional classes will be scheduled: one focused on market research, one focused on client communications and one focused on presentation skills – all essential skills for completing your project successfully.

**Initiative and Communication:** Because this course has few scheduled classes, it is critical that each team manages their workload and takes initiative to develop and complete the project plan. Providing a good solid project report to the client not only increases your learning and career prospects, but also increases Schulich’s reputation among the employer community. While there are only three formal assessment points for your progress, you are encouraged to make an appointment with me if you are facing any challenges with data collection, your client, your analysis, or your team dynamics.

**Assessment Presentations.** You will be asked to present your Project Plan, Status Report and Final Report to me as a team on or around the due dates identified. To schedule your meetings, please visit [https://forms.schulich.yorku.ca/entr4400-6400/](https://forms.schulich.yorku.ca/entr4400-6400/)

Additionally, you are required to prove that your client has signed off on your project plan before you present it to me. Finally, you must also present the final report to your client before your grade can be finalized. All team members must participate in these presentations. Special arrangements may be made for virtual participation should it be impossible to meet otherwise.

Topics, readings, and other preparations for every class are listed below.

Note: If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students’ Lotus Notes email accounts, notifying them of the change.
Eligibility to Conduct Primary Research: In order for your group to be able to do primary research, everyone in your group must complete the tutorial available via this link http://www.pre.ethics.gc.ca/eng/index/

To ensure that everyone has completed it, I will need a scanned copy of the completion certificate sent to me via e mail from each student by September 14. You will not be allowed to continue in the course until each member of your group completes the tutorial.

Class-by-Class Syllabus

ENTR 4400/6400 class meets in room W356 SSB
1) The kick off session - Sept 7, 2018 - 8:30 - 11:30 am
2) The market research session - Sept 14, 2018 - 8:30 am - 11:30 pm
2) The consulting session - Sept 21, 2018 - 8:30 am - 11:30 pm
4) The presentation skills session – Nov 2, 2018 - 8:30 am - 11:30 pm

Sept 7
Class 1
Intro

Introduction to the Practicum


We will discuss the scoping process, the research process, and the importance of confidentiality. Assignments, course procedures and grading guidelines will also be discussed.

Sept 14
Class 2

Quantitative Research for Entrepreneurial Ventures
Read: McQuarrie Chapters 7,8, (and glance at 11)

We will discuss when it makes sense to use quantitative research techniques to address a new venture's challenges, and how to conduct basic forms of quantitative research

Sept 21
Class 3

Qualitative Research for Entrepreneurial Ventures
Read McQuarrie Chapters 4,5 (and glance at 6)

We will discuss when it makes sense to use qualitative research techniques to address a new venture’s challenges, and how to conduct basic forms of qualitative research

Oct 3-5
Project Plan Submitted

Project Plan Project Plan Document Submitted
The team presents their plan for the project and the instructor provides feedback to the presentation.

Weeks of Oct 8-29

Students conduct their field research for the practicum. The instructor is available for any questions from students
Here we will identify some key issues of importance when talking to clients. We will discuss client relations, and students will role play different client communication scenarios.

**Assignments**

Performance in this course will be evaluated based on four assignments: the Project Plan, the Status Report, Final Report and the Reflective Journal. A more detailed description of the assignments follows. Rubrics for the written assignments will be posted on the course website.

**Submission Instructions:** For the written assignments, please complete all written reports in no less than 12-point font. You can submit electronic copies of all these to me. On all submissions, please be sure to include the name of your client company and your names and student numbers. **All late submissions will lose ½ of a letter grade per day. Assignments that are more than one week overdue will not be accepted, and will be assigned a grade of zero.**

The **Project Plan** will be a preliminary description of the company, including its bases of competitive advantage, and a project plan for addressing a specific issue the company faces, delivered to your academic project supervisor prior to being submitted to the client. This will be worth 20% of the course grade, and it will be due between **Oct 3-5**. You must have the Project Plan approved by the instructor before sharing it with the site. You will also have to show evidence that the company has signed off on your Project Plan after it has been approved by the project supervisor.

The **Status Report.** Over the following 6 weeks, students will conduct the research required to address the client’s needs. **Between Nov 6-8,** the students will provide the instructor with a written status report on the project plan, including findings to date, and work remaining. This will be worth 20% of the course.
grade. It must be delivered to your academic project supervisor and approved before you share it with the client. The written report should be of no more than 10 single-spaced pages, plus appendices.

The **Final Report.** In the final month of the term, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received. They will make recommendations to address the company’s issue for this project, as well as for any ways of enhancing the company’s competitive position. This will be worth 40% of the course grade, and it will be due on a specific date to be agreed, **between Dec 5-7,** delivered to me as a written report of no more than 20 single-spaced pages, plus appendices. Importantly, teams must provide this report to the instructor prior to sharing with the client, and share the client presentation with the instructor. They also must show verification that they have presented the report to the company.

The **Reflective Journal.** To consolidate learning and ensure you have gained the best from your practicum experience, you must reflect on the process and what you have learned. You are encouraged to reflect thoughtfully upon and respond to the specific organizational environment, professional responsibilities, and your own role in furthering the organization through the project. Consider the best and worst parts of the project, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Reflective Journal should be based on the entire project experience and should incorporate the points below. Please write this up so that I can easily aggregate your comments to help us improve the course going forward. Accordingly, please divide your answers into following.

a) The expected learning outcomes you had of the project and whether those expectations have been met or changed as a result of the actual experience.

b) The most important skills you developed and the most critical knowledge you gained during your project experience.

c) The ways in which you applied or challenged your academic learning experience with the project.

d) The functioning (or non-functioning) of the team. How did you deal with differences in opinion? How did you manage your meetings? What worked well and what did not? What are your key take-aways for future team work?

e) Your own objective assessment of your work, performance, and contributions to the project. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?

f) A conflict or disappointment you experienced through your project and how you managed it?

g) What did you learn from the project experience that will change the way you approach your next work or project assignment?

This reflective journal will be worth 20% of the course grade, and it will be due on **Dec 10,** delivered to your academic project supervisor as a written document of no more than 2000 words.

**Evaluation of Assignments**
Rubrics for each assignment will be posted on Canvass by **Sept 7.**
Calculation of Course Grade
In this class, final course grades will be determined by the following process: Each assignment will receive a grade. These will be combined according to the weightings assigned to each assignment to give a final grade. Grades may be rounded up or down depending on the final class distribution.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams
Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found on the Schulich website:

[http://schulich.yorku.ca/current-students/academic-honesty/](http://schulich.yorku.ca/current-students/academic-honesty/)

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see [http://www.yorku.ca/cds/](http://www.yorku.ca/cds/).

Quick Reference: Summary of Classes, Activities and Deliverables

<table>
<thead>
<tr>
<th>Class No., Title &amp; Date</th>
<th>Reading Preparation</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Sept 7 Practicum Introduction Class</td>
<td>Why the Lean Start Up Changes Everything</td>
<td>Friday Sept 7, 8:30 AM-11:30AM Room W356</td>
</tr>
<tr>
<td>Fri Sept 14</td>
<td>McQuarrie Chapters 7,8, (and glance at 11)</td>
<td>Friday Sept 14, 8:30-11:30 Room W356</td>
</tr>
<tr>
<td>Fri Sept 21</td>
<td>Read McQuarrie Chapters 4,5 (and glance at 6)</td>
<td>Friday Sept 21, 8:30-11:30 Room W356</td>
</tr>
<tr>
<td>Tues Oct 3- Thurs Oct 5</td>
<td>Written project plan</td>
<td>Oct 3-5: Presentation and written project plan due&lt;br&gt;Written project plan due to course instructor; Provide project plan to client after getting instructor feedback and inform instructor when client approves.</td>
</tr>
<tr>
<td>Class No., Title &amp; Date</td>
<td>Reading Preparation</td>
<td>Deadlines</td>
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<tr>
<td>-----------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Week of Oct 8, 15 (Optional Feedback Meeting)</td>
<td>Students conduct their research</td>
<td></td>
</tr>
<tr>
<td>Weeks of Oct 22,29 (Optional Feedback Meeting)</td>
<td>Students conduct their research</td>
<td></td>
</tr>
<tr>
<td>Fri Nov 2</td>
<td>HBR Case: When Consultants and Clients Clash (Reprint 97605X): Read and prepare</td>
<td>Friday Nov 2, 8:30-11:30 Room W356</td>
</tr>
<tr>
<td>Tues Nov 6-Thurs Nov 8</td>
<td>Team present their project status report and instructor provides feedback</td>
<td>Nov 7-Nov 9 Presentation and written status report due</td>
</tr>
<tr>
<td>Week of Nov 12 (Optional Feedback Meeting)</td>
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<tr>
<td>Week of Nov 19, 26</td>
<td>Students continue their research</td>
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<tr>
<td>Wed. Dec 5-Fri Dec 7</td>
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<td>Dec 5-7 Presentation and written final report due</td>
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<td>Dec 10 Reflective Journal Due</td>
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</table>
Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey M. Kistruck, PhD. Ron Binns Chair in Entrepreneurship. Director, Social Sector Management Program
Date: September 3, 2019
Re: ENTR 6655 Course Change Proposal

Motion:
To change the prerequisite requirements and remove course exclusion for ENTR 6655

Rationale:
I am requesting to change the prerequisite requirements for ENTR 6655 because, as the course instructor and Director of the Social Sector Management program, I do not believe that students need to have completed all of their 5200 level courses to be successful within this particular class (please note I am not requesting a similar change to SOCM 6400 - Social Purpose Investing and Finance - as I believe both 5100 and 5200 level courses are necessary in that case). The ENTR 6655 course primarily involves topics (i.e. history of the social sector, legal structures of social sector, business models of social sector, etc.) that do not require the knowledge conveyed in 5200 level courses and making it available to both 1st year and 2nd year students will allow for greater enrollment opportunities.

As the instructor of the course, I am certain that the content of the material covered within ENTR6655 does not require completion of 5200 level courses. A number of modules contain virtually no overlap with material covered in 5200 level courses (ie. defining social entrepreneurship, understanding sector boundaries, recognizing social opportunities, models of social entrepreneurship, scaling social ventures, and selecting a legal structure). In the two modules where there is potential for overlap (funding social ventures, measuring social impact), the tools are in fact very different. For instance, a great deal of what's discussed in the 'funding social ventures' module is not about traditional financing, but rather soliciting donations and grants. And in the case of measuring social impact, it is not about traditional accounting methods, but rather more basic assessments such as 'Best Available Charitable Option', and the 'Social Opportunity Assessment Tool'. Therefore, I strongly believe that students who have not taken 5200 level courses will not be at a disadvantage within the course.

Course credit exclusion should also be removed because NMLP 6350 has been deleted in 2013.
Course Change Proposal Template

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program
   Schulich MBA Program

2. Course Number and Credit Value
   ENTR 6655 3.00

3. Course Title
   a) Long Course Title
      Social Entrepreneurship
   b) Short Course Title
      Social Entrepreneurship

4. Existing Pre-requisites/Co-Requisites
   Prerequisites: All 5000-series Required Foundations of Management Core Courses.
   Course credit exclusion: NMLP 6350 3.00.

5. Type of Course Change (indicate all that apply)

   | in course number       |   |
   | in credit value        |   |
   | (provide course outline) |   |
   | in course title        |   |
   | (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces) |   |
   | in course description  |   |
   | (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense) |   |
   | in learning objectives/outcomes |   |
   | (please append the program’s existing learning outcomes as a separate document) |   |
   | in integration         |   |
   | (provide statement of approval from other program) |   |
   | in cross-listing       |   |
   | (provide statement of approval from other program) |   |
   | X in pre/co-requisite  |   |
   | expire course          |   |
   | X other                | Removing Course credit exclusion NMLP 6350 |

6. Effective Session of Proposed Change(s)
   Winter 2020

7. Academic Rationale
   I am requesting to change the prerequisite requirements for ENTR 6655 because, as the course instructor and Director of the Social Sector Management program, I do not believe that students need to have completed all of their 5200 level courses to be successful within this particular class (please note I am not requesting a similar change to SOCM 6400 - Social Purpose Investing and Finance - as I believe both 5100 and 5200 level courses are necessary in that case). The ENTR 6655 course primarily involves topics (i.e. history of the social sector, legal structures of social sector, business models of social sector, etc.) that do not require the knowledge conveyed in 5200 level courses and making it available to both 1st year and 2nd year students will allow for greater enrollment opportunities.

   Course credit exclusion should also be removed because NMLP 6350 has been deleted in 2013.
8. **Proposed Course Information**

Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

<table>
<thead>
<tr>
<th>Existing Course Information</th>
<th>Proposed Course Information</th>
</tr>
</thead>
</table>
| **ENTR 6655 3.00 Social Entrepreneurship**  
This course is for students interested in the phenomenon of social entrepreneurship. Using a combination of assigned readings, videos, guest speakers, and extensive interaction with real-world social entrepreneurs, students will gain a broad understanding of business models within the field, as well as the challenges and decisions social entrepreneurs face during start-up and on an on-going basis.  
Prerequisites: All 5000-series Required Foundations of Management Core Courses.  
Course credit exclusion: NMLP 6250 3.00 | **ENTR 6655 3.00 Social Entrepreneurship**  
This course is for students interested in the phenomenon of social entrepreneurship. Using a combination of assigned readings, videos, guest speakers, and extensive interaction with real-world social entrepreneurs, students will gain a broad understanding of business models within the field, as well as the challenges and decisions social entrepreneurs face during start-up and on an on-going basis.  
Prerequisites: All 5100-series Required Foundations of Management Core Courses. |

9. **Consultation**

For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

**Originator**

Geoff Kistruck  
Signature  
August 30, 2019  
Date  
Geoff Kistruck  
Name  
SOCM  
Area or Specialization

**Approvals:**

**Area or Specialization**  
I have reviewed this change form and I support the proposed changes to the course.
<table>
<thead>
<tr>
<th>Name</th>
<th>Area or Specialization</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moren Lévesque</td>
<td>ENTR</td>
<td></td>
</tr>
</tbody>
</table>

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

<table>
<thead>
<tr>
<th>Name</th>
<th>Program Director</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashwin Joshi</td>
<td>MBA Program Director</td>
<td></td>
</tr>
</tbody>
</table>

**Program Committee**

This course change has received the approval of the relevant Program Committee.

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee Chair</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detlev Zwick</td>
<td>MPC-PCC</td>
<td></td>
</tr>
</tbody>
</table>
Course Outline

Room W356
Tuesday, 7:00pm - 10:00pm
Fall 2018

Course Instructor

Julien Papon
Email: julien.papon@vitess.com
Phone: 416.736.2100 x77960
Office Hours: N305A SSB

Assistant: Clara Kan
Email: ckan@schulich.yorku.ca
Phone: 416.736.2100 x77960
Office: N305A SSB

Brief Description

This course is for students interested in the burgeoning phenomenon of social entrepreneurship. Drawing upon both theory and practice, students will develop an in-depth understanding of the range of business models used by social entrepreneurs that attempt to balance financial and social objectives. By way of assigned readings, videos, guest speakers, and extensive interaction with existing social entrepreneurs, students will gain both a broad understanding of the state of the field, as well as the specific challenges and decisions that social entrepreneurs face during start-up and on an ongoing basis.

Prerequisites: All 5100-series Required Foundations of Management Core Courses.

Contents

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Organization of the Course .............................................................................................................................. 2
Course Material/Assigned Reading .................................................................................................................. 2
Evaluation of Student Performance ............................................................................................................... 3
Written Assignments/Projects and Exam[s]: Descriptions ............................................................................. 5
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams ......................... 5
Quick Reference: Summary of Classes, Activities and Deliverables .............................................................. 5

Course Learning Outcomes / Objectives

Social entrepreneurship is attracting growing amounts of talent, money, and attention. But along with its increasing popularity has come wide diversity in understandings of what a social entrepreneur is and does. In this course, you will:

1. Develop an understanding of the scope of social entrepreneurship vis-à-vis existing for-profit, nonprofit, and governmental approaches: Use literature to address question surrounding who is, and who is not, a social entrepreneur? What is the competitive landscape for social enterprises? What does the future look like for the social enterprise sector?
2. **Invest in a social entrepreneur:** As part of the class, students will select a social entrepreneur in whom to invest a small amount of money, and will be tasked with keeping a journal of their experience as a social investor to be presented to their peers.

3. **Gain exposure to social enterprise start-ups:** Students will spend time in the field interviewing budding social entrepreneurs to understand the drivers behind their initiative, and how they evaluate potential opportunities.

4. **Garner detailed knowledge of the process of starting a social enterprise:** Combing guest speakers with readings, students will learn about how to; (1) evaluate potential social opportunities, (2) compare advantages and disadvantages of legal structures, (3) identify where to access funding resources, (4) analyze their social performance, and (5) understand the different options for scaling and growing their social venture.

5. **Work on a ‘live’ project with a social entrepreneur:** Throughout the duration of the course, students will be working directly with a social entrepreneur to address one of their current challenges. The project will culminate in both a written report and presentation outlining their recommendations to the social entrepreneur.

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**Organization of the Course**

We will use a variety of teaching methods to encourage intellectual understanding and a personal connection to the subject matter. Such methods include videos, group discussions, in-class exercises, presentations by guest speakers, and field interactions with social entrepreneurs.

Students are expected to read all assigned materials prior to class. Timely and comprehensive reading of the materials is not only important to ensure high quality interaction within classroom discussions/exercises, but also to ensure high quality dialogue with social entrepreneurs in relation to the real-world challenges they are facing. Students are also expected to be extremely courteous and highly professional in their interactions with social entrepreneurs in the field, and cognizant of their time and other constraints.

In addition to being prepared for class, it is important that students plan ahead for the successful completion of their major projects. Some assignments are not due until the latter part of the course (i.e. consulting project, social investor experience, etc.), yet require ongoing attention from the beginning of the course (i.e. meetings with social entrepreneurs, journaling, etc.). It is the student’s responsibility to ensure that they maintain regular progress in such endeavors.

---

**Course Material / Assigned Reading**

*Required Reading for this course includes the following (available for purchase from the York University Bookstore):*


- David Bornstein & Susan Davis “Social Entrepreneurship: What Everyone Needs to Know” Oxford University Press, 2010

- Online Course Readings available through the York University Library website
Evaluation of Student Performance

The course grading scheme for Master’s level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>1</td>
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<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

- **Individual Class Participation (20%)**

  The participation grade will be based generally on the quality of participation during in-class discussions, in-class activities, and questions for guest speakers. Obviously, attendance in class is a prerequisite. Each unexcused absence will result in a penalty of 5% from the student’s overall grade in the course. More than three unexcused absences will result in a failing grade within the course.

- **Report on Field Interviews (25%)**

  During the 4th week of the course, students will be required to conduct interviews with three social entrepreneurs. Students are requested to tape record their interviews with the social entrepreneurs, where possible, to ensure accuracy. The focus of the interviews should be on:

  1. Understanding why the individual decided to be a social entrepreneur and what they did previously
  2. Identifying how the individual came to be interested in a particular social opportunity
  3. Detailing the process the individual used to evaluate the feasibility of the potential social opportunity and what adjustments were made as a result
  4. Highlighting the three biggest challenges the individual faced/is facing during the start-up process

  After conducting the interviews, students are expected to write a maximum 12-page report that compares and contrasts the responses of the social entrepreneurs including their personal drivers, opportunity identification and evaluation process, and challenges faced during start-up. In the final section of the paper, the student should also identify potential solutions to the challenges posed by the social entrepreneurs. The report is due electronically by the beginning of class on Oct 9th and is worth 25% of the final mark.

- **Social Investor Experience (15%)**
As part of the course, each student must select a social entrepreneur in whom to invest $25. Students may use one of the many crowdfunding websites out there (www.csicatalyst.org; www.startsomegood.com; www.kiva.org, etc.) or find a social entrepreneur in whom to invest directly. Proof of such investment (highlighting the investee name, project, and country) must be forwarded to the instructor by 5:00pm on September 14th.

Students will then be asked to keep a journal detailing their thoughts and impressions regarding their investment. The journal should begin with a detailed discussion about why the student selected a particular entrepreneur - was it the entrepreneur themselves? The location? The social cause? What were their concerns involved in making their investment? Students are then asked to make additional journal entries based upon additional information they receive about their investment, or thoughts that they have regarding their investment. For example, are they confident in their entrepreneur’s ability to succeed? How do they feel about investing in someone that they do not know? What are the rewards, if any, do they feel in acting as a social investor? What are their biggest concerns? The journals will be submitted at the beginning of the class on October 30th and will constitute 2/3rd of the social investor experience grade.

Also on October 30th, each student will be required to make a 5-minute presentation detailing their personal experience as a social investor. In addition to presenting the highlights from their journal, the student should consider whether or not they consider their investment to be a success or a failure, and what information they used to make this evaluation. They should also evaluate whether or not they would make a similar investment in the future, and what recommendations they would make to improve the social investor-investee relationship. The presentations will constitute the remaining 1/3rd of the social investor experience grade.

- **Social Venture Consulting Project (40%)**

Students will be asked to form groups of approximately 3-4 people for the purpose of the social venture consulting project. The purpose of the consulting project is to have students work directly with a social entrepreneur throughout the second half of the course to provide a detailed recommendation on a challenge they are currently facing.

At the beginning of class on October 16th, each team will submit the name of the social entrepreneur or social enterprise they have elected to work with, as well as a brief overview of the challenge for which they will research a solution. **It is highly recommended that each team meet with the instructor prior to identifying the specific organization and challenge to be addressed to ensure suitability.**

During the last class (December 4th), students will be asked to present their recommendations to both their classmates and the social entrepreneur themselves who will be requested to attend. Each presentation should be a maximum of 20 minutes in duration with a 10 minute Q&A section to follow. The presentation will be worth 1/4th of the consulting project grade.

At the beginning of the last class (December 4th), students will also be required to submit a maximum 25 page report. The report will be worth the remaining 3/4ths of the consulting project grade, and should outline:

- Background on the social enterprise
- The scope of the challenge faced by the social venture
- The process the group used to collect data to design a solution (i.e. readings, interviews, reports, surveys, etc.)
- The detailed recommendation of the group
- Key limitations and next steps required by the social venture
Each report should also attempt to highlight key learning points from each of the course modules (i.e. business model, legal structure, funding, measuring, scaling) in their recommendations.

In addition to the final report, each student will be asked to submit a peer evaluation of the contribution of each group member (above average, average, below average, or significantly below average). Such evaluations may be used to adjust the individual grades of group members for the consulting project.

Student groups are encouraged to meet several times with the instructor throughout the duration of the course to provide regular updates on their progress and to discuss any challenges that the group may be facing.

**Written Assignments/Projects and Exam[s]: Descriptions**

All assignments are due on the date and time specified within the syllabus, and should be submitted in hard copy and via email to julien.papon@vitesse.com. A late penalty will be assigned (33%/day) for all assignments not submitted by the required date and time.

**General Academic Policies: Grading, Academic Honesty, Accommodations and Exams**

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

*Academic honesty* is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found on the Schulich website: [http://schulich.yorku.ca/current-students/academic-honesty/](http://schulich.yorku.ca/current-students/academic-honesty/)

*Accommodations.* For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see [http://www.yorku.ca/cds/](http://www.yorku.ca/cds/)

**Quick Reference: Summary of Classes, Activities and Deliverables**

**Schedule of Topics and Readings**

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings, Cases, etc.</th>
<th>Assigned work due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 25</td>
<td>Recognizing Social Opportunities</td>
<td>Understanding Social Entrepreneurship – Chapter 3</td>
<td>*GUEST SPEAKERS</td>
</tr>
<tr>
<td>Oct 2</td>
<td>FIELD WORK - CONDUCT INTERVIEWS WITH BUDDING SOCIAL ENTREPRENEURS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 9</td>
<td>Models of Social Entrepreneurship</td>
<td>“Social Enterprise Typology” by Kim Alter. pgs. 23-51 <a href="https://www.globalcube.net/clients/philippson/content/medias/download/SE_typology.pdf">https://www.globalcube.net/clients/philippson/content/medias/download/SE_typology.pdf</a></td>
<td>Report on Field Interviews due at beginning of class</td>
</tr>
<tr>
<td>Oct 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 30</td>
<td>PRESENTATIONS ON BEING A SOCIAL INVESTOR</td>
<td></td>
<td>Journals due at beginning of class</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Exercise</td>
<td>Notes</td>
</tr>
<tr>
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<td>-------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Funding Social Ventures</td>
<td>Understanding Social Entrepreneurship - Chapter 7</td>
<td>GUEST SPEAKER</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Measuring Social Impact</td>
<td>Understanding Social Entrepreneurship – Chapter 8</td>
<td>GUEST SPEAKER</td>
</tr>
<tr>
<td>Nov 27</td>
<td>Scaling Social Ventures</td>
<td>Understanding Social Entrepreneurship – Chapter 9</td>
<td>Social enterprise partner selection due at beginning of class</td>
</tr>
<tr>
<td>Dec 4</td>
<td>PRESENTATIONS OF CONSULTING PROJECTS</td>
<td>Consulting reports due at beginning of class</td>
<td></td>
</tr>
</tbody>
</table>
Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Yisong Tian, Professor of Finance
Date: June 17, 2019
Re: Course description change for FNEN 6850

Motion: To approve the proposed change to the course description for FNEN 6850 Fixed Income Securities.

Rationale: The original course description was written more than 20 years ago and no longer accurately reflects the changes in the fixed income markets since then nor the current content and coverage of the course. The new course description is a very much needed update and, at the same time, maintains the original objectives and overall structure.
Course Change Proposal Template

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program
   Schulich MBA Program (Financial Engineering, Concurrent and Stand-Alone Graduate Diploma)

2. Course Number and Credit Value
   FNEN 6850 3.0

3. Course Title
   a) Long Course Title
      Fixed Income Securities
   b) Short Course Title
      Fixed Income Securities

4. Existing Pre-requisites/Co-Requisites
   MBA and IMBA Prerequisites: SB/FINE 6800 3.00.
   MFIN Prerequisite: SB/MFIN 5600, MFIN Corequisite: SB/FINE 6800 3.00.

5. Type of Course Change (indicate all that apply)

   | In course number |
   | In credit value (provide course outline) |
   | In course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces) |
   | X In course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense) |
   | In learning objectives/outcomes (please append the program’s existing learning outcomes as a separate document) |
   | In integration (provide statement of approval from other program) |
   | In cross-listing (provide statement of approval from other program) |
   | In pre/co-requisite |
   | Expire course |
   | Other (please specify) |

6. Effective Session of Proposed Change(s)
   Winter 2020

7. Academic Rationale
   Indicate how the proposed change will contribute to the academic objectives of the course/program. Please provide a description of the amended learning outcomes/objects for the course, if applicable. Additionally, please append the graduate program’s existing learning outcomes as a separate document.

The original course description was written more than 20 years ago and no longer accurately reflects the changes in the fixed income markets since then nor the current content and coverage of the course. The new course description is a very much needed update and, at the same time, maintains the original objectives and overall structure.
8. **Proposed Course Information**  
Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

<table>
<thead>
<tr>
<th>Existing Course Information (Change from)</th>
<th>Proposed Course Information (Change to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course builds upon the use of symbolic and numerical tools. Maple is used as a computer algebra system and then as a generator of codes in C++ and/or FORTRAN. This course provides an overview of the major components of fixed income markets, including a review of the major instruments, the issuers and the investors. The valuation of interest-rate sensitive cash flows is the underlying theme. Major topics covered include: theories of the term structure, institutional aspects of the fixed income markets, and analytical techniques for managing interest rate risk. The course will concentrate on modern valuation methods as well as traditional techniques for risk management in the fixed income market. The effect of the assumed interest rate dynamics and the prevailing interest rate condition for the riskiness and value of various features of these contracts will also be analyzed. The power of convexity and duration upon risk management and valuation will be developed. Students will use the substantive approaches developed in the course to address concrete problems. The coursework will include a project dealing with Canadian data.</td>
<td>Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems.</td>
</tr>
</tbody>
</table>

9. **Consultation**  
For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

N/A

Originator

Signature: [Signature]  
Date: June 7, 2019

V. November 2016
Approvals:

Area or Specialization
I have reviewed this change form and I support the proposed changes to the course.

Lilian Ng
Name
Finance
Area or Specialization

June 5, 2019
Signature
Date

Degree Program
I have reviewed this change form and I support the proposed changes to the course.

Ming Dong & George Klar
Name of Program Director
Financial Engineering & Master of Finance
Program

June 5 & 7, 2019
Signature
Date

Program Committee
This course change has received the approval of the relevant Program Committee.

Detlev Zwick
Name of Committee Chair
MPC-PCC
Committee

September 5, 2019
Signature
Date
Fixed Income Securities
Course Outline
Winter 2019

Thursdays, 7:00-10:00 p.m., beginning on January 10
SSB S126

Instructor
Professor Yisong S. Tian

Assistant
Stacey-Ann Filici

Office hours: Thursdays, 5:45-6:45 pm, no appointment required

Prof. Tian is an expert on derivative securities, financial risk management and CEO compensation. He has published extensively on these and other related topics in more than 18 finance journals. He joined Schulich in 1999 and has taught BBA, MBA, Financial Engineering, Master of Finance, and Ph.D. classes.

Brief Description
Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems.

Prerequisites: MBA/IMBA students, FINE 6800; MFIN students, MFIN 5600
Co-requisites: MFIN students, FINE 6800

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Course Learning Outcomes........................................................................................................... 1
Deliverables at a Glance .................................................................................................................. 2
Course Material................................................................................................................................. 2
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Class-by-Class Syllabus...................................................................................................................... 3
Written Assignments/Projects and Exam[s]: Descriptions ................................................................ 7
Evaluation of Written Assignments/Projects and Exams................................................................ 8
Calculation of Course Grade............................................................................................................ 8
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams...................... 9
Quick Reference: Summary of Classes, Activities and Deliverables .............................................. 11

Course Learning Outcomes
This is an introduction to fixed income markets and securities. After completing this course, students are expected to have a clear understanding of the institutional settings of the fixed income markets and instruments, have the ability to apply term structure theories to explain real world
economic events and business cycles (e.g., upward-sloping yield curves), perform term structure estimations, use duration measures for bond portfolio immunization applications, understand and evaluate mortgage-backed securities, and have the ability to build arbitrage-free binomial and trinomial interest rate trees and use them to evaluate interest rate contingent claims.

**Deliverables at a Glance**

Students are expected to read the assigned chapters and journal articles, actively participate in classroom discussions, work out the assigned end-of-chapter problems, complete written homework assignments, and prepare for the midterm and final exams. All homework assignments must be completed and submitted to the instructor on time. Failure to do so will result in a 20% penalty for each day overdue. Any submission that is one minute to 24 hours past the due date is considered one day overdue. Late penalty will be waived at the instructor’s discretion if there are extenuating circumstances (e.g., illness with documented proof).

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>Individual</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>1</td>
<td>30</td>
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<td>Individual</td>
</tr>
<tr>
<td>Final exam</td>
<td>1</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 7) and “Evaluation of Written Assignments/Projects and Exam” (p. 8).

**Course Material**

Reading material for the course has been organized in three locations: one required textbook, lecture notes and supplementary material posted on the Schulich Course Materials Database (CMD), and an optional but highly recommended textbook. Not every source is needed for each class. Every week, you should check the Class-by-Class Syllabus below for readings and their locations (see pp. 3-7).

*Required reading* for this course includes the following textbook. It is available for purchase from the York University Bookstore [http://bookstore.blog.yorku.ca]:


*Optional textbook:*


*Course Materials Database* (CMD) is an important resource for this class. Further required readings including lecture notes/slides, journal articles and other supplementary materials are posted on the CMD. You may access the CMD via Lotus Notes or the following web link:
Check the CMD regularly for updates, corrections and announcements (at least twice a week).

Please note that:

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

**Student Preparation for Class and Class Participation: Expectations**

**Preparation.** Be prepared to put in at least 6 hours of prep work outside the classroom time each week. You are expected to have read all the assigned material listed in the Class-by-Class Syllabus for each class, including all assigned lecture notes, textbook chapters and journal articles, and have worked out the assigned end-of-chapters problems ahead of each class. Any course related announcements or updates will be posted on the Schulich’s Course Materials Database (CMD) as soon as they are available. Students are expected check the CMD frequently for announcements and updates (at least twice a week).

**Class Participation (contribution).** Class participation is NOT graded in this course. Nevertheless, you are encouraged to actively participate in class discussions, ask questions, provide real world examples, or challenge the conventional or accepted viewpoints from the business media, your peers and even the instructor.

**Class-by-Class Syllabus**

Topics, readings, and other preparations for every class are listed below:

Note: If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students’ Lotus Notes email accounts, notifying them of the change.

Jan. 11    Introduction and Bond Pricing Review  (Session 1)

**Prep:**
- Introduction
- Markets for fixed income securities
- Review of interest rates, yields and bond pricing
- Industry bond pricing conventions
- Chapter 2, Exercises 2, 4

**Read:**
1. Chapter 1
2. Chapter 2.1-2.2
Optional:

Jan. 18 Discount Factors, No-Arbitrage Pricing, and Term Structure of Interest Rates
(Session 2) Prep:
- Discount factors and zero-coupon bonds
- The law of one price and no arbitrage
- Treasury stripping and reconstitution
- Yield curves and term structure of interest rates
- Spot rates, forward rates and par rates
- Term structure theories
- Chapter 2, Exercises 6, 7
Read:
1. Chapter 2.1-2.4

Jan. 25 Term Structure Estimation
(Session 3) Prep:
- Swap rate curve vs. treasury yield curve
- Alternative estimation methods
  - The bootstrapping method
  - Cubic splines
- Chapter 2, Exercise 7, 8
Read:
- Chapter 2.9
Optional:

Feb. 1 Duration and Immunization
(Session 4) Prep:
- Duration, convexity and other risk measures
- Classical immunization
- Immunization risks
- Immunizing multiple liabilities
- Chapter 3, Exercises 1, 2, 6, 7
- Chapter 4, Exercises 1, 2
Read:
1. Chapter 3.1-3.4
2. Chapter 4.1
Feb. 8  Non-Parallel Shift and Key Rate Durations  
(Session 5)  Prep:  
- What’s wrong with Macaulay’s duration?  
- Factor models and factor neutrality  
- Key rate durations  
- Factor durations  
- Applications of key rate durations in immunization  
Read:  
1. Chapter 4.2  
Optional:  

First Written Assignment Due at Beginning of Class on February 8

Feb. 15  Mortgage Backed Securities  
(Session 6)  Prep:  
- What are mortgage loans?  
- Mortgage pass-through securities  
- Collateralized mortgage obligations (CMOs)  
- Other variations  
- Chapter 8, Exercises 2-4  
Read:  
1. Chapter 8  
Optional:  

MIDTERM EXAMINATION on February 15 (First half of class)

Feb. 22  READING WEEK – NO CLASS

March 1  Interest Rate Forwards, Futures and Swaps  
(Session 7)  Prep:  
- What are interest rate forward contracts?  
- What are interest rate futures contracts?  
- Treasury futures markets  
- What are interest rate swaps?  
- Chapter 5, Exercises 1, 2, 4-6, 9, 10  
- Chapter 6, Exercises 1, 3  
Read:  
1. Chapter 5.1-5.4  
2. Chapter 6.1
March 8    The Market Model and Interest Rate Options  
(Session 8) Prep:
- The market model
- Options on bonds
- Options on interest rate futures
- Interest rate caps, floors and collars
- Swaptions
- Chapter 6, Exercises 4-6, 10

Read:
1. Chapter 6.2  
2. Chapter 20

March 15    Interest Rate Dynamics, Yield Curves and Binomial Trees  
(Session 9) Prep:
- Brownian motion
- Ito’s Lemma
- No-arbitrage pricing in continuous time
- A simple binomial interest rate model
- Interest rate dynamics and yield curves

Read:
1. Chapter 9  
2. Chapter 14  
3. Chapter 15.4

March 22    Equilibrium Interest Rate Models and Binomial Trees  
(Session 10) Prep:
- Equilibrium interest rate models
- Building binomial interest rate trees
- Valuation of interest rate derivatives

Read:

March 29    Applications of Binomial Interest Rate Models  
(Session 11) Prep:
- Bonds with embedded options
- Interest rate caps, floors and collars
- Interest rate swaps and swaptions
- Mortgage backed securities
- Chapter 11, Exercises 2, 3, 6  
- Chapter 12, Exercises 1-3

Read:
Second Written Assignment Due at Beginning of Class on March 29

April 5  No-Arbitrage Interest Rate Models
(Session 12)  Prep:
- No-arbitrage interest rate models
- The Ho-Lee binomial tree model
- The Hull-White trinomial tree models
- Chapter 11, Exercises 5

Read:
1  Chapter 11.1.1

Optional

FINAL EXAMINATION (April 12)

Written Assignments/Projects and Exam[s]: Descriptions
There are two written homework assignments, and a midterm and a final exam. Details of these requirements are provided below.

Written Assignments
- Each written assignment has a number of questions that are similar to the problems or examples discussed in class. Some of these questions may also require the use of excel spreadsheets for computational help or assistance. They are designed to test your knowledge on the topics covered in the course and to make sure that you are keeping pace with the course and have digested all the materials we have covered in class.
- A hardcopy of the written assignment must be submitted to the instructor in person at the beginning of class on due date (as stated in the “Class-by-Class Syllabus”). Failure to do so will result in late penalty of a 20% loss of the total marks for each day overdue. Homework submitted one minute to 24 hours after the due date is considered one day overdue. Faxed or e-mailed assignments will not be accepted. If, under extenuating circumstances, you are unable to hand in the assignment personally, please make arrangements for a classmate to hand it in for you or discuss alternate acceptable methods of delivery with the instructor ahead of time. Late penalty may be waived at the instructor’s discretion if there are extenuating circumstances (e.g., illness with documented proof). Detailed information on the written assignments will be distributed during the term.

Examinations
- The midterm and final exams may consist of a combination of multiple choice questions, short essay questions (that usually require no numerical calculation), and longer questions
(which usually require numerical calculation and analysis). The midterm and final exams will be 1.5 and 3 hours long, respectively. Both are closed-book exams, with all necessary formulas provided by the instructor.

- The midterm exam will take place during regular class hours. There will be no make-up exam if, for any reason, you cannot make it to the midterm exam. You will receive a grade of zero for the missed midterm exam unless you provide documentation substantiating the reason for the absence. If the instructor accepts your reason for the absence, the weight of the missed midterm exam will be moved to the final exam.

- The final exam will take place during the regularly scheduled examination period after the last day of class. Students should not make plans to be away from Toronto during any portion of the announced examination period until the dates for their specific examinations have been announced.

**Due Date**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Description</th>
<th>Max Length</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 8</td>
<td>First written homework assignment</td>
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<tr>
<td></td>
<td><em>Max Length: None</em></td>
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<tr>
<td>March 29</td>
<td>Second written homework assignment</td>
<td>None</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><em>Max Length: None</em></td>
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<td></td>
</tr>
</tbody>
</table>

**Evaluation of Written Assignments/Projects and Exams**

While all written assignments will be graded by a teaching assistant, both midterm and final exams will be graded by the instructor personally. The instructor provides the teaching assistant with the solution and marking guide for each written assignment. The teaching assistant is also instructed to write down a brief explanation for any deductions.

**Marking Disputes:** If you have a marking concern with the graded assignment or midterm, you must return it to the instructor no later than one week after the material has been returned to the class. Attach a typed or handwritten note indicating where the re-marking is required. Please keep in mind that the instructor may adjust your grade up or down, depending on the outcome of the re-marking.

**Calculation of Course Grade**

In this class, final course grades will be determined by the overall numerical grades combining all graded components:

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>Individual</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>Individual</td>
</tr>
<tr>
<td>Final exam</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The overall numerical grades will be converted into letter grades (e.g., A+, A, etc), using a bell curve with a median of B or B+. The conversion is not based on a fixed scale (e.g., 90-100% = A+) as the Schulich School does not have a standard policy for translating percentages into letter grades. Instead, the median numerical grade will be converted to a letter grade of either B or B+,
at the instructor’s discretion. A bell curve is then applied to the remaining numerical grades so that the letter grades for the entire class resemble a normal distribution.

The course grading scheme for Master’s level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade) are:

- A+ 9 grade points
- A 8
- A- 7
- B+ 6
- B 5
- B- 4
- C+ 3
- C 2
- C- 1
- F 0

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average [‘GPA’] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

**General Academic Policies: Grading, Academic Honesty, Accommodations and Exams**

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of elective courses are normally expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Student Handbook or the Student Services & International Relations website:


*Academic honesty* is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:


*Accommodations*. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student
Services. For counseling and disability services, contact Student Services or see [http://www.yorku.ca/cds/](http://www.yorku.ca/cds/)

**Exams (Absence from)**

*Mid-term.* Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student’s file.

*Final.* Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For more details, see: [http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument](http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument)
## Quick Reference: Summary of Classes, Activities and Deliverables

<table>
<thead>
<tr>
<th>Class No., Title and Date</th>
<th>In-Class Case/Exercise</th>
<th>Reading Preparation (excluding cases and optional readings)</th>
<th>Written Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jan. 11 Introduction and Bond Pricing Review</td>
<td>Ch. 2, Exer. 2, 4</td>
<td>Chapters 1, 2.1-2.2</td>
<td></td>
</tr>
<tr>
<td>2. Jan. 18 Discount Factors, No-Arbitrage Pricing, and Term Structure of Interest Rates</td>
<td>Ch. 2, Exer. 6, 7</td>
<td>Chapters 2.1-2.4</td>
<td></td>
</tr>
<tr>
<td>3. Jan. 25 Term Structure Estimation</td>
<td>Ch. 2, Exer. 7, 8</td>
<td>Chapter 2.9</td>
<td></td>
</tr>
<tr>
<td>4. Feb. 1 Duration and Immunization</td>
<td>Ch. 3, Exer. 1, 2, 6, 7</td>
<td>Chapters 3.1-3.4, 4.1</td>
<td></td>
</tr>
<tr>
<td>5. Feb. 8 Non-Parallel Shift and Key Rate Durations</td>
<td></td>
<td>Chapters 4.2</td>
<td>1st written assignment due (beg. of class)</td>
</tr>
<tr>
<td>6. Feb. 15 Mortgage-Backed Securities Midterm exam Ch. 8, Exer. 2-4</td>
<td>Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 22</td>
<td>NO CLASS (Reading Week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. March 1 Interest Rate Forwards, Futures and Swaps</td>
<td>Ch. 5, Exer. 1, 2, 4-6, 9, 10, Ch. 6, Exer. 1, 3</td>
<td>Chapters 5.1-5.4, 6.1</td>
<td></td>
</tr>
<tr>
<td>8. March 8 The Market Model and Interest Rate Options</td>
<td>Ch. 6, Exer. 4-6, 10</td>
<td>Chapters 6.2, 20</td>
<td></td>
</tr>
<tr>
<td>9. March 15 Interest Rate Dynamics, Yield Curves, and Binomial Trees</td>
<td></td>
<td>Chapters 9, 14, 15.4</td>
<td></td>
</tr>
<tr>
<td>10. March 22 Equilibrium Interest Rate Models and Binomial Trees</td>
<td></td>
<td>Articles</td>
<td></td>
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<tr>
<td>11. March 29 Applications of Binomial Interest Rate Trees</td>
<td>Ch. 11, Exer. 2, 3, 6 Ch. 12, Exer. 1-3</td>
<td>Chapters 11.2, 12</td>
<td>2nd written assignment due (beg. of class)</td>
</tr>
<tr>
<td>12. April 5 No-Arbitrage Interest Rate Models</td>
<td>Ch. 11, Exer. 5</td>
<td>Chapters 11.1.1</td>
<td></td>
</tr>
</tbody>
</table>
Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business  
From: Steve Pulver, Instructor  
Date: July 3, 2019  
Re: Change to Course Description for MKTG 6321

Motion: Proposed changes are the highlighted portion of the course description for MKTG 6321

From:
Using an effective combination of readings, class discussions, real world entertainment marketing cases, and guest speakers, this course develops a managerial and socio-cultural perspective on the marketing of entertainment. Attention is focused on analysing the relationship between the global marketplace and entertainment business decision-making; the determination of entertainment products, services, experiences, prices, channels and communications strategies for motion pictures, music, games, theme parks, and online entertainment culture.

To:
licensing, live concerts, sponsorship, entertainment brands, movies, pre recorded music, streaming, nightclubs, and live theatre.

Rationale: The entertainment landscape is in a constant state of flux, and accordingly, the course needs regular updates. This is the culmination of incremental changes that have taken place over the years I have been teaching the course. Importantly, now that material about Live Theatre (Hamilton) and Streaming (Disney and Spotify) is available, we can improve and update the course making it more relevant and meaningful to students.
**Course Change Proposal Template**

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. **Program**
   Schulich MBA Program

2. **Course Number and Credit Value**
   MKTG 6321 3.00

3. **Course Title**
   a) **Long Course Title**
      Long title of course
   
   b) **Short Course Title**
      Entertainment and Culture Marketing

4. **Existing Pre-requisites/Co-Requisites**
   MKTG 5200

5. **Type of Course Change (indicate all that apply)**
   | in course number | in credit value (provide course outline) |
   | in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces) | in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense) |
   | in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document) | in integration (provide statement of approval from other program) |
   | in cross-listing (provide statement of approval from other program) | in pre/co-requisite |
   | expire course | other (please specify) |

6. **Effective Session of Proposed Change(s)**
   Fall 2020

7. **Academic Rationale**
   There are no changes in learning outcomes. The entertainment landscape is in a constant state of flux, and accordingly, the course needs regular updates. This is the culmination of incremental changes that have taken place over the years I have been teaching the course. Importantly, now that material about Live Theatre (Hamilton) and Streaming (Disney and Spotify) is available, we can improve and update the course making it more relevant and meaningful to students.

8. **Proposed Course Information**
   Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough

V. November 2016
<table>
<thead>
<tr>
<th>Existing Course Information (Change from)</th>
<th>Proposed Course Information (Change to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using an effective combination of readings, class discussions, real world entertainment marketing cases, and guest speakers, this course develops a managerial and socio-cultural perspective on the marketing of entertainment. Attention is focused on analysing the relationship between the global marketplace and entertainment business decision-making; the determination of entertainment products, services, experiences, prices, channels and communications strategies for motion pictures, music, games, theme parks, and online entertainment culture.</td>
<td>Using an effective combination of readings, class discussions, real world entertainment marketing cases, and guest speakers, this course develops a managerial and socio-cultural perspective on the marketing of entertainment. Attention is focused on analysing the relationship between the global marketplace and entertainment business decision-making; the determination of entertainment products, services, experiences, prices, channels and communications strategies for licensing, live concerts, sponsorship, entertainment brands, movies, pre recorded music, streaming, nightclubs, and live theatre.</td>
</tr>
</tbody>
</table>

9. **Consultation**  
For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

**Originator**

[Signature]

[Name]  
27th April 2019

**Date**

[Signature]

[Name]  
November 2018

V. November 2018
**Approvals:**

**Area or Specialization**
I have reviewed this change form and I support the proposed changes to the course.

Theodore Noseworthy

Signature

Theodore J. Noseworthy
Name

**Degree Program**
I have reviewed this change form and I support the proposed changes to the course.

Signature

Ashwin Joshi
Name of Program Director

**Director, MBA**

Program

**Program Committee**
This course change has received the approval of the relevant Program Committee.

Detlev Zwick

Signature

Detlev Zwick
Name of Committee Chair

**MPC-PCC**

Committee
I spent more than 30 years marketing entertainment products at companies such as CBS Records (now Sony Music) where I contributed to projects by artists such as Bruce Springsteen, Michael Jackson, LL Cool J and The Beastie Boys, at Echo Advertising, the entertainment focused advertising agency that I co-owned, and at Mill Street Brewery where I was a shareholder and the marketing director.

From 1987-2002 I was a partner in North America’s largest and most successful entertainment focused Advertising Agency, Echo Advertising. There, I worked on many entertainment projects in the areas of live concert tours, live theatre, movies, licensing, sponsorships, bar and nightclub promotions, and pre-recorded music.

From 2006-2015 I managed the marketing for Mill Street Brewery, Canada’s number one craft brewery. This included a variety of activities including promotions at bars and nightclubs, festival sponsorships, live music initiatives and movie promotions.

**Brief Course Description**
Using an effective combination of readings, class discussions, real world entertainment marketing cases, and guest speakers, this course develops a managerial and socio-cultural perspective on the marketing of entertainment. Attention is focused on analysing the relationship between the global marketplace and entertainment business decision-making; the determination of entertainment products, services, experiences, prices, channels and communications strategies for licensing, live concerts, sponsorship, entertainment brands, movies, pre recorded music, streaming, nightclubs and live theatre.

**Introduction**
From music to movies, licensing to sponsorship, and nightclubs to theme parks, entertainment permeates consumer culture. With Canadians cumulatively spending at least 85 billion hours and over $110 billion on legal forms of entertainment every year, we must come to realize that, as Disney CEO Michael Eisner puts it, all business is show business. Yet, despite its widely acknowledged significance, particularly in the context of consumer culture, entertainment...
marketing has rarely been taught at business schools. This BBA elective course seeks to bridge this peculiar gap in business education.

Course Focus
Entertainment Marketing is structured to benefit a general managerial interest in what entertainment marketing is, how it is managed, how consumers experience and use entertainment products, services and experiences and how this managerial knowledge can help managers and marketers across a wide range of industries to deliver superior customer value. The information provided in this course can clearly help those interested in careers particular to the media and entertainment industry.

These are some of the questions we will address in the course: What are the specific legal, and economic characteristics of entertainment markets (licensing, live concerts, branding, movies, night clubs, pre-recorded music, streaming audio and video, live theatre, sponsorship, integrated marketing), and how do they affect our understanding of marketing and business management and strategy as a whole? What are the fundamental marketing tools, instruments and techniques available to marketers to deliver superior entertainment value? What’s the impact of networked consumer technology in reshaping today’s entertainment markets, new product development and marketing channels? How can firms stand out in a media and product saturated global entertainment marketplace?

Prerequisite: SB/MKTG 5200 3.00

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Course Learning Outcomes .......................................................................................................................... 2
Deliverables at a Glance .............................................................................................................................. 3
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Class-by-Class Syllabus .................................................................................................................................. 4
Written Assignments/Projects Descriptions and Their Evaluation ............................................................... 13
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Course Learning Outcomes
The course is intended to broaden and deepen students’ knowledge of the marketing management of entertainment with respect to emotional connection, meaning-making, personal relevance, consumer communities, and street-level technological use that can be useful across a range of managerial contexts and careers. These include helping to build entertainment related marketing skills associated with the four Ps, segmentation, targeting and positioning, market oriented strategic planning, advertising development and assessment, entrepreneurial new product design, management of technology, marketing research, promotions, public relations, viral marketing, virtual communal marketing, and entertainment or mass communications consulting.

Of note there will be a high degree of focus placed upon the economics of Entertainment Marketing.
Deliverables at a Glance

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Innovation Assignment</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>Group</td>
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<tr>
<td>Group Case Analysis</td>
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<td>Presentation of Group Case Analysis</td>
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<td>Final Assignment Ent. Marketing Plan Final Paper</td>
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<td>Class participation</td>
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<td>20</td>
<td>Individual</td>
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<td>Optional Individual Presentation (in lieu of 50% of Participation Grade)</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>Individual</td>
</tr>
</tbody>
</table>

| Total                                               |          |          | 100     |           |

For details, see “Written Assignments/Projects: Descriptions” (p. 12-15)

Course Material

**Required:** Course Kit – cases and readings

In order to make the material as economical as possible we have done 3 things:

1) Created a course kit containing much of the course material. This is available for purchase at the York U bookstore

2) Provided instructions on how to access articles (only) from HBR

3) Provided any other material via a web search. Please note some of these links are unstable and may change, so please try a couple of searches before you contact me if you can’t find it

(k) = course kit  **web search required**

Harvard Business Review Articles - Exception


Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: [http://researchguides.library.yorku.ca/HBR](http://researchguides.library.yorku.ca/HBR)

Or type in “Harvard Business Review” under “eResources” search and use online access (Business Source Premier) - download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.

The **Course Materials Database (CMD)** has been created within Schulich’s Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

**Student Preparation for Class and Class Participation: Expectations**

**Class Participation – 20%**

Your presence and contribution to in-class learning is vital. This means being on time, well prepared, contributing, listening and building on others’ ideas and being ready to disagree with others and to develop your own position. Participation is evaluated based on the quality and quantity of your contribution to discussions in class. If you are unable to attend a class, please let me know in advance. **If you miss a class and do not want it to negatively impact on your grade, please submit your written case notes and analysis reflecting how you would have**
participated had you attended class. Any absence from class does not excuse you from assignment deadlines. Class participation will be evaluated on an individual basis.

Since this is a large class, participation will be a challenge. Therefore at the student’s option, he or she can allocate 50% of his or her participation mark (10% of final grade) to finding an article about entertainment marketing (not already contained in the readings), writing a summary of it and presenting it in class. Summaries can be as short as one page, and should not be longer than two pages. You should summarize the content of the article briefly, state why you think the article is of some importance in the area of entertainment marketing, and provide your opinion with respect to whether or not you agree with what is being said. Please note, only 15 presentation slots are available and when they are gone, they are gone.

If you choose to do the summary and presentation, I will need to know by the beginning of our third class, Sept 23. Once again, if the 15 slots are taken before the Sept 23 deadline, there are no more presentation opportunities available.

This timing will enable me to schedule summaries according to the workload in each class. The summary is worth 50% of your class participation mark (presentation length max. 10 minutes).

Class-by-Class Syllabus
Topics, readings, and other preparations for every class are listed below

Note: If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students’ Lotus Notes email accounts, notifying them of the change.

Sept 9
Class 1 Course introduction...There's No Business Like Show Business
Description: During this class we will discuss the nature of entertainment marketing, define it for the purpose of this class, and talk about what makes a hit

Readings: Mandel et al, The Entertainment Economy
(available via Bloomberg terminal in Bronfman Library)

Pine and Gilmore, Welcome to the Experience Economy,
Harvard Business Review July-August 1998(library search)


Devereaux, T (Feb 2011) Aristotle’s Six Elements of Drama and Importance in Modern Film, https://suite.io/tristan-devereux/525q2d6

**Due** Individual introductions, groups formed for case analysis projects and specific cases assigned to each group.

**Sept 16**
**Class 2** Innovation Lab
Description: The session focuses on developing new concept ideas via group work to demonstrate how new entertainment marketing concepts can be developed


**Due:** Final Groups confirmed

**Sept 23**
**Class 3** Marketing Intellectual Property: Licensing, Economic and Legal Principles
Description: In this class we will discuss theory and methods for developing marketing programs in a variety of channels using funding from a variety of sources. Licensing will be our focus

**Case:** Jurassic Park, Quelch, HBS (k)
- What criteria should they choose for selecting marketing partners?
- What business are movie studios in today vs. where they were pre 1980?
- What recommendations would you make to a studio to help ensure the success of its next mega release?


**Due:** Outline for Final Project List of individual presenters confirmed

**Sept 30**
**Class 4** The Live Concert Business
Description: In this segment of the course we will look at the key issues surrounding the live concert business.

**Case:** Lady Gaga A. Elberse and Christensen HBS (k)
- If you were Troy Carter, which of the three touring options would you pursue for Lady Gaga? Why?
- How much money does Gaga stand to gain (or lose) under each option? In your view do the potential rewards justify the investment? And can Carter do anything to mitigate the risks of
pursuing a solo tour?

- Are Lady Gaga’s main partners – Live Nation, WME and her record label Interscope – likely to have the same preferences regarding the three options? Are their incentives generally aligned with Gaga’s?
- How would you evaluate Gaga’s launch as an artist up to September 2009? How can her team best go about further developing her touring and recording career going forward? And how can team Gaga best leverage her social media presence?
- How important are concert ticket sales versus recorded music sales for an artist like Gaga? Where should team Gaga focus its efforts in the future?

Readings:

Cohan, Jillian, The Show Must Go On http://www.aei.org/publication/the-show-must-go-on/


Due: Minor Group Project: Innovation Assignments

Oct 7
Class 5

Sponsorship in Entertainment Marketing
Description: In this session we will discuss the role sponsorship plays in helping entertainment properties succeed via creating awareness among the public. We will also discuss how sponsors make decisions on what entertainment properties to sponsor, why sponsors choose the properties they do and how rights holders (artists and properties) view sponsorship.

Case: Cineplex Entertainment: The Loyalty Program Hardy and Zatsma Ivey, (k)

- What marketing and sponsorship elements are present in the Cineplex program?
- What elements are missing?
- Why does Scotiabank want to be involved in the program?
- If you were the champion of the program at Scotiabank, and one of your key objectives were to make Scotiabank the first choice for Canada’s youth, what program elements would you deem essential to make SCENE deliver on the objective

Readings: Farrelly F., Quester, P. Investigating Large-Scale Sponsorship Relationships as Co-Marketing Alliances http://resolver.scholarsportal.info/resolve/00076813/v48i0001/55_ilsraca.xml
Music Sponsorship Spending To Total 1.34 Billion in ’14
OCT 14  NO CLASS READING WEEK

Oct 21  Class 6  Managing Entertainment Brands

Description: The notion of brand is all around us. From century old icons like Coca-Cola to relative upstarts like Nike and Apple, brand is king. This week we will discuss one of the world’s leading entertainment brands, Marvel, and look at if it is a sustainable proposition.

Case: Marvel Enterprises Inc..Elberse HBS (k)

- In your view, what strategic direction should Marvel Enterprises’ Vice Chairman Peter Cueno and his colleagues pursue? Why? How?
- Why was Marvel’s turnaround so successful? Would you characterize that success as a fluke? Or do you view it as sustainable? Why? How?
- How important are each of Marvel’s 3 divisions-comic books, toys, licensing-to its past and future performance?
- To what extent is Marvel’s success due to only one character, Spiderman? How can Marvel develop its lesser known characters?

Readings


Devin Leonard | April 03, 2014 The Pow! Bang! Bam! Plan to Save Marvel, Starring B-List Heroes

Devin Leonard | April 03, 2014 The Pow! Bang! Bam! Plan to Save Marvel, Starring B-List Heroes

Smith, Ethan and Lauren A. E. Schuker, Disney Nabs Marvel Heroes Company Bulks Up With $4 Billion Deal but Must Contend With Tangle of Licenses.

Due: Major Group Assignment and Presentation on Marvel
The Movie Business

Hollywood Would Much Rather Make Rocky 2 Than Rocky

Description: Creative and integrated marketing campaigns are the key to success in this highly competitive entertainment focused economy. Additionally, it appears that the sequel business might be the keys to success in Hollywood. In this segment of the course we cover these topics by looking at two blockbuster movie series…Transformers and Harry Potter

Cases: Transformers and Harry Potter (k) - In this class we will have two groups’ present…a battle of the entertainment brands so to speak

Harry Potter (James Sirius WB) Questions

- What will Paramount do in respect of the launch date for Transformers 3: Dark of the Moon?
- What is special about movie competition? What other business decisions are similar? What is the impact of 3D technology on this decision?
- What considerations must you make about when to release your movie?
- How many tickets does Warner Bros. have to sell to break even on the movie in week 1?
- What other marketing actions would you recommend? If you owned the rights to Harry Potter, how would you value the rights?

Transformers (Judy Witwicky Paramount) Questions

- What will Warner Bros do in respect of the launch date for Harry Potter and the Deathly Hallows Part 2?
- What is special about movie competition? What other business decisions are similar? What is the impact of 3D technology on this decision?
- What considerations must you make about when to release your movie?
- How many tickets does Paramount have to sell to break even on the movie in week 1?
- What other marketing actions would you recommend? If you owned the rights to Transformers, how would you value the rights?

Readings: Franich, D. Entertainment Weekly May 19, 2011 22 Movie Sequel Do’s and Don’ts


Davidson, Adam How Does the Film Industry Actually Make Money?

http://www.nytimes.com/2012/07/01/magazine/how-does-the-film-industry-actually-make-money.html?_r=0

Davis, Noah Box Office Math: Learn how movies make and lose money


In a Recessionary Summer, Hollywood's Fondness for the Familiar Only Grows, Knowledge at Wharton, knowledge.wharton.upenn.edu/article.cfm?articleid=2306, August 5, 2009

Due: Major Group Assignment and Presentation on Transformers and Harry Potter

Nov. 4
Class 8  Pre recorded Music-Making the Band
Description: The music business has always been a tough go of it for everyone involved. Success is achieved by a very few and we will learn why that is and how it is likely to change in the digital age

Case: Radiohead A&B, Elberse and Beergsman (k)
- Why have a handful of major record companies dominated the music industry through most of the last century?
- How does the advent of the Internet change the structure and economics of the music industry? Will major record companies continue to dominate the business?
- Does Radiohead’s approach to the sales of In Rainbows make sense? Why or Why not?
- How could other artists benefit from Radiohead’s experience with online music sales?

Readings
Elberse, A. Bye-Bye Bundles: The Unbundling of Music in Digital Channels.2010
Journal of Marketing Vol 74, May 2010 pp 107-123

[http://knowledge.wharton.upenn.edu/article.cfm?articleid=2417](http://knowledge.wharton.upenn.edu/article.cfm?articleid=2417)

Jeff Raban, guest post on Reverbnation blog by Mariana Music
Industry Predictions: Labels, Concerts, Licensing and More

A brief History of Why Artists Are No Longer Making A Living Making Music Tamblyn, I.
[https://www.rootsmusic.ca/2019/03/14/a-brief-history-of-why-artists-are-no-longer-making-a-living-making-music/?fbclid=IwAR20qqgmcDgsq6K1E5B7Mu2BJjzLPMVGYySt1uBlqH0LVQIyNAgHhp 만들기](https://www.rootsmusic.ca/2019/03/14/a-brief-history-of-why-artists-are-no-longer-making-a-living-making-music/?fbclid=IwAR20qqgmcDgsq6K1E5B7Mu2BJjzLPMVGYySt1uBlqH0LVQIyNAgHhp 만들기)

Due: Major Group Assignment and Presentation
Streaming Audio and Video
Description: We have looked at the Movie Business as well as the Pre recorded Music Business from a historical perspective in weeks 7 and 8. Now we look at what is going on in these two key entertainment industries in the context of streaming

-In this class we will once again have two groups’ present two different cases

Disney Questions
- What were the key distribution channels before the rise of the internet and what are they today?
- What are the strengths and weaknesses of Disney’s business model?
- What are the opportunities and threats of movie production?
- Should Disney offer its own streaming services? Why or why not?
- If yes, how should it implement this service, by growing organically or by acquiring content? Why?
- Should it make the content exclusive or license it to other streaming services?
- What other growth options does Disney have?

Spotify Questions
- Who in your opinion is the strongest player in the music industry today? Why?
- Does Spotify have a positive future?
- Why has Spotify been so successful?
- What is Spotify’s competitive advantage?
- Is Spotify a platform?
- What features are distinct for Spotify? Are these important for the user?
- Is the freemium model right for Spotify?
- What could Spotify do to become profitable?

Readings
Briefing  The Force is Strong in This Firm
The Economist Dec 19, 2015
Koblin  The Vanishing TV Audience NY Times,
Monday May 20, 2019 P B1, B3
Prince & Greenstein, Does Original Content Help Streaming Services Attract
More Subscribers? HBR Reprint H04A16 Apr.24, 2018
Gans  Netflix and Why The Future of Streaming Looks Like
Old School TV HBR Reprint H03YV6 Oct. 19, 2017
Gilchrest & Luca  How Netflix’s Content Strategy is Reshaping Movie Culture HBR Reprint H03VJ8 Aug. 31, 2017
Luca & McFadden, How Streaming is Changing Music Again, HBR Reprint H0391T Dec. 12, 2016
Seabrook, J. Will Streaming Kill Songwriting?
Nov 18
Class 10 Nightclub Marketing

Description: In this session we will examine one of the most accessible forms of entertainment, the night club. This is a tough business, but one where the barriers to entry are relatively low and the rewards can be great.

Case: Case Marquee: Reinventing The Business of Nightlife 9-514-028 A (k)

- If you were Strauss and Tepperberg, would you have approached the renovation of Marquee New York the way they did, modeling it after Marquee Las Vegas? Why or Why not? What, if anything, would you have done differently?
- What explains the “old” Marquee’s success? What were the key challenges in running that venue?
- What explains Marquee Las Vegas’s success? What are the key challenges in running that venue? Will exporting this approach to New York work?
- How would you characterize the market for DJs? What is the source of the power of the superstars in that market? Can Strauss and Tepperberg do anything to control their rising fees?
- How does the new Marquee fit TAO Group’s overall portfolio?

Readings:
- Christina DesMarais, Behind the Scenes of a Hot Nightclub business
  [http://www.inc.com/christina-desmarais/6-ingredients-for-a-hot-nightclub.html](http://www.inc.com/christina-desmarais/6-ingredients-for-a-hot-nightclub.html)
- NightClubIndustry Assn. Stats
- America’s 10 Biggest Nightclubs Earned Over $550 Million In Revenue Last Year
- The Truth Behind Nightlife in NYC

Due: Major Group Assignment and Presentation on Nightclub Marketing
Nov 25
Class 11 On Broadway- Live Theatre…There’s Nothing Like It

Description: This week we will cover the live theatre industry. It’s perhaps the toughest nut to crack in the entertainment business, but like most high risk endeavours, the returns for success can be enormous

Cases: There are 2 of them to read in this instance
1) Elberse and Schoppe, Hamilton: An American Musical
   Harvard Business School July 28, 2016 Prod # 9-517-015 (k)
2) Murray, M. Hamilton Won More Than Twitter
   Darden Business Publishing, U of Va. Prod # UV7165
   - What, in your opinion, are the key contributors to Hamilton’s massive success?
   - Would you recommend a “cold open”, or an “enhancement deal”? Why?
   - If you could, would you invest in a bus and truck tour of Hamilton across North America? Why or Why not?
   - If you could invest in the Hamilton movie, would you? Why or Why not?
   - How important was/is social media in making the show a success, and why do you think that?

Readings:
For Early Jersey Boys Investors, Oh What a Run
https://www.nytimes.com/2017/01/14/theater/from-san-diego-to-broadway-by-way-of-jersey.html?_r=0

Hamilton Inc. The Path to a Billion Dollar Show

Behind the Curtain of Theatre Investing

How Do You Make Money in Theatre?

WTF Podcast Episode 759 Marc Maron interview w Lin Manuel Miranda
https://www.youtube.com/watch?v=zAe4a3kD03Y

WARNING: CONTAINS VULGAR AND EXPLICIT LANGUAGE

Due: Major Group Assignment and Presentation on Hamilton

Dec 2
Class 12 Integrated Marketing in Entertainment: Jay-Z’s Decoded

Description: Integrated marketing is a cornerstone of successful marketing efforts in business. In this session we look at the integrated marketing program behind Jay-Z’s memoir, Decoded

Case: Droga5: Launching Jay-Z’s Decoded 9-513(k)
Is pursuing this campaign idea a smart investment for Droga5—and for the proposed partners Random House, Roc Nation and Microsoft?

- How can Droga5 best broker a deal between the different parties, and ensure success for each? Who really “holds the cards” in this partnership—Jay-Z and Roc Nation, or Microsoft?
- How would you evaluate the campaign idea itself? Do you anticipate it will be effective at driving sales of Decoded and usage of Bing? Why or Why not?
- In your view, will partnerships like these become more commonplace in the world of entertainment? What problems do these alliances address?

Due: Individual Entertainment Marketing Plan, Class Participation Self Evaluation

Written Assignments/Projects Descriptions and Their Evaluation

Assignment 1-Group Assignment (Minor 15%)

Apply the concepts of 100 mile per hour thinking and intergalactic thinking that we discussed and used in our innovation session to develop 3 new product ideas and concept statements for an entertainment product/company of your choice. Please use the following two galaxies for your project:

1) Things you might have found in Elvis Presley’s Garage (10 of them)
2) Things that are Green (10 of them)

Please prepare a 6 page report:
Page 1 is a cover page with background on the company and what the objectives of the new product are: If you don’t know it, make it up.
Page 2 is the list of 10 Things you might have found in Elvis Presley’s Garage
Page 3 is your list of 10 Things that are Green
Page 4,5,6 are the 3 new product ideas and concept statements that you developed
This is due week 4, Sept 30, two weeks after the innovation lab

Assignment 2- Group Assignment Major

Entertainment Marketing Case Analysis and Presentation (30%)

a) Case Analysis
During the break of the first class, the class will self-divide into groups. The size of the groups will be determined by the total enrolment in the section. Each group will be assigned a case to analyze in writing and present recommendations during a scheduled week as detailed on the next page.
Your paper will be graded on 4 dimensions as follows:

1) An Executive Summary of the plan which is to follow. The Executive Summary should show your ability to use one of the 2 formats for analysis we discussed in class. (5%)

As a reminder they are:
   a) The Case Analysis Format
   b) P&G Persuasive Selling Format

2) your ability to answer the specific questions asked about the case in the course outline by integrating learning from the lectures and discussions and readings and cases we have studied through the week you submit your paper and do your presentation.

I am looking for a comprehensive approach to this integrative thinking assignment. For perspective, to earn 10 out of 10 here, I am looking for a minimum of 10 references with examples from the lectures and discussions and readings and cases (10%),

4) your writing style, grammar and punctuation (5%)

Total Case Analysis 20%

The written case report is not to exceed 10 pages, 12 pt, double-spaced, excluding the exhibits. CASES LONGER THAN 10 PAGES WILL BE PENALIZED! A letter grade will be deducted for each page more than 10.

If you find writing in English challenging, I recommend you get a copy of a book called “Elements of Style” by Strunk and White. It costs between $10 and $15 and you will keep it forever.

a) Presentation
You will have a maximum of 25 min to present your analysis and recommendations. Your presentation will be followed by a class discussion.

The presentation will be graded on:
Substance (key issues, insights, recommendations), 3%
Style (professional, clear, persuasive) 3%
Creativity 4%
Total Presentation 10%

Total Project 30%

Each member of the group is expected to contribute equally to the written and oral presentation.

Group Cases & Presentations
Marvel Due Week 6 Oct 21
Transformers and Harry Potter (2 cases, 2 groups) Due Week 7 Oct 28
Radiohead Due Week 8 Nov 4
Disney and Spotify (2 cases, 2 groups) Due Week 9 Nov 11
Marquee: Reinventing The Business of Nightlife Due Week 10 Nov 18
Hamilton (2 cases 1 group) Due Week 11 Nov 25
### Assignment 3

<table>
<thead>
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<th>Individual Assignment- Entertainment Marketing Plan Outline</th>
<th>(10%)</th>
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<tr>
<td>The outline is due week 3, Sept 23</td>
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<tr>
<th>Individual Assignment- Final Entertainment Marketing Plan</th>
<th>(25%)</th>
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<tbody>
<tr>
<td>The final paper is due week 12, Dec 3</td>
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**Total** (35%)

### The Final Paper

I will describe the final assignment first, which is due in the final class on Dec 3 and then take you through the outline assignment, which is due on week 3, Sept 23. The objective of breaking this into two parts is to ensure you understand my expectations. Please note, you will get your graded outlines back at the beginning of the week 4 class.

Think of this as an open book, take home exam where your memory is not being tested. What I am testing is your ability to:

- a) demonstrate learning from each week of the course; and
- b) integrate the 12 weeks of course material into a cohesive whole.

To accomplish this, each student will develop a Marketing Plan for a **Specific Entertainment Event**. This **Specific Entertainment Event** is a massive party celebrating the university/college graduation of any and all Ontario students.

Your plan must build an event that will be profitable and encompass all of the areas of entertainment marketing covered in the course. The plan must also cover the marketing basics of price, product, promotion and distribution.

You will develop an integrated marketing plan covering these elements and validate your plan by making specific reference to 12 weeks of lectures and cases, and readings and class discussions.

The objective is for you to demonstrate your understanding of the material not in the traditional way of memorizing it, but in the more practical way of applying it to the marketing plan for your entertainment event. This means that your paper needs to cover the following topics: Content, Innovation, Licensing, Live Performance and Venue, Sponsorship, Night Clubs, Branding, Viral Marketing, Movies, Pre Recorded Music, Live Theatre and Integrated Marketing. Additionally, you must build a financial model for the event proving your recommended plan is profitable.

Your final paper will be graded on 4 dimensions as follows:

1) An Executive Summary of the plan which is to follow. The Executive Summary should show your ability to use one of the 2 formats for analysis we discussed in class. (5%)
   - As a reminder they are:
     - i. The Case Analysis Format
     - ii. P&G Persuasive Selling Format

2) Once again, I am looking for a comprehensive approach to this integrative thinking assignment. Your grade will be based on how you demonstrate the depth and breadth of your ability to integrate the lectures and discussions and readings and cases we have studied through week 12, into your paper. For perspective, to earn 10 out of 10 here, I am looking for a minimum of 20 references with examples from the lectures.
and discussions and readings and cases (10%)
3) the financial viability of your plan (5%)
4) your writing style, grammar and punctuation (5%)
Total 25%

The written plan is not to exceed 12 pages, 12 pt, double-spaced, excluding the exhibits. PLANS LONGER THAN 12 PAGES WILL BE PENALIZED! A letter grade will be deducted for each page more than 12.

This is due in class on week 12, December 2

The Outline
Since this is a challenging assignment, it is broken up into 2 parts. I have given you the overall description, now let’s talk about the outline due week 3 at the beginning of class.

This is due in class on week 3, September 23

For the outline, I am looking for 5 slides as follows:
1) Cover page with your name, student number and title of your event
2) Exec summary as per what we will cover today in class
3) What elements of Aristotle’s Content Framework does your event address and why will that be compelling?
4) Is your event a Blue Ocean? Why or why not?
5) What elements of the project could you license and why will someone pay to license your event?

Your outline will be graded on 4 dimensions as follows:
5) An Executive Summary of the plan which is to follow. The Executive Summary should show your ability to use one of the 2 formats for analysis we discussed in class. (2%)
As a reminder they are:
   i. The Case Analysis Format
   ii. P&G Persuasive Selling Format

6) Here I am looking for your ability to answer the questions asked based on the material you have read to date and the classroom lectures and discussions. Your grade will be based on how you demonstrate the depth and breadth of your ability to integrate the lectures and discussions and readings and cases we have studied through week 3, into your paper. For perspective, to earn 4 out of 4 here, I am looking for a minimum of 8 references with examples from the lectures and discussions and readings and cases (4%)
7) the financial viability of your plan (2%)
8) your writing style, grammar and punctuation (2%)
Total 10%

Additional Comments:
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in course materials or syllabus.
- Assignments are due at the beginning of class on the dates specified, without exception.
Calculation of Course Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Group Assignment Minor</td>
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<td>Group Assignment Major</td>
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<td>Individual Assignment Outline</td>
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<tr>
<td>Class participation</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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General Academic Policies: Grading and Academic Honesty

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found on the Schulich website:

[http://schulich.yorku.ca/current-students/academic-honesty/](http://schulich.yorku.ca/current-students/academic-honesty/)

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.
For counseling & disability services, contact Student Services or see [http://www.yorku.ca/cds/](http://www.yorku.ca/cds/)
## Quick Reference: Summary of Classes, Activities and Deliverables

<table>
<thead>
<tr>
<th>Class No., Title and Date</th>
<th>In-Class Case/Exercise</th>
<th>Reading Preparation (excluding cases and optional readings)</th>
<th>Written Preparation</th>
</tr>
</thead>
</table>
| 1. Sept 9                 | Course Introduction, there's no business like show business | - Welcome to the Experience Economy  
- The Entertainment Economy  
- Managing and Marketing Talent  
- No Plot My Dear No Story  
- Aristotle's 6 Elements  
- Internal Eisner Memo | |
| 2. Sept 16                | Innovation Lab         | - The Do it Yourself Lobotomy  
- The Middle Manager as Innovator  
- Blue Ocean Strategy | Bring Spreadsheet from CMD to Class  
Major Individual Assignment - Outline due |
- Introduction to Licensing | |
| 4. Sept 30                | The Live Concert Business | - Live Nation Faces the Music  
- The Show Must Go On  
- The Mastermind Behind Coachella | Bring Spreadsheets from CMD to Class  
Minor Group Innovation Assignments Due |
| 5. Oct 7                  | Sponsorship in Entertainment Marketing | - Investigating...Co marketing  
- Events in Peculiar Places  
- Music Sponsorship 1.34 Billion  
- Reaching Millennials at Festivals | Oct 15 NO CLASS READING WEEK  
Oct 15 NO CLASS READING WEEK  
Oct 15 NO CLASS READING WEEK |
| 6. Oct 21                 | Managing Entertainment Brands | - What Becomes an Icon Most  
- Branding in the Age of S.M.  
- Pow! Bang! Bam!  
- Disney Nabs Marvel Heroes | Group Paper and Presentation Due |
| 7. Oct 28                 | The Movie Business      | - Harry Potter Group Presentation  
- Transformers Group Presentation | Group Paper and Presentation Due from Harry Potter and Transformers Groups |
<table>
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<th>Class No., Title and Date</th>
<th>In-Class Case/Exercise</th>
<th>Reading Preparation (excluding cases and optional readings)</th>
<th>Written Preparation</th>
</tr>
</thead>
</table>
- The Unbundling  
- High Profits For Major Labels?  
- Marketing in an Unpredictable World  
- Industry Predictions  
- Why Artists Are No Longer | - Group Paper and Presentation Due  
- Bring Spreadsheets from CMD to Class |
| 9. Nov 11 Streaming Audio & Video | Disney group Presentation  
Spotify group presentation | - The Force is Strong  
- The Vanishing TV Audience  
- Does Original Content  
- Old School TV  
- Netflix Reshaping Movie Culture  
- Streaming Changing Music Again  
- Will streaming kill songwriting  
- Spotify’s Financial Results  
- Freemium | Group Paper and Presentation Due from Disney and Spotify Groups |
| 10. Nov 18 Nightclub Marketing | Marquee Group Presentation | - Behind the Scenes  
- Strategies to Crack  
- America’s 10 Biggest Nightclubs  
- The Truth Behind NYC Nightlife | Group Paper and Presentation Due |
| 11. Nov 25 Broadway, There’s Nothing Like It | Hamilton Group Presentation | - Jersey Boys Oh What A Run  
- Path to a Billion Dollar Show  
- Behind the Curtain  
- How Do You Make Money? | - Group Paper and Presentation Due  
- Bring Spreadsheets from CMD to Class |
- We’re All Connected | - Final Individual Assignment Due  
- Participation Self Evaluation Due |
To: Masters Program Committee, Schulich School of Business  
From: Alexandra Campbell  
Date: August 15, 2019  
Re: Removing the restriction for IMBA students to take IBUS 6490 and adding a prerequisite

---

**Motion:** Removing the restriction for IMBA students to enroll in IBUS 6490 as an elective in their second year. As well as adding a prerequisite that all IMBA first year required core courses are complete.

**Rationale:** Prior to 2018, the IMBA had a mandatory 6-week course in first year, IMBA 5004 1.5 J International Negotiation Processes and Techniques. Due to content overlap between the IMBA and the MBA International Negotiations courses, IMBA students were not eligible to take the second-year elective, IBUS 6490 3.00 International Negotiations: Analysis, Strategy and Practice.

Effective Fall 2018, IMBA 5004 1.5 J was removed from the IMBA program as part of a major program review. There is therefore no longer any reason to restrict IMBA students from enrolling in IBUS 6490 3.00.
Course Change Proposal Template

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program
   Schulich MBA Program

2. Course Number and Credit Value
   IBUS 6490 3.00

3. Course Title
   
   a) Long Course Title
      International Negotiations: Analysis, Strategy and Practice.

   b) Short Course Title
      International Negotiations: Analysis, Strategy and Practice.

4. Existing Pre-requsites/Co-Requisites
   All MBA1 Required Foundations of Management Core Courses or permission of the instructor.

5. Type of Course Change (indicate all that apply)

   | in course number |
   | in credit value (provide course outline) |
   | in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces) |
   | in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense) |
   | in learning objectives/outcomes (please append the program’s existing learning outcomes as a separate document) |
   | in integration (provide statement of approval from other program) |
   | in cross-listing (provide statement of approval from other program) |
   | X in pre/co-requisite Add: All IMBA first year Required core courses |
   | expire course |
   | X other (please specify) Remove the restriction: Not open to IMBA students |

6. Effective Session of Proposed Change(s)
   Winter 2020

7. Academic Rationale
   IBUS 6490 3.00 will contribute to the academic objectives of the IMBA Program since it covers key topics in International Negotiation such as culture and the unique challenges of international negotiations that are not taught elsewhere in the IMBA Program. Adding IBUS 6490 3.00 as a second year elective will have no impact on IMBA Program Learning Outcomes.

8. Proposed Course Information
   Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).
9. **Consultation**  
For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

<table>
<thead>
<tr>
<th>Originator</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Alexandra Campbell</td>
<td>August 15, 2019</td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Alexandra Campbell</td>
<td>IMBA Program Director</td>
</tr>
<tr>
<td>Name</td>
<td>Area or Specialization</td>
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**Approvals:**

**Area or Specialization**
I have reviewed this change form and I support the proposed changes to the course.

<table>
<thead>
<tr>
<th>Approver</th>
<th>Date</th>
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<tr>
<td>Thomas Wesson</td>
<td>August 15, 2019</td>
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<td>Signature</td>
<td>Date</td>
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<tr>
<td>Thomas Wesson</td>
<td>Area Coordinator IBUS</td>
</tr>
<tr>
<td>Name</td>
<td>Area or Specialization</td>
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</tbody>
</table>

**Degree Program**
I have reviewed this change form and I support the proposed changes to the course.

<table>
<thead>
<tr>
<th>Approver</th>
<th>Date</th>
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<tr>
<td>Ashwin Joshi</td>
<td>August 15, 2019</td>
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<tr>
<td>Signature</td>
<td>Date</td>
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<tr>
<td>Ashwin Joshi</td>
<td>Area Coordinator MBA</td>
</tr>
<tr>
<td>Name of Program Director</td>
<td>Program</td>
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</tbody>
</table>
Program Committee
This course change has received the approval of the relevant Program Committee.

Detlev Zwick
Signature

September 5, 2019
Date

Detlev Zwick
Name of Committee Chair

MPC-PCC
Committee
International Negotiations: Analysis, Strategy and Practice

Course Outline DRAFTv1.6
Winter 2019

Tuesdays, 7:00-10:00 p.m., beginning Jan. 8
SSB S128

Instructor
Professor Stephen Weiss
N305G Seymour Schulich Building
(416) 736-5087
sweiss@schulich.yorku.ca
Office hours: Monday afternoons, by appointment

Assistant
Clara Kan
N305A
(416) 736-2100 ext. 77960
ckan@schulich.yorku.ca

Prof. Weiss is an international negotiation specialist, tenured associate professor of policy and international business, and former MBA and IMBA Program Director at Schulich. He has taught at Schulich since 1991 and delivered classes or seminars at over 50 schools/universities in 20 countries.

Brief Description
This course provides structured approaches to understanding, planning, and doing business negotiations in international contexts. Students apply their business knowledge in a series of interactive exercises and written assignments in order to develop analytic, strategic and practical negotiation skills. On two Saturdays, students conduct complex negotiation simulations (alliance formation, foreign market entry) and receive performance feedback from experienced negotiators.
This course qualifies as an elective for concentrations in IBUS, ORGS and SGMT.
Prerequisites: All MBA1 Required Foundations of Management Core Courses or permission of the instructor.

Contents
Course Learning Outcomes ........................................................................................................................................ 2
Deliverables at a Glance........................................................................................................................................ 2
Course Material ......................................................................................................................................................... 3
Student Preparation and Participation in Class/Exercises: Expectations .............................................................. 3
Class-by-Class Syllabus ........................................................................................................................................... 5
Written Assignments/Projects: Descriptions ........................................................................................................ 10
Evaluation of Written Assignments/Projects ....................................................................................................... 13
Evaluation of Negotiation Performance in the Simulations .................................................................................. 14
Calculation of Course Grade .................................................................................................................................... 15
General Academic Policies: Grading, Academic Honesty, and Accommodations .............................................. 15
Quick Reference: Summary of Classes, Activities, and Deliverables .............................................................. 16
Course Learning Outcomes
Whether you are selling a product or service, attracting an investor, dealing with a supplier or government agency, or resolving a dispute with partners, you are usually negotiating. Moreover, those around you—your stakeholders as well as competitors—are also negotiating. It is crucial in business, especially international business, to make sense of these negotiations and to conduct them effectively.

This is an intensive course in negotiation analysis, international business, strategy formulation and implementation, and interpersonal skill development. The course requires you to integrate and apply your knowledge of functional areas and international business.

Ultimately, this course is designed to help you:
- learn about state-of-the-art thinking and research on international negotiation
- equip yourself with ideas, tools and skills that enable you to achieve superior results in your work with others in international settings.

Specifically, the course will enable you to:
- understand fundamental negotiation concepts
- describe (report on) a negotiation effectively
- explain outcomes
- suggest improvements in process and outcome
- expand familiarity with standards and practices in selected countries and industries
- enhance awareness of particular facets of business transactions and tasks
- set goals, develop strategies, and articulate plans
- increase interpersonal effectiveness in five key skill areas of negotiation.

This course demands a lot from you, but you can expect a lot from it.

Deliverables at a Glance
Students are expected to do reading assignments, participate actively in class and in two weekend negotiation simulations, and complete written assignments/projects. In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

<table>
<thead>
<tr>
<th>Assignment/Tasks</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td>Written Assignments:</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Negotiation plans/forms (for in-class roles)</td>
<td>5</td>
<td>-</td>
<td>10</td>
<td>Individual/Group3</td>
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<tr>
<td>Classes 2 (the brief), 3, 4, 5, 12</td>
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<tr>
<td>Simulation-related (SIM1, SIM2):</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>- Personal plans (&quot;Top Three&quot;)</td>
<td>2</td>
<td>-</td>
<td>0</td>
<td>Individual</td>
</tr>
<tr>
<td>- Team plans (&quot;Highlights&quot;)</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>Group</td>
</tr>
<tr>
<td>- Post-negotiation analyses</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>Individual</td>
</tr>
<tr>
<td>Final project (journal)</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>Individual</td>
</tr>
<tr>
<td>Negotiation Performance in Simulations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Nissan</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>Individual</td>
</tr>
<tr>
<td>2. Catalytic</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>Individual</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td>15</td>
<td>100</td>
<td>Individual</td>
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</tbody>
</table>

For details, see “Written Assignments/Projects: Descriptions” (p. 10ff) and “Evaluation” (p. 13ff).
Course Material

Reading material for the course may be found in books and Schulich’s Canvas Learning Management System. See the Class-by-Class Syllabus below for readings and their locations.

Canvas will be our main tool for course organization, communication, and information/materials specific to this course. Check it at least twice a week.

There is no required textbook for this course since no book must be read in its entirety during the term. However, the following books are recommended for purchase. Some reading is required from each of them, and these selections are not posted on Canvas. The books will have enduring value for you.


In addition, check out:
- the longstanding “bible” in the field of (general) negotiation—
- the latest advice based on behavioral economics and social psychology research—

Student Preparation and Participation in Classes/Exercises: Expectations

The value of every class session depends significantly on student involvement and input. You are encouraged to prepare well for class and during class, to participate in exercises conscientiously and make significant contributions to discussions.

**Preparation.** You are expected to have read the assigned material and developed responses to the study (“prep”) questions. Read the material in the order listed in the Class-by-Class Syllabus. (There is logic to the order.) The amount of reading varies by class, so plan accordingly. Do all of the “Read” listings before each class so we can use class time to maximum advantage. “Optional” readings support the “Read” listings and are provided for students interested in more information, but you are not expected to do them.

**Class Participation (Contribution).** In class, “significant contributions” to discussion add depth to, challenge, or redirect discussion rather than simply providing factual information. (They should also include brief justification or evidence.) The quality and quantity of your remarks will be evaluated and recorded by Prof. Weiss each week after class. The evaluation system allows for a maximum of 10 earned points per week. The number of points earned will be calculated as follows: 2 points for attendance, 1 point for each substantive contribution up to a maximum of 3 points, and 1 to 5 points for the overall quality of the entire set of contributions. (You can earn as much from one high-quality comment as from three comments of low quality.) At the end of selected classes, you will be asked to offer peer and course feedback. In Week 7, you will receive your class participation grade for the first half of the course. If you are interested in discussing your class performance at any time, contact Prof. Weiss.

Results of in-class negotiation exercises (role-plays) will not be graded. However, your comments based on them will be considered as class contributions.
Negotiation Exercises. The quality of your participation in negotiation exercises will affect not only what you learn but also what your counterparts and other classmates learn. (That is why attendance and conscientiousness are critical.) For these exercises, you are expected to adhere to the following points (a class “honor code”):

- do not seek advance information about process/outcomes from previous participants
- see the world as the role does; adopt the role’s perspective
- choose any negotiation strategy or approach you like (except physical violence), but be mindful of potential consequences and responsible for actual consequences
- “keep it real” (stay in role)
- in general, do not make up “facts” that would materially alter the scenario (note that a counterpart can always question your representations rather than take them at face value; also you don’t always have to have an answer for counterparts’ inquiries)
- do not show your counterpart your confidential role instructions (even afterwards) unless or until instructed to do so
- expected results: you do not have to reach an agreement (strive for an outcome that is satisfactory)
- post-negotiation, focus on learning and reflection
- keep discussion about class experiences within the class.

Weekend Negotiation Simulations (Two). These experiences, which are the most demanding in the course, consist of planning, negotiating, and post-negotiation analysis. This set of tasks will make the following periods especially busy: Jan. 28-Feb. 12, and March 11-26. If you are completing a MGMT 6100 project this term, remember that Phase 4 pressures will mount in late March. Participation in both simulations is required to pass this course.

Solid preparation makes these “mega-simulations” more effective and interesting for everyone, as you will see. The negotiations will be set up under conditions as realistic as possible and should be treated that way. The proceedings will be videotaped from start to finish to facilitate post-simulation feedback and learning. Do not look up actual outcomes of these negotiation cases before your simulations because using that knowledge during the exercise will detract from your experience and performance, not enhance it. Your simulation will develop its own dynamics. They should be the focus of your attention and actions. Besides, other students’ experiences and the actual outcomes—which may or may not be “right”—will be addressed after the simulation anyway.

You are encouraged to seek constructive, informal feedback about your negotiation behavior from classmates throughout the course and to provide feedback to them. Conversations about these negotiation experiences can provide valuable insights, and you will rarely get such open debriefing opportunities in “the real world.” Use them while you can.

In addition to class preparation and participation, you are expected to complete and submit on-time assignments described fully in “Written Assignments/Projects.” (For a compact summary of activities and deliverables, see the table on p. 16.)
**Class-by-Class Syllabus**

This course is divided into five modules: I) Essential Skills for International Negotiators, II) Complex Arenas-1: Interfirm Negotiations, III) More Essential Skills, IV) Complex Arenas-2: Business-Government Negotiations, and V) Transfer. Topics and readings for every class are listed below.

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will be sent to students notifying them of the change.

Teaching format and methods will vary from class to class, but nearly every class will include an interactive exercise, mini-lectures and class discussion. Unless otherwise noted, readings may be found on Canvas.

*(In the sections below, * = written assignment due)*

### I. Essential Skills for International Negotiators

<table>
<thead>
<tr>
<th>Jan. 8</th>
<th>International Business Negotiation (IBN): The Terrain</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td><strong>Prep:</strong></td>
</tr>
<tr>
<td></td>
<td>▪ How would you define “success” (effectiveness) in negotiation?</td>
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<td></td>
<td>▪ Be ready to deliver a briefing in class on the Hong Kong handover negotiations between China and Great Britain. (Use the framework in the pre-class slides.)</td>
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</table>

**Read:**
1. Pre-class slides for Class 1.
2. Weiss. Backgrounder for The Fall of Hong Kong reading.
3. Roberti. “The Sprint for the Finish Line” (pp. 109-113) in *The Fall of Hong Kong*.

**Optional:**

| Jan. 14* | Written Assignment (negotiation brief) posted to Canvas by 1 pm |
| Jan. 15  | Making Sense of Negotiation Dynamics and Outcomes: Analytical Tools |
| (2)      | **Prep:**                                           |
|         | ▪ What was the most difficult aspect of compiling your negotiation brief? |
|         | ▪ How would you track negotiators’ actions and interactions systematically? |
|         | ▪ Did Weiss’s Multi-Perspective Model help you to grasp the major determinants of the no-agreement outcome of the Ford-Toyota talks? |
|         | ▪ What is good/bad about the GM-Toyota Memorandum of Understanding? |

**Read:**
1. Pre-class slides for Class 2.

**Skim:**
- “GM-Toyota Memorandum of Understanding” (actual contract)
(on Jan. 18). Nissan Partner Simulation materials. (Set aside time soon to read these thoroughly. Personal plan due Jan. 29; team plan due Feb. 1.)

Optional:
- Fells. “Phases and Phrases” (pp. 65-83).

Jan. 22  Preparing to Negotiate
(3)
Prep:
- In general, how do you prefer to negotiate? What counterpart styles bother you?
- *Complete a negotiation plan for AJO-SG, upload it to Canvas before class, and be ready to negotiate in class.
- Which aspects of your planning were most difficult? Which were most important?
- How should the “international” (including cultural) aspects of IBN affect your preparations?

Read:
2. Pre-class slides for Class 3.

Optional:
- Lax & Sebenius. “Get All the Parties Right” (pp. 53-68), “Get All the Interests Right” (69-84), “Get the No-Deal Options Right” (85-98), “Get the Sequence and Basic Process Choices Right” (99-116).

Jan. 29  Negotiating within and between Teams
(4)
Prep:
- *Prepare a negotiation plan as a team for Bolter-Midlands, upload it to Canvas before class, and be ready to negotiate in class.
- What special opportunities and challenges do negotiators face in bilateral team—as opposed to interpersonal—negotiations?
- *Complete your SIM1 Personal Plan (“Top Three”) and upload it to Canvas.

Read:
1. Schoonmaker. “Negotiating between Teams” (pp. 210-234).
3. Pre-class slides for Class 4.

Optional:
- Davison. “Creating the high performance international team.”
## II. Complex Arenas (1): Interfirm Negotiations

**Feb. 1**  
Written Assignment (SIM1 Team Plan: Highlights) by 5:00 pm

**Feb. 5 (5)**  
**Managing Negotiation Processes: Basic and Complex**  
**Prep:**  
- Think carefully about the beginning, middle, and end phases of negotiation, and the actions generally appropriate (expected?) for each phase.  
- What are some common negotiation moves by counterparts, and how would you respond to them to keep the process and interaction moving forward?  
- *Prepare a negotiation plan as a team for Canada-China Panda, upload it to Canvas before class, and be ready to negotiate in class.*

**Read:**  
3. Pre-class slides for Class 5.

**Optional:**  
- Weiss. “Negotiating with Romans, Part 2” and “Romans 3” (draft).

**Feb. 8-9**  
**Weekend Simulation 1: Nissan Motor’s Search for a Partner**  
Friday the 8th  
*7:00 pm – 10:00 pm*  
Sat. the 9th  
10:00 am – 5:00 pm  
*class meets first in SSB N109 at 6:45 pm*

**Optional:**  

**Feb. 12 (6)**  
**Simulation 1 (Nissan) Debriefing**  
**Prep:**  
- *Complete SIM1 Peer Feedback forms on Google Docs and upload your Post-Negotiation Analysis to Canvas by 7 pm.*  
- From your simulation experience, what are your key take-aways about international alliance negotiation? (Write in your journal, too.)  
- What perceptions and conclusions do you want to discuss with classmates?  

**Skim:**  
- Nissan Partner Negotiation Debriefing Packet (received on Feb. 9)

**Optional:**  
- Vlasic & Stertz. *Taken for a Ride: How Daimler-Benz Drove Off with Chrysler.*
Feb. 12*  Written Assignments (SIM1 Peer Feedback forms, Post-Negotiation Analysis) due at 7 pm.

Feb. 19  No class (Reading Week)

Feb. 25ff (7)  Feedback Meetings (1-on-1) with Prof. Weiss  (no full class)
Purpose: provide each student with detailed simulation performance feedback from peers and the expert evaluator; discuss individual concerns about negotiation.
Bring your journal entries on exercises up through SIM1 to this meeting.

III. More Essential Skills

Mar. 5 (8)  Communicating Effectively (as a Negotiator): Fine Points
Prep:
- What are three ways to turn down (reject) a counterpart’s offer if you’d like him or her to make another one?
- When would you choose to negotiate by email or telephone rather than in person?
- In the Snohetta video, which verbal and nonverbal signals from Massaad were the most significant for Snohetta to heed? Why?

Read:
1. Pre-class slides for Class 8.
2. Nisbett. “Ce n’est pas logique” or “You’ve got a point there”? in The Geography of Thought (pp. 165-190).
3. Weiss. “Snohetta Architects-Ras Al Khaimah Negotiations over Design ...” (2 pp.).
   The video is at: http://www.pbs.org/wnet/wideangle/episodes/the-sand-castle/video-full-episode/?p=4783

Skim:
- Catalytic-India Simulation (SIM2) materials. (Read them thoroughly ASAP.)
   SIM2 Personal Plan due March 12; SIM2 Team Plan due March 15.

Optional:
- Morrison et al. (2nd ed.). “Norway” in Kiss, Bow or Shake Hands (pp. 340-348).

Mar. 12 (9)  Problem-solving: Getting “Out of the Box” and Decision-Making: Smart Choices/Clinic for Negotiators: Problems and Solutions
Prep:
- How do you generate new ideas?
- What cognitive biases impede good decision-making in negotiation?
• Identify, and prepare to describe in class, one problem in international negotiation that still challenges or bothers you.
• *Complete your SIM2 Personal Plan (“Top Three”) and upload it to Canvas.

Read:
1. Wheeler. “Silk Purses” (pp. 203-221).
2. Lax & Sebenius. “Solve Joint Problems to Create and Claim Value” (pp. 205-224).
3. Nisbett. “Should You Think Like an Economist?” in Mindware (pp. 68-83).
4. Pre-class slides for Class 9.

Optional:
• Rivers & Lytle. “Lying Cheating Foreigners!! Negotiation Ethics across Cultures.”

IV. Complex Arenas (2): Business-Government Negotiations

Mar. 15* Written Assignment (SIM2 Team Plan: Highlights) by 4:30 pm

Mar. 19 Multiparty and Multilateral Negotiations (10)
Prep:
• What adjustments, if any, do you think business people should make when negotiating with a government as opposed to corporate counterpart?
• Do you agree with Eden et al. that the obsolescing bargain concept is outdated?
• Multilateral negotiations allow for circular barters. How do they work?

Read:
1. Pre-class slides for Class 10.
2. Fayerweather & Kapoor. “Introduction to IBNs” in Strategy and Negotiation for the International Corporation (pp. 29-45).
3. Eden, Lenway & Schuler. “From the obsolescing bargain to the political bargaining model.”
5. Weiss & Greer. “James Bay II Hydroelectric Project: Pre-Film Guide.”

Optional:
• Crump & Glendon. “Towards a Paradigm of Multiparty Negotiation.”
• McDonald. “Managing complexity through small group dynamics.”
• Bouquet & Ousey. Cold Steel. [Mittal-Arcelor takeover]
• Blustein. Misadventures of the Most Favored Nations: ... World Trade System.

Mar 22-23 Weekend Simulation 2: Catalytic Software—Investing in India?
Friday the 22nd *7:00 pm - 10:00 pm  *class meets first in SSB N109 at 6:45 pm
Sat. the 23rd 10:00 am - 5:00 pm  (or earlier, if the MBA Formal is held that night)
Optional:

▪ Kumar. “Brahmanical Idealism ... and the Dynamics of Indian Negotiating Negotiating Behavior.”

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**Mar. 26 (11)** Simulation 2 (Catalytic) Debriefing

Prep:

▪ *Complete SIM2 Peer Feedback forms on Google Docs and upload your Post-Negotiation Analysis to Canvas by 7 pm.

▪ From your simulation experience, what are your key take-aways about business-government negotiation? (Write in your journal, too.)

▪ What perceptions and conclusions do you want to discuss with classmates?

Skim:

▪ Catalytic Software Negotiation Debriefing Packet (received on March 23)

**Mar. 26***  Written Assignments (SIM2 Peer Feedback forms, Post-Negotiation Analysis) due at 7 pm

Optional Feedback Meetings with Prof. Weiss

**Mar. 28ff**

**V. Transfer**

**Apr. 2 (12)** Beyond Classmates: Negotiating with Guest Experts

Prep:

▪ Prepare a negotiation plan as a team for submission at the beginning of class and be ready to negotiate Flagship Airways in class.

▪ Formulate one thoughtful question about IBN to ask guests.

Read:

1. Lax & Sebenius. “Make Lasting Deals” (pp. 149-161) and “Negotiate the Spirit of the Deal” (163-178).

**Apr. 5*  Written Assignment (Final project-Journal) due at 4:30 pm on Canvas**

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**Written Assignments/Projects: Descriptions**

There are four main sets of written assignments/projects in the course. Specifications for them appear below. The criteria by which they will be evaluated are listed in a separate section. On all assignments, use single-spaced, 11 or 12-point font, adhere strictly to page limits, and upload to Canvas in pdf format.

**Due Date**

Jan. 14  (not class date)  “Brief” on a Real, International Negotiation

Write a 200-word description of a negotiation that occurred after January 1, 2015. Identify a negotiation and gather information as part of an assigned, three-person team but write your own brief in a narrative form. It should coherently address the following factors: parties, expressed agenda/issues, venue, interactions, and outcome. Submit the brief to Canvas by 1 pm along with the contents of the best news article you found for your brief.
Due Date

NEGOTIATION PLANS: PERSONAL AND TEAM (excluding simulations)
These one-page forms should summarize your plans for class negotiations. The forms need not include every detail of your plan, but do fill in every box. Bring one copy to class while you negotiate. In addition, for team plans, bring one (only one per team) for Prof. Weiss for on-site reference.

Jan. 22  Personal Negotiation Plan (AJO-SG)
As an individual, fill out the AJO-SG form (obtainable from Canvas).

Jan. 29  Team Negotiation Plan (Bolter-Midlands)
With your teammates, complete a Negotiation Plan: Summary form (see Canvas).

Feb. 5   Team Negotiation Plan (Canada-China Panda)
With your teammates, complete a Negotiation Plan: Summary form.

Apr. 2   Team Negotiation Plan (Flagship Airways)
With your teammates, complete a Negotiation Plan: Summary form.

WEEKEND SIMULATION 1: NISSAN PARTNER

Jan. 29   Personal Plan: “Top Three” Summary
Instructions for this summary, along with a form for completion, are on Canvas. Max length: 1 page.

Feb. 1   Team Plan: Highlights
This written assignment should not be treated as your entire plan for the negotiation simulation. Its purpose is to demonstrate the quality of your planning and to provide reference points for the faculty observer during the simulation.

Max length (single-spaced) of the main document (excl. appendices): 8 pp. for Nissan team; 5 pp. for Renault and Daimler-Chrysler teams; 3 pp. for each remaining “team” (party)

Work through the SIRRIS system, then assemble the following documents:
1) summary of your view of the negotiations, including why you want/need to negotiate and your general—“big picture”—goals and strategy (max length .5 pg)
2) lists of major agenda items (briefly annotated) for your negotiations with two other teams, including the one you consider most important
3) compact IRO form(s) for the two counterparts in (2) above
4) a draft, initial proposal for your most important counterpart, and key reasons/justifications you could use to persuade them to accept it
5) a schedule for the 8-hour negotiation period, and the general purpose of each meeting that you plan to propose (.5 pg)
6) as Appendix A, at least one in-depth mini-study of a topic of major concern to you in this negotiation.
7) as Appendix B, a completed Negotiation Plan: Summary form vis-à-vis your most important counterpart
Due Date

Note: During the weekend simulation, do not feel restricted to this plan. For instance, you are not required to use the draft proposal if it does not fit developments in the simulation. However, the draft you submit should be concrete and comprehensive enough for you to see what is involved in developing a proposal in this context, and provide you with a potential point of departure for the negotiations.

Feb. 12 Peer Feedback due at 7 pm
Complete an evaluation form (on Google Docs) for every student you interacted sufficiently with during the simulation. (Link TBC.) Be thorough. For your self-assessment only, fill out a hard copy of the form (see Canvas) and bring it to class for Prof. Weiss. Do not use the Google docs channel for your self-assessment because it will get mixed in with others’ forms for you.

Feb. 12 Post-Negotiation Analysis due at 7 pm
With a probing, even-handed approach, address the topics below. You are only expected to comment on aspects of the simulation that you were directly involved with and for which you have firsthand knowledge.


Use the following headings:
1) Final Outcome(s) (max length .25 pg)
2) Major Determinants (Causes) of the Outcome
3) Process Observations
4) Justification of My Final Decision (.3 pg)
5) Evaluation of the Outcome: Pros & Cons
6) Appendix (attach any final, written agreements reached by your team)

Detailed specs. The Final Outcome should state, without commentary, key results (including no-agreement outcomes) of the last meetings your team had with each counterpart. (Leave out most details for the appendix.) Major Determinants should explain: a) why you reached an agreement or no agreement (recall types of causes in Class 2), and b) if an agreement, why these particular terms were agreed upon. Connect causes and effects clearly. For Process Observations (which should not repeat what you wrote in (2)), consider salient actions/events such as: a) what happened in the beginning, middle, and end; b) turning points; and c) notable action-reaction sequences. In the Justification, explain the rationale for your decision to accept or reject the last proposal on the table. (This would be your answer if a superior asked, “Why did you go agree (or not agree) with this?”) In Evaluation of Outcome, critically assess the quality of the results achieved, not the process. Pros and cons should be related to your team’s objectives and perceived counterpart interests and also to implications and probable consequences (tight/vague language, loopholes, feasibility of implementation, likelihood of future disputes, etc.). Comments about your individual negotiation performance should not go into this paper but into your Negotiator’s Journal.

WEEKEND SIMULATION 2: CATALYTIC SOFTWARE

Mar. 12 Personal Plan: “Top Three” Summary
Follow the general instructions for SIM1 above.
Due Date
Mar. 15 (not class date) Team Plan: Highlights
Follow the general instructions for SIM1 above.

Max length (single-spaced) of the main document: 8 pp. for Catalytic; 5 pp. each for the government teams (Andhra Pradesh, Karnataka), HCL, and SBI.

Mar. 26 Peer Feedback due at 7 pm
Follow the general instructions for SIM1 above.

Mar. 26 Post-Negotiation Analysis due at 7 pm
Follow the general instructions for SIM1 above.

FINAL PROJECT
Apr. 5 Negotiator’s Journal: Lessons from Exercises
Throughout the course, after 6 of the 7 in-class role-plays and each of the 2 simulations (total = 8 exercises), take a page to write about aspects of these experiences that helped you to learn about and refine your skills in preparing, communicating, managing the process, internal (team) management, problem-solving, and decision-making. For each exercise, address, at a minimum, the following: 1) your view of the situation beforehand (including your general strategy), 2) what you did in the negotiation, 3) whether or not your strategy (or action) worked and why (or not), and 4) lessons you learned in order to negotiate well in similar situations in the future.

Try to make this project useful to you as a learning tool and future reference. Bring the first 4-5 entries to your 1-on-1 meeting with Prof. Weiss during the week of Feb 25. You may edit your entries any time before final submission. The final project may be submitted between, but not before, April 3-5.

Format: Put the name of the exercise and your role at the top of each page.
Max length of main body of document (excl. attachments): 8 single-spaced pages

Evaluation of Written Assignments/Projects

Grades. You may count on receiving a letter grade evaluation on each of your assignments (except for Negotiation Plans (see below)). Possible grades run the full range (A+ to F). In general, papers in the top 15-25% of the class receive A’s and A-’s.

Late submission of written work is generally unacceptable because lateness would allow an author to incorporate information from class and gain an unfair advantage over other students. For example, the Simulation 1 (Nissan) Debriefing class will reveal information relevant to the assignment due that day. If you face extraordinary circumstances, contact Prof. Weiss in advance. The penalty for late submission of written work is usually 1/3 of a letter grade (e.g., from A to A-).

Criteria. In general, papers will be evaluated according to four main criteria (and % weights):

Information Quality (25%) has to do with the quality of data provided in the paper. “IQ” reflects the amount of relevant research done by the author. It may be supported in the paper by
including footnotes, references and/or supplementary materials (e.g., an appendix). These data—facts, information—are the “bricks” with which a good case or argument can be built.

**Insight/Perceptiveness** (25%) supplies some of the mortar needed to connect the bricks. Here, insight refers primarily to the author’s own perceptions and ideas, and especially to unusual or striking points, on the subject. These points in and of themselves are valuable. (How they are used or connected is addressed in Persuasiveness.)

**Persuasiveness/Analysis** (35%). This criterion concerns, first off, whether the substance of the paper directly responds to the assigned question or topic. Relevance matters. However, most of the persuasiveness criterion concerns the quality of analysis and validity of conclusions. They rest critically on the logic or chain of reasoning throughout the paper and within individual paragraphs. Think of Persuasiveness as the verbal equivalent of the derivation of an answer to a math problem. The reasoning—the “argument”—should be clear, coherent, convincing, and ideally, concise. Of the four criteria, this is the most important for a paper at the graduate level.

**Presentation** (15%) addresses the appearance (layout, format) and accessibility of the paper. That includes the organization of text (including headings and subheadings), use of graphs, figures and tables, grammar, and punctuation. If there are more than 3 misspellings or typos in a 5-page paper, it may simply be returned ungraded. With the availability of spell checkers, there is no good reason for such errors in today’s documents.

When these criteria are used, the evaluator will provide the author(s) with four numerical ratings—one rating per criterion, on a 10-point scale. In addition, the author will receive a letter grade for the paper as a whole.

**Translation of Numerical and Letter Grades.** In this course, points (or marks) will be converted to letter grades as follows: 84-86, B; 87-89, B+; 90-93, A-; 94-96, A; and so on. These are guaranteed minimum letter grades; on occasion, assigned letter grades may be higher.

**Negotiation Plans** (charts) for in-class exercises (but not the simulations) will be graded only for submission (complete, incomplete). Students who submit all 4 plans (plus the brief for Class 2) in reasonable shape will receive an “A” for that course component. Personal plans (“Top Three”) for the simulations will not be graded but must be submitted to receive a SIM negotiation performance grade.

**Tests.** There will be no mid-term or final exam.

**Evaluation of Negotiation Performance in the Simulations**

Formal evaluation of your effectiveness in each simulation will be based on a combination of faculty and peer inputs (respectively, 60% and 40%). (A sample of the evaluation/feedback form will be posted on Canvas before SIM1.) These perspectives are valuable singly and in combination. Your classmates will be your negotiation counterparts—the very people whom you are trying to influence—so their reactions count. At the same time, faculty will use their expertise to assess your actions and to offer observations from a broader perspective. Peer Feedback forms will be treated confidentially and given only to Prof. Weiss. You will receive the gist of such feedback individually, with no mention of authors’ names, in at least one 30-minute, one-on-one meeting with Prof. Weiss during the term. For SIM1, this meeting will
be scheduled during the week of Feb 25. For SIM2, the meeting format will differ and depend on the size of the class. Meetings by team may be an option. The format will be announced mid-way through the course.

**Calculation of Course Grade**

To calculate your final course (letter) grade, Prof. Weiss will convert letter grades earned on assignments during the term to Schulich index values (e.g., A=8) and multiply these numbers by the weight for the assignment. The resulting numeric grades will be converted to letter grades according to the following scale: 7.5 to 8.4 = A, 6.5 to 7.4 = A-, etc.

**General Academic Policies: Grading, Academic Honesty, and Accommodations**

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses in the MBA Program, elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are made at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

*Academic honesty* is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found on the Schulich website:

http://schulich.yorku.ca/current-students/academic-honesty/

*Accommodations.* For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.

For counseling & disability services, contact Student Services or see [http://www.yorku.ca/cds/](http://www.yorku.ca/cds/).
## Quick Reference: Summary of Classes, Activities, and Deliverables

<table>
<thead>
<tr>
<th>Class No., Title and Date</th>
<th>In-Class Case/Exercise</th>
<th>Reading Preparation (excluding cases and optional readings)</th>
<th>Written Preparation (due)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internat’l Business Negotiation: The Terrain</td>
<td>Hong Kong Handover Hong Kong Property</td>
<td>Pre-class slides Roberti</td>
<td>n.a. brief (Jan. 14)</td>
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<tr>
<td>2. Making Sense of Dynamics &amp; Outcomes</td>
<td>GM-Toyota JV Ford-Toyota JV</td>
<td>Pre-class slides Weiss (various) GM-Toyota MoU (skim)</td>
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<td>Feb. 8-9</td>
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<td>Feb. 12</td>
<td>Nissan Negotiation</td>
<td>SIM1 Debriefing Pkg (skim)</td>
<td>SIM1 peer feedback frms SIM1 post negon analysis (all by 7 pm)</td>
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<tr>
<td>Mar 5</td>
<td>Snohetta in Ras Al-Khaimah Hotel Skedsmo</td>
<td>Pre-class slides; Nisbett Weiss &amp; “Sand Castle” (video) SIM2 Nego Package</td>
<td>n.a.</td>
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<td>Mar 12</td>
<td>Guest speaker (TBC)</td>
<td>Wheeler; Lax &amp; Sebenius; Nisbett Pre-class slides Ghauri &amp; Usunier</td>
<td>SIM2 personal plan SIM2 team plan (Mar 15)</td>
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<td>Federated Science</td>
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<td>Mar 22-23</td>
<td>Catalytic Software: Investing in India?</td>
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<td>Mar 26</td>
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<td>SIM2 Debriefing Pkg (skim)</td>
<td>SIM2 peer feedback frms SIM2 post negon analysis (all by 7 pm)</td>
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<td>Apr 2</td>
<td>Flagship Airways</td>
<td>Lax &amp; Sebenius</td>
<td>team negon plan (7 pm) final project (Apr 5)</td>
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<td>Apr 2</td>
<td>Optional Feedback Meetings</td>
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</tbody>
</table>

115
Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Ashwin Joshi, MBA Program Director

Date: June 10, 2019

Re: New Course Proposal – SGMT 5800 3.0 Foundations for Strategic Analysis

___

Motion:

Approve SGMT 5800 3.00 Foundations for Strategic Analysis

Rationale:

This course is designed to provide students with the foundation they need to pursue second-year courses in strategic management. Like all other strategic management courses this one is integrative and builds on all the other first-year core courses, particularly economics. Students will acquire knowledge and analytic skills they will need to succeed in SGMT 6000 (Strategic Management), MGMT 6100 (the 601s) and more advanced strategic management courses. They will extend their knowledge in economics by studying industrial organization (IO) economics, while developing their ability to apply economic knowledge learned in prior courses. Essentially, this course provides a bridge between the ECON 5100 course and second-year strategic management courses. This course also fills a gap in the curriculum by addressing how government and public policy shape the environments in which firms compete. Finally, it introduces students to the management of technology and innovation in order to sensitize students to opportunities that create value for firms and society at large.

In summary, this course prepares students for further study in the three fundamental components of the strategic management process: strategic analysis, strategy formulation and strategy implementation. It provides students with the foundational knowledge they will need in second-year strategic management courses: they will acquire the ability to analyze economic information, multiple segments of the external environment, as well as the role of government, public policy and technological innovation in business policy. All of which prepares students to contribute to firms as well as society throughout their careers.
New Course Proposal Form

1. **Program:** Master of Business Administration (MBA) Program

2. **Course Number:** SGMT 5800

3. **Credit Value:** 3.00

4. **Long Course Title:** Economic and Policy Foundations for Strategic Analysis

5. **Short Course Title:** Foundations for Strategic Analysis

6. **Effective Session:** Winter 2020

7. **Calendar (Short) Course Description:**

   This course provides the analytic tools and foundations that managers need for strategic analysis. It focuses on the development and application of economic and policy knowledge that inform strategy-making. Strategic analysis is the first phase of the strategic management process and focuses on understanding a firm’s environment and stakeholders in order to formulate and implement strategy.

   Prerequisites: All 5100-series required core courses (MGMT 5150, ACTG 5100, ECON 5100, OMIS 5110/5120, and ORGS 5100).

   Corequisites: All 5200-series required core courses (FINE 5200, MKTG 5200, and ACTG 5210/OMIS 5210).

8. **Expanded Course Description:**

   This course examines the foundations of strategic analysis, the first step in the process of strategic management. Students will acquire the economic and policy knowledge required for strategic analysis, as well as the ability to apply that knowledge.

   Strategic analysis focuses on understanding the firm’s internal and external environment in order formulate and implement strategy. Managers gather and analyze information in order to formulate goals and strategies. They must make sense of the forces that shaped the firm’s current environment and those that will shape it in the future. Consistent with the basic tenets of strategic management, students will examine stakeholder theory from the perspective of a profit-seeking firm. They will then analyze key aspects of a firm’s external environment. Throughout, current events and emerging issues will be analyzed in Canadian and global industries.

   In preparation for second-year strategic management courses, students will develop their ability to apply fundamental concepts from industrial organization (IO) economics. This knowledge is a critical foundation for the analysis of competitive (industry) environments. Students will also develop their understanding of threats and opportunities arising from economic, political, demographic, sociocultural,
technological and global segments of the macro environment. The role of the government in the political/legal sphere is particularly important to understanding the firm’s environment. Students will examine the role of government and public policy in order to understand related issues firms face as well as opportunities. In short, this course provides students with fundamental knowledge they need to understand how governments and public policy affect firms today.

Finally, students need an understanding of the basic tenets of technological innovation in order to understand opportunities arising from global issues and threats. Therefore, students will examine technological innovation from both economic and managerial perspectives. How can firms harness innovation to generate profits while also contributing to the welfare of society? Sessions on innovation complement economic and policy components to provide the foundation for strategic analysis that students will need in strategic management studies as well as their careers.

9. Course Learning Outcomes

Throughout this course, students will develop:

- a general understanding of the international economic and business environment
- an understanding and appreciation of the roles of business, not-for-profits, and government in society
- an understanding of the global nature of business
- the ability to approach problems from a systems perspective, with an appreciation of context and the role of the external environment of organizations
- the ability to assess factors that determine an organization’s performance
- the ability to think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox
- the ability to take multiple stakeholders into account in decision-making, including the public, shareholders, customers, employees and suppliers
- a greater understanding of basic microeconomics and its role in management decision-making with a focus on real world application
- a greater understanding of basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context
- a greater understanding of underlying incentives of organizations and their implications for managers and stakeholders
- a greater understanding of potential problems associated with different market structures, the role of the government, and their implications for managers and organizations
- the ability to apply economic concepts and frameworks to analyze business models
- a greater understanding of how governments and public policy affect the issues firms face, potential opportunities, and firm performance
- a greater understanding of how technological innovation affects firm performance and social welfare
- an understanding of how innovation can be a disruptive force for firms and industries while also creating opportunities
• the ability to analyze the disruptive effects of change arising from various segments of the macro environment on a variety of firms and industries

In summary, students will learn how to apply the economic theory of industrial organization in order to help firms create value and generate profits. They will also learn how to analyze the general environment to identify opportunities and threats. They will learn how firms interact with public policy and the role each plays in creating wealth—for firms as well as nations. Throughout, students will also develop a deeper understanding of how technological innovation both disrupts and creates opportunities, for both firms and industries.

10. Rationale:

This course is designed to provide students with the foundation they need to pursue second-year courses in strategic management. Like all other strategic management courses this one is integrative and builds on all the other first-year core courses, particularly economics. Students will acquire knowledge and analytic skills they will need to succeed in SGMT 6000 (Strategic Management), MGMT 6100 (the 601s) and more advanced strategic management courses. They will extend their knowledge in economics by studying industrial organization (I/O) economics, while developing their ability to apply economic knowledge learned in prior courses. Essentially, this course provides a bridge between the ECON 5100 course and second-year strategic management courses. This course also fills a gap in the curriculum by addressing how government and public policy shape the environments in which firms compete. Finally, it introduces students to the management of technology and innovation in order to sensitize students to opportunities that create value for firms and society at large.

In summary, this course prepares students for further study in the three fundamental components of the strategic management process: strategic analysis, strategy formulation and strategy implementation. It provides students with the foundational knowledge they will need in second-year strategic management courses: they will acquire the ability to analyze economic information, multiple segments of the external environment, as well as the role of government, public policy and technological innovation in business policy. All of which prepares students to contribute to both firms and society throughout their careers.

11. Evaluation:

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<th>Author</th>
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<tr>
<td>Comprehensive test</td>
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</table>

12. Integrated Courses:  N/A
13. Crosslisted Courses:  N/A

14. Faculty Resources:

   Tom Wesson, Associate Professor, Policy Area
   Atipol Bhanich Supapol, Associate Professor, Economics Area
   Theodore Tolias, Sessional Instructor in Economics

15. Physical Resources:

   A regular class- or seminar room with standard A/V equipment is required.

16. Bibliography and Library Statement:

   Attached below.
New Course Proposal Template
(Part B - Schulich Use Only)

17. Instructors and Faculty Coordinator

Initial instructors
Tom Wesson, Associate Professor, Policy Area
Atipol Bhanich Supapol, Associate Professor, Economics Area
Theodore Tolias, Sessional Instructor in Economics

Alternative instructors
Faculty members from the Policy Area.

Course coordinators
Tom Wesson, Associate Professor, Policy Area
Atipol Bhanich Supapol, Associate Professor, Economics Area
Willow Sheremata, Associate Professor, Policy Area

18. Specializations

Primary area or specialization
N/A

Secondary areas or specializations
N/A

19. Student Contact and Enrolment

Contact hours
36

Maximum enrolment
55

Expected enrolment
300

Evidence for enrolment expectations
This is a mandatory course for MBA students. Based on past admission data, we expect that 200 full-time students will be admitted for the Fall semester, all of whom will be taking the Course in the Winter term. This number excludes accelerated MBA students. An additional 100 part-time students are expected to be enrolled in all three terms. This number was derived from admissions data as well.

20. Human Participants Research
N/A

21. Conditions for Approval
N/A Not an elective course.
Course Originators

Willow Sheremata                                    June 3, 2019
Signature     Date

Atipol Bhanich Supapol                             June 3, 2019
Signature     Date

Tom Wesson                                             June 3, 2019
Signature     Date

Willow Sheremata
Atipol Bhanich Supapol
Tom Wesson

Names

Supporting Faculty Members
The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Irene Henriques       __    <Name of faculty member>
Eileen Fischer___  _    <Name of faculty member>
Ric Irving      <Name of faculty member>
Linda Thorne       <Name of faculty member>
Moren Levesque

Kevin Tasa
Approvals:

Area or Specialization
I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.

_ Tom Wesson ____________________________  June 3, 2019 
Signature Date

Tom Wesson ____________________________ Policy
Name of Coordinator or Director Area or Specialization

Degree Program
I support the addition of the course to the SSB curriculum.

_ Ashwin Joshi ____________________________  June 3, 2019 
Signature Date

Ashwin Joshi ____________________________ MBA
Name of Program Director Program

Program Committee
This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

_ Detlev Zwick ____________________________ September 5, 2019 
Signature Date

Detlev Zwick ____________________________ MPC-PCC
Name of Committee Chair Committee
MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for SGMT 5800: Foundations for Strategic Analysis

FROM: Stephanie Quail, Business Librarian

DATE: June 10, 2019

York University Libraries (YUL) will be able to support the proposed course, SGMT 5800: Foundations for Strategic Analysis. The Libraries has a comprehensive collection of books, eBooks, business and economics article databases, industry, and company research databases that will support students as they complete their group project assignment.

Required Readings:
The course proposal lists two required textbooks for the course: (1) The economics of industrial organization (5th edition) and (2) Canadian supplement for industrial organization (2nd edition). The library owns a print copy of the first textbook, but does not own a copy of the second textbook. The library will purchase a print copy of the second textbook for its collection. The instructor can then request that the library put both print copies on course reserve by using YUL’s online course reserve system.

Students will also be asked to purchase a course kit, which contains book chapters, cases, articles, and other course learning materials. It is recommended that the professor work with the Copyright Office (copy@yorku.ca) to obtain copyright clearance for all of the materials listed in the draft course kit. The librarian responsible for this subject area has reviewed the draft syllabus and made suggestions for materials that can be added to the course’s learning management system as a permalink instead of being added to a print course kit. The instructor will want to resubmit their syllabus to the Copyright Office before the course runs each semester, as the Copyright Office can advise the professor if access to any of the course content has changed.

Students will also be assigned various articles from the Harvard Business Review. Due to copyright restrictions, instructors cannot post direct links to HBR articles on their course’s Canvas. However, the instructor can include a link to the Library’s HBR articles guide on the course’s Canvas. Students can then use the search widget on the left-hand side of the guide to search for the HBR articles using the article’s title.

Additional Collections & Teaching/Learning Supports:
In order to complete their group project assignment, the students will want to consult a variety of secondary research resources, including the business article database, ABI/Inform Global. Some of the resources they can consult, include:

- **Print & eBooks books**: The majority of relevant print books are located in the Scott Library or the Peter F. Bronfman Business Library; however, a large selection of eBooks will also be available to students and can be accessed both on and off-campus. Relevant books can be located by searching the library’s catalogue with subject headings such as: Strategic planning; Industrial organization; Industrial organization (economic theory); Economic policy; Macroeconomics; and Technological innovations.
• **Scholarly and Trade Article Databases:** The draft course syllabus mentions that students will need to run article searches in the Proquest database, *ABI/Inform Global*. While the library subscribes to this database, the students will also have access to *Proquest Business*. This database searches the following four Proquest databases at the same time: *ABI/Inform Global, ABI/Inform Trade & Industry, Asian & European Business Collection, and Canadian Business & Current Affairs Database*. Students may find it worthwhile to search *Proquest Business*, instead of just *ABI/Inform Global* so that they can access additional scholarly, trade, and news business article content. Students will also have access to *Business Source Complete*. This article database also searches scholarly, trade, and news content with a business focus. Additionally, the students can access a list of the best article databases for economics research on the Economics Research Guides’ article page. It is recommended that the instructor embed or provide a link to the Finding Business Articles guide, as well as the Economics Research Guide in the course’s Canvas to point the students to the relevant article databases.

• **Newspaper and Magazine Databases:** The library subscribes to databases such as *Factiva*, which provides access to over 30,000 news sources, as well as the database, *Canadian Newsstand: Major Dailies*. These databases should help the students access relevant and timely newspaper content to help with their group assignment.

• **Economics, Company & Industry Research Databases:** The library subscribes to key economics, company, and industry research databases. These databases will allow students to find useful information to help them with their course assignments. While a complete listing of the library’s business databases can be found on the Business Resources A-Z webpage, the instructor may want to point students to key business research guides such as the Economics Research Guide, the Company Research guide, and the Industry Research guide. These guides provide students with curated lists of the best subscription databases to consult for retrieving articles and specialized business reports/data.

While the above section highlights specific business research guides that are relevant to this course, YUL’s complete listing of business research guides can be found on the Bronfman Library’s business research guides webpage.

Additionally, the instructor may want to embed some of the modules from BRYT (Business Research at York Toolkit) into the course’s Canvas. BRYT provides students with step-by-step video and PDF resources that explain how to use company, industry, market, finance, and accounting/taxation research databases more effectively.

Finally, if students experience any issues navigating the resources or need research consultations, they can receive help from the Bronfman Library’s business librarians in-person, by phone, by email, or through the library’s online chat. All of these research help resources can be accessed via the Ask a Question webpage.
Course Outline
Winter 2020

Section XXX:
XXX
Room XXX SSB

Instructor
XXX
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(416) 736-5087
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Brief Description
This course provides the analytic tools and foundations that managers need for strategic analysis. It focuses on the development and application of economic and policy knowledge that inform strategy-making. Strategic analysis is the first phase of the strategic management process and focuses on understanding a firm’s environment and stakeholders in order to formulate and implement strategy.

Prerequisites: All 5100-series required core courses (MGMT 5150, ACTG 5100, ECON 5100, OMIS 5110/5120, and ORGS 5100).

Corequisites: All 5200-series required core courses (FINE 5200, MKTG 5200, and ACTG 5210/OMIS 5210).

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Course Learning Outcomes

This course examines the foundations of strategic analysis, the first step in the process of strategic management. Students will acquire the economic and policy knowledge required for strategic analysis, as well as the ability to apply that knowledge.

Strategic analysis focuses on understanding the firm’s internal and external environment in order to formulate and implement strategy. Managers gather and analyze information in order to formulate goals and strategies. They must make sense of the forces that shaped the firm’s current environment and those that will shape it in the future. Consistent with the basic tenets of strategic management, students will examine stakeholder theory from the perspective of a profit-seeking firm. They will then analyze key aspects of a firm’s external environment. Throughout, current events and emerging issues will be analyzed in Canadian and global industries.

In preparation for second-year strategic management courses, students will develop their ability to apply fundamental concepts from industrial organization (IO) economics. This knowledge is a critical foundation for the analysis of competitive (industry) environments. Students will also develop their understanding of threats and opportunities arising from economic, political, demographic, sociocultural, technological and global segments of the macro environment. The role of the government in the political/legal sphere is particularly important to understanding the firm’s environment. Students will examine the role of government and public policy in order to understand related issues firms face as well as opportunities. In short, this course provides students with fundamental knowledge they need to understand how governments and public policy affect firms today.

Finally, students need an understanding of the basic tenets of technological innovation in order to understand opportunities arising from global issues and threats. Therefore, students will examine technological innovation from both economic and managerial perspectives. How can firms harness innovation to generate profits while also contributing to the welfare of society? Sessions on innovation complement economic and policy components to provide the foundation for strategic analysis that students will need in strategic management studies as well as their careers.

Throughout this course, students will develop:

- a general understanding of the international economic and business environment
- an understanding and appreciation of the roles of business, not-for-profits, and government in society
- an understanding of the global nature of business
- the ability to approach problems from a systems perspective, with an appreciation of context and the role of the external environment of organizations
- the ability to assess factors that determine an organization’s performance
- the ability to think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox
- the ability to take multiple stakeholders into account in decision-making, including the public, shareholders, customers, employees and suppliers
- a greater understanding of basic microeconomics and its role in management decision-making with a focus on real world application
- a greater understanding of basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context
a greater understanding of underlying incentives of organizations and their implications for managers and stakeholders
- a greater understanding of potential problems associated with different market structures, the role of the government, and their implications for managers and organizations
- the ability to apply economic concepts and frameworks to analyze business models
- a greater understanding of how governments and public policy affect the issues firms face, potential opportunities, and firm performance
- a greater understanding of how technological innovation affects firm performance and social welfare
- an understanding of how innovation can be a disruptive force for firms and industries while also creating opportunities
- the ability to analyze the disruptive effects of change arising from various segments of the macro environment on a variety of firms and industries

In summary, students will learn how to apply the economic theory of industrial organization in order to help firms create value and generate profits. They will also learn how to analyze the general environment to identify opportunities and threats. They will learn how firms interact with public policy and the role each plays in creating wealth—for firms as well as nations. Throughout, students will also develop a deeper understanding of how technological innovation both disrupts and creates opportunities, for both firms and industries.

**Deliverables at a Glance**

The final grade for this course will be based on the following tasks and weighted as indicated:

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Quantity</th>
<th>Weight</th>
<th>Total</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td>Short tests</td>
<td>3</td>
<td>10%</td>
<td>30%</td>
<td>Individual</td>
</tr>
<tr>
<td>Comprehensive test</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
<td>Individual</td>
</tr>
<tr>
<td>Group Project Presentation</td>
<td>1</td>
<td>5%</td>
<td>5%</td>
<td>Group</td>
</tr>
<tr>
<td>Group Project Report</td>
<td>1</td>
<td>30%</td>
<td>30%</td>
<td>Group</td>
</tr>
<tr>
<td>Class Participation</td>
<td>n/a</td>
<td>15%</td>
<td>15%</td>
<td>Individual</td>
</tr>
</tbody>
</table>

100%

For details, see “Written Assignments, Project and Exam: Description” on p. 14 and “Evaluation of Written Assignments, Project and Exam” on p. 16. More detailed descriptions will be posted on Canvas.

**Course Material**

*Required reading* for this course includes the following textbooks and course kit, which are available for purchase from the York University bookstore, [http://bookstore.blog.yorku.ca](http://bookstore.blog.yorku.ca)

1. Shepherd, W.G., & Shepherd, J.M. 2004. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press. (This custom book has been produced specifically for this course and consists entirely of chapters from the original textbook.)

3. SGMT 5800 XXX York University Course Kit, prepared by Prof. XXX

The assigned readings in these books and course kit must be read to complete this course successfully. **These readings are not optional.**

A course website been created within Canvas LMS (Learning Management System). It contains general information for Schulich students and information and materials specific to this course. Please check it frequently for announcements and any changes to the schedule.

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**Student Preparation for Class and Class Participation: Expectations**

The role of a professor is to add value beyond the reading materials. It follows that the most effective use of classroom time is expanding upon (reinforcing or clarifying) what the student has tried to learn on an individual basis before entering the classroom. **For this reason, the instructor will assume each student has carefully read and made every effort to understand the assigned material prior to class.**

**Preparation.** Students are expected to complete the assigned reading before each class and be prepared to apply key concepts and tools by actively participating in class discussions. The Prep. questions in the “Class-by-Class Syllabus” on p. 5 identify concepts that students should be prepared to discuss in class.

The lecture portion of each class will highlight aspects of the reading that require significant interpretation or further clarification but will not cover all of the material for which students are responsible. There is simply not enough class time available to repeat everything the readings tell us about these concepts and tools. Instead, classes will focus on providing value add by highlighting a) aspects of concepts and tools that are difficult to understand and prone to misinterpretation, and b) the application of concepts and tools through the discussion of cases. This is why completing the readings ahead of time is so important.

**Class Participation.** Participation is important in this course, because one cannot learn how to be an effective manager by simply reading a book or listening to others talk about it. Learning by “doing” is the best way to learn management.

When students **actively contribute** a variety of views and perspectives, class discussion is more productive for everyone. Learning in a strategic management course depends on class participation, particularly during the discussion of cases. Participation reinforces learning from the readings and helps students develop analytic skills. It helps them apply what we know about economics and strategic management to the complex situations firms face today.

Both the **quality of the contribution** and **frequency** of participation affect participation grades. Students are not expected to “get the right answer” when they contribute to class discussion. However, **everyone is expected to make a proactive effort to contribute to the learning process through participation.**

Not participating in class discussions will affect your final grade, even if the rest of your performance is exceptional. Not surprisingly, frequent absence from class will significantly affect your participation grade. A student that does not attend class does not have the opportunity to participate.

Finally, all students are expected to contribute to a positive learning environment. While disagreement on the merits of an argument and differences in interpretation are a good thing in this class—because differences provide learning opportunities for everyone—every student is expected to refrain from making disagreements personal. Intellectual discussion of differences is good. Calling someone an “idiot” is not.
Class-by-Class Syllabus

This course consists of two modules: I) Economic Foundations and II) Macro Foundations, both of which include a focus on stakeholders and innovation. The following list of topics and readings indicates the material to be read, reviewed or prepared for each class. Dates for the short and comprehensive tests and group project are also provided.

Note that if any changes to this schedule become necessary, notifications will be posted on Canvas. If a change needs to be announced between classes, notification will be sent to your Schulich e-mail account. Please monitor your Schulich e-mail account on a regular basis.

Module I: Economic Foundations

(1) Value Creation & the Firm

Questions:
- What is the nature of value creation in the business enterprise?
- How is value created and shared among stakeholders?
- Describe the strategic management process. Why does strategic analysis evaluate the external environment of the firm?

Readings:

Case:
- Uber—current articles handed out in class.

Notes:
Sessions 1 and 2 establish value creation and stakeholder theory as a conceptual frame for this course, before it proceeds to take a more firm-centric perspective. Students will develop an understanding of the issues that firms face with respect to stakeholders. This session also positions this course in relation to second-year strategic management courses by introducing the concepts of strategic analysis, strategy formulation and implementation. How this course provides the foundations for strategic analysis by addressing economic and macro aspects of the external environment is explained.

(2) Stakeholders & the Firm

Questions:
- What do you think a firm’s objective function should be?
• What do we mean by profit maximization, stakeholder theory, enlightened value maximization and enlightened stakeholder theory?
• How does shared value differ from corporate social responsibility?
• How do managers’ incentives differ from those of owners and shareholders?
• What are the implications of agency theory for value creation and capture?

Readings:

Case:
• The Overvaluation Trap (HBS R1512H)

Alternative Case:
• The Fall of Enron (HBS 109039)

Notes:
The goal of this session is to develop students’ understanding of issues related to stakeholders and agency theory. The differing interests of stakeholders and their effects on value creation and distribution will be explored. Students will develop a greater understanding of the complexity of these issues as well as the conflicting interests of managers and owners. Students will explore the problems firms face when managers focus on short run returns or growth, because of misaligned incentives. Consequences such as a lack of investment that reduces long run returns will be discussed. Throughout this session, students will explore how profit maximization relates to stakeholder theory and the broader goal of creating shared value.

(3) Economic Foundations of Value Creation—Social Welfare & Competition

Questions:
• What do we mean by industrial organization in economics? What is the structure-conduct-performance paradigm?
• How does market structure affect firm performance?
• What do economists mean by the term social welfare? How is social welfare related to consumer surplus? Producer surplus?
• What is Canada’s competition policy? What is Canada’s antitrust policy? Those of the United States and Europe?
• Why should firms care about competition and antitrust policies?

Readings:

Case:
• Dogfight over Europe: Ryanair (A) (HBS 9-700-115)

Notes:
This is the first of two sessions which aim to help students a) develop an intuitive understanding of the relationship between industry structure and firm performance and b) learn how to apply this economic knowledge to the challenges firms face today. In this session the lens of industrial economics will be introduced and used to shed light on the role of government. The goals of government and regulatory institutions will be explored and contrasted with those of profit-seeking firms.

Short test at beginning of class.

(4) Economic Foundations of Value Creation—Industry Structure

Questions addressed:
• How should one define an industry? What are some of the difficulties policy makers and firms face when they try to define markets?
• What determines industry structure?
• What are the benefits of competition for social welfare? What are the negative consequences?
• What are the effects of monopoly and market power on economic performance? On consumer surplus? Producer surplus?
• What is the Schumpeterian competitive process? What is the relationship of that process to the neoclassical perfectly competitive situation?
• Why should a profit-seeking firm care about the extent of competition?

Readings (full chapters or excerpts from):

Cases:

Notes:
The goal of this session is to develop students’ ability to apply economic concepts regarding how industry structure affects firm performance. Students will develop an intuitive understanding of the relationship between competition and expected returns for profit-seeking firms. To this end, students will become familiar with the structure of various industries within Canada and how these industries have evolved. They will learn how to define markets and industries, while developing an understanding of issues related to market structure for policy makers and firms.

(5) Economic Foundations of Value Creation—Product Differentiation

Questions addressed:
• How can product differentiation benefit social welfare?
• What is image differentiation? How does image differentiation help firms realize monopoly profits?
• What are some of the adverse effects of advertising on social welfare?
• How can advertising benefit consumers as well as producers?
• How do entry conditions place limits on the power of dominant firms?
• Provide examples of endogenous and exogenous entry barriers.
• What is the relationship between product differentiation and entry?
Readings (full chapters or excerpts from):


Cases:


Notes:

The primary goal of this session is to develop students’ understanding of the impact of product differentiation, brands, and advertising on social welfare, and the extent of competition within industries on profit-seeking firms. Students will develop their understanding of how product and image differentiation affect social welfare while creating opportunities for firms through excess returns. In addition, this session will introduce students to basic concepts of entry and barriers to entry.

*Short test at beginning of class.*

(6) **Economic Foundations of Value Creation—Innovation**

Questions addressed:

- How do economies benefit from technological innovation?
- How does technological innovation affect economic growth, economic development, productivity and social welfare?
- What is the relationship between market structure and technological innovation? Is competition conducive to innovation? Or monopoly?
- What are the key factors affecting technological innovation and economic growth in Canada today?
- What changes would you propose to increase technological innovation in Canada? What are your recommendations for business innovation policy?

Readings (full chapters or excerpts from):


Cases:


Notes:
The goal of this session is to develop students’ understanding of a) how technological innovation affects economic growth and social welfare, and b) how government policies and institutions affect innovation. The relationship of market structures (competition or the lack of) to innovation will be discussed as well as the difficulties investors face when attempting to capture returns from innovation. Students will apply this learning and explore these issues with respect to the Canadian economy.

READING WEEK

Module II: Macro Foundations


Questions:
• Identify global sources of disruption, for firms and society at large.
• What are some of the opportunities that arise from these sources of disruption?
• How do governments use macroeconomic policies (fiscal and monetary) to try to achieve public policy goals?
• How does the use of these policies impact the business environment for firms—both domestic and multinational?
• How do firms deal with these changes in their environment? Do firms always respond to changes in government policies in ways that governments predict or intend?

Readings:


Cases:
- Current articles regarding trade wars and tariffs.

Notes:
The goal of this session is to understand how the macroeconomic policies of governments, studied in the abstract in ECON 5100, impact individual firms and industries.

(8) **Government Policy and Firm Performance II -- Trade and Industrial Policies**

Questions:
- Why is free trade beneficial to all nations?
- Why, despite the benefits of free trade, don’t we have universal free trade?
- What is the institutional framework under which Canadian firms participate in the global economy?

Readings:
• The case for free trade is overwhelming, but the losers need more help. (2016, April 2). *The Economist*. Retrieved from https://www.economist.com/leaders/2016/04/02/open-argument

Case:

• Bombardier: Canada versus Brazil at the WTO (HBS 9-703-022)

Notes:

The goal of this session is understanding how trade and industrial policies affect individual firms and industries. We will also investigate how trade policies are evolving and how that evolution will impact firms and industries.

*Short test at beginning of class.*

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**Government Policy and Firm Performance III – Industrial Policy**

Questions:

• How does industrial policy impact firms and industries, both those it targets and others?

• Has globalization made it more difficult for governments to employ an activist industrial policy?

• Is industrial policy still an effective tool for governments hoping to improve the performance of Canadian firms and industries?

Readings:


Case:

• Shaping the Future of Solar Power: Climate Change, Industrial Policy and Free Trade (Kennedy School of Government, HKS757)

Notes:

The goal of this session is understanding how industry policy impacts individual firms and industries. We will also discuss whether industrial policy, in its traditional sense, is still a viable option for governments to help local firms and industries compete.
(10) **The Bottom of the Pyramid: Opportunities & Issues**

Questions:

- How can companies from Canada and other developed nations profitably serve developing markets?
- Can firms in developing countries succeed globally? If so, how?
- How much should individuals and firms in developed nations worry about economic progress in developing nations?
- What is the best way for developed nations to aid in the economic development of developing nations?

Readings:

- Several articles on Africa dated March 7, 2019 from *The Economist*.

Video Case:

- Fareed Zakaria interview with Bill Gates on business opportunities & threats in African continent (20 minutes)

Case:

- Metro Cash and Carry (HBS 9-707-505)

Notes:

The goal of this session is to investigate the role developing economies play in the world economy and how that role is likely to evolve in the future. We will look at this issue from the perspective of firms and industries from developed and developing nations, and from the perspective of governments in developed and developing nations. We will also look at these issues from the normative perspective of optimizing global income and income distribution.

**Comprehensive test for first hour of class.**

(11) **Disruptive Innovation: New Demand Curves & Production Functions**

Questions:

- Why is innovation important for firms to compete in many industries?
- Why do many innovation efforts fail to generate economic returns for firms?
- How do different types of innovation affect firms, their competitors and customers?
• What is radical innovation? Competence-enhancing and competence-destroying innovation? What are corresponding threats and opportunities for firms and industries?
• Why does Christensen et al. think “innovation can lift nations out of poverty?” How exactly would that work?

Readings:

Case:
• Tesla Motors (in 2013): Will Sparks Fly in the Automobile Industry? (HBS MH0017)

Alternative Case:
• Uber and Stakeholders: Managing a New Way of Riding (HBS 315139) Revisit?

Notes:
The goal of this session is to develop an understanding of how different types of technological innovation affect firms and industries. Students will become sensitized to the complex relationships among firms attempting to innovate, competitors, customers—and types of innovation. They will explore the effects of disruptive innovation as well as opportunities that arise when firms fully analyze what customers need and want. Students will explore opportunities that firms can realize when they innovate to address latent demand.

(12) Course Integration and Wrap Up

Group Project Presentations
Group Project Reports Due

Written Assignments, Project and Exam: Descriptions

Deliverables in this course include one group project, three quizzes and a test. The specifications for these items are described below. Criteria for evaluation is described in the following section.
The project report must be written in the equivalent of Times New Roman 12-point font, double-spaced, with 1 inch page margins, and strictly adhere to the page maxima described below. Not meeting these requirements will result in a lower grade since you will have more space to complete the assignment than other students—which is not fair to them.

The report must also be submitted to TURNITIN, a tool that identifies many different types of plagiarism with a high degree of accuracy. This tool identifies plagiarism within the class as well as external sources such as the Internet. Where evidence of academic dishonesty is found, students will be submitted to the disciplinary process of the university.

Due Date

TBD Group Project

Students will complete group projects that integrate all the material covered in this course. Instructors will hand out a list of potential topics. Students may choose other topics subject to instructor approval.

In the last session of this course, each group will make a short presentation of their conclusions and the logic behind them. Each group will also submit a written report based on their analysis.

In order to gather sufficient information for analysis, groups must choose a topic that has been written about extensively in the press. No interviews may be taken—all information gathered must be publicly available. An in-depth on-line search must be performed through ABI/INFORM global (Proquest). More information on this project will be provided during class.

To ensure groups do not put off thinking about their projects until late in the term, each group must complete the following tasks by the following dates. Failure to do so may negatively affect the project grade.

a) Groups formed by Session 3

Students need to form groups (exact size of group TBD in class). More information on how groups will be formed will be provided in class.

b) Topic selection due Session 6

Each group must identify the topic they would like to analyze by this class. When selecting their topic, each group must ensure it will be able to retrieve the information it will need to complete the project.

In one paragraph, each group should specify why they think the topic they are proposing would be a good choice. The instructor will then either approve the proposal or meet with the group to make suggestions or recommend alternatives.

c) Report outline due Session 8 or 9 (TBD)

Each group must submit a one-page single-spaced outline of the group report by this class. Bullet formats are encouraged. The outline must include all major headings and subheadings as well as some preliminary conclusions regarding content. Groups that submit incomplete or vague outlines may be asked to submit new outlines within a week.
Evaluation of Written Assignments, Project and Exam

**Grades.** As the Graduate Academic Handbook specifies, core courses are expected to have a mean grade between 4.7 and 6.1 grade points. Achieving an A or A- for any assignment signifies that the student has substantially exceeded the requirements of the assignment.

All group members will receive the same grade for their project; each member of the group is equally responsible for each aspect of the group project.

**Criteria.** Evaluations of written work in strategic management classes is always partially subjective. Unfortunately, subjectivity cannot be completely avoided. However, each analysis will be graded as objectively as possible with consistent and fair criteria.

- **Clarity, precision, and accuracy** when referring to or applying key concepts is particularly important in this class—all of these things lead to **conceptual clarity**. Analyses in strategic management require some interpretation and are never clearly 100% correct or incorrect. However, the application of the theoretical concepts and tools described in the readings and lectures is often clearly correct or incorrect.

- The quality of **logic** used when analytical tools is also critical, and a major component of the persuasiveness of your analysis. Students should try to make a compelling argument, as if they were lawyers. Good lawyers bring a wealth of **evidence** to bear, and the quality of the information they use is high. They **use the facts of the case** accurately. They also analyze the meaning of those facts with **insight and perceptiveness**.

- In addition, the **quantity and quality of references provided in each group report** will be evaluated as an indicator of the extent of research done by the group. High-quality projects require a great deal of research.
In summary, students should pull high-quality data from their research to use as evidence and apply the concepts and tools discussed in class with a great deal of logic to make a persuasive analysis and compelling argument. Of course, such an argument cannot be made unless the presentation is accessible to the reader—meaning your written work is easy to read and understand. No one should have to read a phrase or sentence more than once to understand what you are trying to say.

Students whose first language is not English are encouraged to proof-read their assignments carefully. Student Services can advise you of programs that can help you write with clarity.

Note that some of the conceptual clarity for which students are responsible will be discussed in class and will not be found in the assigned readings. For this reason, students who miss class should get notes from students who have been to class and check the slides posted on Canvas after class.

**Calculation of Course Grade**

To calculate students’ final grades for this course, letter grades earned on assignments during the term will be converted to Schulich index values (e.g., A=8) which will then be multiplied by the weight of the assignment. The resulting numeric grades will be converted to letter grades according to the following scale: 7.50 to 8.49 = A, 6.50 to 7.49 = A-, etc.

**General Academic Policies: Grading, Academic Honesty, Accommodations and Exams**

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of core courses are normally expected to have a mean grade between 4.7 and 6.1.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your Student Handbook.

*Academic honesty* is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found in the Student Handbook and on the Schulich website: [http://schulich.yorku.ca/current-students/academic-honesty/](http://schulich.yorku.ca/current-students/academic-honesty/)

*Accommodations.* For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see [http://cds.info.yorku.ca/](http://cds.info.yorku.ca/)

*Note Selling.* Several commercial services approach students to obtain notes, Power Point slides, and other study materials. Selling, posting, or reproducing any of the PowerPoint slides or instructor-provided material in this class is not permitted. Violations will be reported to the office of Associate Dean Academic which will impose sanctions. Because this is an illegal act, consequences are quite serious.
Memorandum

To: Faculty Council
From: Marcia Annisette, Program Director Master of Accounting
Date September 5th 2019
Subject: New Course ACTG 6601

Motion:
That Faculty Council approve the proposal of New Course SB/ACTG 6601 3.00 Management Accounting: Strategy & Performance to the Master of Accounting program.

Rationale:
The course ACTG 6601 3.00 Management Accounting: Strategy & Performance responds to the dramatic shift in the career opportunities for newly qualified professional accountants. Firstly, many new recruits to the profession have been landing in Performance and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Secondly, increased competency in these areas has also become a requirement even for those who choose to follow the traditional public accounting route in the profession. As a result, the expected competency level of MAcc graduates in the disciplines of Management Accounting and Strategy has increased substantially, and the new course seeks to raise the competency of MAcc graduates in these areas in an integrative way.
New Course Proposal Form

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. **Program:** Schulich MAcc Program

2. **Course Number:** ACTG 6601

3. **Credit Value:** 3.0

4. **Long Course Title:** Management Accounting: Strategy and Performance

5. **Short Course Title:** Management ACTG: Strategy and Performance

6. **Effective Session:** Spring 2020

7. **Calendar (Short) Course Description:**
   This course uses individual and group cases to develop the enabling and technical competencies required for the Chartered Professional Accountants’ (CPA) Common Final Exam (CFE).
   Prerequisite: MACC 6301
   NOTE: Open only to MACC students in the CPA accredited program.

8. **Expanded Course Description:**
   This course builds on the previous management accounting courses, and further develops students’ problem-solving and decision-making skills. It will address areas of Managerial Accounting, Strategic Management and Planning, and Performance Management. It will enhance problem-solving skills and analysis for internal accounting requirements. The course will focus on recapping and fine-tuning skills previously acquired by student and introducing further case analysis and deeper levels of analysis. The course will also aid in preparation of the case analysis for Day 1 of the CFE.
   Prerequisite: MACC 6301
   NOTE: Open only to MACC students in the CPA accredited program.

9. **Course Learning Outcomes**
   This course builds on the content of ACTG 5211 and ACTG 6550 for DIAc/MAcc stream students and ACTG 2020 and ACTG 4400 for I/BBA stream students. It uses individual and group cases to develop students problem-solving and decision-making skills. It also helps to prepare students for Day 1 of the Chartered Professional Accountants’ (CPA) Common Final Exam (CFE).
   The overall object of this course will be to focus on recapping and fine-tuning skills previously acquired and introducing further case analysis and deeper levels of analysis. It will include many concepts and tools that practicing managers use to
make decisions, plan for businesses, assess results, motivate and evaluate the organization and its management. Topics covered will include variance analysis, decision making, managing scarce resources, budgeting, cashflow analysis, product costing and pricing, capital budgeting and tax implications, reward systems, governance and ethics.

In summary, this course will give students the knowledge they need to:

- Demonstrate critical thinking to identify the issues, assess the situation, consider alternatives and to provide well supported recommendations for internal decision makers.
- Ability to integrate and synthesize all of the information provided to see the “big picture” and impact of one analysis on another analysis.
- Integrate technical knowledge, strong analytical skills and demonstrate enabling skills.
- Apply the knowledge they have acquired thus far in the Master of Accounting program.
- Apply professional judgement and demonstrate ethical decision making.

10. Rationale:
Based on our continuous program assessment, we have determined that the existing program places far too much emphasis on developing students’ proficiency in the field of Taxation and too little on Management Accounting. For this reason we are replacing ACTG 6701 Integrative Tax -Cases and Analysis with ACTG 6601 Management Accounting: Strategy & Performance.

11. Evaluation:

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Work Due</td>
<td>Various</td>
<td>25%</td>
<td>25%</td>
<td>Individual/Group</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>1</td>
<td>35%</td>
<td>35%</td>
<td>Individual</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1</td>
<td>40%</td>
<td>40%</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

12. Integrated Courses:
Not applicable

13. Cross listed Courses:
Not applicable

14. Faculty Resources:
Provide the names of faculty members in your program qualified to teach this course. Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.

Joelle Pokrajac, Alex Garber, Alla Volodina, Elizabeth Farrell, Marisa Morriello are qualified members in the MAcc program qualified to teach this course. The course is only offered in the spring term. The course runs for 3 consecutive weekends and the final exam is scheduled at the end of the spring term.
15. Physical Resources:
Not applicable

16. Bibliography and Library Statement:
York University Libraries (YUL) will be able to support the proposed course ACTG 6601 Management Accounting: Strategy and Performance. YUL has a strong collection of books, periodicals, and databases in relevant subject areas for this course and will be able to support the course’s stated goals of developing students’ technical competencies required for the Chartered Professional Accountants’ (CPA) Common Final Exam (CFE).

The course proposal lists the CPA Handbook as a required text. The Library has a subscription to the online version of the Handbook via the CPA Canada Standards and Guidance Collection (via Knotia), available both on and off campus. The rest of the required readings for this course appear to be freely available on the web.

In addition, YUL also has a collection of relevant circulating print books that will support this course. The Bronfman Library’s collection contains most of the relevant print books. For example, the collection contains materials with relevant subject headings such as: Managerial accounting, Strategic planning, Management, and Performance – Management, as well as Analysis of Variance, Decision Making, Budget, Cash-flow, Pricing, Prices, Compensation Management, Employee motivation, Corporate governance and Business ethics. YUL’s electronic book collection will also support this course, with platforms like eBook Central and Scholars Portal providing access to eBooks related to managerial accounting, strategic planning, management, and performance management.

The library’s book collection is supplemented by a strong collection of accounting periodicals. The full-text of many of these journals are available online, which will increase ease of access for students. Titles such as Management Accounting, CMA – The Management Accounting Magazine, Journal of Management Accounting Research will provide students with useful supplementary resources. Additionally, the library also subscribes to the print version of key Canadian accounting practitioner periodicals, such as CPA Magazine.

YUL also subscribes to various databases that have strong coverage of Canadian and international academic, trade, and popular business periodical titles and will provide students with 24/7 access to articles both on and off-campus. Proquest Business (includes four databases: ABI/Inform Global, ABI/Inform Trade and Industry, Asian & European Business Collection, and Canadian Business & Current Affairs Database) will be particularly useful, as search terms such as Managerial Accounting, Strategic Management and Planning, and Performance Management, return useful search results. Additionally, Business Source Complete provides excellent coverage of academic, trade, and popular business journal titles.

Finally, the Bronfman Library has created a number of useful online research guides, especially the Accounting & Taxation Guide. These guides, as well as many other business-specific guides, can be accessed at: http://www.library.yorku.ca/web/bbl/guides/. The Bronfman Library would also be able to create a course-specific research guide and provide in-class library instruction support.
New Course Proposal Template
(Part B - Schulich Use Only)

17. Instructors and Faculty Coordinator

Initial instructor
Joelle Pokrajac

Alternative instructors
Alex Garber, Marisa Morriello, Alla Volodina, Elizabeth Farrell

Course coordinator
Joelle Pokrajac

18. Specializations

Primary area or specialization
Master of Accounting handbook – Term 3 Master of Accounting

Secondary areas or specializations
Not applicable

19. Student Contact and Enrolment

Contact hours
28 hours

Maximum enrolment
55

Expected enrolment
100

Evidence for enrolment expectations
This is a core course in the MAcc and 100 has been the enrollment in the past

20. Human Participants Research

N/A

21. Conditions for Approval

If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:

a) The Area is deleting courses with at least the same total number of credits.
   ACTG 6701 Integrative Tax: Cases and Analysis

b) Provide a convincing case for the proposed course.
Course Originator

Marcia Annisette
Name

Supporting Faculty Members
The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Ashwin Joshi
Murat Kristal
David Rice
Mike Valente
George Klar
Kiridaran Kanagaretnam

Approvals:
Area or Specialization
I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.

Dean Neu
Signature
Date

Dean Neu
Accounting Specialization
Degree Program
I support the addition of the course to the SSB curriculum.

Marcia Annisette
Name of Program Director

Master Of Accounting
Program

Program Committee
This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

Detlev Zwick
Name of Committee Chair

September 5, 2019
Date

Detlev Zwick
Name of Committee Chair

MPC-PCC
Committee
MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for ACTG 6601
Management Accounting: Strategy and Performance

FROM: Aaron Lupton
Business Librarian

DATE: August 18, 2019

ACTG 6601: Management Accounting: Strategy and Performance

York University Libraries (YUL) will be able to support the proposed course ACTG 6601 Management Accounting: Strategy and Performance. YUL has a strong collection of books, periodicals, and databases in relevant subject areas for this course and will be able to support the course’s stated goals of developing students’ technical competencies required for the Chartered Professional Accountants’ (CPA) Common Final Exam (CFE).

The course proposal lists the CPA Handbook as a required text. The Library has a subscription to the online version of the Handbook via the CPA Canada Standards and Guidance Collection (via Knotia), available both on and off campus. The rest of the required readings for this course appear to be freely available on the web.

In addition, YUL also has a collection of relevant circulating print books that will support this course. The Bronfman Library’s collection contains most of the relevant print books. For example, the collection contains materials with relevant subject headings such as: Managerial accounting, Strategic planning, Management, and Performance – Management, as well as Analysis of Variance, Decision Making, Budget, Cash-flow, Pricing, Prices, Compensation Management, Employee motivation, Corporate governance and Business ethics. YUL’s electronic book collection will also support this course, with platforms like eBook Central and Scholars Portal providing access to eBooks related to managerial accounting, strategic planning, management, and performance management.

The library’s book collection is supplemented by a strong collection of accounting periodicals. The full-text of many of these journals are available online, which will increase ease of access for students. Titles such as Management Accounting, CMA – The Management Accounting Magazine, Journal of Management Accounting Research will provide students with useful supplementary resources. Additionally, the library also subscribes to the print version of key Canadian accounting practitioner periodicals, such as CPA Magazine.

YUL also subscribes to various databases that have strong coverage of Canadian and international academic, trade, and popular business periodical titles and will provide students with 24/7 access to articles both on and off-campus. Proquest Business (includes four databases: ABI/Inform Global, ABI/Inform Trade and Industry, Asian & European Business Collection, and Canadian Business & Current Affairs Database) will be particularly useful, as search terms such as Managerial Accounting, Strategic Management and Planning, and Performance Management, return useful search results.
Additionally, *Business Source Complete* provides excellent coverage of academic, trade, and popular business journal titles.

Finally, the Bronfman Library has created a number of useful online research guides, especially the *Accounting & Taxation Guide*. These guides, as well as many other business-specific guides, can be accessed at: [http://www.library.yorku.ca/web/bbl/guides/](http://www.library.yorku.ca/web/bbl/guides/). The Bronfman Library would also be able to create a course-specific research guide and provide in-class library instruction support.
To: Faculty Council, Schulich School of Business  
From: Moren Levesque & Chris Carder  
Date: June 24, 2019  
Re: SB/ENTR 4400 3.00 – proposed course name change

RATIONALE:

A key component of this course is attracting the highest quality field study sites possible. The original title does not accurately reflect the collaboration that takes place between the students and the ‘entrepreneur’. It also does not communicate the focus on “unlocking venture potential” and creating a positive impact for the new venture itself – both of which will help better attract top field study sites. We have tested the name with a group of students, alumni and entrepreneurs and received excellent response. Students also noted they would be much clearer on the nature of the course with this new title.
Course Change Proposal Template

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program
   Schulich BBA/iBBA Program

2. Course Number and Credit Value
   ENTR 4400

3. Course Title
   a) Long Course Title
      Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms
      Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential
   b) Short Course Title
      Applied Entrepreneurship Field Study
      Field Study: Innovating with Entrepreneurs

4. Existing Pre-requisites/Co-Requisites
   Completion of all year 1 and year 2 core courses.

5. Type of Course Change (indicate all that apply)

   | in course number |
   | in credit value (provide course outline) |
   | X in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces) |
   | in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense) |
   | in learning objectives/outcomes (please append the program’s existing learning outcomes as a separate document) |
   | in integration (provide statement of approval from other program) |
   | in cross-listing (provide statement of approval from other program) |
   | in pre/co-requisite |
   | expire course |
   | other |

6. Effective Session of Proposed Change(s)
   Fall 2020

7. Academic Rationale

   A key component of this course is attracting the highest quality field study sites possible. The original title does not accurately reflect the collaboration that takes place between the students and the ‘entrepreneur’. It also does not communicate the focus on “unlocking venture potential” and creating a positive impact for the new venture itself – both of which will help better attract top field study sites. We have tested the name with a group of students, alumni and entrepreneurs & received excellent response. Students also noted they would be much clearer on the nature of the course with this new title.
8. **Proposed Course Information**  
*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

<table>
<thead>
<tr>
<th>Existing Course Information (Change from)</th>
<th>Proposed Course Information (Change to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms</td>
<td>Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential</td>
</tr>
<tr>
<td>Provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Limited classes emphasize consulting, market research and presentation skills.</td>
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</tr>
<tr>
<td>Prerequisites: Completion of all year 1 and year 2 core courses.</td>
<td>Prerequisites: Completion of all year 1 and year 2 core courses.</td>
</tr>
</tbody>
</table>

9. **Consultation**  
*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

**Originator**

<table>
<thead>
<tr>
<th>Eileen Fischer</th>
<th>Jun. 20 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eileen Fischer</th>
<th>ENTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Area or Specialization</td>
</tr>
</tbody>
</table>

**Approvals:**

**Area or Specialization**  
I have reviewed this change form and I support the proposed changes to the course.

<table>
<thead>
<tr>
<th>Chris Carder</th>
<th>Jun. 20 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chris Carder</th>
<th>ENTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Area or Specialization</td>
</tr>
</tbody>
</table>
Moren Levesque
Signature
Jun. 20 2019
Date

Moren Levesque
Name
ENTR
Area or Specialization

Degree Program
I have reviewed this change form and I support the proposed changes to the course.

Mike Valente
Signature
Sept. 13, 2019
Date

Mike Valente
Name of Program Director
Undergraduate Programs
Program

Program Committee
This course change has received the approval of the relevant Program Committee.

Mike Valente
Signature
Sept. 13, 2019
Date

Mike Valente
Name of Committee Chair
BBA/iBBA Program Committee
Committee
Long Course Title: Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential
Short Course Title: Field Study: Innovating with Entrepreneurs
Winter 2020

Instructor
Eileen Fischer
Office: SSB N304E
Phone: (647)202-4090 (cell)
e-mail: efischer@schulich.yorku.ca

Assistant
Clara Kan
416-736-2100, X 77960
ckan@schulich.yorku.ca

Course Leadership
Eileen Fischer is a Professor of Marketing and the Tanenbaum Chair of Entrepreneurship and Family Enterprise at the Schulich School of Business.

Calendar (short) Course Description
Provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Limited classes emphasize consulting, market research and presentation skills.

Prerequisites: Completion of all year 1 and year 2 core courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.

Expanded Course Description
The Schulich School of Business has partnered with EO Toronto and Riipen to provide a field study course on Entrepreneurship. EO, Canada’s leading entrepreneurial organization, is dedicated to “giving back” to the community and to providing opportunities and education to individuals who are considering an entrepreneurial career path. Riipen is a platform to enable companies and students to arrange mutually beneficial work/learning experiences.

This course is designed to provide BBA/iBBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner’s perspective on the challenges growing organizations face. Projects vary widely in scope and nature of company/industry/topic, thus students should be willing and prepared to take on projects as assigned.

Student groups admitted to the course will be paired with an EO or Riipen member for the term to either:
• conduct research on a challenge or opportunity that is currently facing an entrepreneurial company
• work on a short term project that is of importance to an entrepreneurial company

Students will also participate in a limited number of classes that emphasize consulting, market research and presentation skills.

The submission of resumes and other personal information should happen before the term starts. As soon as the course reaches its enrolment cap, or at the end of the second month the preceding term, the instructor will send an email to all enrolled students requesting the information.

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General Academic Policies: Grading, Academic Honesty, Accommodations and Exams ...................... 8
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Course Learning Outcomes

Through the course, we expect that students will:

1. Learn to assess and validate the sources of competitive advantage of an entrepreneurial organization and develop ideas for improving an organization’s competitive advantage.

2. Gain experience in scoping a real business problem facing an entrepreneurial organization and designing a research plan to address that problem.

3. Learn to implement a research plan and adapt it in real time as data collection and analysis reveal new insights, and feedback processes fine tune understandings.

4. Enhance ability to work with clients in a consulting relationship, scoping a problem, designing a research plan and delivering interim and final reports that meet client needs and ensure maximum buy-in.

5. Learn to produce a compelling final report that clearly addresses the scope of the client problem and effectively presents research and analysis to provide recommendations for the client’s issue.
### Evaluation

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column. Details shown below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline/Date</th>
<th>Quantity</th>
<th>% Weight</th>
<th>Total %</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plan</td>
<td>Jan 25</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
<td>Team</td>
</tr>
<tr>
<td>Status Report</td>
<td>Mar 1</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
<td>Team</td>
</tr>
<tr>
<td>Final Report</td>
<td>Mar 27-29</td>
<td>1</td>
<td>40%</td>
<td>40%</td>
<td>Team</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>April 5</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
<td>Individual</td>
</tr>
</tbody>
</table>

Please note that the focus on group work (80%) is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation process will be used to assess the contributions of individual members to the team. Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills, and any other elements of teamwork. Take this very seriously, because your instructor does. The instructor will consider this input in assigning the final grade.

### Course Material

**Required Readings:**

Required readings for this course include a case (purchase from Ivey site), a HBR case article (search from library source) as well as the following book, available for purchase from Amazon or other popular book outlets.


**Harvard Business Review Articles – library**


Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: [http://researchguides.library.yorku.ca/HBR](http://researchguides.library.yorku.ca/HBR)

Or type in “Harvard Business Review” under “eResources” search and use online access (Business Source Premier) – download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.
Course Materials on Canvas:
A Course area on Canvas has been created for this course. I post rubrics, resources and special instructions on assignments on Canvas. Please check it regularly, and feel free to e-mail me with questions or concerns throughout the term.

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

Expectations of Students in the Course

Classes: This course has four scheduled classes, all scheduled on Fridays. In the first class we will discuss the assignments, the scoping process, the research process, and the importance of confidentiality. Course procedures and grading guidelines will also be discussed. This class is mandatory for all students in the course. The three additional classes will be scheduled: one focused on primary research, secondary research and on client communications – all essential skills for completing your project.

Initiative and Communication: Because this course has few scheduled classes, it is critical that each team manages their workload and takes initiative to develop and complete the project plan. Providing a good solid project report to the client not only increases your learning and career prospects, but also increases Schulich’s reputation among the employer community. While there are only three formal assessment points for your progress, you are encouraged to make an appointment with me if you are facing any challenges with data collection, your client, or your analysis.

Providing Deliverables. You will be asked to provide me with your Project Plan, Status Report and Final Report on or around the due dates. Meetings to discuss these documents will be scheduled at a mutually agreed upon time. Additionally, you are required to present the final report to your client. All team members must participate in meetings scheduled with me, and in final presentations to clients. Arrangements may be made for virtual participation should it be impossible to meet otherwise.

Topics, readings, and other preparations for every class are listed below

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will be sent to students’ Lotus Notes email accounts, notifying them of the change.
Class-by-Class Syllabus

ENTR 4400/6400 class meets in S123 SSB

1) The kick off session – Jan 4, 2019 - 11:30 am – 1:30pm
2) The quantitative research session – Jan 11, 2019 - 11:30 am - 1:30 pm
3) The qualitative research session – Jan 18, 2019 - 11:30 am - 1:30 pm
4) The client skills session (Eileen Fischer) – Feb 1, 2019 - 11:30 am - 1:30 pm

Jan 4
Class 1

Introduction to the Practicum


We will discuss the scoping process, the research process, and the importance of confidentiality. Assignments, course procedures and grading guidelines will also be discussed.

Jan 11
Class 2

Quantitative Research for Entrepreneurial Ventures

Read: McQuarrie Chapters 7,8, (and glance at 11)

We will discuss when it makes sense to use quantitative research techniques to address a new venture’s challenges, and how to conduct basic forms of quantitative research

Jan 18
Class 3

Qualitative Research for Entrepreneurial Ventures

Read McQuarrie Chapters 4,5 (and glance at 6)

We will discuss when it makes sense to use qualitative research techniques to address a new venture’s challenges, and how to conduct basic forms of qualitative research

Jan 23- Jan 25
Project Plan Submitted

Project Plan Document Submitted

The team presents their plan for the project and the instructor provides feedback to the presentation.

Feb 1
Class 4

Working with Clients


Here we will identify some key issues of importance when talking to clients. We will discuss client relations, and students will role play different client communication scenarios.

Weeks of Feb 4, 11

Students conduct their field research for the practicum. The instructor is available for any questions from students.
Weeks of Feb 18  
Reading week

Feb 27 – Mar 1  
Status Report Document Submitted  
Teams present their project status report and the instructor provides feedback in a 1 hour meeting.

Week of Mar 4  
Optional Status Report Feedback Meeting  
Students continue to work on their field research and the instructor is available (at the students’ option)

Weeks of Mar 11, 18  
Students continue to work on their field research and the instructor is available (at the students’ option) to answer questions.

Mar 27-29  
Final Report Submitted and Presented

April 5  
Reflective Journal due

Assignments

Performance in this course will be evaluated based on four assignments: the Project Plan, the Status Report, Final Report and the Reflective Journal. A more detailed description of the assignments follows. Rubrics for the written assignments will be posted on the course website.

Submission Instructions:  For the written assignments, please complete all written reports in no less than 12-point font. You can submit electronic copies of all these to me. On all submissions, please be sure to include the name of your client company and your names and student numbers. All late submissions will lose ½ of a letter grade per day. Assignments that are more than one week overdue will not be accepted, and will be assigned a grade of zero.

The Project Plan will be a preliminary description of the company, including it’s bases of competitive advantage, and a project plan for addressing a specific issue the company faces, delivered to your academic project supervisor prior to being submitted to the client. This will be worth 20% of the course grade, and it will be due January 25. You must have the Project Plan approved by the instructor before sharing it with the site. You will also have to show evidence that the company has signed off on your Project Plan after it has been approved by the project supervisor.

The Status Report. Over the following 6 weeks, students will conduct the research required to address the client’s needs.. On Mar 1, the students will provide the instructor with a written status report on the project plan, including findings to date, and work remaining. This will be worth 20% of the course grade. It must be delivered to your academic project supervisor and approved before you share it with the client. The written report should be of no more than 10 single-spaced pages, plus appendices.
The **Final Report.** In the final month of the term, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received. They will make recommendations to address the company’s issue for this project, as well as for any ways of enhancing the company’s competitive position. This will be worth 40% of the course grade, and it will be due on a specific date to be agreed, **between Mar 27 and 29, 2020**, delivered to me as a written report of no more than 20 single-spaced pages, plus appendices. Importantly, teams must provide this report to the instructor prior to sharing with the client, and share the client presentation with the instructor. They also must show verification that they have presented the report to the company.

The **Reflective Journal.** To consolidate learning and ensure you have gained the best from your practicum experience, you must reflect on the process and what you have learned. You are encouraged to reflect thoughtfully upon and respond to the specific organizational environment, professional responsibilities, and your own role in furthering the organization through the project. Consider the best and worst parts of the project, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Reflective Journal should be based on the entire project experience and should incorporate the points below. Please write this up so that I can easily aggregate your comments to help us improve the course going forward. Accordingly, please divide your answers into the following sections.

a) The expected learning outcomes you had of the project and whether those expectations have been met or changed as a result of the actual experience.
b) The most important skills you developed and the most critical knowledge you gained during your project experience.
c) The ways in which you applied or challenged your academic learning experience with the project.
d) The functioning (or non-functioning) of the team. How did you deal with differences in opinion? How did you manage your meetings? What worked well and what did not? What are your key take-aways for future team work?
e) Your own objective assessment of your work, performance, and contributions to the project. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
f) A conflict or disappointment you experienced through your project and how you managed it?
g) What did you learn from the project experience that will change the way you approach your next work or project assignment?

This reflective journal will be worth 20% of the course grade, and it will be due on **April 5, 2020**, delivered to your academic project supervisor as a written document of no more than 2000 words.

**Evaluation of Assignments**
Rubrics for each assignment will be posted by **January 4.**

**Calculation of Course Grade**
In this class, final course grades will be determined by the following process: Each assignment will receive a grade. These will be combined according to the weightings assigned to each assignment to give a final grade. Grades may be rounded up or down depending on the final class distribution.
**General Academic Policies: Grading, Academic Honesty, Accommodations and Exams**

Undergraduate Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

*Academic honesty* is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found on the Schulich website:

http://schulich.yorku.ca/current-students/academic-honesty/

*Accommodations.* For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see http://www.yorku.ca/cds/.
# Quick Reference: Summary of Classes, Activities and Deliverables

<table>
<thead>
<tr>
<th>Class No., Title &amp; Date</th>
<th>Reading Preparation /out of class work</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday January 4 Practicum Introduction Class</td>
<td>Why the Lean Start Up Changes Everything</td>
<td>Friday, Jan 4, 11:30 AM – 1:30 PM</td>
</tr>
<tr>
<td>Friday January 11 Quant research for entrepreneurial ventures</td>
<td>McQuarrie Chapters 7,8, (and glance at 11)</td>
<td>Friday, Jan 11, 11:30 AM – 1:30 PM</td>
</tr>
<tr>
<td>Friday January 18 Qual research for entrepreneurial ventures</td>
<td>McQuarrie Chapters 4,5 (and glance at 6)</td>
<td>Friday, Jan 18, 11:30 AM – 1:30 PM</td>
</tr>
<tr>
<td>January 25</td>
<td>Written project plan</td>
<td>Presentation and written project plan due Jan 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written project plan due to course instructor; Provide project plan to client after getting instructor feedback and inform instructor when client approves.</td>
</tr>
<tr>
<td>February 1 Client communications</td>
<td>HBR Case: When Consultants and Clients Clash (Reprint 97605X): Read and prepare</td>
<td>Friday, Feb 1, 11:30 AM – 1:30 PM</td>
</tr>
<tr>
<td>Weeks ending Feb 8, Feb 15</td>
<td>Execute project plan; provide instructor with weekly email updates of progress and schedule meetings with instructor as required</td>
<td></td>
</tr>
<tr>
<td>Week of Feb 18</td>
<td>Co-curricular Day</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>Team present their project status report and instructor provides feedback</td>
<td>Written status report due to instructor</td>
</tr>
<tr>
<td>Week ending March 8</td>
<td>Share status report with client site and continue research</td>
<td>Inform instructor of client reaction to status report</td>
</tr>
<tr>
<td>Weeks ending March 15 and March 22</td>
<td>Continue research as need and work on final report; provide instructor with weekly email updates of progress and schedule meetings with instructor as required</td>
<td>--</td>
</tr>
<tr>
<td>March 27-29</td>
<td>Presentation and written final report due</td>
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<tr>
<td></td>
<td>April 5 Reflective Journal Due</td>
<td></td>
</tr>
</tbody>
</table>

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This table provides a summary of classes, activities, and deliverables for the ENTR 4400 course, including dates, titles, reading preparations, and associated deadlines.
New Course Proposal Form: EMBA 6065: Political Economy – A Global Perspective

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6065

3. **Credit Value:** 2.0

4. **Long Course Title:** Political Economy – A Global Perspective

5. **Short Course Title:** Political Economy

6. **Effective Session:** Fall 2019

7. **Calendar (Short) Course Description:**
   This course is designed to discuss the relationship between China and other countries/regions from both the cultural perspective and political perspective. We will cover the history of the relationship between China and these countries/regions and discuss impacts on world dynamics.

8. **Expanded Course Description:**
   This course is designed to discuss the relationship between China and a range of countries and regions that are outside the traditionally dominant western hemisphere. Specifically, in this course, the attention is directed at the historical, economic and political interactions between China and the Arab world, the Middle East, South Asia, India and the two Koreas. The course covers the history of the relationships between China and these countries/regions, explores the unfolding geopolitics, the changing dynamics and the shifting power structures. The course discusses the potential impact of such major realignments in the entire world. Specifically, the course covers:
   - South Asia and the impact of the Belt and Road Initiative
   - Egypt as a force of stability or instability in the Middle East and China’s role in its economic development
   - China and the two Koreas; geopolitical relationships and future prospects
   - The Gulf Region and its ascending regional and global power
   - China and India through their respective and interactive histories

9. **Course Learning Outcomes**
   Through the cases, the readings and the discussions in class, the students are expected to:
   - Gain insight into the cultural, political and economic developments of the diverse regions
   - Appreciate the role that China historically and through the Belt and Roads Initiative has played and continues to play in the development of those regions
   - Apply these insights to understand how geopolitics are multicentered with diverse players and shifting influences and how they create diverse conditions for the functioning of economies and the context within local and multinational firms must operate

10. **Rationale:**
Today’s executives are called to operate in a range of diverse countries and regions and their organizations are affected by a myriad of forces that are shaped by the diverse political and economic systems across the globe. Moreover, China that has historically played a critical role in shaping systems and contributing to the development of nations, has followed very different trajectories as compared to what students are normally familiar with, those of Western powers.

This course complements the program’s offerings that are mostly focused in exploring the western perspectives and the western roles to explore and explain the different levers and different influences that historically have emanated from China and have targeted different regions of the world.

The Executive MBA program aims to create global leaders that can excel in multiple contexts; as such, this course represents an integral component in the development of the aptitudes and the skillset of successful graduates of the program.

11. Evaluation:
The assessment for this course consists of three components:
- Class participation (25%); assessed on full attendance, completing all readings, preparing for each class discussions, participating effectively in the discussions; all five instructors contribute to the evaluation of this component of the student’s grade.
- A series of group assignments, one for each session of the course (total 35%) due at the beginning of classes 1, 2, 3, 4 and 5.
- An individual final assignment (40%) on a topic selected jointly with the instructors of the course.

12. Integrated Courses:
This course is not integrated.

13. Cross-listed Courses:
This course is not cross-listed.

14. Faculty Resources:
This course will be taught by a set of five professors from Guanghua School of Management and Peking University our partner school in Shanghai and its parent university. Each professor is a political or social scientist and will lead the discussion over one session, for the particular topic on which they are specialists.

15. Physical Resources:
This course will be offered annually during a global electives week at the Guanghua School of Management, Shanghai campus; they will provide all the necessary physical resources before, during and after the course.

16. Bibliography and Library Statement:
All readings are made available to the students registered for the course by Guanghua in the designated "Learning Space" for the program. Further readings can be assigned remotely via the York Library, which also allows electronic access to relevant readings and toolkits.
Political Economy – A Global Perspective

Instructor: Multiple Professors
Program: Guanghua-Kellogg EMBA
Semester: Fall 2019
Time: November 14-19, 2019
Credit Hour: 15
Credits: 1
Prerequisite: N/A
Location: Shanghai

Contact Information:
Office: Bldg 2, Rm 368
Tel: 62757460
Email: xinzhai@gsm.pku.edu.cn
Office Hours: by appointments only

Brief Course Description

This course is designed to discuss the relationship between China and other countries/regions from both the cultural perspective and political perspective. We will cover the history on the relationship between China and these countries/regions, and discuss impacts on world dynamics.

Course Objectives

To enhance students’ understanding of the interactions between China and other countries/regions, and prepare for more advanced discussions about Chinese economy development.

Detailed Course Plan

Session 1: Evolving Geopolitics in South Asia and Regional Dynamics
Instructor: Prof. Xu WANG
The Trump Government put forward with new strategies for Afghanistan and South Asia as well as the “Indo-Pacific” strategy in 2018, affected by which, changes have taken place in the geopolitical strategic environment of Pakistan and India. Recently, the US-Taliban “direct talk” made a great “progress” but there is still much uncertainty in the Afghanistan reconciliation process. The strategic
adjustment of the U.S. and the implementation of “principled realistic” U.S. foreign policy have made a significant effect on the South Asian geopolitics no matter whether the U.S. military manages to get out of the “Great Game” as it wishes. Meanwhile, China’s influence in South Asia is gradually expanding as the Belt and Road Initiative gains positive responses from more regional countries, relation between China and most South Asian countries develops smoothly, and the peripheral diplomatic work based on amity, sincerity, mutual benefit and inclusiveness gets practical achievements. Currently, the Belt and Road Initiative has gradually taken root in South Asia with good progress. However, following the severer geopolitical game in South Asia, the Belt and Road Initiative in this region may suffer from the increasing hedging of extraterrestrial powers, the persistent negative resistance of regional powers and the challenge caused by the rising two-sidedness of medium and small countries in South Asia. In this course, a comprehensive analysis of the characteristics and trends of the evolving geopolitics in South Asia will be provided with investigation of regional dynamics.

Session 2: The Political Economy of Egypt in History and Transition

Instructor: Prof. Chaoqun LIAN

For those who are interested in the Arab world, the Middle East and North Africa, the African continent in general, the Islamic world, the Mediterranean, China’s BRI Initiative, or global geopolitics, Egypt is always too important to ignore. Given its demographic size, geographic importance, civilizational status and cultural influence, Egypt is naturally either a force for stability or an epicenter of instability, regionally and globally. This lecture gives a historical-structural account of this country’s political economy, identifying changes and continuity in the interaction among the state, economy and society in Egypt in line with its checkered history of development and reform from the inauguration of the republican order in 1952 up until the ongoing political transition following the Arab Spring. The lecture discusses some key features of Egypt’s political economy, such as semi-rentierism and crony capitalism. It also contains a brief reflection on the role of China in Egypt’s economic development.

Pre-lecture readings:

Session 3: The Political Economy of China-Korea Relations

Instructor: Prof. Tingting LI

This lecture aims to examine the political economy of China’s relationship with the two Koreas in
Course Syllabus
its history, recent developments, and future prospects. We will first review the historical trajectory of China’s relations with North and South Korea since the end of the Cold War in the context of evolving international order in the Northeast Asian region. We will then take a closer look at the recent developments of the two bilateral relations, trying to explain the rationale of the political and economic aspects of such developments as well as the interactions between the two realms. The last section will discuss the prospects and economic implications of China’s relations with the two Koreas, based on a preliminary analysis of the future of the regional and international order.

Session 4: The Middle East: The Gulf Region
Instructor: Prof. Bingbing WU

Part A: The key geo-political concepts like Arab world, Islamic world, and Middle East set up the framework to understand the political and economic situations in the region. The Arab world consists of 22 countries, including countries in Arabian Peninsula, the Fertile Crescent, as well as North Africa. The Islamic world could be defined as a trans-national community of 1.6 billion Muslims and could be represented by Organization of Islamic Cooperation. Middle East extends from Egypt to Afghanistan and from Turkey to Yemen, while Greater Middle East also includes African Arab countries.

Part B: Case Study-Iran. Iran is one of the major powers in the Middle East, and the natural leader of Shia Islam. As a key form of modern Islamism, a political system featured of a combination of modern political institutions and traditional Shia values has been established. In regard of U.S.-Iran relations, the Clinton Administration adopted a dual containment policy, Bush Administration developed a concept of axis of evil, Obama Administration reached JCPOA with Iran, while Trump Administration considers Iran as the chief threat.

Part C: Case Study-Saudi Arabia. Saudi Arabia is a monarchy based on the rule of the House of Saud. All the unwritten regulations of the political system have been modified after King Salman came into power in 2015. Fundamental changes in foreign policy, economic agenda, and social environment could be observed through decisions made by the Crown Prince Muhammad bin Salman (MbS).

Part D: Case Study-United Arab Emirates and Qatar. Both of UAE and Qatar are not big powers in terms of size, but are more and more influential as rising powers in terms of ambition and capability. Shaikh Muhammad bin Zayed (MbZ), the Crown Prince of Abu Dhabi, and Shaikh Tamim bin Hamad, Emir of Qatar, are two prominent figures of a new generation of leaders in GCC countries. All these countries are regional powers with global influence, and could lead to reshaping the regional order or even global order to some extent.

Session 5: Cultural Contacts between China and India
Instructor: Prof. Jingkui JIANG

This lecture offers a comprehensive mapping and systematic assessment of the interactions between
Course Syllabus

the Chinese and Indian civilizations by following a chronological order. The first part of the lecture explores pre-1950 China-India cultural contacts, and “China” denotes the Chinese civilization, which underwent several phases of separation while remaining as a unified entity for most of history; whereas “India” means the Indian subcontinent, which can be considered as a whole in spite of its longstanding state of separatist rule. The second part of the lecture focuses on post-1950 China-India cultural contacts by referring to “China” and “India” as two independent nation-states, i.e. the People’s Republic of China and the Republic of India, and looks at politics and diplomacy for both nations.

Teaching Methods

This course will involve lectures, case discussion and group assignments. Each student is expected to contribute regularly to classroom discussion.

References and Readings

Case materials will be handed out in class

Videos, CD-ROMs and other adjunct learning resources used

Video clips will be used when appropriate.

Rules students must follow

Attendance is crucial in the learning process. Email notification to the instructor has to be given for any class you are going to miss. A written answer to assignment questions has to be submitted BEFORE the class, for any class that you will miss (regardless of whether the absence is excused or not).

Course Assessment

Final grade for the course will be based on several components:

- Class Participation (25%)
- Group Assignments (35%)
- Final Assignment (40%)

Each student will write an individual final assignment about a topic selected by one of the instructors at the end of the course.
MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for KSEMBA
Course: Political Economy – A Global Perspective

FROM: Xuemei Li. Business Librarian, Peter F. Bronfman Business Library.

DATE: May 6th, 2019

This is a course offered to the Guanghua-KSEMBA program, designed to discuss the relationship between China and other countries/regions from both the cultural perspective and political perspective, and to enhance students’ understanding of the interactions between China and other countries/regions to prepare for more advanced discussions about Chinese economy development. No textbook is requested.

While York University Libraries are not required to support this course directly, the online resources available to support this course are summarized and are available to all registered students remotely. A key e-book platform of relevance is Skillsoft Books. Streaming videos are also available on the topic of global political economy through the Films on Demand platform.

In addition, York University Libraries provide KSEMBA students with access to a range of databases, containing media and journal articles. Relevant databases include Factiva, Proquest Business, Business Source Complete and Lexis Nexis Academic. Students can use these databases to identify articles on themes taught in this course to supplement assigned course materials.

Students can also consult the library’s research guides: www.library.yorku.ca/web/bbl/guides for resources of relevance to this course. The guides to “Finding Business Articles”, “Business Citation Guide” and “Country and International Business” are especially recommended. In addition, BRYT (Business Research at York Toolkit) – bryt.library.yorku.ca/ - is recommended as it offers short videos and step-by-step PDF instructions which guide students through conducting more effective research.

Assistance with information resources is available by email, by telephone, and by chat reference via an IM service.
New Course Proposal Form: EMBA 6115: Technology Strategy – FinTech and Big Data Analytics

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6115

3. **Credit Value:** 2.0

4. **Long Course Title:** Technology Strategy – FinTech and Big Data Analytics

5. **Short Course Title:** Technology Strategy

6. **Effective Session:** Fall 2019

7. **Calendar (Short) Course Description:**
   This course aims to provide students with a foundation on how new technologies interplay with each other to create new business models. The course focuses especially on the impact of big data and business analytics, fintech and blockchain, and cybersecurity.

8. **Expanded Course Description:**
   This course aims to provide students with a foundation on how new technologies interplay with each other to create new business models. The course focuses especially on the impact of big data and business analytics, fintech and blockchain, and cybersecurity. This course first addresses the underpinning concepts and elaborates on the new technologies; subsequently explores generalizable characteristics of each of those technologies, addresses their costs and benefits and proceeds to illuminate their role in shaping new business models.

9. **Course Learning Outcomes**
   Through their active participation in the course, students are expected to:
   - Identify the facilitators of big data and business analytics
   - Explain the purposes of different business analytic techniques.
   - Identify factors that facilitate the emergence of fintech and blockchain
   - Apply the theory of disruptive innovation to analyze different fintech applications
   - Compare and contrast the degrees of trust and decentralization and the applications supported by different types of blockchain
   - Identify current cybersecurity threats and their key characteristics
   - Explain the importance of user focused policy in tackling cybersecurity threats

10. **Rationale:**
    Today’s executives are called to operate within a world increasingly dominated by new business models based on vast amounts of data and a barrage of disruptive innovations emanating from the applications of new technological developments.

    This course complements the program’s offerings in statistics and finance by introducing the latest technological developments that computing power has ushered through the ability to process huge amounts of data very efficiently and use them to create unique business models and unprecedented threats to traditional businesses. The course aims to make the students knowledgeable of the latest technological developments and their implications for
business and furthermore, to develop their capacity to create their own new business models based on big data and analytics.

The Executive MBA program aims to create global leaders that can excel in the new business world which is increasingly shaped by the immense new capabilities of big data and distributed computing; as such, this course represents an integral component in the development of the aptitudes and the skillset of successful graduates of the program.

11. Evaluation:
The assessment for this course consists of three components:
- Class participation (30%) and is assessed on full attendance, completing all readings, preparing for each class discussions, participating effectively in the discussions and engaging fully in the study group.
- Two individual case write-ups for two of the cases to be discussed during the course (30%) submissions are due before the start of the pertinent class.
- A group assignment (40%) due two weeks after the end of the course.

12. Integrated Courses:
This course is not integrated.

13. Cross-listed Courses:
This course is not cross-listed.

14. Faculty Resources:
This course will be taught by Professor Kai-Lung Hui of the HKUST Business School, our partner school in Hong Kong. Prof Hui is a chair professor at the department of Information Systems, Business Statistics and Operations Management. He holds a PhD from HKUST; his research focuses on the impact of information technologies and the analysis of policies related to information technology use and development and has been published in numerous academic journals such as Management Science, Information Systems Research and MIS Quarterly.

15. Physical Resources:
This course will be offered annually during a global electives week at the HKUST Business School in the Hong Kong campus; they will provide all the necessary physical resources before, during and after the course.

16. Bibliography and Library Statement:
All readings are made available to the students registered for the course by Guanghua in the designated “Learning Space” for the program. Further readings can be assigned remotely via the York Library, which also allows electronic access to relevant readings and toolkits.
Technology Strategy: Fintech and Big Data Analytics

Prof. Kai-Lung Hui (許佳龍)
Department of ISOM
HKUST Business School
Course Information

• Instructor: Kai-Lung Hui (許佳龍)

• Contact:
  – Email: khlui@ust.hk
  – Phone: 2358 7641 / 6303 3888
  – Office: LSK 4020
The Big Picture

- The Internet
- Internet of Things (IoT)
- Processing and storage technologies
- Data
- Cybersecurity
- New Business models
- New tech applications
- Big data and business analytics
- Fintech and blockchain
- Deep learning, AI, etc.

KH21: Technology Strategy
(c) Kai-Lung Hui, 2018
## Global Technology Trends

<table>
<thead>
<tr>
<th>Deloitte</th>
<th>Fortune</th>
<th>ZDNet</th>
<th>Accenture</th>
<th>Gartner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital transformation and re-engineering technologies</td>
<td>Blockchain and IoT</td>
<td>Artificial Intelligence</td>
<td>Citizen AI</td>
<td>Artificial intelligence</td>
</tr>
<tr>
<td>No-collar workforce (AI and robotics)</td>
<td>Fintech</td>
<td>Cybersecurity</td>
<td>Extended reality</td>
<td>Digitally enhanced and connected environment</td>
</tr>
<tr>
<td>Data management</td>
<td>Augmented reality</td>
<td>Internet of Things</td>
<td>Data veracity</td>
<td>Meshing</td>
</tr>
<tr>
<td>Digital core (finance and supply chain)</td>
<td>Bots</td>
<td>Digital transformation</td>
<td>Frictionless business</td>
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<tr>
<td>Digital reality</td>
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<td></td>
<td>Internet of thinking (robotics and AI)</td>
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<tr>
<td>Blockchain</td>
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<tr>
<td>API imperatives</td>
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</tbody>
</table>
Observations

• All of these technology trends and developments are inter-related
  – Powered by the availability of massive data
  – Related to use of data in new applications or innovations
  – Enable connected devices and business processes
  – Facilitate new innovations in products, services, and business processes

• Examples: the sharing economy, P2P lending, distributed ledgers, etc.
Observations

• However, these new developments also give rise to new risks due to their connected and innovative nature
  – System interdependency amplifies the vulnerabilities and risks of any single “node” in the network
  – Network externalities facilitate the dominance of large digital platforms
  – Two-sided markets require new pricing strategies and different business mindset, but which leads to highly unpredictable outcomes
  – More importantly, the new technologies bring many hopes and visions that might or might not be realized
  – Are they new promises, hypes, or frauds?
Course Objective

• Provide you with a solid foundation on how new technologies interplay with each other to create impacts
  – Underpinning concepts and technologies
  – Generalizable characteristics and their costs and benefits
  – Managerial focus and insights
Course Overview

Block 1 (4 sessions):
Big data and business analytics

Block 2 (2 sessions):
Cybersecurity management

Block 3 (4 sessions):
Fintech and blockchain

- Cases
  - GAP
  - Target
  - Bitgold

- Project
  - New ICO whitepaper
Learning Objectives

Block 1: Big Data and Business Analytics
- Identify the facilitators of big data and business analytics
- Explain the key characteristics of business analytics
- Compare and contrast the purposes of inference and prediction
- Explain the differences between correlation and causality, and compare and contrast their uses
- Explain the purposes of different business analytic techniques.

Block 2: Cybersecurity management
- Identify current cybersecurity threats and their key characteristics
- Describe common risk management practices and their limitations
- Explain the importance of user-focused policy in tackling cybersecurity threats

Block 3: Fintech and Blockchain
- Identify factors that facilitate the emergence of fintech and blockchain
- Apply the theory of disruptive innovation to analyze different fintech applications and identify their best management strategies
- Describe the technological foundation of blockchain
- Compare and contrast the degrees of trust and decentralization and the applications supported by different types of blockchain

KH21: Technology Strategy
(c) Kai-Lung Hui, 2018
Course Assessment

• Class participation – 30%

• Group project (ICO mini-whitepaper) – 40%
  – Due October 29, 2018 noon
  – Not more than 10 pages, single-spaced, 1-inch margin

• Individual case write-up – 30%
  – GAP: Due before the class on October 5, 2018
  – Target: Due before the class on October 12, 2018
  – Not more than 2 pages, single-spaced, 1-inch margin
About Me

• Deputy Head and Chair Professor, Information Systems, Business Statistics, and Operations Management
• BBA, PhD (Info. Sys.), HKUST Business School
• Research interests: Cybersecurity economics and policy, Privacy and security, fintech, blockchain, e-commerce
• Consulting experience: WIPO/OECD, HKSAR government, Singapore government, and various private organizations
• Current advising: 300cubits.tech, UC.NOW, Kimlic.com
MEMORANDUM

Peter F. Bronfman Business Library

SUBJECT: Library Statement for KSEMBA Course: Technology Strategy: Fintech and Big Data Analytics

FROM: Xuemei Li. Business Librarian, Peter F. Bronfman Business Library.

DATE: May 6th, 2019

This is a course offered to the Kellogg-HKUST EMBA program, designed to provide students with a solid foundation on how new technologies interplay with each other to create impacts. Three blocks are covered in this course: Big data and business analytics, cybersecurity management and fintech and blockchain. The course will be underpinning concepts and technologies, providing generalizable characteristics and their costs and benefits, and also introducing managerial focus and insights. No textbook is requested.

While York University Libraries are not required to support this course directly, the online resources available to support this course are summarized and are available to all registered students remotely. A key e-book platform of relevance is Skillsoft Books. Streaming videos are also available on the topic of fintech, big data and also cybersecurity through the Films on Demand platform.

In addition, York University Libraries provide KSEMBA students with access to a range of databases, containing media and journal articles. Relevant databases include Factiva, Proquest Business, Business Source Complete and Lexis Nexis Academic. Students can use these databases to identify articles on themes taught in this course to supplement assigned course materials. In particular, Gartner IntraWeb is very useful to cover technological aspects of topics covered in this course.

Students can also consult the library’s research guides: www.library.yorku.ca/web/bbl/guides for resources of relevance to this course. The guides to “Finding Business Articles” and “Business Citation Guide” are especially recommended. In addition, BRYT (Business Research at York Toolkit) – bryt.library.yorku.ca/ - is recommended as it offers short videos and step-by-step PDF instructions which guide students through conducting effective research.

Assistance with information resources is available by email, by telephone, and by chat reference via an IM service.
SCHULICH SCHOOL OF BUSINESS
NOMINATING COMMITTEE SLATE FOR 2019-2020

Chair of Council: James McKellar
Vice Chair: David Johnston

Ph.D. Program
Chair: Program Director
Secretary: Stephan Eileen
ACTG
FINE
MKTG
OMIS
ORGS
PLCY

Elected Student Members:
Ph.D. Rep.: Pouyan Tabasinejad

Ex Officio Voting Members:
Associate Dean, Academic
Associate Dean, Students

Non-Voting Members:
Rep. Student Services

Master Programs/Programs Coordinating Committee
Chair: Associate Dean Academic
Secretary: Laura Da Silva
ACTG
ECON
FINE
MKTG
OMIS
ORGS
PLCY
BBA/iBBA

Elected Student Members:
1st yr MBA rep.
2nd yr MBA rep.
1st yr IMBA rep.
2nd yr IMBA
Student Rep BBA/iBBA
Student Rep BBA/iBBA
Student Rep MAcc
Student Rep MBAN
Student Rep MFIN
Student Rep MMAI
Student Rep MMGT
Student Rep MMKG
Student Rep MREI
Student Rep MSCM

Gillian Cai
Taiwo Olubamise
Shirin Dinyarian
Maleeha Ahsan

Ex Officio Voting Members:
AD Academic
AD Students
Director BBA/iBBA

Sept, 19, 2019
### Master’s Admissions:

**Chair:** Marcia Annisette  
**Secretary:** TBA  
**MREI:** Jim Clayton  
**ACTG:** Sylvia Hsu  
**ACTG:** Gregory Saxton  
**REAL:** Sherena Hussain  
**OMIS:** Zhepeng Li  
**PLCY:** Charles McMillan  
**OMIS:** Zhepeng Li  
**ECON:** Perry Sadorsky

**Student Member:** MBA rep.  
**Ex Officio Voting Members:**  
**AD Students** Marcia Annisette  
**Non-Voting Members:**  
**Rep. Recruitment and Admissions** Lindsay Hillcoat

### BBA/iBBA Programs:

**Chair:** Mike Valente  
**Program Director** Nikki JagdeoSingh  
**OMIS:** Adam Diamant  
**ORGS:** Brent Lyons  
**FINE:** Eli Prisman  
**PLCY:** Willow Sheremata  
**ACTG:** Linda Thorne  
**MKTG:** Grant Packard  

**Elected Student Members:**  
1st yr BBA rep. Roni Levit  
2nd yr BBA rep. Daniel Loducca  
3rd yr BBA rep. Clarine Chan  
4th yr BBA rep. Thuy Tien Tran  
iBBA rep.  

**Ex Officio Voting Members:**  
**AD Academic** Detlev Zwick  
**AD Students** Marcia Annisette

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Sept, 19, 2019
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Director, BBA/iBBA</td>
<td>Farrokh Zandi</td>
</tr>
<tr>
<td>Non-Voting Members:</td>
<td></td>
</tr>
<tr>
<td>Director SCTE</td>
<td>Peter MacDonald</td>
</tr>
<tr>
<td>Rep. Student Services</td>
<td>Keshia Gray</td>
</tr>
<tr>
<td>Career Centre Rep.</td>
<td>Phanindra Deonandan/Mark Freedman</td>
</tr>
<tr>
<td>Director, Academic Affairs</td>
<td>Emily Rush</td>
</tr>
</tbody>
</table>

**Management:**

- **Chair:** Dean Dezsö J. Horvath
- **Secretary:** Bela Husain
- **Ex Officio Members:**
  - Associate Dean, Academic: Detlev Zwick
  - Associate Dean Research: Preet Aulakh
  - Exec. Director External Relations: James McKellar
  - AD Students: Marcia Annisette
  - Executive Officer: Magda Szaki
- **Voting Members:**
  - Faculty Rep. – Chair of FC: James McKellar

**Nominating:**

- **Chair:** Ashwin Joshi
- **Secretary:** Nikki Jagdeo singh
- **ACTG:** Charles Cho
- **PLCY:** Theo Peridis
- **Elected Student Members:**
  - GBC President: Kikeloye Oyerinde
  - UBS President: Anika Peng
- **Ex Officio Members:**
  - AD Academic: Detlev Zwick

**Research & Library:**

- **Chair:** Preet Aulakh
- **Secretary:** Joanne Pereira
- **ENTR:** Geoffrey Kistruck
- **MKTG:** Theo Noseworthy
- **Elected Student Members:**
  - MBA rep.
  - BBA/iBBA rep.
- **Ex Officio Voting Members:**
  - Bronfman Business Librarian: Stephanie Quail
- **Ex Officio Non-Voting Members:**
  - Research Officer: Joanne Pereira
  - Exec. Director IST: Mark Orlan
### Student Affairs:

**Chair:** Henry Kim  
**Vice-Chair:** Moshe Farjoun  
**Secretary:** Rachel Ricer  
**ACTG:** Janne Chung  
**ENTR:** Geoffrey Kistruck  
**FINE:** Ambrus Kecskes  
**FINE:** Yisong Tian  
**MKTG:** Peter Darke (from Jan. 1)  
**MREI:** Avis Devine  
**PLCY:** Robert Phillips  
**PLCY:** James Darroch  
**PLCY:** Steve Weiss

**Elected Student Members:**  
- **Grad Rep.** Yusuf Khan  
- **Grad Rep.** Aida Salamat  
- **Undergrad Rep.** Detlev Zwick  
- **Undergrad Rep.** Marcia Annisette

### Tenure & Promotions

**Chair:** TBA  
**Secretary:** Sabine Friedrich  
**Core Members Continuing**  
- **MKTG** Russell Belk  
- **FINE** Moshe Milevsky

**Elected**  
- **ACTG** Kiridaran Kanagaretnam  
- **OMIS** Moren Levesque  
- **Ph.D. Rep** Ramya Krishna Murthy

**Noncore Members:**  
- **ACTG** Linda Thorne, Shanker Trivedi  
- **FINE** Mark Kamstra, Yisong Tian  
- **MKTG** Eileen Fischer, Theodore Noseworthy  
- **OMIS** Ric Irving, Henry Kim  
- **ORGS** Chris Bell, Mike Valente, Ruodan Shao  
- **PROP** James McKellar

Sept, 19, 2019
Tenure & Promotions Appeals

PLCY
Anoop Madhok
FINE
Mark Kamstra
ACTG
Dean Neu

Kellogg-Schulich Executive MBA Program Committee:

Chair: Detlev Zwick
Secretary: Ardene Harris

Academic Program Director
Matthias Kipping
ORGS
Mike Valente
PLCY
Theodore Peridis
Associate Dean, Global Programs
Greg Hanifée
Assistant Dean, Exec MBA
Su-Lan Tenn

Ex Officio Member:
AD Academic
Detlev Zwick

Student Members:
1st year EMBA rep.
Patricia Tanton

Senators:

6 Faculty including the Dean
Marcia Anisette (July 1, 2020)
Detlev Zwick (July 1, 2020)
Richard Irving (July 1, 2020)
Kevin Tasa (July 1, 2022)
Dirk Matten (July 2022)

Ex Officio
Dean Dezső J. Horváth

Student Senators:
Graduate Student rep. Joe Marra
Undergraduate Student rep. Monica Peav

Senate Committees:
(* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*
Ric Irving
Tenure & Promotions Executive*
TBA
Sub-Committee on Honorary Degrees*
Detlev Zwick
Robert Phillips
Academic Standards, Curriculum and Pedagogy (ASCP)
Tom Wesson
Sub-Committee on Coordination and Planning*
Tom Wesson
HPRC - Sub Committee of APPRC
## Faculty of Grad Studies:

| Ex Officio                     | Dean Dezső J. Horváth |

### Program Directors & Representatives:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean Academic</td>
<td>Detlev Zwick</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Eileen Fischer</td>
</tr>
<tr>
<td>EMBA</td>
<td>Matthias Kipping</td>
</tr>
<tr>
<td>IMBA</td>
<td>Alex Campbell</td>
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<tr>
<td>MBA</td>
<td>Ashwin Joshi</td>
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<tr>
<td>MBAN</td>
<td>Murat Kristal</td>
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<tr>
<td>MAcc</td>
<td>Marcia Annisette</td>
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<tr>
<td>MFIN</td>
<td>George Klar</td>
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<td>MMKG</td>
<td>David Rice</td>
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<tr>
<td>MMGT</td>
<td>Kiridaran Kanagaretnam</td>
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<tr>
<td>MMAI</td>
<td>Murat Kristal</td>
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<tr>
<td>MSCM</td>
<td>Dave Johnston</td>
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<tr>
<td>MREI</td>
<td>Jim Clayton</td>
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### Diploma Directors:

<table>
<thead>
<tr>
<th>Area</th>
<th>Director</th>
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<tbody>
<tr>
<td>Art, Media &amp; Entertainment Management</td>
<td>Joyce Zemans</td>
</tr>
<tr>
<td>Business and the Environment</td>
<td>Dirk Matten</td>
</tr>
<tr>
<td>Financial Engineering (Concurrent and Stand alone)</td>
<td>TBA</td>
</tr>
<tr>
<td>Health Industry Management</td>
<td>Amin Mawani</td>
</tr>
<tr>
<td>Nonprofit Management and Leadership</td>
<td>Geoff Kistruck</td>
</tr>
<tr>
<td>Post-MBA Diploma in Advanced Management</td>
<td>Ashwin Joshi</td>
</tr>
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</table>

### Student Representatives:

<table>
<thead>
<tr>
<th>Program</th>
<th>Representative</th>
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<tbody>
<tr>
<td>Ph.D.</td>
<td>Ortac Onder</td>
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<tr>
<td>EMBA</td>
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<td>IMBA</td>
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<td>MSCM</td>
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### Area Coordinators / Specialization Directors

<table>
<thead>
<tr>
<th>Area</th>
<th>Director</th>
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<tbody>
<tr>
<td>ACTG</td>
<td>Dean Neu</td>
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<tr>
<td>ARTM</td>
<td>Joyce Zemans &amp; Trina McQueen</td>
</tr>
<tr>
<td>BSUS</td>
<td>Dirk Matten</td>
</tr>
<tr>
<td>ECON</td>
<td>Irene Henriques</td>
</tr>
<tr>
<td>ENTR</td>
<td>Moren Levesque &amp; Chris Carder</td>
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<tr>
<td>FINE</td>
<td>Kee-Hong Bae</td>
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<tr>
<td>FNSV</td>
<td>James Darroch</td>
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</table>
**Other Schulich/University Roles**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 6100 Coordinator</td>
<td>Ingo Holzinger</td>
</tr>
<tr>
<td>Director YCG</td>
<td>Jim Mckay &amp; Doug McQuaig</td>
</tr>
<tr>
<td>Centre for Global Enterprise</td>
<td>TBA</td>
</tr>
<tr>
<td>Hennick Centre, Co-Director</td>
<td>Peter MacDonald</td>
</tr>
<tr>
<td>York University Pension Plan</td>
<td>Pauline Nolan-Shum</td>
</tr>
<tr>
<td>Executive Director, York Change</td>
<td>Ellen Auster</td>
</tr>
</tbody>
</table>

**Other Academic Administrators**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Associate Dean, Academic</td>
<td>Detlev Zwick</td>
</tr>
<tr>
<td>Associate Dean, Students</td>
<td>Marcia Annisette</td>
</tr>
<tr>
<td>Associate Dean, Research</td>
<td>Preet Aullakh</td>
</tr>
<tr>
<td>Exec. Director, External Relations</td>
<td>James McKellar</td>
</tr>
<tr>
<td>Director, Schulich Centre for Teaching Excellence</td>
<td>Peter MacDonald</td>
</tr>
<tr>
<td>Affirmative Action Coordinator</td>
<td>Ashwin Joshi</td>
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</table>

**Area Affirmative Action Representatives**

<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>ACTG</td>
<td>Matt Bamber</td>
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<tr>
<td>ECON</td>
<td>Justin Tan</td>
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<tr>
<td>FINE</td>
<td>Melanie Cao</td>
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<tr>
<td>MKTG</td>
<td>Ajay Sirsi</td>
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<tr>
<td>ORGS</td>
<td>Chris Bell</td>
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<tr>
<td>OMIS</td>
<td>Scott Yeomans</td>
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<tr>
<td>PLCY</td>
<td>Justin Tan</td>
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**YUFA Stewards**

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<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>YUFA</td>
<td>Jeff Everett</td>
</tr>
<tr>
<td></td>
<td>TBA</td>
</tr>
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</table>
To: Faculty Council, Schulich School of Business  
From: Detlev Zwick, Associate Dean, Academic  
Date: August 22, 2019  
Re: Motion to add the Director, Strategy Field Study as ex-officio voting member of Faculty Council

MOTION:

That Faculty Council approves the addition of the Director, Strategy Field Study as ex-officio voting member to Faculty Council of the Schulich School of Business

RATIONALE:

As the capstone course of the Master of Business Administration program, the Strategy Field Study (MGMT 6100) represents a central element of the curriculum. The course is designed to be a comprehensive, integrated learning experience that challenges students to solve complex strategic problems. Due to the integrative nature of the Strategy Field Study as well as his membership in the Master Program Committee, the Director is deeply familiar with and involved in the shaping of the MBA curriculum. In short, the director of the Strategy Field Study plays a central role in the academic experience in the MBA program and should therefore have a voting role at the faculty council level.

This proposed addition has been included in the revised Faculty Council mandate in Appendix 1.
York University
SCHULICH SCHOOL OF BUSINESS FACULTY COUNCIL
Terms of Reference

**Purpose & Responsibilities**
The academic governance of the Schulich School of Business is administered by Faculty Council and a group of standing committees that assist Faculty Council in carrying out its mandate.

Committees of Council include:

- Executive Committee
- Master’s Admissions Committee
- Nominating Committee
- Research and Library Committee
- Students Affairs Committee
- Tenure & Promotions Committee
- Tenure & Promotions Appeals Committee
- Programs Coordinating Committee
- Committees responsible for the faculty’s undergraduate, master’s and doctoral degree programs

The standing committees have specified representation and responsibilities.

The principal task of Faculty Council is to make decisions regarding the academic governance of the faculty. Motions to be debated by faculty council are typically brought forward by one of its standing committees.

**Membership**
Subject to approval of Senate, of which Council is a Sub-Committee, Council shall be composed of:

- All full-time tenured or tenure stream members of Faculty (including cross-appointed members of Faculty)
- the Executive Officer, the Executive Director of Student Services and International Relations, the Head Librarian of the Bronfman Business Library, and The Director of the Strategy Field Study (ex officio)
- Emeriti faculty (retirees) for the year during which they hold a teaching and/or administrative appointment
- Elected representatives of the undergraduate programs (four BBA/iBBA students), masters programs (seven MBA/IMBA students) and doctoral program (1 Ph.D. student)
- 1 alumni representative, appointed by the alumni association annually

**Ex-Officio Non-Voting Members of the Council**

- 1 member of the Faculty support staff to be elected annually by the support staff
- All Confidential Professionals and Managers (CPMs)
- All Adjunct Professors
- All CLA’s
- 1 member of the Part time faculty
- All Executives-in-residence
- Executive Director of Schulich Executive Education Centre
- The President, Vice-Presidents, and Associate Vice-Presidents of the University
• The Deans and Principals of other Faculties of the University
• Chair and the Secretary of the Senate, and the Secretary of the Council

**Quorum**
30 Voting Members

**Meeting Schedule**
The Faculty Council normally meets seven times in the academic year, and normally meets on a Friday commencing at 11:30 a.m.. From time to time, the Executive Committee may set an alternative meeting time and day. Proper notice is communicated to all members of Council at least six days in advance of all meetings. Normally, the calendar of meetings is communicated to the members on or before the first meeting of Council in September.

Special Council meetings can be called at any time with a minimum of three days’ notice. Special meetings can be called by the Chair of Council, the Dean of the Faculty, or at the specific request duly submitted to the Chair by no fewer than 20 per cent of Council members.

Communication to members is normally accomplished via the Faculty’s electronic communication system and emails. Regular mail is frequently employed but not required.

Meetings normally last for two hours, unless the agenda clearly indicates an alternative termination time as determined by the Executive Committee, or a pertinent resolution is passed during the meeting to extend or adjourn early a meeting of Council.

**Meeting Cancellation**
If the Executive Committee determines that there is insufficient business ready for consideration by Council, it may agree not to hold a regular meeting.

**Meeting Agenda**
The Agenda of each meeting is set by the Executive Committee and is published or circulated to each member of Council no later than six days prior to the meeting for which notice has been given. Accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened.

The Agenda normally takes the following order:
1. Chairperson’s Remarks
2. Business arising from the minutes
3. Enquires and Communications
4. Dean’s Remarks
5. Ph.D/GBC/UBC Initiatives and communications
6. Committee generated motions
7. Other business

Consent Agenda
CA1. Minutes of the previous meeting
CA2. Other consent agenda items
The Executive Committee exercises its authority to alter the agenda of each meeting in order to prioritize matters coming before the Council; the Chair can alter the agenda while a meeting is in progress to preserve priorities, except with the objection of two-thirds of members present and voting.

The notice of a meeting may identify items to be dealt with by consent. A consent agenda item is deemed to have been approved at the meeting without debate and vote unless, prior to the commencement of the meeting, one member of Council advised the Chair and Secretary of a request to debate it and vote on it. The minutes of a previous meeting are normally placed in the consent agenda, as well as simple items such as course name changes, course short descriptions to be inserted in the academic handbook, and other items, as deemed appropriate by the Executive Committee.

**Conduct of Proceedings**

Council meetings debate issues and vote on motions. All motions are first introduced by a mover and then seconded by another member of Council before they can be debated.

In cases not covered by the rules and procedures outlined here, meetings shall be conducted in conformity with the rules set by the University Senate Rules and Procedures.
Memo

From: Mike Valente, Director of Undergraduate Programs
To: Faculty Council
Re: Undergraduate Programs Committee Work Plan for 2019-2020
Date: September 13th, 2019

Strategic Initiatives:

1. Conduct a strategic analysis of the undergraduate program
   a. External
      i. Conduct a comprehensive competitor analysis
      ii. Conduct a comprehensive market analysis
   b. Internal
      i. Conduct focus groups with students, faculty, and administrative staff on the strengths and weaknesses of the undergraduate program
      ii. Area program representatives to work with area coordinators to identify key areas of expertise that can contribute to strategic positioning of undergraduate program

2. Provide the following outcomes based on the above strategic analysis by year end:
   a. A one-page positioning document that summarizes the UG program area of distinctiveness
   b. Key suggestions for incoming dean
   c. Preliminary insights on any curriculum/student experience changes
   d. Program learning outcomes

Additional Activities:

3. As part of the above, or separately, examine the future of the iBBA program.
4. Area representatives work with area coordinators to optimize area elective offering

5. Explore further experiential education opportunities (i.e. case competition, clubs)

6. Explore ways to build and improve student soft and communication skills

7. Provide support for Schulich-wide mental wellness programs/initiatives
Memo

From: Detlev Zwick, Associate Dean, Academic
To: Faculty Council
Re: MPC-PCC Committee Work-plan
Date: September 5, 2019

The Committee’s work plan for 2019-2020 includes the following.

- Review of new course and program proposals as well as change proposals for existing courses and programs (MPC, PCC).
- Master of Finance part-time program initiative.
- Continue to develop a strategy for communication-related courses (MPC)
- Strategy to improve pre-program modules and training (MPC).
- Review of academic policies and guidelines, as appropriate (MPC/PCC)
- Discussion and recommendations on the role of experiential and co-curricular education (MPC)
- Review of the policy/practice on mechanisms for approving advanced standing for the MBA program for specialized master program graduates. (MPC)
- Review, discussion and approval of program-level Expected Learning Outcomes and Assessment Plans. (MPC)
- Provide input to and support for the GBC’s/UBS’s mental health initiative

Additional items by program:

IMBA, Alexandra Campbell

1. Review the implementation of IMBA program changes in 2018-2019 with IMBA faculty and students and resolve outstanding issues if necessary.
2. Develop an ongoing work group committee composed of students, IMBA staff and IMBA alumni to develop ways to address IMBA differentiation and recruitment issues.
3. Continue to work on cost effective marketing campaigns to support recruitment efforts.
Memo

From: Matthias Kipping (Academic Director)
To: Faculty Council
Re: Kellogg-Schulich EMBA Committee Work Plan 2019-2020
Date: 13 September 2019

1. Modify the KS EMBA program following recent discussions among all Academic Directors within the Kellogg-Global Network to broadly align all core courses across partner programs. This will require the introduction of two new courses (Quantitative methods and Macroeconomics) and some adaptation of local electives requirements (so as to maintain the same number of overall credits).

2. Devise ways to improve the performance of Schulich-based teachers so as to enhance student experience.

3. Prepare and monitor the planned transition to the Canvas Learning Management System, including developing processes allowing for a more active involvement of instructors.

4. Deal with the on-going approval of new courses at our partner programs that will be taken by our students and other routine administrative matters, such as student deferrals, petitions etc.
Memo

From: Eileen Fischer, Chair of Ph.D. Committee
To: Faculty Council
Re: Ph.D. Committee Work-plan
Date: September 12, 2019

Over the course of this academic year, the committee plans to

- Refine PhD recruitment procedures
- Continue to update PhD curriculum
- Update the PhD website for both functionality and layout improvement, as well as updating content for consistency and accuracy
- Identify ways in which the Ph.D. program and support to students can be further improved.
- Encourage students to apply for major awards
- Review and rank students' applications for various awards (OGS, SSHRC, etc.), as is required by FGS
- Engage in the admissions process in Spring 2020 for Fall 2020
Memo

From:   
To:      Faculty Council
Re:  Masters Admissions Committee Work Plan for 2019-2020
Date: September 17, 2019

Work Plan

1. Review files of applicants to Masters Programs (except for EMBA applicants), who do not meet standard Schulich admission requirements and to decide whether to admit, admit on probation or reject the applications
The Nominating Committee will bring forth for approval a slate of names to serve on the various committees of the Faculty Council and Senate. The slates will be presented in a timely manner to ensure a smooth succession. The Committee will also make adjustments as needed to comply with any changes with the Faculty’s various committees during the year.
Memo

From: Preet S. Aulakh, Associate Dean, Research

To: Faculty Council

Re: Research Committee Work Plan

Date: September 9, 2019

Work-plan

1. Process protocols for course-based research involving human participants

2. Oversee application of York Research Chair 2019-20 competition

3. Oversee applications of external research grants (e.g., SSHRC, NSERC, CIHR)

4. Oversee applications prestigious nominations- e.g Royal Society of Canada, Bank of Canada

5. Promote creation of new ‘Centre of Excellence’ to capitalize on Schulich’s research strengths

6. Build on collaboration with the service unit – ‘Development and Alumni Relations’ to take part in School’s Leading Change campaign

7. Host and support an Academic conference in Spring 2020

8. Review Schulich’s internal grant applications (e.g., Schulich Research Fellowship 2020)

9. Research Website: Work on further updates to web

10. Review data needs for accreditations and rankings

11. Approve contents for Spotlight of Research- 2019-20

12. Coordinate seminar series workshops throughout School
Memo

From: Henry Kim, Chair, Student Affairs Committee
To: Faculty Council
Re: Student Affairs Committee Work Plan for 2019-2020
Date: September 17, 2019

Student Affairs Committee
Work Plan 2019 – 2020

The mandate of the Student Affairs Committee (SAC) is to hear appeals from undergraduate and graduate students (excluding EMBA and PhD students) requesting approvals for policy exemptions, including but not limited to, promotion standards, deferred exams, extended leaves of absence, etc.

SAC will endeavor to meet monthly, (or more frequently during peak periods), to ensure timely resolution to student cases. We are also committed to informing Committee members of human rights policies that should be considered when making decisions.

The Student Affairs Committee also adjudicates cases where a breach of academic honesty occurred and was not resolved in the exploratory meeting. We currently anticipate no significant changes in the volume and type of cases heard this year. The Committee continues to monitor its structure and mandate to ensure student needs are met.
Memo

From: Sabine Friedrich, Secretary of the SSB T&P Adjudicating Committee
To: Faculty Council
Re: T&P Committee Work Plan for 2019-2020
Date: September 13, 2019

The first order of business will be to elect a Chair for this Committee.

The T&P Committee will undertake regular business encompassing the review of candidacy, tenure and promotion files throughout the year as files are presented to the Committee. In addition, the Committee will evaluate and respond to guidelines and/or queries that may arise from the SSB community and the Senate T&P Committee.
The Senate of York University

Synopsis

The 657th Meeting of Senate
held on Thursday, May 23, 2019

Remarks

The Chair, Professor Franck van Breugel, Lassonde, welcomed the recently appointed Interim Vice-President Research & Innovation, Senator Rui Wang, and acknowledged the recent passing of Professor Peggy Ng, School of Administrative Studies, a former Director of the School who served as a Senator from LA&PS on several occasions.

President Rhonda Lenton announced the individuals who will be honoured with honorary degrees at Spring Convocation:

- Paul Alofs, award-winning innovator
- Gregory Belton, business leader and philanthropist
- Anne Cools, social and civil rights activist
- Kimberle Crenshaw, civil rights advocate and scholar
- Jennifer Doudna, human genomics researcher
- Paul Gross, renowned actor, director and writer
- Cheryl McEwen, philanthropist and entrepreneur
- Marangu Njogu, national development leader
- Marie Ponte, social service activist
- Lynn Posluns, brain health advocate

President Lenton also announced the recipients of the University’s prestigious awards, who had been selected as a result of adjudications of the Awards Committee.

2019 President’s University-Wide Teaching Awards
Senior Full-time Faculty: Russ Patrick Alcedo, Dance, AMPD
Full-time Faculty: Nicolette Richardson, Kinesiology and Health Science, Health
Contract and Adjunct Faculty: Alistair Mapp, Psychology, Health
Teaching Assistant: Mohamed Abdelhamid, Mechanical Engineering, Lassonde

2019 President’s Research Excellence Award
Deanne Williams, English, LA&PS

2019 President’s Research Impact Award
Julia Creet, English, LA&PS
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2019 President’s Emerging Research Leadership Award
Engineering, Science, Technology, Health and Biomedicine Cluster: Christine Till, Psychology, Health
Social Sciences, Art & Design, Humanities, Business, Law and Education Cluster: Marcello Musto, Sociology, LA&PS

2019 University Professorships
Avi Cohen, Economics, LA&PS
Kim Michasiw, English/Writing, LA&PS

2019 Distinguished Research Professorship
Stephanie Ben-Ishai, Osgoode

Other comments made by President Lenton included the following:

- an update on the process to be employed by the provincial government for the University’s third Strategic Mandate Agreement (SMA3), which may result in limiting the engagement of Senate and Faculty Councils in the development of the SMA
- an update on the plans to establish a working group to take up the additional activities and consultations recommended by the Free Speech Policy Working Group, to be chaired by Senate Vice-Chair Alison Macpherson, with a call for expressions of interest from the University community to be circulated in Fall 2019
- the plans to undertake a feasibility study on a collaborative opportunity with the City of Vaughan and Mackenzie Health to support research in health
- congratulations to the recipients of the 2019 President’s Staff Recognition Awards, listed in the Kudos report

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Reports

Academic Colleague to the Council of Ontario Universities
The Academic Colleague to the Council of Ontario Universities (COU), Professor Andrea Davis, reported that the discussion at the Colleagues’ May meeting expanded the April focus on the assessment of student skills and learning outcomes. Marcia Moshé, project team leader for the SMA3 Pilot Projects at Ryerson, delivered a presentation on two Ryerson studies: one that tracked the development of
competencies among co-op students using the University of Victoria’s competency framework and another that assessed written communication among students in Liberal Studies courses using the VALUE Rubrics. The Colleagues also were joined by Martin Hicks, Higher Education Quality Council of Ontario (HEQCO), who reported on the findings of HEQCO’s skills assessment pilot studies and its recommendation to implement large-scale skills assessment at Ontario universities, and Cecelia Brain, COU, who provided an overview of SMA3 metrics. The Colleagues discussed the provincial government’s plans to use graduate employment and earnings as metrics and the differential hiring for visibly racialized and Indigenous graduates which may impact the ability of universities with diverse student bodies, such as York, to satisfy those metrics.

Open Access at York University

Under the auspices of the Academic Policy, Planning and Research Committee, Senator Joy Kirchner, Dean of Libraries, and Rebecca Pillai Riddell, Associate Vice-President Research, delivered a presentation on Open Access at York University in which an overview of the draft Senate Policy on Open Access was provided.

Approvals

On a recommendation of its Executive Committee, Senate elected Michael Zabrocki, Associate Professor, Science, to the Appeals Committee, and Hanna Kankowski, Associate Professor, Science, to the Awards Committee.

Senate approved the recommendations of its Academic Standards, Curriculum and Pedagogy Committee to:

- revise the Registration Eligibility in Summer Courses (Summer Continuance) regulation, effective July 1, 2019
- change the requirements for the General Certificate in Refugee and Migration Studies, Faculty of Environmental Studies / Department of Equity Studies, Faculty of Liberal Arts & Professional Studies, effective FW 2019-2020
- change the degree requirements for the MA program in Music, Graduate Program in Music, Faculty of Graduate Studies, effective FW 2019-2020
- change the degree requirements for the Master of Marketing program, Schulich School of Business, Faculty of Graduate Studies, effective FW 2019-2020
- establish a Transfer Credit program between the Departments in the School of the Arts, Media, Performance & Design and Specialized Arts programs at Secondary Schools, effective FW 2019-2020
- close the Specialized Honours BA program in Individualized Studies, Glendon, effective FW 2019-2020
The Senate of York University
Synopsis

Committee Information Reports

Executive (Professor David Mutimer, Interim Vice-Chair)

The Executive Committee provided Notice of Statutory Motion for revisions to the Senate Rules, Procedures and Guidelines and engaged Senators in a preliminary discussion about the proposed changes.

The Executive Committee reported on the following items:

- the election of three members to ASCP as a result of the Senate e-vote held between April 29 and May 6: full-time faculty members Maggie Toplak, Associate Professor, Health, and Chloë Brushwood Rose, Associate Professor, Education, and contract faculty member Dagmara Woronko, LA&PS
- the establishment of a temporary sub-committee of Senate Executive to address the small number of outstanding provisional grades awarded to graduating students as a form of remediation in the 2017-2018 labour disruption where the grade affects the students’ graduating decision
- the circulation of the draft revisions to the Guidelines and Procedures for Academic Accommodation for Students with Disabilities for review by Senators, with encouragement for Senators to provide feedback to the Secretary
- a status review of its priorities for 2018-2019, with plans to shift some matters of business, including the planned discussion of the Principles to Govern Presidential Search Committees, to the Fall
- encouragement for Senators to complete the annual Senate and Senate committee survey, to be conducted from May 27 to June 3

Academic Policy, Planning and Research (Professor Lesley Jacobs, Chair)

APPRC provided information on these items:

- progress on the initiative to develop the new “Environment-Geography” Faculty, with plans to establish a Sub-Committee of ASCP dedicated to assisting in deliberations and consultations about the development of innovative curriculum and pedagogy that will express the Faculty’s vision
- its schedule of business for the balance of the 2018-2019 year

Academic Standards, Curriculum and Pedagogy (Professor Kim Michasiw, Chair)

ASCP reported on the following minor changes to degree or certificate requirements.
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Synopsis

*Glendon*
- Minor change to degree requirements for the BA (Honours) programs in Hispanic Studies
- Minor change to requirements for the Certificate in Spanish-English Translation

*Graduate Studies*
- Minor change to degree requirements for the Master of Supply Chain Management program

*Science*
- Minor change to degree requirements for the Biomedical Sciences stream within the BA (Honours) programs in Biology

*Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (Professor Kim Michasiw, Co-Chair)*

APPRC and ASCP conveyed a report from the Joint Sub-Committee on Quality Assurance.

*Awards (Professor Brenda Spotton Visano, Chair)*

The Awards Committee conveyed congratulations to the recipients of the prestigious awards which had been announced by President Lenton earlier in the meeting, reported on the plans to update the criteria for the awards it adjudicates, and encouraged Senators to attend the Spring Convocation ceremonies.

**Additional Information about this Meeting**

Please refer to the full Senate agenda and supplementary material posted online with the May 23, 2019 meeting for details about these items.


**May Meeting of Senate**

Senate’s next meeting will be held at 3:00 p.m. on Thursday, June 28, 2019.
Remarks

The Chair, Professor Franck van Breugel, Lassonde, expressed thanks to Senators and committee members for their contributions this year, especially to those completing terms this month, and to the staff of the University Secretariat for their support of the work of Senate and its committees over the course of the year. This being the final Senate meeting for University Secretary and General Counsel Maureen Armstrong, the Chair expressed thanks and appreciation for her warm collegiality and support of governance. Senator Alison Macpherson will resume the Vice-Chair as of July 1; Senator David Mutimer was thanked for capably filling in this term.

President Rhonda Lenton highlighted the many notable achievements from the year that contributed to the advancement of the UAP priorities through a coordinated integration of the University’s academic, operational and capital plans into a comprehensive strategic plan. Notable successes from 2018-2019 include the expansion of experiential education opportunities, the surpassing of the $100M mark for research funding, and the implementation of the forward-looking plan to grow the full-time faculty complement. Looking ahead to 2019-2020 and beyond, there are a number of strategic opportunities that may serve to further the University’s vision, such as a revisioned Markham Centre Campus, a collaboration on a health sciences academic precinct in Vaughan, the strengthening of the sustainability of Glendon, and the development of the Lands for Learning initiative.

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Senators Lisa Philipps, Provost and Vice-President Academic, and Carol McAulay, Vice-President Finance and Administration, delivered a presentation on the budget context for academic planning for the years 2019-2020 to 2021-2022.

Approvals

On recommendations of its Academic Policy, Planning and Research Committee, Senate approved:

- the chartering of five Organized Research Units: Centre for Feminist Research, The City Institute, Israel and Golda Koschitzky Centre for Jewish Studies,
The Senate of York University

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Institute for Research on Digital Learning, and Innovation in Computing at Lassonde

- the establishment of the Senate Policy on Open Access, effective July 1, 2019
- revisions to the Principles and Procedures Governing Non-Degree Studies, effective July 1, 2019

Senate approved the recommendations of its Academic Standards, Curriculum and Pedagogy Committee to:

- revise the Senate Pass/Fail Grades Policy, effective September 1, 2019
- establish a BSc Specialized Honours program in Neuroscience, housed jointly within the Department of Psychology and the School of Kinesiology and Health Science in the Faculty of Health and the Department of Biology in the Faculty of Science, effective FW 2020-2021
- change the admission requirements for the MSc program in Electrical Engineering and Computer Science, and the degree requirements and program learning outcomes for the specialization in Artificial Intelligence within that MSc degree program, effective FW 2019-2020

On a recommendation of its Awards Committee, Senate approved revisions to the Policy section of the Senate Policy on Honorific Professorships, effective July 1, 2019.

The recommendation of its Executive Committee to approve, without amendment, changes to the Alternate Stream Document and the Tenure and Promotions Policy, Criteria and Procedures.

Committee Information Reports

Executive

The Executive Committee reported on the following items:

- its approval of the revisions to the Senate Guidelines on Academic Accommodation for Students with Disabilities
- the deferral of Senate’s formal review of the revisions to the Senate Rules, Procedures and Guidelines to September 2019, and encouragement for Senators to complete the survey on the substantive changes to the Rules, Procedures and Guidelines
- Senate Attendance from September 2018 to May 2019
- progress made by Senate Committees in 2018-2019 on defined actions in support of UAP priorities
- encouragement for Senators to complete the Senator and Senate Committee surveys for 2018-2019
The Senate of York University

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Academic Policy, Planning and Research

APPRC provided information on these items:

- the Report from the Organized Research Unit Sub-Committee
- its engagement with Deans in the context of tracking progress on UAP priorities and preliminary feedback from the discussions
- the Annual Reports of APPRC Sub-Committees supported by the Office of the Vice-President Research and Innovation
- the efforts of the ASCP Special Sub-Committee on New Faculty Curriculum, collegial working groups within FES and Geography, and the Facilitating Group to advance the development of the new Faculty
- its review and discussion of draft Guidelines for Cross-Faculty Degree Programs, prepared by the Provost
- the status of the development of the E-CV management system
- its progress on its 2018-2019 priorities

Academic Standards, Curriculum and Pedagogy

ASCP reported on its progress to advance UAP priorities this year and on the following minor changes:

**Glendon**
- The establishment of Honors Major-Minor degree options with the Faculty of Environmental Studies

**Health and Science**
- The establishment of the NRSC rubric for the BSc Specialized Honours program in Neuroscience

**Lassonde**
- Editorial correction to the calendar for the number of credits required for BSc (Honours) and BSc Specialized Honours degrees

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

APPRC and ASCP conveyed a joint report in which the Annual Report on Non-Degree Studies and a report from the Joint Sub-Committee on Quality Assurance were transmitted to Senate.
The Senate of York University

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Awards

Senators joined the Awards Committee in congratulating the recipients of the prestigious awards for graduating students:

**Governor General’s Gold Medal**: Cynthia Kwakyewah, Graduate Program in Interdisciplinary Studies; Meghan Hughes, Graduate Program in Kinesiology & Health Science; and Qiyi Tang, Graduate Program in Electrical Engineering & Computer Science

**Governor General’s Silver Medal**

2019 Recipients: Nicholas Chrobok, Faculty of Science, BSc (Honours) in Biology, First Class with Distinction; Zackary Grant Goldford, Faculty of Liberal Arts & Professional Studies, BA (Honours) in Law and Society, Summa Cum Laude; Avreen Kaur Kochhar, Faculty of Liberal Arts & Professional Studies, Honours Bachelor of Human Resources Management, Summa Cum Laude

2018 Recipients: Antonnia Kiana Blake, Faculty of Liberal Arts & Professional Studies, BA Honours Double Major, Criminology & Human Rights and Equity Studies, Summa Cum Laude; Natalia Maria Ladyka-Wojcik, Glendon, BA Specialized Honours in Psychology, First Class; Maryam Samani, Faculty of Health, BSc (Honours) in Psychology, Summa Cum Laude

**The Murray G. Ross Award**: Shalyn Isaacs, Faculty of Health, BA (Honours) in Psychology

The Awards Committee also reported on its approval of revisions to the Procedures for Nomination within the Senate Policy on Honorific Professorships and its progress on priorities identified in the fall.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the June 27, 2019 meeting for details about these items.


September Meeting of Senate

Senate’s next meeting will be held at 3:00 p.m. on Thursday, September 26, 2019.
Subject: Call for nominations for Honorary Degree candidates

Date: Wednesday, September 25, 2019 at 10:28:07 AM Eastern Daylight Time

From: Senate Secretaries/Faculty Council Secretaries Info. on behalf of Kathryn White

To: SENATE-S@YORKU.CA

Faculty Council Secretaries: We kindly ask you to share the communication below regarding Honorary Degree nominations with your Faculty Council Chair and Members via email or during an upcoming Council meeting.

Faculty Council Chairs and Members: On behalf of the Senate Sub-Committee on Honorary Degrees and Ceremonials, I am writing to strongly encourage the submission of nominations for honorary degrees. While nominations may be submitted at any time, the Sub-Committee is actively seeking nominations this fall and request that you please submit files by Friday, October 11, 2019.

The awarding of honorary degrees is an important feature of Convocation at York University. By recognizing individuals whose achievements represent the values York cherishes, whose benefactions have strengthened the community and the institution, and whose public lives are deemed worthy of emulation, the act of awarding honorary degrees enriches Convocation for our graduands and guests.

A candidate for an honorary degree must meet one or more of the following general criteria:
1) has eminence in his or her field;
2) has demonstrated service to humankind, Canada, Ontario, York University or a particular community in a significant manner;
3) has provided a significant benefaction to the University; and/or
4) is someone whose public contributions to society are worthy of emulation.

To nominate a worthy candidate, kindly complete a nomination form and submit it along with two letters of support. The material is treated as confidential and should not be disclosed to the nominee. A copy of the nomination form can be accessed through the Senate website at: http://secretariat.info.yorku.ca/senate/sub-committee-on-honorary-degrees-and-ceremonials/. Detailed guidelines regarding the nomination requirements and the process can also be found on the website. Should you have any questions about the requirements or process, please feel free to contact me at kwhite1@yorku.ca or Elaine MacRae at emacrae@yorku.ca.

For reference, a list of honorary degree recipients is available on the Senate website at: http://secretariat.info.yorku.ca/senate/sub-committee-on-honorary-degrees-and-ceremonials/honorary-degree-recipients/.

The Senate Sub-Committee on Honorary Degrees and Ceremonials will consider nominees for inclusion in a pool, from which the Chancellor and President will select individuals to be honoured at a given convocation. The Sub-Committee encourages nominations that can provide a pool of high quality candidates reflecting the diversity of the York community and of Canada and representing a variety of backgrounds and accomplishments.

Completed nomination packages may be submitted electronically to emacrae@yorku.ca or in hardcopy to:
Thank you for your consideration.

KATHRYN WHITE • Assistant Secretary of the University
University Secretariat

YORK UNIVERSITY
1050 Kaneff Tower • 4700 Keele Street
Toronto ON • Canada M3J 1P3
T 416.736.2100 ext 23053 F 416.736.5094
kwhite1@yorku.ca • www.yorku.ca
A meeting of the Schulich Faculty Council for the 2018-19 academic year was held on Friday May 31st at 11:30am in SSB E111.

In Attendance:

Chair: J. McKellar
Secretary: E. Rush

Voting Members of Faculty Council Present:

<table>
<thead>
<tr>
<th>Senior Administration</th>
<th>D. Horvath, D. Zwick, M. Szaki</th>
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<td>Student Council Reps</td>
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<td>FINE</td>
<td>M. Kamstra, M. Milevsky</td>
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<td>MKTG</td>
<td>A. Joshi</td>
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<td>ORGS</td>
<td>M. Valente</td>
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<td>OMIS</td>
<td>A. Diamant, R. Irving, D. Johnston, M. Kristal, M. Levesque, Z. Li</td>
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<td>PLCY</td>
<td>R. Phillips, W. Sheremata, S. Weiss</td>
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<td>PROP</td>
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<tr>
<td>OTHER:</td>
<td>S. Quail (Library), J. Cai (GBC)</td>
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Voting Members of Faculty Council Absent:

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<thead>
<tr>
<th>P. Aulakh</th>
<th>A. Devine</th>
<th>H. Kim</th>
<th>T. Noseworthy</th>
<th>J. Tan</th>
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<td>E. Auster</td>
<td>D. Dimick (Ret.)</td>
<td>G. Kistruck</td>
<td>C. Oliver</td>
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<td>K-H. Bae</td>
<td>M. Dong</td>
<td>R. Krishna (PhD)</td>
<td>E. Owens-Skidmore (GBC)</td>
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<td>M. Bamber</td>
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<td>T. Beechy (Ret.)</td>
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<td>S. Li</td>
<td>J. Prince (GBC)</td>
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<td>A. Bhanich-Supapol</td>
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Regrets, Leaves, Sabbaticals:

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<th>M. Annisette (regrets)</th>
<th>J. Darroch</th>
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Non-Voting Members of Faculty Council Present

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<thead>
<tr>
<th>M. Bhutani</th>
<th>K. Gray</th>
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<td>M. Freedman</td>
<td>I. Holzinger</td>
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<td>L. Hillcoat</td>
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Non-Voting Members of Faculty Council Absent:

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<tr>
<th>M. Armstrong</th>
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<th>P. Laycock</th>
<th>R. Moy</th>
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1. Welcome & Chair’s Remarks

The Chair welcomed Council members to the meeting. He noted that quorum was not achieved and so all motions would need to be put forward after the meeting through e-votes.

2. Open Space

a) Committee of the Whole Discussion: How to increase engagement with Faculty Council

A. Joshi moved for a committee of the whole discussion on how to increase engagement with Faculty Council. Seconded by D. Johnston. D. Johnston chaired the discussion. At the conclusion, the following recommendations were identified:

- Continue to have an ‘Open Space’ item on the agenda to allow for discussion of more engaging topics
- Move more formal approval items to the consent agenda to allow more time for discussion
- Send out formal calendar invites for the meetings
- Investigate reasons for declining attendance at Faculty Council
- Consider the possibility of allowing remote participation through Zoom

3. Dean’s Remarks

Dean Horváth provided the following updates on events and achievements in the Schulich community:

- Two long-standing members of the Schulich community, David Bell (Executive Director of Development & Alumni Relations) and Melissa Judd (Assistant Dean, Students), are leaving the School. He thanked them for their contributions over the years.
- The new Master of Management in Artificial Intelligence program (MMAI) held a launch event on May 13th. Courses will begin in Fall 2019.
- A successful Connect alumni event took place on April 26th and 27th.
- The Dean’s Reception for incoming and prospective undergraduate students was held on May 14th with over 300 attendees.
- An Alumni Volunteers Thank-you Reception was held on May 29th, with over 150 attendees.
- The reception for the Sustainable Infrastructure Fellows Program will be held on June 3rd.
- Schulich convocation will take place on June 21st. Cheryl McEwen will receive an honorary degree. A Convocation breakfast event will take place in the morning, with a luncheon to celebrate Cheryl McEwen’s achievements in the afternoon.
4. **PhD/GBC/UBS Initiatives:**

Ph.D.: President Pouyan Tabasi Nejad provided an update on the initiatives of the Ph.D. student association. Efforts are underway to build a stronger sense of community amongst students, and new initiatives will come forward in the new academic year. Faculty members will be asked for their input but they are also welcome to contact Pouyan directly with suggestions.

GBC: Vice-President Gillian Cai indicated that the GBC Executive’s first meeting will take place in June, at which point more updates will be available. She noted that she is currently organizing a group of students to visit IBM (where she is completing an internship). Students will participate in a workshop on data science and a networking session. As many students are hoping to work in the technology industry, she suggested that the School bring in more experts from technology organizations. The GBC aims to increase these kinds of opportunities for students in the coming year.

No UBS representative was in attendance.

5. **Nominating Committee**

   a) **Motion:** Approval of the Nominating Slate for 2019-2020

   Due to the lack of quorum, this item could not be voted on by the Council and will be sent for an e-vote.

6. **Other Business**

   a) **Motion:** Establishment of Summer Authority for Executive Committee

   Due to the lack of quorum, this item could not be voted on by the Council and will be sent for an e-vote.

7. **Adjournment**

   The meeting adjourned.

**Consent Agenda**

The following items were approved by consent:

1. **Master Programs Committee**
   a) **Curricular Change:** Minor Program Change to HIMP Graduate Diploma (*requirements*)

2. **Minutes of the Last Meeting:** 2019.04.26