Schulich School of Business
York University

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2018-19 academic year will be held on Friday December 14th at 10:30am in SSB E111.

AGENDA

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1.	**Welcome & Chair's Remarks**	
2.	**Enquiries & Communications**	**2-5**
	a) For Information: Senate Synopsis (2018.10.25)	
3.	**Decanal Search Update** *(Provost & Vice-President Academic Lisa Philipps)*	
4.	**Dean's Remarks**	
5.	**PHD/GBC/UBS Initiatives**	
6.	**EMBA Program Committee**	
	a) Motion: New Course Proposal for SB/EMBA 6075 0.00 Introduction to Authentic Leadership Journey *(D. Zwick)*	**6-12**
7.	**Master Programs Committee**	
	a) Motion: Minor Change to the Diploma in Intermediate Accounting (DIAc) *(M. Annisette)*	**13-20**
	b) Motion: Minor Change to the Master of Accounting Program (MAcc) *(M. Annisette)*	**21-24**
	c) Motion: Minor Changes to the Master of Business Analytics Program (MBAN) *(M. Kristal)*	**25-44**
8.	**Adjournment**	

CONSENT AGENDA

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, a member of the Council of the Faculty of the Schulich School of Business advises the Chair, James McKellar, of their request to debate it.

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1.	**EMBA Program Committee**	
	a) New Course Proposals	
	1. SB/EMBA 6525 2.00 FinTech Strategy: Innovations in Financial Services	**45-52**
	2. SB/EMBA 6615 2.00 Recruiting & Retaining Talent in Growth Companies	**53-61**
	3. SB/EMBA 6625 2.00 The Right Stuff: Principles Behind Successful Careers	**62-72**
	b) Curricular Change: SB/EMBA 6075 2.00 Authentic Leadership Journey *(number, pre-requisite)*	**73-88**
2.	**Master Programs Committee**	
	a) Curricular Change: SB/OMIS 6710 3.00 Management Information Systems *(pre-requisite)*	**89-100**
3.	**Minutes of the Last Meeting:** 2018.11.09	**101-104**

If you are unable to attend the meeting, please send your regrets to committee secretary Emily Rush at erush@schulich.yorku.ca.

The 650th Meeting of Senate
held on Thursday, October 25, 2018

Remarks

The Chair of Senate, Professor Franck van Breugel, welcomed new Deans Alice Hovorka, Environmental Studies, and Jane Goodyer, Lassonde, and expressed condolences on the passing of Professor Emeritus Robert Cox, a former member of the Department of Political Science, Robert L. R. Overing, the founding dean of York's Faculty of Education, and Jack Ellis, a former Associate Dean of the Faculty of Environmental Studies and Chair of Senate APPC. The Chair drew Senators' attention to the correspondence requested at the September meeting of Senate pertaining to a recommendation by two Senators to amend the Senate rules on decorum, which had been included in the agenda for the October meeting.

Reflecting on the October 4 Senate sponsored Community Forum, President Lenton highlighted the University's commitment to diversity, inclusion and social justice, which ensures there is no shortage of robust discussion and debate. However, the understanding that well-intentioned people dedicated to the success of the university hold different views is essential to productive discussion and debate. President Lenton affirmed her commitment to working with the entire University community to move forward from the labour disruption and to follow up on the takeaways of the forum under the purview of the administration. With challenging times ahead in the current provincial environment, it will be essential for the York community to rally together and find points of consensus.

Other comments made by President Lenton included the following.

- the work of the Free Speech Policy Working Group and its public consultations, to be held on November 2 (Glendon) and November 6 (Keele) (additional information is available on the University Secretariat website)
- explorations with the University's Markham Centre Campus partners on whether there are means of moving forward with the Campus, following the announcement of the cancellation of provincial funding
- an acknowledgement of the contributions of those involved in the YUFA negotiations to the successful ratification of the agreement
- the Indigenous Council of York's first Community Engagement Session on the Indigenous Framework on November 22 (due to high demand, the session is at capacity, but information about the Framework is available online)

Reports

Academic Colleague to the Council of Ontario Universities

Senator David Mutimer attended a recent meeting of the COU Colleagues and the Council in the absence of an appointed Academic Colleague for York, where the discussion centred on free speech on campus. The Colleagues' discussion focused on how institutions can support faculty and students in fostering a climate of free expression, with the importance of a pedagogy specific to locations and experiences emerging as a predominant theme. In the Council meeting, where Colleagues and university Executive Heads met together, the Colleagues shared a series of scenarios to generate discussion on the practical supports that can be put into place to make institutional free speech policies meaningful and effective.

Approvals

On a recommendation from the Executive Committee, Senate elected Andrea Davis, Associate Professor, Department of Humanities, Liberal Arts & Professional Studies, to the role of Academic Colleague to the Council of Ontario Universities.

Senate approved the recommendations of its Academic Standards, Curriculum and Pedagogy Committee to:

- Establish a Type 2 graduate Diploma in Communication, Culture and Leadership in Canada, Schulich / Graduate Studies, conditional on the name of the program being changed to the Diploma in Communication, Culture and Leadership in Canadian Business
- Change the degree requirements for the MA program in Social and Political Thought, Department of Social Science, LA&PS / Graduate Studies
- Change the degree requirements for the BA and BA (Honours) programs in Business & Society, Department of Social Science, LA&PS

Committee Information Reports

Executive (Professor Alison Macpherson, Vice-Chair)

The Executive Committee's information items included the following:

- approval of Senate committee members nominated by Faculty Councils
- approval of members of Senate committees nominated by student Senators
- the Committee's monitoring of the academic disruption, which includes the development of a report of remediation options and actions taken by the Executive Committee and Senate during the disruption, to be shared with Senate at an upcoming meeting

- Senate committee priorities for 2018-2019, including the addition of a Senate discussion of the *Principles Governing a President Search* to the Executive Committee's priorities in response to input received at the September Senate meeting and the Community Forum
- report on the Senate sponsored Community Forum on Renewing Institutional Focus
- work underway on the freedom of speech policy
- Committee and Sub-Committee membership for 2018-2019

Academic Policy, Planning and Research (Professor Les Jacobs, Chair)

APPRC provided information on these items:

- confirmation of its priorities for 2018-2019
- on the university budget consultations, the Committee's input to the Provost and Vice-President Finance and Administration on the areas where the University Fund resources should be directed
- process planning for a new / "revisioned" faculty composed of Geography, the Faculty of Environmental Studies and other possible units
- plans to hold an academic planning forum in early December
- defining an action plan on Incomparable Metrics to track the University's success in research and scholarship through indicators
- discussions with the Deans and Principal on Faculty academic plans, to take place from Spring to Fall 2019
- an electronic curriculum vitae exercise geared toward modernizing practice

ASCP (Professor Kim Michasiw, Chair)

Information items reported by ASCP were the following:

- minor changes to the requirements for the MA and PhD programs in Sociology, LA&PS / Graduate Studies
- minor changes to the requirements for the Professional LLM Specializing in Securities Law, Osgoode / Graduate Studies
- sessional dates for three academic years, from SU2019 to FW2021-2022

APPRC-ASCP Joint Report (Professors Les Jacobs and Kim Michasiw)

The APPRC-ASCP Joint Sub-Committee on Quality Assurance transmitted to Senate a collection of Final Assessment Reports from completed Cyclical Program Reviews in the Department of Social Science, LA&PS, as required by the York University Quality Assurance Procedures.

Tenure and Promotions (Professor Lily Cho, Co-Chair)

Tenure and Promotions transmitted its 2017-2018 Annual Report to Senate, which addressed tenure and promotions data for 2017-2018 and the full committee review of unit-level standards scheduled for early 2019, as well as other items.

Tenure and Promotions Appeals (Professor Parissa Safai, Chair)

The 2017-2018 Annual Report of the Tenure and Promotions Appeals Committee was transmitted to Senate.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the October 25, 2018 meeting for details about these items.

http://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/

November Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, November 22, 2018.

New Course Proposal: EMBA 6075: Introduction to the Authentic Leadership Journey

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6075
3. **Credit Value:** 0.00
4. **Long Course Title:** Introduction to the Authentic Leadership Journey
5. **Short Course Title:** Intro Authentic Leadership Journey
6. **Effective Session:** Winter 2019
7. **Calendar (Short) Course Description:**
   This course, offered in Residence Week, introduces the students to various styles of leadership and invites them to consider where on the spectrum they themselves are situated. Its goals are for the student to understand how leaders are born or made and share with the class their experience with leadership. It is a prerequisite for the Authentic Leadership Journey course.
8. **Expanded Course Description:**
   Leadership is idiosyncratic and heterogeneous, not one-size-fits-all. This course, offered in Residence Week, January 2019, introduces the students to various styles of leadership, and invites them to consider where on the spectrum they themselves are situated. The goals for the course are for the student to: (a) understand how leaders are born or made; and (b) share with the class their experience with leadership, utilizing an artefact as a vehicle to reflect and share. The artefact can be a momento, object, image, article of clothing etc. The course serves as an introduction and prerequisite to the Authentic Leadership Journey, which is intended to help students find their own leadership style.
9. **Rationale:**
   Our program is referred to as “The EMBA for Global Leaders”. Leadership is idiosyncratic and heterogeneous, not one-size-fits-all. Leaders have distinctive and evolving leadership styles, which must align to the institutional environment of the widely varied organizations they serve. Both the leadership styles and the organizations are dynamic, moving targets – leaders must find a sweet spot where their style matches organizational needs. Finding alignment between leadership approaches and organizational cultures can be fraught with difficulties, manifesting in shortened CEO tenures and organizational dysfunction. This course introduces the students to these issues and prepares for the Authentic Leadership Journey they will embark on during the remainder of the program.
10. **Evaluation:**
    Assessment is based on a brief individual presentation and class participation. It is graded on a Pass/Fail basis.
11. **Integrated Courses:**
    This course is not integrated.
12. **Crosslisted Courses:**

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Dr. Farzad Alvi, who holds a PhD from the University of Cambridge as well as other degrees from Indiana University (JD, 1994), the University of Toronto (MBA, 1992; ICD.D, 2015), and the University of Chicago (AB, 1988). His research and teaching interests are in the areas of global strategy and entrepreneurship, with a particular focus on individual agency – namely, how individuals have the power to impact and shape the world in which we live. Prior to his Ph.D. studies Dr. Alvi worked in investment banking, focusing on the restructuring, mergers, and privatizations of state-owned banks in emerging markets. Based at various times in Hong Kong, Jakarta, and Amsterdam, he advised governments and banks in Asia, the Middle East and Eastern Europe. He currently has leadership roles on the Boards of high growth companies in North America and Asia, spanning private sector, public sector, and not-for-profit entities.

14. Physical Resources:

This course will be offered at Schulich's Keele campus annually, during the initial Residence Week of the program. All the necessary physical resources, including books, will be provided by Schulich and York. We will also provide resources digitally through our Learning Management System and the online access to the York University Library.

15. Bibliography and Library Statement:

There is no textbook for this course. All the required and supplementary readings, as well as additional media such as videos, will be made available electronically through our Learning Management System and/or the York University Library website. As per the attached statement, the York University Library also allows access to other relevant readings and databases.

MEMORANDUM

Peter F. Bronfman Business Library

SUBJECT: Library Statement for KS EMBA 6075: Authentic Leadership Journey

FROM: Sophie Bury. Head, Peter F. Bronfman Business Library.

DATE: April 20th 2018

This course, which is proposed to span the entire duration of the EMBA program, aims to help students articulate what kind of leader they would like to be, to illustrate the different faces of leadership, to teach students about different leadership styles, and to enable students to recognize and be critical of prescriptive views of leadership. This course will be offered at the Schulich School of Business for students enrolled in the KSEMBA program.

There is no required textbook or readings for this course. A number of recommended readings are listed. This includes two books. The libraries own both the print and e-book copies of both books. Several articles from the *Harvard Business Review (HBR)* journal are also recommended. Due to licensing restrictions, HBR articles cannot be linked from learning management systems, syllabi, or e-reserves. They can be found, however, by directing students to the following guide which explains how to search the library's catalogue or use a search widget to locate articles: researchguides.library.yorku.ca/HBR The final article that is recommended is from the *Academy of Management Journal* which is owned in print and online formats and where permalinking is possible.

The book report assignment requires students to read an autobiography of a CEO and write a report. Students will have access to the York library collection at www.library.yorku.ca, which includes autobiographies of this nature including both print and e-books.

The library offers additional relevant resources, which will help students should they wish to consult supplementary readings as they prepare their Personal Reflection assignment. This includes current books on the topic of leadership including e-book platforms such as *Books 24x7* and *Proquest Ebook Central*. To search for articles students can access relevant databases including *Factiva*, *Proquest Business*, *PsycInfo*, *Business Source Complete* and *Lexis Nexis Academic*.

Students can also consult the library's research guides: www.library.yorku.ca/web/bbl/guides for resources and strategies on themes of relevance to this course. The guide to "Finding Business Articles" is especially recommended. In addition, BRYT (Business Research at York Toolkit) – bryt.library.yorku.ca/ - can be consulted as it offers short videos and real-time database walkthroughs which guide students through business research, including finding business articles.

Kellogg Schulich

EXECUTIVE MBA GLOBAL NETWORK

KS18 RESIDENCE WEEK

Winter 2019

EMBA 6075 0.00

Introduction to the Authentic Leadership Journey

Instructor
Farzad Alvi, Ph.D
falvi@schulich.yorku.ca
farzad.alvi@gmail.com

Assistant (optional)
EMBA Office
Phone: (416) 736 5486
E-mail: embaoffice@schulich.yorku.ca

Office hours: by appointment

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Instructor Biography

Professor Alvi's research and teaching interests are in the areas of strategy, global strategy and entrepreneurship, with a particular focus on individual agency – namely, how individuals have the power to impact and shape the world in which we live. Prior to his Ph.D. studies, he worked in investment banking, principally with Deutsche Bank and ABN AMRO Bank, focusing on the restructuring, mergers, and privatizations of state-owned banks in emerging markets. Based at various times in Hong Kong, Jakarta, and Amsterdam, he advised governments and banks in Asia, the Middle East and Eastern Europe. Dr. Alvi currently has leadership roles on the Boards of high growth companies in North America and Asia, spanning private sector, public sector, and not-for-profit entities. Professor Alvi has been awarded degrees from the University of Cambridge (PhD, 2009), Indiana University (JD, 1994), the University of Toronto (MBA, 1992; ICD.D, 2015), and the University of Chicago (AB, 1988).

Course Description

Leadership is idiosyncratic and heterogeneous, not one-size-fits-all. Leaders have distinctive and evolving leadership styles, which must align to the institutional environment of the widely varied organizations they serve. Both the leadership styles and the organizations are dynamic, moving targets – leaders must find a sweet spot where their style matches organizational needs. Finding alignment between leadership approaches and organizational cultures can be fraught with difficulties, manifesting in shortened CEO tenures and organizational dysfunction.

This course, offered in Residence Week, January 2019, introduces the students to various styles of leadership, and invites them to consider where on the spectrum they themselves are situated.

Course Learning Outcomes

The goals for the course are for the student to:

1. Understand how leaders are born or made

2. Share with the class their experience with leadership, utilizing an artefact as a vehicle to reflect and share. The artifact can be a momento, object, image, article of clothing etc.

Deliverables at a Glance

Assignment/Task	Quantity	Weight %	Total %	Author/ (individual/Group etc)	Due
Presentation to class on the student's experience with leadership	1	100%	100%	Individual	Jan 16 2019
TOTAL			**100%**		

For details, see "Assignments and Exams: Description and Evaluation" (p. 4).

Course Material

Bennis, W. G., and Thomas, R.J. (2002). Crucibles of leadership. *Harvard Business Review, 80*(9), 39-45.

Goffee, R., and Jones, G. (2000). Why should anyone be led by you? *Harvard Business Review, 78*(5), 62-70.

Class Preparation and Participation

Preparation

For class, students should bring with them an artifact representing their own view, philosophy or experience with leadership, and be prepared to discuss it with the class. The artifact can be a momento, object, image, article of clothing etc. The time available to discuss it with the class will be a maximum of one minute per student.

Assignments and Exams: Description and Evaluation

Artifact presentation of experience with leadership (100% of overall grade)

The students will present their experience with leadership through discussing an artifact. The artifact can be a momento, object, image, article of clothing etc. The time available to discuss it with the class will be a maximum of one minute per student.

Evaluation: Students should formulate a thoughtful and analytical view of their experience with leadership utilizing an artifact. Grading will be on a Pass/Fail basis.

Assignments and Exams: General Rules

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:
http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this class, grading is on a Pass/Fail basis.

Class-by-Class Syllabus

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

below (January 16, 2019): Lecture and in-class presentation

Preparation:

- Bring an artifact to class that represents your experience with leadership
- The artifact can be a momento, object, image, article of clothing etc.

- Being prepared to discuss your artifact with the class for 30 seconds to a minute
- Readings:
    - Bennis, W. G., and Thomas, R.J. (2002). Crucibles of leadership. *Harvard Business Review, 80*(9), 39-45.
    - Goffee, R., and Jones, G. (2000). Why should anyone be led by you? *Harvard Business Review, 78*(5), 62-70.

Memorandum

To: Faculty Council

From: Marcia Annisette, Program Director Master of Accounting

Date November 9th 2018

Subject: Minor Program Change DIAc from 27 credits to 30 credits

Motion:

That Faculty Council approve the proposal to add SB/OMIS 67103.00 – Management Information Systems as a required course to the Diploma in Intermediate Accounting thereby increasing the number of required credits from 27 to 30.

Rationale:

There are three equally important reasons for this proposal:

1) Given the effects of rapidly evolving information systems and technologies on accounting, students of the DIAc need to obtain a strong foundation in current information systems, especially those systems that are relevant to contemporary accounting practice. Accountants need to be aware of, and capable to adapt to, the technical and organizational disruptions caused by new information technologies.
2) Many DIAc students continue into the MAcc program. Schulich BBAs and iBBAs who enter the MAcc took SB/OMIS 3710 3.00 – Information Systems in their undergraduate degrees. SB/OMIS 3710 3.00 is the undergraduate equivalent of SB/OMIS 6710 3.00. Therefore, adding SB/OMIS 6710 3.00 to the DIAc will ensure that DIAc students who proceed into the MAcc will be at the same level of competence about Information Systems as Schulich BBA and IBBA from the CPA stream.
3) To obtain accreditation from CPA Ontario the DIAc curriculum requires a mandatory course such as SB/OMIS 6710 3.00.

Minor Change to Program/Graduate Diploma Academic Requirements Proposal Form

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

1. Program/Graduate Diploma:

Diploma in Intermediate Accounting

2. Effective Session of Proposed Change(s):

Summer 2019

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

There are three equally important reasons for this proposal:

1) Given the effects of rapidly evolving information systems and technologies on accounting, students of the DIAc need to obtain a strong foundation in current information systems, especially those systems that are relevant to contemporary accounting practice. Accountants need to be aware of, and capable to adapt to, the technical and organizational disruptions caused by new information technologies.
2) Many DIAc students continue into the MAcc program. Schulich BBAs and IBBAs who enter the MAcc took SB/OMIS 3710 3.00 – Information Systems in their undergraduate degrees. SB/OMIS 3710 3.00 – Management Information Systems is the undergraduate equivalent of SB/OMIS 6710 3.00. Therefore, adding SB/OMIS 6710 3.00 to the DIAc will ensure that DIAc students who proceed into the MAcc will be at the same level of competence about Information Systems as Schulich BBA and IBBA from the CPA stream.
3) To obtain accreditation from CPA Ontario the DIAc curriculum requires a mandatory course such as SB/OMIS 6710 3.00.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives. *Additionally, please append the graduate program's existing learning outcomes as a separate document.*

Technology and Big Data currently underpin all of the technical competencies of professional accountants. Increasingly as well employers have expressed an expectation of high level of proficiency in Data Analysis and Information systems from Accounting graduates. The DIAc does not include any

Data Analytics and Information Systems courses in its current structure and the purpose of adding this course is part of the process of continual update to all programs to make them more relevant the rapidly changing environment.

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
0	MACC 5101 3.00Financial Accounting Fundamentals ACTG 6120 3.00 Intermediate Financial Accounting 1 MACC 5211 3.00 Management Accounting Fundamentals FINE 5200 3.00 Managerial Finance OR MGMT 6200 3.00 Business Administration and the Law	0	MACC 5101 3.00Financial Accounting Fundamentals ACTG 6120 3.00 Intermediate Financial Accounting 1 MACC 5211 3.00 Management Accounting Fundamentals FINE 5200 3.00 Managerial Finance OR MGMT 6200 3.00 Business Administration and the Law **OMIS 6710 3.00 Management Information Systems**
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 MACC 6201 1.50 Multi-competency 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 MACC 6201 1.50 Multi-competency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting and Analysis

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 Master of Accounting. Consultations occurred within the Schulich accounting and OMIS areas, with the Schulich AD Academic and the Student Services unit. Approval of this change included 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.

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

Current students will still complete the current curriculum. Since the program is cohort-based, there will be no overlap between students in the current and future cohorts.

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 FGS Calendar - http://gradstudies.yorku.ca/current-students/regulations/program-requirements/.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire *graduate program/diploma section, not just text that is being revised.*
Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. *(right column).*

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
The Graduate Diploma in Intermediate Accounting develops students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of non-business programs and graduates of business programs not accredited by the CPA Ontario. The curriculum is academically rigorous and comprises ~~**27**~~ credits over two terms. After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich's Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA's professional certification stream. Please visit http://schulich.yorku.ca for more information.	The Graduate Diploma in Intermediate Accounting develops students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of non-business programs and graduates of business programs not accredited by the CPA Ontario. The curriculum is academically rigorous and comprises **30** credits over two terms. After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich's Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA's professional certification stream. Please visit http://schulich.yorku.ca for more information.

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance– mmschiff@yorku.ca

Learning Outcomes

			Term 0						Term 1					
	Expected Learning Outcomes	**How are Learning Objectives Achieved?**	**MACC 5101**	**MACC 5211**	**ACTG 6120**	**OMIS 6710**	**FINE 5200**	**MGMT 6200**	**ACTG 6140**	**ACTG 6550**	**ACTG 6600**	**ACTG 6710**	**ACTG 6250**	**MACC 6201**
Breadth and Depth of Knowledge	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	Students are required to take 30.0 credit hours of courses that cover these four broad areas of accountancy practice.	•	•	•		•	•	•	•	•	•	•	•
	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.	18 credits of the program are devoted to the production, consumption and audit of financial statements for public and private companies. Content goes from introduction to Intermediate level	•		•				•		•		•	•
Research and Scholarship	Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•
	Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•
	Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.					•		•	•				•
	Can demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Use of scholarly articles in classes and assignments.							•	•	•	•		•

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 case based 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	Cases develop students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.	•	•	•	•			•					•

	Expected Learning Outcomes	How are Learning Objectives Achieved?	MACC 5101	MACC 5211	ACTG 6120	OMIS 6710	FINE 5200	MGMT 6200	ACTG 6140	ACTG 6550	ACTG 6600	ACTG 6710	ACTG 6250	MACC 6201
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;	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.	●	●	●				●	●	●	●	●	●
Level of Communication Skills	Be able to write concise, well-structured and well researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	●	●	●	●	●	●	●	●	●		●	●
	Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	●	●	●	●	●	●	●	●	●	●	●	●
	Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.	Course work projects require students to make oral presentations of their findings in professionally developed formats	●	●	●	●			●	●	●	●	●	●
ss of Limits of Knowled	Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based accounting courses illustrate the limits of accounting as a basis of decision making and will	●	●	●	●			●	●			●	●

	emphasize the need for multiple perspectives in decision making.													
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.	In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields	•	•	•	•	•	•	•	•	•	•	•	•	

Memorandum

To: Faculty Council

From: Marcia Annisette, Program Director Master of Accounting

Date November 9th 2018

Subject: Program Change Master of Accounting to 45 credits

Motion:

That Faculty Council approve the proposal to add SB/ACTG 6250 3.00 – Financial Reporting and Analysis as a required course to the Master of Accounting thereby increasing the number of required credits from 42 to 45.

Rationale:

This course is part of the DIAc program and currently offered in Term 0 of that program. What we are proposing to do is to shift the course from Term 0 to Term 1. This shift does not affect the number of credits in the DIAc. However, moving ACTG SB/6250 3.00 affects the number of credits in the MAcc (which begins with Term 1). To be precise, moving SB/ACTG 6250 3.00 to Term 1 adds one 3 credit course to the existing course load of 5 courses (three 3 credit courses and two 1.50 credit courses). As a result Term 1 consists of 15 credits. This workload is consistent with other terms in the program. A clear pedagogical benefit arises from formally adding SB/ACTG 6250 3.00 to Term 1. This shift prevents students from deferring to take this course until Term 3 of the MAcc. It is much more beneficial for all students to have mastered the content of SB/ACTG 6250 3.00 at the very beginning of the program (in Term 1), rather than at the very end (Term 3).

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: Master of Accounting (MAcc)

2. Effective Session of Proposed Change(s): Summer 2019

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.

This course is part of the DIAc program and currently offered in Term 0 of that program. What we are proposing to do is to shift the course from Term 0 to Term 1. This shift does not affect the number of credits in the DIAc. However, moving SB/ACTG 6250 3.00 – Financial Reporting and Analysis affects the number of credits in the MAcc (which begins with Term 1). To be precise, moving SB/ACTG 6250 3.00 to Term 1 adds one 3 credit course to the existing course load of 5 courses (three 3 credit courses and two 1.5 credit courses). As a result Term 1 consists of 15 credits. This workload is consistent with other terms in the program. A clear pedagogical benefit arises from formally adding SB/ACTG 6250 3.00 to Term 1. This shift prevents students from deferring to take this course until Term 3 of the MAcc. It is much more beneficial for all students to have mastered the content of SB/ACTG 6250 3.00 at the very beginning of the program (in Term 1), rather than at the very end (Term 3).

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 learning outcomes will not be affected as the course provides students with prerequisite skills to better grasp the material in the program

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
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 MACC 6201 1.50 Multi-competency Case Analysis for - Accountants	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 MACC 6201 1.50 Multi-competency 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 Integrative Case Analysis – The Capstone		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 Integrative 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 included 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.*)

This course is part of the DIAc program and was already being offered to incoming students of the MAcc as overload to their degree because many had not covered the content of the course in their under graduate degrees. As a result, there are no resource implications.

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

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.

Existing Program Information (change from)	Proposed Program Information (change to)
The Master of Accounting (MAcc) is a professional degree program designed to develop students' academic and intellectual abilities in all fields of professional accountancy. The 12-month, 42 credit program is accredited by CPA Canada. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.	The Master of Accounting (MAcc) is a professional degree program designed to develop students' academic and intellectual abilities in all fields of professional accountancy. The 12-month, **45** credit program is accredited by CPA Canada. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

The following information is required for all proposals involving a minor modification to program/graduate diploma academic 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 Business Analytics (MBAN)

2. Effective Session of Proposed Change(s): Summer 2019

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

The first component of this modification is a revision of the MBAN program's learning outcomes in order to 1) better highlight the program's focus on ethics and the societal implications of AI and big data, and 2) establish a limited and more clearly articulated set of outcomes in a competency-based format, specific and measurable in nature and tightly aligned to course-based assessments of student performance. The content and skills conveyed through the learning outcomes of the program have not changed, only the way in which the information is conveyed. A strong understanding of the ethical obligations related to data has always been a learning objective of the program; it simply needed to be more clearly articulated. As part of the School's continuous improvement approach to curriculum, the program has established a revised set of outcomes that are more specific, measurable and limited in number. Data obtained through course-based assessments designed to measure student performance on these outcomes will be systematically collected and analyzed to determine whether curricular improvements are needed to ensure graduates meet the expectations and standards set by the program. The newly revised set includes two outcomes focused on key competencies, including the ability to identify the ethical and social responsibilities related to the collection, analysis, and reporting of data as well as the ability to describe, analyze, and devise solutions for ethical and social issues that arise in business analytics. The proposed revised set of learning outcomes for the program, along with a mapping of the outcomes against the courses, can be found in Appendix A.

The second, and related, enhancement includes the addition of an ethics course (GS/PHIL 5340 Ethics and Societal Implications of Artificial Intelligence) to the curriculum, which focuses on the social and ethical issues arising from emerging artificial intelligence technology. The course has been developed by Prof. Regina Rini, Canada Research Chair in Social and Moral Cognition and Assistant Professor of Philosophy in the Department of Philosophy in the Faculty of Liberal Arts & Professional Studies. It is both through this and other core MBAN courses that students will achieve the ethics related learning outcomes described above. This course will explore both existing and future technology applications, with a focus on learning to recognize and anticipate novel ethical challenges. More information on this course can be found below and in the course proposal form in Appendix B.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives. *Additionally, please append the graduate program's existing learning outcomes as a separate document.*

Given the growing number of social and ethical challenges stemming from the increasing utilization of big data, the MBAN program aims to more clearly emphasize its focus on social and ethical responsibility in data

analytics. The changes outlined in this proposal, the revision of the learning outcomes and addition of an ethics-focused course, also bring the program in line with the program accreditation standards set out by the Vector Institute's 1000AIMs initiative. Vector's 1000AIMs initiative was established to support the province of Ontario's goal to produce 1000 graduates annually in the field of AI within five years. (The Vector Institute is an independent, not-for-profit corporation dedicated to research in the field of artificial intelligence, excelling in machine and deep learning. The Vector Institute launched in March 2017 with support from the federal and provincial government, private industry, and in partnership with universities, and it works with institutions, industry, start-ups, incubators and accelerators to advance AI research and drive its application, adoption and commercialization across Canada.)

The GS/PHIL 5340 3.00 Ethics and Societal Implications of Artificial Intelligence course has been developed by Prof. Regina Rini, Canada Research Chair in Social and Moral Cognition and Assistant Professor of Philosophy in the Department of Philosophy in the Faculty of Liberal Arts & Professional Studies. The course is open primarily to students from the Schulich School of Business and the Lassonde School of Engineering. This course is designed to provide an overview of social and ethical issues arising from emerging AI technology. The course will explore both existing and future technology applications, with a focus on learning to recognize and anticipate novel ethical challenges. By practicing ethical analysis in written and oral presentation, students will develop transferable skills applicable to technologies not yet invented. Topics, that are currently relevant or will become relevant in the near future, include algorithmic transparency and bias, big data surveillance and privacy, autonomous robotics in transport and warfare, economic and legal consequences of labour automation, use of robots as caregivers, and the effects of AI-human interaction on human ethical behavior. Topics that are relevant in the long term will include theoretical issues such as whether AI can or should ever make independent ethical decisions, whether AI might ever be entitled to moral rights of its own, and how humanity can contain the risks of 'superintelligent' future AI. The course will also consider whether the tech industry needs its own set of AI-related professional ethics (modeled on medical, business, and engineering ethics): what are the distinctive social responsibilities of AI companies and research institutions? What are the obligations of individual AI professionals?

The learning outcomes of the course are as follows:

- Describe and explain a number of different ethical and social issues associated with artificial intelligence and digital technology, such as the feasibility of coding ethical norms into AI programs, the possibility of creating artificial moral beings, the impact on individual privacy and autonomy of big data collection, and the prospect that AI systems will render many human occupations redundant.
- Apply basic moral concepts, such as justice, fairness, autonomy, and privacy, to the context of artificial intelligence systems and digital technology.
- Illustrate some of the ethical and social implications of AI using real and hypothetical examples, based on knowledge of AI technology and basic principles of moral reasoning and deliberation.
- Debate various positions and argue for conclusions concerning the ethical and social implications of AI, and present arguments and conclusions in classroom debate settings, oral presentations, and written work.
- Inculcate an intellectual habit of asking 'should we?' questions, not just 'can we?' questions, when evaluating professional projects.

This course will be added to the program curriculum by replacing the 3.00 credit elective requirement in term 2. The total number of required elective credits will therefore be reduced from 9.00 to 6.00, but the total number of required credits for the program will remain at 45.00. The new program structure with the replacement of the term 2 elective by the new ethics course is provided below:

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
1	MBAN 5110 (3.00) Predictive Modelling I MBAN 5120 (3.00) Data Management & Programming MBAN 5140 3.00 Visual Analytics & Modelling MBAN 6110 (3.00) Data Science I MBAN 6300 (3.00) Case Analysis and Presentation Skills	1	MBAN 5110 (3.00) Predictive Modelling I MBAN 5120 (3.00) Data Management & Programming MBAN 5140 3.00 Visual Analytics & Modelling MBAN 6110 (3.00) Data Science I MBAN 6300 (3.00) Case Analysis and Presentation Skills
2	MBAN 5210 (3.00) Predictive Modelling II MBAN 6120 (3.00) Data Science II OMIS 6350 (3.00) Advanced Spreadsheet Modelling & Programming for Business ~~**Elective I (3.00)**~~ MBAN 6090 (6.00) Analytics Consulting Project *(continues in term 3)*	2	MBAN 5210 (3.00) Predictive Modelling II MBAN 6120 (3.00) Data Science II OMIS 6350 (3.00) Advanced Spreadsheet Modelling & Programming for Business **GS/PHIL 5340 Ethics of AI** MBAN 6090 (6.00) Analytics Consulting Project *(continues in term 3)*
3	MBAN 5330 (3.00) Big Data Fundamentals & Applications MBAN 6400 (3.00) Multivariate Methods for Business Analytics **Elective ~~II~~ (3.00)** **Elective ~~III~~ (3.00)** MBAN 6090 (6.00) Analytics Consulting Project *(Continues in term 2)*	3	MBAN 5330 (3.00) Big Data Fundamentals & Applications MBAN 6400 (3.00) Multivariate Methods for Business Analytics **Elective I (3.00)** **Elective II (3.00)** MBAN 6090 (6.00) Analytics Consulting Project *(Continued from term 1)*

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.

Consultations were undertaken within the faculty and with the Associate Dean Academic. In addition, the Program Director and the AD Academic consulted extensively with the Philosophy department and Lassonde on how to deliver ethics to professional program students. The creation and addition of the ethics course is an example of interdisciplinary collaboration at York. The course has been designed by the Department of Philosophy in LA&PS to be offered to students in the Schulich School of Business (in the MBAN as well as the upcoming Master of Management in Artificial Intelligence program) and the Lassonde School of Engineering. In addition the program director consulted with an expert panel at the Vector Institute.

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.

This change will be supported by a reallocation of existing resources. No new resources will be needed.

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

There are no implications for current students in the MBAN program as the changes will be implemented with the start of a new cohort. Should any students carry over from the current cohort, they will be accommodated as appropriate.

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 FGS Calendar - http://gradstudies.yorku.ca/current-students/regulations/program-requirements/.
Please note: Senate requires that FULL Calendar copy be provided. Please include the entire *graduate program/diploma section, not just text that is being revised.*
Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. *(right column).*

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
MASTER OF BUSINESS ANALYTICS The Master in Business Analytics is a professional degree program offered by the Schulich School of Business and designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The Business Analytics program may serve as a foundation to pursue a PhD in this field. Students gain a conceptual understanding and methodological competence of established techniques in business analytics that are used to create and interpret knowledge in various business environments. They are able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key measurement of performance and organizational planning. Graduates of this program understand how to apply business analytics to generate solutions that balance time, resources and complexity. They possess a skill set that is both quantitative and qualitative, with the technical competence to analyze data coupled with the skills required to communicate insights effectively. This twelve month full-time program commences in ~~September~~ each year and ~~completes with a work study (placement) in term three.~~ Please visit http://schulich.yorku.ca for more information. ADMISSION REQUIREMENTS	**MASTER OF BUSINESS ANALYTICS** The Master in Business Analytics is a professional degree program offered by the Schulich School of Business and designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The Business Analytics program may serve as a foundation to pursue a PhD in this field. Students gain a conceptual understanding and methodological competence of established techniques in business analytics that are used to create and interpret knowledge in various business environments. They are able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key measurement of performance and organizational planning. Graduates of this program understand how to apply business analytics to generate solutions that balance time, resources and complexity. They possess a skill set that is both quantitative and qualitative, with the technical competence to analyze data coupled with the skills required to communicate insights effectively. This twelve month full-time program commences in **May** each year and **culminates in a two-term experiential capstone course in which students complete a hands-on, problem-driven analytics project and develop applicable business solutions. Students interface directly with industry leaders and develop both technical and organizational expertise. All Schulich MBAN students are awarded the much-**

□ Applicants 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. Candidates are also required to have strong quantitative background demonstrated by course work in statistics, math, economics and research methods during undergraduate studies. □ Post degree work experience is recommended but not mandatory. □ 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: □ 45 credits of course work, consisting of: □ 30 credits of core courses, □ 6 credits of experiential learning ~~courses~~ (Analytics Consulting Project), and □ 9 credits of elective courses. All other requirements as identical to those of Schulich's other Master's programs.	**coveted SAS™ (Statistical Analysis Software) certification upon completion of the program.** Please visit http://schulich.yorku.ca for more information. ADMISSION REQUIREMENTS □ Applicants 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. Candidates are also required to have strong quantitative background demonstrated by course work in statistics, math, economics and research methods during undergraduate studies. □ Post degree work experience is recommended but not mandatory. □ 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: □ 45 credits of course work, consisting of: □ **33** credits of core courses, □ 6 credits of **an** experiential learning **course** (Analytics Consulting Project), and □ **6** credits of elective courses. All other requirements as identical to those of Schulich's other Master's programs.

APPENDIX A: EXISTING MBAN PROGRAM LEARNING OUTCOMES

Table 2: Relationship between Expected Learning Outcomes and Program Structure

		MBAN 5140 VISUAL ANALYTICS & MODELLING	MBAN 5110 PREDICTIVE MODELLING I	MBAN 5330 APPLICATIONS IN BIG DATA	MBAN 5120 DATA MANAGEMENT & PROGRAMMING	MBAN 6300 CASE ANALYSIS	MBAN 5210 PREDICTIVE MODELLING II	MBAN 6110 MACHINE LEARNING I	OMIS 6350 ADVANCED SPREADSHEET MODELLING	MBAN 6090 MAJOR RESEARCH PROJECT	MBAN 6120 MACHINE LEARNING II	MBAN 6400 MULTIVARIATE METHODS
Expected Learning Outcomes	**How are the Learning Objectives achieved?**											
1. Breadth and Depth of Knowledge												
Be knowledgeable in a wide range of business analytics topics, and be able to converse intelligently with a variety of professionals in different job functions.	These objectives are achieved through twelve 3.00 credit courses, all in business analytics or in a related function (e.g., statistics, operations research, marketing research, etc.). As well, the **MBAN 6090** enables students to either study a topic in business analytics in detail or work on a specific analytics project within an organization.	■	■	■	■		■	■	■	■	■	■
Be able to conduct competent business analytics projects in a variety of job functions.	In addition to these courses, the electives offer students a chance to explore specific functional areas in business and deepen their knowledge within these areas.	■		■				■		■	■	
2. Research and scholarship												
Be able to conduct research using readily available transactional level data that resides in various organizations, at a level expected in a business analyst role (or higher) in the private sector.	All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized. The **MBAN 6090** involves conducting in depth research using organizational data. Students are expected to draw upon empirical academic research to support their conclusions and recommendations.	■	■	■	■		■		■	■	■	■
Be able to generate well-structured and formatted research reports.												
Have an appreciation of theoretical and empirical academic research in business analytics.												
Be familiar with the top scholarly outlets in the field.												

		MBAN 5140 VISUAL ANALYTICS & MODELLING	MBAN 5110 PREDICTIVE MODELLING I	MBAN 5330 APPLICATIONS IN BIG DATA	MBAN 5120 DATA MANAGEMENT & PROGRAMMING	MBAN 6300 CASE ANALYSIS	MBAN 5210 PREDICTIVE MODELLING II	MBAN 6110 MACHINE LEARNING I	OMIS 6350 ADVANCED SPREADSHEET MODELLING	MBAN 6090 MAJOR RESEARCH PROJECT	MBAN 6120 MACHINE LEARNING II	MBAN 6400 MULTIVARIATE METHODS
3. Level of application of knowledge												
Be able to apply their knowledge to new applications, such as retention analysis, or a new method of market segmentation of new customers, etc.	Students are given opportunities through course-based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers. Besides coverage in the core courses, the 9.00 credit hours of electives will enable students to apply business analytics to a specific functional area and the **MBAN 6090** will provide an industry specific context in which to work.		■				■	■	■	■	■	■
4. Professional capacity/autonomy												
Graduates are expected to exercise good judgment and make informed decisions. Graduates are expected to understand best practice and good governance while collecting and analyzing data.	Students will be exposed to various scenarios in which experts need to make informed decisions and exercise good judgment on specific business analytics projects. This decision making involves consideration of technical questions, such as the appropriateness of data and methods, as well as intra- and inter-organizational political processes.	■	■			■				■	■	

		MBAN 5140 VISUAL ANALYTICS & MODELLING	MBAN 5110 PREDICTIVE MODELLING I	MBAN 5330 APPLICATIONS IN BIG DATA	MBAN 5120 DATA MANAGEMENT & PROGRAMMING	MBAN 6300 CASE ANALYSIS	MBAN 5210 PREDICTIVE MODELLING II	MBAN 6110 MACHINE LEARNING I	OMIS 6350 ADVANCED SPREADSHEET MODELLING	MBAN 6090 MAJOR RESEARCH PROJECT	MBAN 6120 MACHINE LEARNING II	MBAN 6400 MULTIVARIATE METHODS
5. Level of communication skills												
Graduates are expected to be able to write concise, well researched, professionally formatted and structured reports.	Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. In addition, **MBAN 6300** course focuses on Case Analysis and Presentation Skills. In all of the courses, class participation is encouraged and is a graded component of many courses.					■				■	■	
Graduates are expected to be able to present, communicate, and market ideas clearly and effectively.	The consolidation of these learning outcomes occurs in the **MBAN 6090**. Students are required to produce an articulate and well-formatted presentation that summarizes the research they have completed at an organization or on a business analytics research study.											
Graduates are expected to be able to put together effective and professional presentations.												
6. Awareness of limits of knowledge												
Be cognizant of the limitations of theoretical models and empirical findings.	These objectives are achieved through the presentation and discussion of alternative schools of thought in statistical applications. The **MBAN 5250, MBAN 6400, MBAN 6110 & 6120** courses as well as the **MBAN 6090** will provide case specific contexts in which theoretical models will be tested.			■			■	■		■	■	■
Be aware of different schools of thought in statistical applications.												

APPENDIX A: REVISED SET OF MBAN PROGRAM OUTCOMES

Schulich School of Business
Master of Business Analytics (MBAN)
Program-Level Learning Outcomes

Graduates of the MBAN program are able to:

Goal 1: Analytical Skills & Enhanced Decision-Making

1.1 Apply big data analysis tools and techniques to enhance business decision-making.

1.2 Design data-science solutions for problems commonly found in business.

1.3 Manage a business analytics project through all phases of the data science lifecycle.

1.4 Apply mathematical, statistical, and machine learning foundations of AI in the context of an evidence-based business decision support process.

1.5 Apply strategic thinking skills for managerial decision making.

1.6 Recognize the limitations of theoretical models, techniques and empirical findings.

Goal 2: Professional Communication

2.1 Prepare and deliver an effective and engaging oral presentation for both technical and non-technical audiences.

2.2 Prepare an effective and engaging written report for both technical and non-technical audiences.

2.3 Apply strategies to work effectively in interdisciplinary teams.

Goal 3: Ethics & Social Responsibility

3.1 Identify the ethical and social responsibilities related to the collection, analysis, and reporting of data.

3.2 Describe, analyze, and devise solutions for ethical and social issues that arise in business analytics.

*

Schulich School of Business
Master of Business Analytics (MBAN) Program
Curriculum Map

Graduates of the MBAN program are able to:

	Term 1					Term 2				Term 2-3	Term 3	
Program Level Learning Outcomes	**MBAN 5110** Predictive Modeling	**MBAN 5120** Data Management & Programming	**MBAN 5140** Visual Analytics	**MBAN 6110** Data Science I	**MBAN 6300** Case Analysis & Presentation Skills	**MBAN 5210** Predictive Modeling II	**MBAN 6120** Data Science II	**OMIS 6350** Advanced Spreadsheet Modeling & Programming for Business	**GS/PHIL 5340** Ethics of AI	**MBAN 6090** Analytics Consulting Project	**MBAN 5330** Big Data Fundamentals and Application	**MBAN 6400** Multivariate Methods for Business Analytics
1. Analytical Skills & Enhanced Decision-Making												
1.1 Apply big data analysis tools and techniques to enhance business decision-making.	**I**			**D**		**R**	**D**			**R**	**A**	**R**
1.2 Design data-science solutions for problems commonly found in business.	**I**	**I**		**D**		**A**	**D**	**D**		**R**		**R**
1.3 Manage a business analytics project through all phases of the data science lifecycle.		**I**		**I**		**R**	**A**	**R**		**R**		**R**
1.4 Apply mathematical, statistical, and machine learning foundations of AI in the context of an evidence-based business decision support process.	**I**	**I**	**I**	**I**		**D**	**A**			**R**		

I = Introduced; D = Developed; R = Reinforced; A = Assessed Individually for Achievement

	Term 1					Term 2				Term 2-3	Term 3	
Program Level Learning Outcomes	**MBAN 5110** Predictive Modeling	**MBAN 5120** Data Management & Programming	**MBAN 5140** Visual Analytics	**MBAN 6110** Data Science I	**MBAN 6300** Case Analysis & Presentation Skills	**MBAN 5210** Predictive Modeling II	**MBAN 6120** Data Science II	**OMIS 6350** Advanced Spreadsheet Modeling & Programming for Business	**GS/PHIL 5340** Ethics of AI	**MBAN 6090** Analytics Consulting Project	**MBAN 5330** Big Data Fundamentals and Application	**MBAN 6400** Multivariate Methods for Business Analytics
1.5 Apply strategic thinking skills for managerial decision making.		**I**	**I**	**R**	**D**	**R**	**R**		**D**	**R**	**A**	
1.6 Recognize the limitations of theoretical models, techniques and empirical findings.	**I**	**I**	**I**	**I**		**D**	**D**	**D**		**R**		**A**
2. Professional Communication												
2.1 Prepare and deliver an effective and engaging oral presentation for both technical and non- technical audiences.			**I**		**A**			**R**		**R**		
2.2 Prepare an effective and engaging written report for both technical and non-technical audiences.			**I**		**D**	**A**	**R**			**R**		
2.3 Apply strategies to work effectively in interdisciplinary teams.			**I**		**D**		**R**	**R**		**A**	**R**	

I = Introduced; D = Developed; R = Reinforced; A = Assessed Individually for Achievement

	Term 1					Term 2				Term 2-3	Term 3	
Program Level Learning Outcomes	**MBAN 5110** Predictive Modeling	**MBAN 5120** Data Management & Programming	**MBAN 5140** Visual Analytics	**MBAN 6110** Data Science I	**MBAN 6300** Case Analysis & Presentation Skills	**MBAN 5210** Predictive Modeling II	**MBAN 6120** Data Science II	**OMIS 6350** Advanced Spreadsheet Modeling & Programming for Business	**GS/PHIL 5340** Ethics of AI	**MBAN 6090** Analytics Consulting Project	**MBAN 5330** Big Data Fundamentals and Application	**MBAN 6400** Multivariate Methods for Business Analytics
3. Ethics & Social Responsibility												
3.1 Identify the ethical and social responsibilities related to the collection, analysis, and reporting of data.					**I**				**A**	**R**	**R**	
3.2 Describe, analyze, and devise solutions for ethical and social issues that arise in business analytics.					**I**				**A**	**R**	**R**	

I = Introduced; D = Developed; R = Reinforced; A = Assessed Individually for Achievement

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:** Philosophy

2. **Course Number:** GS/PHIL 5340

3. **Credit Value:** 3.0

4. **Long Course Title:** Ethics and Societal Implications of Artificial Intelligence

5. **Short Course Title:** Ethics of AI

6. **Effective Session:** Winter 2019

7. **Calendar (Short) Course Description:**
This course is intended for students with professional interest in the social and ethical implications of AI. Topics include theoretical issues (could AI ever have moral rights?), practical issues (algorithmic bias, labour automation, data privacy), and professional issues (tech industry social responsibility).

8. **Expanded Course Description:**
This course provides an overview of social and ethical issues arising from emerging Artificial Intelligence technology. The course will explore both existing and future technology applications, with a focus on learning to recognize and anticipate novel ethical challenges. By practicing ethical analysis in written and oral presentation, students will develop future-oriented skills applicable to technologies not yet invented. Topics, that are currently relevant or in the near future, will include algorithmic transparency and bias, big data surveillance and privacy, autonomous robotics in transport and warfare, economic and legal consequences of labour automation, use of robots as caregivers, and the effects of AI-human interaction on human ethical behavior. Topics, that are relevant in the long term, will include theoretical issues such as whether AI can or should ever make independent ethical decisions, whether AI might ever be entitled to moral rights of its own, and how humanity can contain the risks of ‘superintelligent’ future AI. The course will also consider whether the tech industry needs its own set of AI-related professional ethics (modeled on medical, business, and engineering ethics). What are the distinctive social responsibilities of AI companies and research institutions? What are the obligations of individual AI professionals?

9. Rationale:

Recently, the province of Ontario announced an initiative to increase the number of AI-related master's graduates to 1,000 per year. The Vector Institute is spearheading this initiative. It has formulated essential requirements for AI-related graduate programs, based on consultation with more than 150 experts. One of these requirements is that "the program has learning outcomes related to the ethics and societal implications of AI." This course is proposed to meet that outcome. York University already has some AI-related graduate programs (Schulich's Masters program in Business Analytics and Lassonde's Masters program in Computer Science (specialization in AI)), and several others are being developed.

Course learning outcomes

- Describe and explain a number of different ethical and social issues associated with artificial intelligence and digital technology, such as the feasibility of coding ethical norms into AI programs, the possibility of creating artificial moral beings, the impact on individual privacy and autonomy of big data collection, and the prospect that AI systems will render many human occupations redundant.
- Apply basic moral concepts, such as justice, fairness, autonomy, and privacy, to the context of artificial intelligence systems and digital technology.
- Illustrate some of the ethical and social implications of AI using real and hypothetical examples, based on knowledge of AI technology and basic principles of moral reasoning and deliberation.
- Debate various positions and argue for conclusions concerning the ethical and social implications of AI, and present arguments and conclusions in classroom debate settings, oral presentations, and written work.
- Inculcate an intellectual habit of asking 'should we?' questions, not just 'can we?' questions, when evaluating professional projects.

Program learning outcomes

Given that this course will become a requirement for the Masters program in Business Analytics and the Masters program in Computer Science (specialization in AI), the learning outcomes of both programs are attached.

10. Evaluation:

20% - **Group Presentation**. Each group will be assigned a topic from the syllabus. On the corresponding date, they will report to the class on real-world examples of technologies, applications, and/or business strategies that are implicated in the day's topic. Assessment will be based upon clarity and research thoroughness.

30% - **Group Project**. By the end of the term, each group will submit a project consisting of public-facing ethical analysis of a current or emerging AI application. This can take the form of a website or video upload, or other medium with instructor approval. Assessment will be based upon accessibility to a non-specialist audience, thoroughness of research, and demonstrated ability to anticipate and motivate ethical arguments on multiple sides of a complex social issue.

15%, 15%, and 20% - **Three individual writing assignments,** 3-5 pages in length. These will take the form of 'Should we?' memos; documents written for internal circulation in a hypothetical tech-oriented company, discussing an assigned prompt. These will be due at

equal intervals throughout the term and will correspond to the main topics of the course (i.e. one each on Theoretical Issues, Practical Issues, and Professional Issues).

11. Integrated Courses:

Not applicable.

12. Crosslisted Courses:

Not applicable.

13. 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.

Faculty members: Regina Rini (Philosophy), Muhammad Ali Khalidi (Philosophy), Verena Gottschling (Philosophy), Kristin Andrews (Philosophy), Dirk Matten (Schulich)
Frequency: once a year

14. Physical Resources:
The course will be taught at the new Cheryl and Robert McEwen Graduate Building of the Schulich School of Business. Additionally, the Deloitte Schulich Cognitive Visualization and Analytics Lab will be available for instructors teaching this course.

15. Bibliography and Library Statement:

Overview Books and Articles
Towards a Code of Ethics for Artificial Intelligence. Paula Boddington. 2017. Springer.
Robot Ethics 2.0: From Autonomous Cars to Artificial Intelligence. Patrick Lin, Keith Abney and Ryan Jenkins (eds.) 2017. OUP.
'What should we want from a robot ethic' Peter Asaro. 2006. *International Review of Information Ethics.* 6(12): 9-16.
'Standardizing ethical design for artificial intelligence and autonomous systems'. Joanna Bryson and Alan Winfield. 2017. *IEEE Computer*. 50(5):116–119.
'Freud, Frankenstein and our fear of robots: projection in our cultural perception of technology'. Michael Szollosy. 2017. *AI and Society* 32: 433-439.
'Social choice ethics in artificial intelligence'. Seth D. Baum. Forthcoming. *AI and Society*. https://link.springer.com/article/10.1007%2Fs00146-017-0760-1
'Towards Moral Autonomous Systems'. Vicky Charisi et al. arXiv: https://arxiv.org/abs/1703.04741

Theoretical Issues
Can machines be moral agents at all?
'Asimov's 'three laws of robotics' and machine metaethics'. Susan Leigh Anderson. 2008. *AI & Society.* 22(4):477–493.

‘Artificial agency, consciousness, and the criteria for moral agency: what properties must an artificial agent have to be moral agent?’ Kenneth Einer Himma. 2009. *Ethics and Information Technology* 11:19-29.
‘Artificial moral agents are infeasible with foreseeable technologies’. Patrick Hew 2014. *Ethics and Information Technology* 16(3): 197-206.
‘Incorporating ethics into artificial intelligence’. Amitai Etzioni and Oren Etzioni. 2017. *The Journal of Ethics* 21(4): 403-418.
‘This ‘ethical trap’ is for roboticists, not robots: on the issue of artificial agent ethical decision-making’. Keith Miller at al. 2017. *Science and Engineering Ethics* 23(2): 389-401.
‘Critiquing the Reasons for Making Artificial Moral Agents’. Aimee van Wysnberghe and Scott Robbins. Forthcoming. *Science and Engineering Ethics.*
https://link.springer.com/article/10.1007/s11948-018-0030-8

How do you teach morality to AI?
‘On the Morality of Artificial Agents’. Luciano Floridi and JW Sanders. 2004. *Minds and Machines* 14(3): 349-379.
‘Machine morality: Bottom-up and topdown approaches for modelling human moral faculties’. Wendell Wallach et al. 2008. *AI and Society* 22(4):565– 582.
‘Out of character: on the creation of virtuous machines’. Ryan Tonkens. 2014. *Ethics and Information Technology* 14(2): 137-149.
‘Issues in robot ethics seen through the lens of a moral Turing test’. Anne Gerdes and Peter Ohrstrom. 2015. *Journal of Information, Communication and Ethics in Society* 13(2): 98-109.
‘Motivated value selection for artificial agents’. Stuart Armstrong. 2015. *Artificial Intelligence and Ethics, Papers from the 2015 AAAI Workshop.*
https://www.aaai.org/ocs/index.php/WS/AAAIW15/paper/viewFile/10183/10126
‘Moral Decision Making in Autonomous Systems: Enforcement, Moral Emotions, Dignity, Trust, and Deception’. Ronald Arkin et al. 2012. *Proceedings of the IEEE*, 100(3):571–589.
‘Algorithmic moral control of war robots: Philosophical questions’. Andreas Matthias. 2011. *Law, Innovation and Technology* 3(2): 279-301.
‘The Case for Ethical Autonomy in Unmanned Systems’. Ronald Arkin. 2010. *Journal of Military Ethics* 9(4): 332-341.
‘Autonomous Machines, Moral Judgment, and Acting for the Right Reasons’. Duncan Purves et al 2015. *Ethical Theory and Moral Practice* 18(4): 851-872.
‘Do androids dream of normative endorsement? On the fallibility of artificial moral agents’. Frodo Podschwadek. 2017. *Artificial Intelligence and Law* 25(3): 325-339.
‘Raising good robots’. Regina Rini. 2017. *Aeon*.
https://aeon.co/essays/creating-robots-capable-of-moral-reasoning-is-like-parenting

Can AI have moral rights?
‘The Turing Triage Test’ Robert Sparrow. 2004. *Ethics and Information Technology* 6(4): 203-213.
‘On the Moral Equality of Artificial Agents’. Christopher Wareham. 2011. *International Journal of Technoethics* 2(1): 35-42.
‘Is the machine question the same question as the animal question?’. Katharyn Hogan. 2017. *Ethics and Information Technology* 19(1): 29-38.
‘The Moral Standing of Machines: Towards a Relational and Non-Cartesian Moral Hermeneutics’. Mark Coeckelbergh. 2014 *Philosophy and Technology* 27(1): 61-77.

‘Machines and the Moral Community’. Erica Neely. 2014 *Philosophy and Technology* 27(1): 77-111.
‘Machines as Moral Patients We Shouldn’t Care About (Yet): The Interests and Welfare of Current Machines’. John Basl. 2014. *Philosophy and Technology* 27(1): 79-96.
‘If I am free, you can’t own me: Autonomy makes entities less ownable’. Christina Starmans and Ori Friedman. 2016. *Cognition* 148: 145-153.
‘A Defense of the Rights of Artificial Intelligence’. Eric Schwitzgebel and Mara Garza. 2015. *Midwest Studies in Philosophy* 39(1): 98-119.
‘Patiency is not a virtue: the design of intelligent systems and systems of ethics’. Joanna Bryson. 2018. *Ethics and Information Technology* 20(1): 15-26.
‘What do we owe to intelligent robots?’ John-Stewart Gordon. Forthcoming. *AI and Society* https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s00146-018-0844-6

Superintelligence and AI safety
‘Thinking Inside the Box: Controlling and Using an Oracle AI’. Stuart Armstrong et al. 2012. *Minds and Machines* 22(4): 299-324.
‘Why AI Doomsayers are Like Sceptical Theists and Why it Matters’. John Danaher. 2015. *Minds and Machines.* 25(3): 231-246.
‘The rise of the robots and crisis of moral patiency’. John Danaher. Forthcoming. *AI and Society*. https://philpapers.org/rec/DANTRO-15
‘The problem of superintelligence: political, not technological’. Wolfhart Totschnig. Forthcoming. *AI and Society* https://link.springer.com/article/10.1007/s00146-017-0753-0
‘An AI Race for Strategic Advantage: Rhetoric and Risks’. Stephen Cave and Seán ÓhÉigeartaigh. 2018. *AAI/ACM Conference on AI, Ethics, and Society*. https://www.cser.ac.uk/resources/ai-race-strategic-advantage-rhetoric-and-risks/

Professional Issues
Decision-making and responsibility for ethics in AI
‘Engineers and the other: the role of narrative ethics’. M.A. Hersh. 2016. *AI and Society* 31(3): 327-345.
‘Who should decide how machines make morally laden decisions?’ Dominic Martin. 2017. *Science and Engineering Ethics* 23(4): 951-967.
‘The ethics of designing artificial agents’. Frances Grodzinksy et al. 2008. *Ethics and Information Technology* 10(2-3): 115-121.
‘Mind the gap: responsible robotics and the problem of responsibility’. David Gunkel. Forthcoming. *Ethics and Information Technology* https://link.springer.com/article/10.1007%2Fs10676-017-9428-2
‘Ethical Issues for Autonomous Trading Agents’. Michael P. Wellman and Uday Rajan. 2017. *Minds and Machines* 27(4): 609-624.
‘AI, agency and responsibility: the VW fraud case and beyond’. Deborah Johnson and Mario Verdicchio. Forthcoming. *AI and Society* https://link.springer.com/article/10.1007/s00146-017-0781-9

Decisions and responsibility: the case of autonomous vehicles
‘The social dilemma of autonomous vehicles’. Jean-Francois Bonnefon et al. 2016. *Science* 352(6293):1573–1576.

‘The Ethical Knob: ethically-customisable automated vehicles and the law’. Giuseppe Contissa et al. 2017. *Artificial Intelligence and the Law* 25(3): 365-378.
‘Autonomous Cars: In Favor of a Mandatory Ethics Setting’. Jan Gogoll and Julian Muller. 2017. *Science and Engineering Ethics* 23(3): 681-700.
‘Responsibility for Crashes of Autonomous Vehicles: An Ethical Analysis’. Alexander Hevelke and Julian Nida-Rumelin. 2015. *Science and Engineering Ethics* 21(3): 619-630.
‘Irresponsibilities, inequalities and injustice for autonomous vehicles’. Hin-Yan Liu. 2017. *Ethics and Information Technology* 19(3): 193-207.

Tech industry social responsibility and professional ethics
‘Science, technology and values: promoting ethics and social responsibility’. Marion Hersh. 2014. *AI and Society* 29(2): 167-183.
‘Promoting inequality? Self-monitoring applications and the problem of social justice’. Katrin Paldan et al. Forthcoming. *AI and Society*
https://link.springer.com/article/10.1007/s00146-018-0835-7
‘The case against Facebook’. Matthew Yglesias. 2018. *Vox*.
https://www.vox.com/policy-and-politics/2018/3/21/17144748/case-against-facebook
‘Zuckerberg: The Recode Interview’. Kara Swisher. 2018. *Recode*.
https://www.recode.net/2018/7/18/17575156/mark-zuckerberg-interview-facebook-recode-kara-swisher
‘Professional Ethics and Collective Professional Autonomy: A Conceptual Analysis’. Asa Kasher. 2005. *Ethical Perspectives* 11(1): 67-98.
‘Why Tech Worker Dissent is Going Viral’. Nitasha Tiku. 2018. *Wired*.
https://www.wired.com/story/why-tech-worker-dissent-is-going-viral/

Practical Issues
Algorithmic transparency and bias
‘EU regulations on algorithmic decision-making and a “right to explanation”. Bryce Goodman and Seth Flaxman. 2016. *arXiv* https://arxiv.org/abs/1606.08813
‘Robot lies in health care: when is deception morally permissible?’ Andreas Matthias. 2015. *Kennedy Institute of Ethics* Journal 25(2):169–162.
‘The Ethics of Algorithms: Mapping the Debate’. Brent Mittelstadt et al. 2016. *Big Data and Society* July-December:1-21.
‘The Ugly Truth About Ourselves and Our Robot Creations: The Problem of Bias and Social Inequity’. Ayanna Howard and Jason Borenstein. Forthcoming. *Science and Engineering Ethics* https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s11948-017-9975-2
‘What is wrong with Robocops as consultants? A technology-centric critique of predictive policing’. Martin Degeling and Bettina Berendt. 2018. *AI and Society* 33(3): 347-356.
‘Dylan Roof’s Fateful Google Search’. James McWilliams. 2018. *Pacific Standard*
https://psmag.com/news/dylann-roof-google-algorithms

Big data, privacy, and surveillance
‘Would you mind being watched by machines? Privacy concerns in data mining’. Vincent Muller. 2009. *AI and Society* 23(4): 529-544.
‘Unblinking eyes: the ethics of automating surveillance’. Kevin Macnish. 2012. *Ethics and Information Technology* 14(2): 151-167.
‘Indiscriminate mass surveillance and the public sphere’. Titus Stahl. 2016. *Ethics and Information Technology* 18(1): 33-39.

‘Key Ethical Challenges in the European Medical Information Framework’. Floridi et al. Forthcoming. *Minds and Machines*.
https://link.springer.com/article/10.1007/s11023-018-9467-4
‘Facial recognition software is not ready for use by law enforcement’. Brian Brackeen. 2018. *TechCrunch.*
https://techcrunch.com/2018/06/25/facial-recognition-software-is-not-ready-for-use-by-law-enforcement/
‘Artificial Intelligence Shows Why Atheism is Unpopular’. Sigar Samuel. 2018. *The Atlantic*
https://www.theatlantic.com/international/archive/2018/07/artificial-intelligence-religion-atheism/565076/

Labour automation and job loss
‘Artificial intelligence: New jobs from old’. Jay Liebowitz. 1989. *AI and Society* 3(1): 61-70.
‘Cheap automation raises risk of ‘premature deindustrialization.’ Carl Benedikt Frey. 2015. *Financial Times*
https://www.ft.com/content/de07e776-2172-11e5-ab0f-6bb9974f25d0#axzz4Bgxb9U00
‘Digitalisation and employment in manufacturing’. Daniela Freddi. 2018. *AI and Society* 33(3): 393-403.
‘Work lovers, freedom, and basic income’. Julia Maskivker. 2011. *Contemporary Political Theory* 10(1): 21-36.
‘Is there (or should there be) a *right* to basic income?’ Jurgen De Wispelaere and Leticia Morales. 2016. *Philosophy and Social Criticism* 42(9): 920-936.
‘Will Life be Worth Living in a World Without Work? Technological Unemployment and the Meaning of Life’. John Danaher. 2017. *Science and Engineering Ethics* 23(1): 41-64.

Caregiving and robotics
‘Designing robots for care: Care-centered value-sensitive design’. Aimee van Wynsberghe. 2013. *Science and Engineering Ethics* 19(2): 407-433.
‘Robot caregivers: harbingers of expanded freedom for all?’. Jason Borenstein and Yvette Pearson. 2010. *Ethics and Information Technology* 12(3): 277-288.
‘The crying shame of robot nannies: An ethical appraisal’. Noel Sharkey and Amanda Sharkey. 2010. *Interactions Studies* 11(2): 161-190.
‘Robots in aged care: a dystopian future?’. Robert Sparrow. 2016. *AI and Society* 31(4): 445-454.
‘Helpless machines and true loving care givers: a feminist critique of recent rends in human-robot interaction’. Jutta Weber. 2005. *Journal of Information, Communication and Ethics in Society* 3(4): 209-218.

AI and the legal system
‘Digital technologies and artificial intelligence’s present and foreseeable impact on lawyering, judging, policing and law enforcement’. Ephraim Nissan. 2017. *AI and Society* 32(3): 441-464.
‘Robots, Law and the Retribution Gap’. John Danaher. 2016. *Ethics and Information Technology* 18(4): 299-309.
‘When Morals Ain’t Enough: Robots, Ethics, and the Rules of the Law’. Ugo Pagallo. 2017. *Minds and Machines* 27(4): 625-638.
‘Of, for, and by the people: The legal lacuna of synthetic persons’. Joanna Bryson et al. 2017. *Artificial Intelligence and Law* 25(3): 273-291.

How will AI affect human ethical behavior?
‘Nudging for good: robots and the ethical appropriateness of nurturing empathy and charitable behavior’. Jason Borenstein and Ronald Arkin. 2017. *AI and Society* 32(4): 499-507.
‘Moral deskilling and upskilling in a new machine age: Reflections on the ambiguous future of character’. Shannon Vallor. 2015. *Philosophy and Technology* 28(1): 107-124.
‘Toward an Ethics of AI Assistants: an Initial Framework’. John Danaher. Forthcoming. *Philosophy and Technology*
https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s13347-018-0317-3
‘Will big data algorithms dismantle the foundations of liberalism?’. Daniel First. Forthcoming. *AI and Society* https://link.springer.com/article/10.1007/s00146-017-0733-4
‘In Defense of Artificial Replacement’. Derek Shiller. 2017. *Bioethics* 31(5): 393-399.

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance – mmschiff@yorku.ca

New Course Proposal: EMBA 6525: FinTech Strategy: Innovations in Financial Services

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6525

3. **Credit Value:** 2.0

4. **Long Course Title:** FinTech Strategy: Innovations in Financial Services

5. **Short Course Title:** FinTech Strategy: Innovations in Financial Services

6. **Effective Session:** Winter 2019

7. **Calendar (Short) Course Description:**
   This course will examine the opportunities arising from innovation in financial services markets for both conventional financial institutions and new non-financial institutions. It will use economic frameworks to distinguish sustainable from non-sustainable initiatives in so-called FinTech and to assess the viability of partnerships and other win-win strategies both the established financial institutions and the entrants can employ.

8. **Expanded Course Description:**
   The use of digital and mobile technologies is spawning tremendous innovation in financial services markets. Many of these initiatives will turn out to be not sustainable. The potential for gold, however, is sure to exist. Hence, conventional financial institutions must be active participants in the gold rush; choosing their opportunities carefully. In this course we will use economic frameworks that both new entrants and conventional financial institutions can use to differentiate the potential gold from the glitter. In addition, we will assess the viability of partnerships and other win-win strategies conventional financial institutions and new non-financial institutions can employ.

9. **Rationale:**
   Digital and mobile technologies are spawning tremendous innovation in financial services markets. Taking payments, for example, during 2013 nearly 200 payments-related start-ups garnered $1.3 billion in investments. These and related initiatives are relevant to both the conventional financial institutions and a wide range of newcomers with relevant technological capabilities. The proposed course will therefore appeal to a large number of our students, in particular those with a background and interest in the financial services sector as well as those versed in information technologies. It should also interest those finance as wallow students to apply and expand the knowledge gained in marketing courses in Toronto and during their August Live-in at the Kellogg School of Management.

10. **Evaluation:**
    Assessment for this course is based on three components, with their relative weight indicated in brackets: (i) group assignments to be handed out and completed during the course (35%); (ii) individual class performance (20%), which takes into account brief written answers to the case discussion questions as well as active participation in class discussions; and (iii) a final individual take-home exam (45%).

11. **Integrated Courses:**
    This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Professor Sarit Markovich, who is a Clinical Associate professor in the Strategy Department in the Kellogg School of Management at Northwestern University. She holds a bachelor's degree in computer science and economics, and a Ph.D. in economics from Tel Aviv University, and completed a post-doc in the Economics Department at the University of Chicago. She joined the Recanati School of Business Administration at Tel Aviv University in 2001 before moving to Kellogg three years later. Her current research interests focus on strategic interactions in two-sided markets, patents and licensing, enterprise-wide systems, and strategic pricing in IT and FinTech markets. She has published in some of the top journals in her field, including the *Strategic Management Journal.*

14. Physical Resources:

This course will be offered annually during a global elective week at the Evanston campus of the Kellogg of Management, which will provide all the necessary physical resources before, during and after the course. These resources can be supplemented with the resources of York University Library, should this prove necessary (see attached).

15. Bibliography and Library Statement:

All required cases and readings will be made available to participants by the Kellogg School of Management before and during the course through their Canvas Learning Management System, to which our students will be granted the necessary access. Further readings can be accessed remotely via the York University library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM

Peter F. Bronfman Business Library

SUBJECT: Library Statement for KSEMBA
EMBA6525: FinTech Strategy: Innovation in Financial Services

FROM: Xuemei Li. Business Librarian, Peter F. Bronfman Business Library.

DATE: Oct 19th, 2018

This is a course offered by the Kellogg-Northwestern EMBA program, designed to discuss the application of digital and mobile technologies in financial services markets. Many of these initiatives will turn out to be not sustainable. The potential gold, however, is sure to exist. Hence, conventional financial institutions must be active participants in the gold rush; choosing their opportunities carefully. This course will use economic frameworks that both new to entrants and to conventional financial institutions who can use them to differentiate the potential gold from the glitter. In addition, the course will assess the viability of partnerships and other win-win strategies conventional financial institutions and new non-financial institutions can employ.

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 *Books 24x7*. Streaming videos are also available on the topic of innovation in financial services markets 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 *Gartner IntraWeb*, *Statista, 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. In addition, BRYT (Business Research at York Toolkit) – bryt.library.yorku.ca/ - is recommended as it offers short videos and real-time database walkthroughs which guide students through conducting detailed research.

Assistance with information resources is available by email, by telephone, and by chat reference via an IM service.

STRT 461:
INNOVATION IN FINANCIAL SERVICES MARKETS
Winter 2018

Section 80

Fridays 1:30-4:30pm

Professor Sarit Markovich

4279 Global Hub
Evanston Campus
(847) 491-4526
s-markovich@kellogg.northwestern.edu
Office Hours: Friday after class

Course Description

Digital and mobile technologies are spawning tremendous innovation in financial services markets. Taking payments, for example, during 2013 nearly 200 payments-related start-ups garnered $1.3 billion in investments. Many of these initiatives will turn out to be not sustainable. The potential for gold, however, is sure to exist. Hence, conventional financial institutions must be active participants in the gold rush; choosing their opportunities carefully. In this course we will use economic frameworks that both new entrants and conventional financial institutions can use to differentiate the potential gold from the glitter. In addition, we will assess the viability of partnerships and other win-win strategies conventional financial institutions and new non-financial institutions can employ.

Grading

Your final grade will be based on the following four components:

Group Assignment (35% of final grade): There will be three group assignments.

Individual Class Performance (20% of final grade): Your grade on individual class performance will be based on three components:

- ***Participation in class discussions.*** Attendance, preparation, and participation are essential in this class, as in any class based on the case method. Obviously, you cannot participate if you are not present, so frequent absences will lead to a reduced participation grade. Learning opportunities are maximized when all students are actively engaged in class discussion. Active engagement means that you are **listening carefully** to the comments of other students and seeking opportunities to make comments that move the class discussion forward. To

increase opportunities for effective participation, **I will occasionally cold call** students during the course of a discussion. If you feel that you are preparing well but that I am not calling on you often enough, please let me know so that I can address the problem. Chances are very good that if you have invested quality time to prepare the case, you will have something valuable to say during the course of the class discussion. Your participation grade will be assigned at the end of the course based on my assessment of your contributions throughout the quarter (I will make notes to facilitate my recollection.)

- ***Case discussion questions:*** You are required to submit brief answers to the case discussion questions for all cases. Bullet point format is fine. You should submit your answers via Canvas before class. Please enter your answers directly rather than as a file attachment.

Final exam (45% of final grade): There will be **a take-home final exam during exam period**.

Teaching Material

Reading material: All readings can be found in the casepack or on the course website on Canvas.

Lecture slides: I will hand out hard copies of the lecture slides at the beginning of each lecture. I will also post electronic copies on my Canvas site after the lecture.

Classroom Etiquette, Honor Code, etc.

Due to the nature of this course, there will be no need for students to have electronic devices in operation during class time. Students requesting exceptions should contact the professor prior to the first class.
Class will start precisely at 6pm and each student is expected to be prepared to begin at that time. Once class begins, you may leave the classroom only in case of an emergency. We will take a short break, approximately half-way through each class session.
Students are expected to abide by Kellogg's Honor Code and Code of Student Etiquette at all times. Specific guidance on Honor Code issues will be provided during the quarter, as needed.

COURSE OUTLINE

January 12th: A functional Perspective to the Financial System—value creation & capture in financial markets

- Rajendran, D., "Functional Perspective of Financial Systems: An Introduction," IFMR Finance Foundation. (can be found on Canvas)
- Case: Hip to be Square--Disruption in the Mobile Payment Market (Updated)
- Peter Rudegeair, "Jack Dorsey's Square Makes a Move Into Banking," WSJ, September 6th 2017 (https://www.wsj.com/articles/jack-dorseys-square-makes-a-move-into-banking-1504737851)

January 19th: Industry Analysis, Entry & International Entry

- Case: Stripe
- Jess Ryan, "Why Swipebox wants to support the customers their competitors turned away," Built in Colorado, Feb. 28, 2017 (http://www.builtincolorado.com/2017/02/28/swipebox-payment-gateway-taking-on-stripe)
- Anto Antony and George Smith Alexander, "Wealth Managers Exit India as Millionaires Hard to Entice," Bloomberg, June 22, 2014, (http://www.bloomberg.com/news/articles/2014-06-22/wealth-managers-exit-india-as-millionaires-hard-to-entice)
- https://www.cognizant.com/InsightsWhitepapers/Wealth-Management-in-India-Challenges-and-Strategies.pdf
- https://www.fastcompany.com/40442080/robo-advisor-betterment-is-on-a-personalization-push-as-it-surpasses-10-billion-in-aum

January 26th: Profitability of Mobile Banking

- Case: Bank of America: Mobile Banking (Abridged) (CAITY, THERE IS AN UPDATED CASE FROM 2015)
- Mary Wisniewski, "The Cutting Edge of Online Banking, as Practiced by a Polish Bank," Sept. 27, 2013, American Banker (can be found on Canvas and at http://www.americanbanker.com/issues/178_188/the-cutting-edge-of-online-banking-as-practiced-by-a-polish-bank-1062460-1.html)
- Roy Urrico, "Mobile is Preferred Banking Channel, but Branch Lives On," Credit Union Times, December 21, 2016 (can be found on Canvas and at http://www.cutimes.com/2016/12/21/mobile-is-preferred-banking-channel-but-branch-liv)
- David Henrey, "JPMorgan reaches beyond its branches with new mobile account app," Reuters, Oct. 22, 2017 (https://www.reuters.com/article/us-jpmorgan-accounts-finn/jpmorgan-reaches-beyond-its-branches-with-new-mobile-account-app-idUSKBN1CS0AH)
- Ben McLannahan, "JPMorgan wealth management head casts doubt on robo advisers," Feb. 28, 2017 (https://www.ft.com/content/2cfc2524-fe0b-11e6-96f8-3700c5664d30)

February 2nd: Entry—Investment banking & Dutch auction IPOs

- Case: W.R. Hambrecht + CO.: OpenIPO
- Initial Public Offerings: Underwriting Statistics Through 2016
- Jay Ritter, "Google's IPO, 10 Years Later," Forbes, Aug. 7, 2014 (https://www.forbes.com/sites/jayritter/2014/08/07/googles-ipo-10-years-later/#c04027d2e6ca)
- B. Magistretti, "Going public in 2017: Beyond IPOs and legacy stock exchanges," Venture Beat, Spetember 28, 2017 (https://venturebeat.com/2017/09/28/going-public-in-2017-beyond-ipos-and-legacy-stock-exchanges/)
- Ryan Mac, "The Winners and Losers of the Square IPO," November 19, 2015 (http://www.forbes.com/sites/ryanmac/2015/11/19/the-winners-and-losers-of-the-square-ipo/)
- Telis Demos, "Even Etsy's Initial Public Offering Process is Artisanal," WSJ, April 9, 2015 (https://www.wsj.com/articles/even-etsys-initial-public-offering-process-is-artisanal-1428596586?mod=WSJ_hp_Markets3up)

February 9th & 16th: Two-Sided Markets—Pricing and Mobilization

- Case: M-PESA and Mobile Money in Kenya: Pricing for Success
- Case: OurCrowd—Virtual VC
- Eisenmann, T., G. Parker, and M. W. Van Alstyne, "Strategies for Two-Sided Markets," HBR, October 2006
- Erik Heinrich, "The apparent M-Pesa monopoly may be set to crumble," Fortune, June 27, 2014 (http://fortune.com/2014/06/27/m-pesa-kenya-mobile-payments-competition/)
- Lilian Ochieng, "Equitel customers hit with high cash transfer fees," Daily Nation, August 25, 2015, (http://www.nation.co.ke/business/Equitel-customers-hit-with-high-cash-transfer-fees/-/996/2845840/-/btopmh/-/index.html)
- "This is how Chase is taking on Apple Pay," Reuters, October 27, 2015 (can be found on Canvas and at http://fortune.com/2015/10/27/jp-morgan-apple-pay-rival/)
- Leslie Hook, "PayPal taps payments app Venmo for revenue top up," November 23, 2015, Financial Times (can be found on Canvas and at http://www.ft.com/intl/cms/s/0/b38e8e24-8d87-11e5-a549-b89a1dfede9b.html#axzz3sMwjfIER)
- Chance Barnett, "SEC Approves Title III of JOBS Act, Equity Crowdfunding with Non-Accredited," October 30, 2015, Forbes
- Mary Juetten, "Title III Crowdfunding For Real, Part II," Jam 17, 2017, Forbes (can be found on Canvas or at http://www.forbes.com/sites/maryjuetten/2017/01/17/title-iii-crowdfunding-for-real-part-ii/#20e076eb678f)
- Kane Wu and Juro Osawa, "Alipay Mobilizes for World-Wide Expansion," Nov 1, 2016, WSJ (can be found on Canvas and at http://www.wsj.com/articles/alipay-mobilizes-for-world-wide-expansion-1477930366)
- Case: Lending Club: Time to Join?
- John Carney, "Lending Club's Loose-Door Policy," February 18, 2015, WSJ

- James Sterngold, "Lending Club and Smaller Banks in Unlikely Partnership," June 23, 2015, WSJ (can be found on Canvas and at http://www.wsj.com/articles/lending-club-and-smaller-banks-in-unlikely-partnership-1435015121)
- Peter Rudegeair and Annamaria Andriotis, "Inside the Final Days of LendingClub CEO Renaud Laplanche," May 16, 2016, WSJ (can be found on Canvas and at http://www.wsj.com/articles/inside-the-final-days-of-lendingclub-ceo-renaud-laplanche-1463419379)

February 23rd: Why Banks are not Innovating & Market Structure

- Case: Bank Case
- Case: Kueski—Online lending in Mexico
- Rowland Manthorpe, "Open Banking is coming. Here's the very first glimpse," Wired, July 18, 2017 (http://www.wired.co.uk/article/open-banking-is-nearly-here-heres-the-first-glimpse-what-it-will-look-like-in-practice)
- Steve O'Hear, "TrueLayer raises $3M Series A to provide fintech companies with easy access to bank APIs," Tech Crunch, June 21, 2017 (https://techcrunch.com/2017/06/21/truelayer/)

March 9th: Big data, Bitcoin & Blockchain Technology

- Steve Lohrjan, "Banking Start-Ups Adopt New Tools for Lending," Jan. 18, 2015, The New York Times (can be found on Canvas or at http://www.nytimes.com/2015/01/19/technology/banking-start-ups-adopt-new-tools-for-lending.html?mwrsm=Email&_r=1)
- Case: Bitcoin: The Future of Digital Payments?
- Telis Demos, "Visa Taps Blockchain for Cross-Border Payment Plan," Oct. 21, 2016, WSJ (can be found on Canvas and at http://www.wsj.com/articles/visa-taps-blockchain-for-cross-border-payment-plan-1477050830)
- Samburaj Das, An Early Blockchain Experiment by Global Banks is Revealed," Jan. 20, 2016, Crypto Coins News (can be found on Canvas and at https://www.cryptocoinsnews.com/early-blockchain-experiment-global-banks-revealed/)

March 16th: Innovation in Insurance Markets & Machine Learning

- Case: The Progressive Incorporation
- Christopher Oster, "Insurers, to Control Costs, Take Over Car Repair Work," WSJ, April 8, 2003 (http://www.wsj.com/articles/SB10497403355127300)
- Scott Bronstein, "Auto insurers accused of pushing cheap and sometimes dangerous repairs," CNN, February 11, 2015 (http://www.cnn.com/2015/02/11/us/auto-repair-investigation/)

Take-home Final Exam: Exam Period

New Course Proposal: EMBA 6615: Recruiting & Retaining Talent in Growth Companies

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6615

3. **Credit Value:** 2.0

4. **Long Course Title:** Recruiting & Retaining Talent in Growth Companies

5. **Short Course Title:** Recruiting & Retaining Talent in Growth Companies

6. **Effective Session:** Winter 2019

7. **Calendar (Short) Course Description:**
   This course shows participants how to find, hire, and keep the best of the best. Students will learn the reliable ten-step method for landing the very best talent, based on data instead of gut feel. From sourcing and interviewing to closing and onboarding, the course examines how to attract winners and avoid the mistakes that result in bad hires.

8. **Expanded Course Description:**
   Ninety percent of business problems are actually recruiting problems in disguise. If you fill your company's vacant positions with B-players, you're playing with fire. Instead, hire Rockstars to build an organization with limitless potential. This course shows you how to find, hire, and keep the best of the best. Students will learn the reliable ten-step method for landing the very best talent, based on data instead of gut feel. From sourcing and interviewing to closing and onboarding, we'll examine how to attract winners like a magnet and avoid the mistakes that result in bad hires. Assembling a team of driven and innovative Rockstars is the most powerful competitive advantage you can have in today's ever-changing business world. This course will help you nail your numbers, impress your investors, and crush your competitors.

9. **Rationale:**
   According to The Conference Board's recent Challenge Survey, CEO's identify attracting and retaining talent as their #1 concern. As a result, the "War for Talent" is on. Many global markets are operating near full-employment. Learning the art and science of recruiting and retaining talent is therefore no longer optional, in order to achieve business objectives. However, managers and leaders making hiring decisions are faced with an array of challenges: (i) One out of every two hires fails to meet the hiring manager's expectations. Hiring outcomes at most companies approximate that of a coin toss; (ii) 66% of growth-stage companies fail due to people problems. This issue is universal, regardless of a company's sector, size, or funding; (iii) On a personal level, executives must differentiate themselves by becoming gifted talent scouts and recruiters. To address these challenges, the course examines the root causes of bad hiring decisions and identifies actionable solutions, which entails honing the ability to spot Rockstar talent, harness it, organize it, develop it, and retain it.

10. **Evaluation:**
    Assessment for this course is based on three components, with their relative weight indicated in brackets: (i) a team assignment (40%) of up to 10 pages in response a real-world CEO-level challenge regarding talent with a further 20% allocated based on a peer evaluation of team members; (ii) an individual reflection paper (20%) of up to 5 pages, critically examining a talent issue at the

current or previous employer; (iii) contribution to class discussion (20%), in particular when cold-called.

11. Integrated Courses:

This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Jeff Hyman, who is an adjunct Professor at Kellogg School of Management. He holds a bachelor's degree from The Wharton School and a master's degree from the Kellogg School of Management. Launching his recruiting career at Heidrick & Struggles and Spencer Stuart, the preeminent global executive search firms, he is currently Chief Talent Officer at Chicago-based Strong Suit Executive Search. Along the way, he created four companies, backed by $50 million in venture capital. Prof. Hyman is author of *Recruit Rockstars*, published in November 2017 by Lioncrest Publishing, and host of the five-star Strong Suit Podcast. He has also been featured by *Inc.*, *Fortune*, *Forbes*, *The Wall Street Journal*, *CNBC*, *Bloomberg*, and other media outlets.

14. Physical Resources:

This course will be offered annually during a global elective week at the Evanston campus of the Kellogg of Management, which will provide all the necessary physical resources before, during and after the course. These resources can be supplemented with the resources of York University Library, should this prove necessary (see attached).

15. Bibliography and Library Statement:

Since it is used as a textbook, our participating students will be supplied with copies of Prof. Hyman's book *Recruit Rockstars*. All required cases and readings will be made available to participants by the Kellogg School of Management before and during the course through their Canvas Learning Management System, to which our students will be granted the necessary access, pending the necessary copyright clearances. Further readings can be accessed remotely via the York University library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement
Recruiting & Retaining Talent in Growth Companies (KIEI-927-5)
Kellogg Schulich EMBA Program

FROM: Stephanie Quail
Business Librarian, Peter F. Bronfman Business Library

DATE: October 29, 2018

Recruiting & Retaining Talent in Growth Companies is a proposed new EMBA course. This course focuses on teaching students how to hire and retain exceptional talent to increase a growing company's competitive advantage.

Required Readings
The outline states that students will be asked to purchase their own copy of *Recruit Rockstars: The 10 Step Playbook to Find the Winners and Ignite your Business* by Jeff Hyman. Unfortunately, the Library is not able to purchase an eBook version of this book, so students will have to purchase their own copy for the course. Additionally, students will be asked to listen to podcasts from the Strong Suit website. The podcasts can be accessed online for free.

Recommended Readings
The outline includes a list of recommended readings and video content. The Library does not own an eBook copy of one of the recommended readings - *Work Rules* by Laszlo Bock. Unfortunately, there is no eBook license available for this book that allows for unlimited users to access the book at the same time. Therefore, students will have to purchase their own copy if they want to do the readings from this book.

Also, the outline provides short URLs to video content and some online articles in the recommended readings section. The librarian checked the access to this content and noticed that one of the YouTube videos has been taken down due to copyright infringement. It is recommended that the instructor review the comments made by the librarian on the draft outline. Finally, it would be useful for the faculty member to provide complete bibliographic information for all of the books, videos, podcasts, and other content mentioned in the outline.

Additional Resources
While York University Libraries is not required to support this course directly, key online resources available to support this course are summarized below and are available remotely to all registered students. The Peter F. Bronfman Business Library's Human Resource Management guide (http://researchguides.library.yorku.ca/hrm) is a useful starting point, as it highlights key online resources the library subscribes to such as:

- **Relevant eBook content** available through hyper-linked sections on the HRM research guide. It also points to core practical collections such as Skillsoft Books.

- **Scholarly and trade articles** available through ProQuest Business, Business Source Complete (includes Harvard Business Review articles), and Scholars Portal Journals.
- **Major international business news articles** available through Factiva. Factiva provides access to over 30,000 news sources, including the *Wall Street Journal, the New York Times,* and *the Washington Post.*

Finally, students may want to consult some of the self-paced online learning modules on the Business Research at York Toolkit website (http://bryt.library.yorku.ca/). This website provides students with access to short videos and step-by-step PDF resources that show students how to search library databases more effectively.

Course Syllabus

Recruiting & Retaining Talent in Growth Companies
KIEI-927-5
Growth & Scaling track
Winter 2018

Professor

Jeff Hyman jeff@strongsuit.com
(312) 919-2345 www.strongsuit.com

Course dates

January 8 – February 8, 2018
Monday & Thursday
10:30am to 12:00pm

Learning objectives

Ninety percent of business problems are actually recruiting problems in disguise. If you fill your company's vacant positions with B-players, you're playing with fire. Instead, hire Rockstars to build an organization with limitless potential. This course shows you how to find, hire, and keep the best of the best.

Students will learn the reliable ten-step method for landing the very best talent, based on data instead of gut feel. From sourcing and interviewing to closing and onboarding, we'll examine how to attract winners like a magnet and avoid the mistakes that result in bad hires.

Assembling a team of driven and innovative Rockstars is the most powerful competitive advantage you can have in today's ever-changing business world. This course will help you nail your numbers, impress your investors, and crush your competitors.

Why take this course?

1. *One out of every two hires fails to meet the hiring manager's expectations.* Hiring outcomes at most companies approximate that of a coin toss.

2. *66% of growth-stage companies fail due to people problems.* This course examines the root causes & identifies actionable solutions.

3. *The issue is universal, regardless of a company's sector, size, or funding.* According to The Conference Board's recent Challenge Survey, CEO's identify attracting & retaining talent as their #1 concern.

4. *The War for Talent is on.* Many global markets are operating near full-employment. Learning the art and science of recruiting & retaining talent is no longer optional, in order to achieve business objectives.

5. *On a personal level, executives must differentiate themselves by becoming gifted talent scouts & recruiters.* This entails honing the ability to spot Rockstar talent, harness it, organize it, develop it, and retain it.

Format

This dynamic course combines three components:

1. **Ten 90-minute sessions**: combining lectures, engaging class discussions, and live discussions with high-profile speakers. Our guests include prominent venture capitalists, private equity investors, CEO's, and executive recruiters.

2. **CEO Project**: collaborate with classmates to solve an actual CEO's real-world dilemma regarding Talent.

3. **Personal Reflection:** students will examine a real-world Talent issue from their previous work experience, including its root causes and recommended solutions.

For our purposes, we define *Growth Companies* as privately-held businesses with (a) 50 or more employees, (b) revenues between $10M and $500M, and (c) the need for managers of managers & more clearly-defined roles

We will examine talent in the context of *three types* of Growth Companies: (a) high-growth: how to harness talent with a blank slate, (b) reigniting: turn around a failing organization with existing baggage, and (c) M&A: integrating cultures.

Expectations

We're going old-school, so bring a pen & paper.
During class hours, we'll use nothing with a screen – no phones, tablets, laptops. You may use them during breaks.

Be ready.
Each student will be called upon at least twice during the course, to share perspective & real-world examples.

Complete the reading.
Since we'll discuss & challenge the reading assignments during each Session, ensure that they are completed prior to each class (e.g. Read the Session #1 assignments prior to our first class on January 8)

Course Outline

1.	Mon January 8	Design the Scorecard
2.	Thu January 11	Identify the company's DNA
3.	Wed* January 17	Invite candidates for a confidential conversation
4.	Thu January 18	Tap into the best sources
5.	Mon January 22	Predict success using structured interview questions
6.	Thu January 25	Take final candidates for a Test Drive
7.	Mon January 29	Reference the right way
8.	Thu February 1	Make the offer they can't refuse
9.	Mon February 5	Get the first 30 days right
10.	Thu February 8	Differentiate to get the most from employees

Reading
(to be completed in advance of each Session; books available on Amazon)

Session #	Required	Strongly Recommended
1	*Recruit Rockstars* (Hyman) Chapter 1; StrongSuit.com/Podcast Episode 93, 117	tinyurl.com/lencioni5
2	*Recruit Rockstars* (Hyman) Chapter 2; StrongSuit.com/Podcast Episode 122, 149	tinyurl.com/hiretrain
3	*Recruit Rockstars* (Hyman) Chapter 3; StrongSuit.com/Podcast Episode , 76, 129	tinyurl.com/jackcandor
4	*Recruit Rockstars* (Hyman) Chapter 4; StrongSuit.com/Podcast Episode 121, 124	*Work Rules* (Bock) Chapter 2-3
5	*Recruit Rockstars* (Hyman) Chapter 5; StrongSuit.com/Podcast Episode 35	*Work Rules* (Bock) Chapter 4-5
6	*Recruit Rockstars* (Hyman) Chapter 6; StrongSuit.com/Podcast Episode 118	*Work Rules* (Bock) Chapter 6-7
7	*Recruit Rockstars* (Hyman) Chapter 7; StrongSuit.com/Podcast Episode 115	*Work Rules* (Bock) Chapter 8-9
8	*Recruit Rockstars* (Hyman) Chapter 8; StrongSuit.com/Podcast Episode 22, 95	*Work Rules* (Bock) Chapter 10
9	*Recruit Rockstars* (Hyman) Chapter 9; StrongSuit.com/Podcast Episode 39, 130	tinyurl.com/stevemanaging
10	*Recruit Rockstars* (Hyman) Chapter 10; StrongSuit.com/Podcast Episode 25, 43	tinyurl.com/situationalleader

Grading

Grades are determined by the simple sum of **four** components:

Max 40 points: *The CEO Talent Challenge*

During Session #2, a leading CEO will visit the classroom to present a real-world issue regarding Talent, including the salient background facts. Students will be assigned teams of 4-5 & select a team name.

During the beginning of Session #10, each group will submit to the Professor & the CEO its detailed recommendations in writing. Maximum of 10 pages.

Max 20 points: Peer review of *The CEO Talent Challenge*

Each student will assess the contributions of his/her teammates by allocating a total of 100 points amongst them (i.e. Mary 60 points, John 30 points, Frank 10 points). Due in writing by end of Session #10. Allocation will be confidential & excludes the student submitting.

Max 20 points: *Personal Reflection*

Each student will prepare a paper, outlining a real world Talent-related issue faced in a previous employer/organization. S/he will example the root causes, implications, and recommended solutions. Maximum of 5 pages.

Max 20 points: Contribution to class discussion

Students will be scored based on the value of their class contributions, particularly when cold-called upon.

To remove subjectivity, the sum of each student's grades will be sorted top-to-bottom at the end of the course and then assigned grades as following:

Top 45% of students A
Bottom 55% of students B or C

If you must miss a Session, please email Professor in advance (emergencies only, please) and make up the work. If you miss more than one Session, you will lose one letter grade for each class missed.

Professor biography

Jeff Hyman launched his recruiting career at Heidrick & Struggles and Spencer Stuart, the preeminent global executive search firms. Today, he's Chief Talent Officer at Chicago-based Strong Suit Executive Search. Along the way, Jeff created four companies, backed by $50 million in venture capital. He is Adjunct Professor at Kellogg School of Management, author of *Recruit Rockstars* (Nov 2017, Lioncrest Publishing), and host of the five-star *Strong Suit Podcast*. Jeff has been featured by *Inc., Fortune*, *Forbes*, *The Wall Street Journal*, CNBC, Bloomberg, and other media outlets. He holds a master's degree from Kellogg School of Management and a bachelor's degree from The Wharton School.

Detailed bio:
www.linkedin.com/in/jeffhyman

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New Course Proposal: EMBA 6625: The Right Stuff: Principles Behind Successful Careers

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6625
3. **Credit Value:** 2.0
4. **Long Course Title:** The Right Stuff: Principles Behind Successful Careers
5. **Short Course Title:** Principles Behind Successful Careers
6. **Effective Session:** Winter 2019
7. **Calendar (Short) Course Description:**
   This course is designed to help emerging executives think critically about their own career management – how to realize their career potential while forging a path that is consistent with their values and motives. It is highly interactive and will utilize personality and motive assessments and a variety of practical leadership tools and exercises to help facilitate career agility and effectiveness.
8. **Expanded Course Description:**
   "The Right Stuff: Principles Behind Successful Careers" is a course designed to help ascending managers and emerging executives think critically about their own career management – how to realize their career potential while forging a path that's consistent with their values and motives.
   In this course, we will spend our time in three areas: 1) examining the underlying principles behind career success and failure – both 'the right stuff' for emerging leaders to develop and the 'wrong stuff' to avoid, mitigate or fix – and developing practical, corrective actions to improve performance; 2) developing strategies and methods to stay agile throughout our careers in order to successfully manage through career transitions; 3) discussing the topic of 'the well-lived life' and how to integrate it with our business careers, which we will examine by digging into the critical questions we each must ask ourselves to create a path that's right for us.
9. **Rationale:**
   This course should be of considerable interest to all our students. Its foundation comes from extensive quantitative and qualitative research on the topic of managerial and leadership success and failure. What impedes the career progress of talented people? Why do some people "make it" to the c-suite while others, equally experienced, talented, and credentialed, fall by the wayside? The research shows that more often than not, people get fired, demoted or plateau not because they lack the "right stuff" but that they let their "wrong stuff" act out. Career derailment often afflicts talented people who are either unaware of a debilitating weakness or an interpersonal blind spot or are arrogant enough to believe that critical feedback doesn't apply to them. They are "knocked off the success track" due to a lack of self-awareness around an interpersonal issue or a key skill gap and an unwillingness, once confronted with it, to adjust their behavior accordingly. It is often hubris or obstinance – not lack of talent — that causes people on the rise to fall. The first part of the course dig into both the five 'wrong stuff' derailers and the three 'right stuff' competencies in an effort to accelerate career progression. The final part then discusses career agility and direction, to help students ensure they are on the right path for them.

10. Evaluation:

Students will be graded for this course based on three individually-assessed components: (i) a 1,000-1,250 word paper (35%), which examines several of their own potential derailment tendencies, the environment in which they can flair up and what they are doing or will do to curtail them; (ii) a final assignment (35%), also of 1,000-1,250 words, about "the 5 Questions that Have No Right to Go Away" in their life; and (iii) class preparation and contribution (30%), which includes various self-assessments.

11. Integrated Courses:

This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Professor Carter Cast, a clinical professor at the Kellogg School of Management and also a venture partner at Pritzker Group Venture Capital. Prof. Cast joined Kellogg in 2011 after having played a pivotal role in building multiple iconic consumer brands, including at PepsiCo., Electronic Arts and Walmart. He teaches entrepreneurship, leadership and marketing and works on Kellogg's leadership initiative and has received the Impact Award from his students each year from 2012 to 2017 as well as the Sidney J. Levy award for teaching excellence in 2018. His award-winning book *The Right (and Wrong) Stuff: How Brilliant Careers are Made – and Unmade* was published by PublicAffairs, a division of Hachette, in January 2018.

14. Physical Resources:

This course will be offered annually over two elective weekends at the Evanston campus of the Kellogg of Management, which will provide all the necessary physical resources before, during and after the course. These resources can be supplemented with the resources of York University Library, should this prove necessary (see attached).

15. Bibliography and Library Statement:

All students will receive a copy of Professor Carter's book *The Right (and Wrong) Stuff: How Brilliant Careers are Made – and Unmade*, which is the foundation of the course. All other required cases and readings will be made available to participants by the Kellogg School of Management before and during the course through their Canvas Learning Management System, to which our students will be granted the necessary access. Further readings can be accessed remotely via the York University library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA Course 6625
The Right Stuff: Principles Behind Successful Careers

FROM: Angie An
Business Librarian

DATE: October 29, 2018

The Right Stuff: Principles Behind Successful Careers

This proposed EMBA course is designed to help ascending managers and emerging executives think critically about their own career management. “The Right (and Wrong) Stuff: How Brilliant Careers are Made – and Unmade.” is the foundational reading for this course, a print copy can be purchased from Amazon; alternatively, one can listen to it on Audible.com. A number of recommended readings are listed which include articles from the *Harvard Business Review (HBR)* journal. Due to licensing restrictions, HBR articles cannot be linked from learning management systems, syllabi, or e-reserves. They can be found, however, by directing students to the following guide which explains how to search the library’s catalogue or use a search widget to locate HBR articles: researchguides.library.yorku.ca/HBR

The library offers additional relevant resources, which includes current books on the topic of leadership and management from e-book platforms such as *Skillsoft Books* and *Proquest Ebook Central*. To search for articles students may consult relevant databases such as *Factiva*, *Proquest Business*, *PsycInfo,* and *Business Source Complete*.

Business Research at York Toolkit (BRYT) is a collection of demo videos and step-by-step instructions that help students find quality and authoritative resources for their business research assignments. It can be accessed at: http://bryt.library.yorku.ca/. The BRYT module on “Find business articles” is especially recommended for students enrolled in this course. Additionally, students may consult the library’s various research guides (www.library.yorku.ca/web/bbl/guides) for resources and strategies on themes of relevance to this course.

Northwestern | Kellogg School of Management

The Right Stuff: Principles Behind Successful Careers

Syllabus (Draft)

Winter, 2019

Allen Center

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OVERVIEW

Summary:

The Right Stuff: Principles Behind Successful Careers is a course designed to help ascending managers and emerging executives think critically about their own career management – how to realize their career potential while forging a path that's consistent with their values and motives.

In this course, we will spend our time in three areas: 1) examining the underlying principles behind career success and failure – both 'the right stuff' for emerging leaders to develop and the 'wrong stuff' to avoid, mitigate or fix – and developing practical, corrective actions to improve performance; 2) developing strategies and methods to stay agile throughout our careers in order to successfully manage through career transitions; 3) discussing the topic of 'the well-lived life' and how to integrate it with our business careers, which we will examine by digging into the critical questions we each must ask ourselves to create a path that's right for us.

The foundation of the course comes from extensive quantitative and qualitative research on the topic of managerial and leadership success and failure. *What impedes the career progress of talented people? Why do some people "make it" to the c-suite while others, equally experienced, talented, and credentialed, fall by the wayside?* I interviewed scores of people (from c-suite executives to HR leaders to executive coaches, as well as high flyers and people whose careers had flat-lined) and examined hundreds of academic studies on the topic of good and bad management and leadership practices, and what high performers – people with the "right stuff" – do differently than the rest. I surveyed 100 workers who had been fired or demoted and asked them, "What happened and what did you learn from the experience?"

The research shows that more often than not, people get fired, demoted or plateau not because they lack the "right stuff" but that they let their "wrong stuff" act out. Career derailment often afflicts talented people who are either unaware of a debilitating weakness or an interpersonal blind spot or are arrogant enough to believe that critical feedback doesn't apply to them. They are "knocked off the success track" due to a lack of self-awareness around an interpersonal issue or a key skill gap and an unwillingness, once confronted with it, to adjust their behavior accordingly. It is often hubris or obstinance – not lack of talent — that causes people on the rise to fall.

'Career derailment' is NOT a niche topic. The research revealed that 98 percent of us have <u>at least</u> one "derailment" risk factor and that half to two-thirds of us actually go off the rails. In reality, at some point, the majority of us will experience career derailment.

I found five predominant reasons that careers derail, whether you work for a big corporation or a small startup. To make the topic more accessible and a bit less bleak and intimidating, I created characterizations or archetypes that personify these five derailers. They are:

1) **Captain Fantastic:** These are the folks whose sharp elbows bruise you on their quest for the Holy Grail of the corner office. They suffer from interpersonal issues because of unbridled ego drive and dismal listening skills, resulting in poor working relationships with coworkers.

2) **The Solo Flier:** Often these are strong individual contributors who are very good at executing their initiatives, but when they get promoted into managerial positions, they

have difficulty building and leading teams and revert to either micromanaging or trying to do the work themselves.

3) **Version 1.0:** These people, comfortable in their routines, are highly skeptical of change. They resist learning new skills that would help them adapt to the rapidly changing business environment. Their attitude of "If it ain't broke, don't fix it" will not serve them well over time and eventually their dinosaur-like tendencies may lead to extinction.

4) **The One-Trick Pony:** These folks are good at doing a good job at what they're good at. The problem is they become so reliant on what they're good at—a signature skill—that, over time, unbeknownst to them, they become one-dimensional and unpromotable.

5) **The Whirling Dervish:** These people run around the office like their hair is on fire, late for the next meeting and muttering to themselves about their workload. They lack planning and organizational skills and have a hard time converting their ideas into action. Because they are known to overcommit and under deliver, their boss and coworkers can't count on them to complete their assigned tasks and eventually people try to avoid working with them.

In my research, I also examined 'the right stuff' – the competencies that enable high potential managers and leaders to excel. They are: a) having a 'growth mindset' – being a learner who takes the initiative; b) having the emotional intelligence that allows a person to build positive relationships with others and enlist them to your cause; c) having tremendous perseverance and drive for results.

In the first three sessions, we will dig into both the five 'wrong stuff' derailers and the three 'right stuff' competencies in an effort to accelerate your career progression. Then, in the final two sessions, we will look toward the future, and discuss career agility and direction, to help ensure you're on the path that's right for you, and not, as the post-punk, sometimes-goth band The Cure sang, "jumping someone else's train."

Ultimately, the intent of this course is to play a small role in helping talented ascending managers and emerging leaders achieve their career aspirations.

COURSE FORMAT AND EXPECTATIONS

Format:

The Right Stuff: Principles Behind Successful Careers consists of five classes, each in a three-hour session. The course pedagogy will be varied, including lectures, group discussions, guest speakers and class and individual exercises. It will be highly interactive and will utilize personality and motive assessments and a variety of practical leadership tools and exercises to help facilitate career agility and effectiveness. The environment will be dynamic and collaborative.

All readings and homework must be completed before the class. I will not be restating in detail what was covered in those readings or videos, but rather the goal will be to delve deeper into a particular topic area, by lecturing, through class discussion, and by at times bringing in a guest who has deep experience in the area. I will cold-call, so please come to each class prepared to contribute.

Expectations:

First and foremost—please come prepared to contribute in class. This is a practical, lean-in class where you all benefit from each other's managerial and leadership experiences. There are many shades of gray in the area of business leadership; there are hard choices and tradeoffs that you will have to make. In order to actively discuss and debate personal leadership and its nuances and tradeoffs, you'll need to prepare prior to class. Your active listening, debate, constructive criticism and thoughtful brainstorming will allow you and your peers to learn from each other on how to be even more successful senior managers and leaders.

Specifically, **I have these expectations of each person in the class**. Please:

1) **Come to class prepared to share** what you've learned from readings, personal experiences and fieldwork or research/experiments. Do your assignments before each class, be prepared and ready to summarize and discuss key points from the readings, videos, etc.

2) **Attend every class, be on time** (which means be early - punctuality is a sign of commitment and respect for your classmates) and stay for the entire session. If you have an unavoidable conflict and cannot attend class, please email me in advance. If you miss more than one class, it will likely affect your grade.

3) **Don't distract yourself with devices/internet in class**. I will allow the limited use of silent-mode laptops and tablets (please make sure your phones are turned *off*) in the classroom for class exercises and note-taking, unless I see students surfing or disengaged, in which case I will be forced to remove all hardware in class.

This course adheres to the guidelines established in the Kellogg Honor Code and the Kellogg Code of Classroom Etiquette.

In summary, treat this class as you would an important business meeting. This means you will arrive on time (probably early) and will be well prepared to engage in a meaningful way.

By the way, if some of the above seems a bit severe, it's not meant to. **I simply want to create the best possible environment in which you can learn.** And, I should mention, we will have fun in this class. This is an interesting topic and I for one will bring a lot of energy to it...

COURSE ASSIGNMENTS AND GRADING

Your final grade (High Pass / Pass / Low Pass) is composed of:

"My Wrong Stuff" Assignment	35%
"Five Questions" Assignment	35%
Weekly Prep and Class Contribution	30%
Total	100%

OFFICE HOURS AND CONTACT INFORMATION

I will be available to meet with you at the Evanston campus at the new Global Hub during my office hours, which, **unless otherwise identified, are from 11:30am to 3pm on Fridays in room 3177**. Given that you're often out of town, we will probably have more phone call touch base meetings. I can be reached at c-cast@kellogg.northwestern.edu or on my cell at 415-710-8447.

Please contact me to make an appointment (I respond promptly to both emails and texts.)

SUMMARY WEEKLY BREAKDOWN

	Theme	Discussion & Assignment
Pre-class	**Foundational Understanding**	To set the stage, please read my book which is the foundation of the class, "The Right (and Wrong) Stuff: How Brilliant Careers are Made – and Unmade." (It won't take you very long – I tried to write it to be as accessible as possible. You can also listen to it on Audible.com if you prefer to consume it that way. The audio version takes a little over 7 hours to complete, start to finish.)
Class 1 1-11-19	**The Wrong Stuff: Introduction and Derailers 1 & 2**	We will discuss the importance of the topic of "derailment" and then dig into two critical reasons that talented people experience trouble in their careers: 1) having difficulty with interpersonal relationships (often driven by poor listening and difficulty with ego management) and 2) having challenges managing and leading a team. Then we will discuss the importance of having *self-awareness* and examine two assessments that can help you. Due before first class: 1. **Required Reading**: "The Right (and Wrong) Stuff: How Brilliant Careers are Made – and Unmade." Cast, PublicAffairs, 2018. Please read the entire book. 2. Recommended listening: How to Become More Self Aware. 2018. HBR Podcast. Tasha Eurich.
Class 2 1-12-19	**The Wrong Stuff: Derailers 3-5**	We will examine three other reasons that talented people run into career trouble: 1) having difficulty adapting to changing circumstances; 2) being too 'narrow' – not having a broad, strategic perspective on the business; 3) being unfocused and not delivering in promises made. We will also discuss the importance of developing keen *listening skills* and go over tips to improve them. Due before second class: 1. **Complete two assessments**: Conduct the two self-assessments handed out in class: a) my derailment assessment and b) the 'Hogan Hack' of dark side tendencies. 2. **Required Reading**: a) Most Leaders Know Their Strengths – but are Oblivious to their Weaknesses. Zenger and Folkman, HBR, 2018. b) The Young and the Clueless. Bunker, Kram and Ting, HBR, 2002. c) If You Want People to Listen, Stop Talking. Bregman, HBR, 2015. 3. Recommended reading: a) Story Corps: Great Questions; b) Wortmann: Impact Questions (handout)

Class 3 2-7-19	**The Right Stuff: 3 Key Competencies and Motives.**	We will examine the three competencies / traits that separate high potential high performers from the rest: a) having a 'growth mindset' – being a learner who takes the initiative; b) having the emotional intelligence that allows you to build positive relationships with others and enlist them to your cause; c) having tremendous perseverance and drive for results. Due before third class: 1. **Assignment:** Write a 4-5 page paper (approximately 1,000-1,250 words plus or minus 15%) on "My Wrong Stuff." Examine several (two or three?) of your potential derailment tendencies, the environment in which they can flair up and what you're doing / will do to curtail them. Please turn in the paper by emailing it to me by midnight on Feb. 6. 2. **Required Reading**: a) Leadership that Gets Results. Goleman, HBR, 2000. b) A Winding Path to the Top. Irwin, New York Times, 2016. c) How to Succeed in Business? Do Less. Hansen, WSJ, 2018. 3. **Required listening**: The Surprising Truth about What Motivates Us. Pink. 4. Recommended Reading: a) Improve Your Ability to Learn. Flaum and Winkler, HBR, 2015. b) Leadership Run Amok. Spreier, Fontaine and Malloy, HBR, 2006. 5. Recommended Listening: The Motivated Mindset. Carol Dweck.
Class 4 2-8-19	**Managing Transitions.**	We will discuss the topic of 'transitions' – looking at the research and best practices of managing through career (and also life) transitions. How can we remain *agile* in our careers so we move as deftly as possible from one stage to another and don't get stuck for a long period of time in the wasteland? Due before fourth class: **1. Required Reading:** a) Nine Unconventional Strategies For Reinventing our Career. Iberra, Working Knowledge, 2003. b) Leading Transition: A New Model for Change. Bridges and Mitchell. **2. Required Listening**: Designing Your Life. Burnett & Evans, 2016.

Class 5 2-9-19	**Questions that Have No Right to Go Away**	We will take a step back in this final class and explore the questions that have no right to go away – for each of us, about ourselves and our lives – in order to show up as our best self. Due before the fifth class: 1. **Required Reading**: a) Big Questions to Ask Yourself Through-out Your Life. Whyte, 2011. b) How To Do What You Love. Paul Graham blog. c) How Will You Measure Your Life? Christensen, HBR, 2012. d) George Saunders' Advice to Graduates. NYT, 2013. 2. Recommended Listening (and this is really good stuff): a) The How of Happiness. Lyubomirsky. 2013. b) How Will You Measure Your Life? Christensen, 2012. c) A Kinder, Gentler Philosophy of Success. Alain de Botton, 2009. d) The Happy Secret to Better Work. Achor, 2011. e) If Money Were No Object. Watts, 1960s? **Due one week after the fifth class** (please email to me by midnight on Feb. 17): **Final Assignment**: Write a 4-5 page paper (approximately 1,000-1,250 words plus or minus 15%) on "the 5 Questions that Have No Right to Go Away" in your life. Please articulate each question, why it's of critical importance to you and how you plan on approaching it, answering it or keeping it front-and-center in your life.

Course Change Proposal – Authentic Leadership Journey

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**
   Kellogg-Schulich Executive MBA Program

2. **Course Number and Credit Value**
   EMBA 6075 2.00

3. **Course Title**
   a) **Long Course Title**
      Authentic Leadership Journey

   b) **Short Course Title**
      Authentic Leadership Journey

4. **Existing Pre-requisites/Co-Requisites**
   N/A

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 2019

7. **Academic Rationale**
   The rationale is administrative rather than academic. Our course system can only handle courses with at most 3 terms, while the original ALJ course (EMBA 6075) was scheduled over the whole program. The initial unit in the course offered during Residence week, was therefore removed from the course (and its outline) and submitted as a new course, entitled "Introduction to the Academic Leadership Journey" though with the same number 6075. This course therefore needed a new number (EMBA 6085) and had the introductory session removed from the outline. Its learning outcomes and major assessments did not change. It therefore also retained its 2.0 credit value. But the new Intro course, while having a 0.0 credit value, is now required as a pre-requisite for the renumbered EMBA 6085.

8. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
Course Number and Credit Value: *EMBA 6075 2.00* *Course Description:* *This course challenges students to reflect on what type of leader they would like to be by confronting them with multiple leaders from different institutional environments and varied organizations. The course spans the whole duration of the program and asks students to develop, question and modify a leadership style that represents their own ambitions while being adaptable to organizational realities.*	*Course Number and Credit Value:* *EMBA **6085** 2.00* *Course Description:* *This course challenges students to reflect on what type of leader they would like to be by confronting them with multiple leaders from different institutional environments and varied organizations. The course spans the whole duration of the program and asks students to develop, question and modify a leadership style that represents their own ambitions while being adaptable to organizational realities.* ***Pre-requisite: EMBA 6075 0.00 Introduction to Authentic Leadership Journey***

9. Consultation

N/A

Originator

Signature	Date
Farzad Alvi Name	Area or Specialization

Approvals:

Area or Specialization

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

Signature	Date

Matthias Kipping	Kellogg-Schulich Executive MBA
Name	Area or Specialization

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

Signature	Date

Matthias Kipping	Kellogg-Schulich Executive MBA
Name of Program Director	Program

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

Signature	Date

Detlev Zwick	Kellogg-Schulich Executive MBA
Name of Committee Chair	Committee

Kellogg Schulich

EXECUTIVE MBA GLOBAL NETWORK

KS18 RESIDENCE WEEK

Winter 2019

EMBA 6085 2.00

Authentic Leadership Journey

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Instructor Biography

Professor Alvi's research and teaching interests are in the areas of strategy, global strategy and entrepreneurship, with a particular focus on individual agency – namely, how individuals have the power to impact and shape the world in which we live. Prior to his Ph.D. studies, he worked in investment banking, principally with Deutsche Bank and ABN AMRO Bank, focusing on the restructuring, mergers, and privatizations of state-owned banks in emerging markets. Based at various times in Hong Kong, Jakarta, and Amsterdam, he advised governments and banks in Asia, the Middle East and Eastern Europe. Dr. Alvi currently has leadership roles on the Boards of high growth companies in North America and Asia, spanning private sector, public sector, and not-for-profit entities. Professor Alvi has been awarded degrees from the University of Cambridge (PhD, 2009), Indiana University (JD, 1994), the University of Toronto (MBA, 1992; ICD.D, 2015), and the University of Chicago (AB, 1988).

Course Description

This course builds on the Introduction to the Authentic Leadership Journey, the prerequisite course offered in January 2019.

From the Introduction to the Authentic Leadership Journey, students should understand that leadership is idiosyncratic and heterogeneous, not one-size-fits-all. Leaders have distinctive and evolving leadership styles, which must align to the institutional environment of the widely varied organizations they serve. Both the leadership styles and the organizations are dynamic, moving targets – leaders must find a sweet spot where their style matches organizational needs. Finding alignment between leadership approaches and organizational cultures can be fraught with difficulties, manifesting in shortened CEO tenures and organizational dysfunction.

This course, the Authentic Leadership Journey, extends the understanding of the prerequisite course, and further challenges students to reflect on a recurring question that will manifest itself during the journey of their careers: ***"What kind of leader do I want to be?"***. To hone this reflection, students will engage as a group with leaders during class sessions, and in one-on-one interviews with leaders outside of class. By the end of the EMBA program, students will be in a position to construct a reflection that answers the question on what type of leader they think they would like to be. The reflection, the main deliverable for the course, will be a dynamic and evolving personal manifesto of sorts, a starting point that will be returned to time and again as students continue on their journey of leadership and fashion a fit between their leadership style and organizational realities.

The course will span the from Fall 2019 through to the final Capstone Weekend in June 2020. The course will consist of six units, comprising four in-class meetings and two periods of independent work. Unit 1, outside of class, will require students to select and read a leader's autobiography, and then write a book report. Units 2-4 will comprise three in-class panel discussions with leaders from private, public and not-for-profit sectors. Unit 5, outside of class, will require the student to arrange and conduct personal interviews with two leaders of their choice. Finally, Unit 6 will be an in-class wrap-up panel session on how the hiring market views leadership qualities; panel discussants will consist of Chair(s) of Board Nominating Committees having been involved in CEO searches, and executive search firm professional(s) with expertise in CEO recruiting.

Course Learning Outcomes

The goals for the course are for the student to:

1. Find their own voice in articulating what kind of leader they would like to be, utilizing interactions with leaders as a means of stimulating their reflection

2. Understand who leaders are:
    a. They are all around us, in the family, community, sports teams etc. and come from all walks of life
    b. They are not just a narrow group of CEOs of large publicly listed companies

3. Be able to identify different leadership styles (Waldman et al., 2001):
    a. Transactional leadership that manages through an existing system or culture

b. Transformational leadership that, over the long-term, articulates a different vision and shows determination and communicates high performance expectations

4. Recognize, utilize, and where necessary be critical of, prescriptive views of leadership
    a. Leadership style as authoritarian, paternalistic, participative or visionary (Rooke & Torbert, 2005), or archetypes of chess player, change-catalyst, deal-maker, builder, innovator, processor, coach or communicator (Kets de Vries, 2013)
    b. Evolution of leadership style as action logics of opportunism, diplomacy, expertise, achievement, individualist, strategist, or alchemist (Rooke & Torbert, 2005)
    c. Next generation leadership thinking based on moving away from the idea of a single leader, to an organic model of multi-talented individuals engaged in adaptive problem solving (Pendleton & Furnham, 2012), embodying an ability to think about policy, social impact and change (Lovegrove & Thomas, 2013)

Deliverables at a Glance

Assignment/Task	Quantity	Weight %	Total %	Author/ (individual/Group etc)	Due
Autobiography book report	1	20%	20%	Individual	April 2019
Key takeaways on in-class panel discussions	3	8%	24%	Individual	Fall 2019
Key takeaways on individual interviews of leaders	2	8%	16%	Individual	Jan-Apr, 2020
Personal reflection that answers the question 'what kind of leader do I want to be'	1	40%	40%	Individual	June 2020
TOTAL			**100%**		

For details, see "Assignments and Exams: Description and Evaluation" (p. 4).

Course Material

Grint, K. (2000). *The Arts of Leadership*. Oxford: Oxford University Press.

Kets de Vries, M. F. R. (2013). The eight archetypes of leadership. *Harvard Business Review* (December-online).

Lovegrove, N., and Thomas, M. (2013). Triple-strength leadership. *Harvard Business Review, 91*(9), 46-56.

Pendleton, D., and Furnham, A. (2016). *Leadership: All you need to know (2nd Ed)*: Palgrave Macmillan.

Rooke, D., and Torbert, W.R. (2005). Seven transformations of leadership. *Harvard Business Review, 83*(4), 66-76.

Waldman, D., Ramirez, G., House, R.J., and Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. *Academy of Management Journal, 44*(1), 134-143.

Class Preparation and Participation

For the classes where leaders are joining us to share their experiences, students should prepare beforehand by doing an online search on the leaders and their organizations. We want to take full advantage of the leaders taking the time to meet with us, focusing on higher order questions and thus should avoid questions of straightforward background or common knowledge about who they are and what their organizations do. Following each of the panel discussions on public sector, non-governmental organizations, and private sector, students will submit a 400-word summary of 'Key Takeaways' on the panel, reflecting, among others, on which insights derived from the panel challenged or changed their own prior expectations on these particular leaders or leadership in general.

The Autobiography Book Report involves selection of an autobiography of a leader the student finds interesting. The author need not be a business person, and there may even be some advantage to selecting a leader from outside the business realm. The Book Report will address the challenges the author was trying to address, the student's view of whether the challenges were addressed completely and whether there might have been better alternatives than what the author claims to have done.

For the individual interviews of leaders, students will use their own personal networks, the Kellogg network and online tools such as LinkedIn, to identify leaders of interest, arrange to interview them, and then ask them revealing questions about their leadership style. The onus is on the student to conduct outreach and make the interview arrangements. Individual interviews will be conducted with two leaders, and students will submit a 400-word summary of 'Key Takeaways' on each of the interviews.

Finally, the Personal Reflection involves students looking into a figurative mirror; that mirror will consist of fragments of comments and thoughts gleaned from the various leaders interacted with and interviewed by the end of the course, and how this journey since Residence Week has influenced and modified their own view of leadership. Students will project themselves onto that mirror, see what image of themselves comes back, and then write a statement about ***"what kind of leader do I want to be?".*** The readings are selected to provide background, ideas, and a vocabulary to inform reflections on leadership ambition, but are ***not*** meant to be regurgitated comprehensively as part of the Personal Reflection. The summary reflection and personal statement should not exceed 1,200 words.

Assignments and Exams: Description and Evaluation

Key Takeaways from In-Class Panel Discussions (8% each * 3 panels, 24% of overall grade)

Following each one of the three in-class panel discussions with leaders from NGOs, private sector companies, and public sector companies respectively, write 3-5 points representing Key Takeaways based on what you observed (three Key Takeaway documents in total, one for each panel discussion).

With respect to comments of the leaders, Key Takeaways might identify:

- Things you found surprising or unexpected
- What you might have found interesting or impressive about the leadership styles of the panelists
- Anything you disagreed with or found objectionable in the comments of the panelists

Maximum length: the reflections on in-class panel discussion can be in a font and style of the student's choosing. Indicate the number of words at the end of each reflection, within the range of 350-450 words per reflection. Exclude the title page, tables, appendices, and references from the word count.

Due Dates: To be determined depending on the dates of the panels.

Submission Method: Please submit your work via the Learning Space (turnitin.com). If you encounter any problems with the online submission, please send by email, before the due date and time, to embaassignments@schulich.yorku.ca

Evaluation: For Key Takeaways, students should present observations on what they believe matters most from the panelists and why.

Grading rubric:

A+	An *exceptional* piece of work that that is *authentic and creative* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *no errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A	An *excellent* piece of work that that is *highly competent* in its conception and execution. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *only minor errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A-	A *very good* piece of work that that is *competent* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *very good* knowledge of the complexity of leadership. It will also have *very few errors* in understanding or applying knowledge, will accurately define *most* of its key terms, and will be *well* written.
B+	An *above average* piece of work that that is *competent* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *good* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *reasonably well* written.
B	An *average* piece of work that that is *adequate* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *adequate* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *adequately* written.
B-	A *below average* piece of work that that is *adequate* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a number of errors* in understanding or applying knowledge, will accurately define only *few* of its key terms, and will be *adequately* written.
C+	A *below average* piece of work that that is *poor* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.
C	A *poor* piece of work that that is *poor* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *poor* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.

C-	A *very poor* piece of work that that is *very poor* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *very poor* knowledge of the complexity of leadership. It will also have *many errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *very poorly* written.

Autobiography Book Report (20% of overall grade)

The Autobiography Book Report presents an opportunity to delve deeply into the life story and achievements of a leader the student finds interesting. The leader does not need be a leading figure in the business world, and there might be some advantage in selecting a non-business leader from, among other areas, the realms of politics and government, humanitarian activities, military leaders, sports figures, and even criminals and others not remembered well by history.

The Autobiography Book Report should address questions including but not limited to:

- What problem was the leader challenged to solve?
- How did the leader present themselves as rising to the occasion and solving the problem?
- With the benefit of hindsight, what should the leader have done differently? What would you have done differently in their shoes?
- Taking a more critical view, is there real value in autobiographies, or is there a narcissism and irrelevancy in dwelling on anecdotes that cannot be generalized from?

Maximum length: The Autobiography Book Report can be in a font and style of the student's choosing. Indicate the number of words at the end of the Report, within the range of 1,000 to 1,500 words. Exclude the title page, tables, appendices, and references from the word count.

Due Date: Winter 2020.

Submission Method: Please submit your work via the Learning Space (turnitin.com). If you encounter any problems with the online submission, please send by email, before the due date and time, to embaassignments@schulich.yorku.ca

Evaluation: The Autobiography Book Report is an opportunity to examine a leader's story in greater depth. Students should formulate a thoughtful and analytical view of leadership. Depending on the leader studied, some reports may even take a critical view of the autobiography chosen for analysis.

Grading rubric:

A+	An *exceptional* piece of work that that is *authentic and creative* in its conception and execution. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *no errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A	An *excellent* piece of work that that is *highly competent* in its conception and execution. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *only minor errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
	A *very good* piece of work that that is *competent* in its conception and execution. It will

A-	demonstrate *very good* knowledge of the complexity of leadership. It will also have *very few errors* in understanding or applying knowledge, will accurately define *most* of its key terms, and will be *well* written.
B+	An *above average* piece of work that that is *competent* in its conception and execution. It will demonstrate *good* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *reasonably well* written.
B	An *average* piece of work that that is *adequate* in its conception and execution. It will demonstrate *adequate* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *adequately* written.
B-	A *below average* piece of work that that is *adequate* in its conception and execution. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a number of errors* in understanding or applying knowledge, will accurately define only *few* of its key terms, and will be *adequately* written.
C+	A *below average* piece of work that that is *poor* in its conception and execution. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.
C	A *poor* piece of work that that is *poor* in its conception and execution. It will demonstrate *poor* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.
C-	A *very poor* piece of work that that is *very poor* in its conception and execution. It will demonstrate *very poor* knowledge of the complexity of leadership. It will also have *many errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *very poorly* written.

Key Takeaways from Individual Interviews with Leaders (8% each * 2 interviews, 16% of overall grade)

Following each one of the two leader interviews, write points representing 3-5 Key Takeaways based on what you observed (three Key Takeaway documents in total) for individual interviews with leaders.

With respect to comments of the leaders you interviewed, Key Takeaways might identify, among others:

- Things you found surprising or unexpected
- What you might have found interesting or impressive about the leadership styles of the interviewee
- Anything you disagreed with or found objectionable in the comments of the interviewee

Maximum length: the reflections on the individual leader interviewed can be in a font and style of the student's choosing. Indicate the number of words at the end of each reflection, within the range of 350-450 words. Exclude the title page, tables, appendices, and references from the word count.

Due Date: Spring 2020 (within two weeks of interview)

Submission Method: Please submit your work via the Learning Space (turnitin.com). If you encounter any problems with the online submission, please send by email, before the due date and time, to embaassignments@schulich.yorku.ca

Evaluation: For Key Takeaways, students should present observations on what they believe matters most from the leaders they interviewed and why.

Grading rubric:

A+	An *exceptional* piece of work that that is *authentic and creative* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *no errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A	An *excellent* piece of work that that is *highly competent* in its conception and execution. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *only minor errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A-	A *very good* piece of work that that is *competent* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *very good* knowledge of the complexity of leadership. It will also have *very few errors* in understanding or applying knowledge, will accurately define *most* of its key terms, and will be *well* written.
B+	An *above average* piece of work that that is *competent* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *good* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *reasonably well* written.
B	An *average* piece of work that that is *adequate* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *adequate* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *adequately* written.
B-	A *below average* piece of work that that is *adequate* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a number of errors* in understanding or applying knowledge, will accurately define only *few* of its key terms, and will be *adequately* written.
C+	A *below average* piece of work that that is *poor* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.
C	A *poor* piece of work that that is *poor* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *poor* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.
C-	A *very poor* piece of work that that is *very poor* in its identification of Key Takeaways and discussion of their importance. It will demonstrate *very poor* knowledge of the complexity of leadership. It will also have *many errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *very poorly* written.

Personal Reflection, "What Kind of Leader Do I Want to Be" (40% of overall grade)

This course challenges the student to reflect on a recurring question that will present itself during their careers: "***what kind of leader do I want to be?"*** To hone this reflection, students will engage as a group with leaders during class sessions, and individually in one-on-one interviews with leaders.

The Personal Reflection provides an opportunity to look into a figurative mirror; that mirror will consist of fragments of comments and thoughts gleaned from the various leaders students will have interacted with and interviewed by the end of the course. Students will project themselves onto that mirror and see what image comes back.

The Personal Reflection will be in two parts:

Part I – Leadership Statement (300-500 words). Set out a well-formed statement of ***"what kind of leader do I want to be"*** and why. Do not make any reference to the readings or what may have been observed and learned from leaders encountered, inside or outside the course. Just set out very clearly the leader "you hope to become" and why.

Part II – Leadership Reflection (700-900 words). In this section, share reflections on anything and everything that influenced the formulation of the Leadership Statement. Make reference to comments from leaders encountered during the course, anything read (recommended readings or otherwise), and other experiences with leadership during or prior to the EMBA program.

Maximum length: The Personal Reflection can be in a font and style of the student's choosing. Indicate the number of words at the end of each section, with the total not exceeding 1,200 words in total. Exclude the title page, tables, appendices, and references from the word count.

Due Date: One week ****before**** the in-class meeting for Unit 7 during the Capstone Weekend on June ●, 2020.

Submission Method: Please submit your work via the Learning Space (turnitin.com). If you encounter any problems with the online submission, please send by email, before the due date and time, to embaassignments@schulich.yorku.ca

Evaluation: The Personal Reflection on leadership is but one step in a lifelong journey of personal growth and self-awareness as students progress through their careers. Attempting to evaluate let alone compare reflections would be difficult, and lack meaning. Thus, evaluating course performance will centre on the following rubric:

Part I – how coherent, and logical is the Leadership Statement? Is it simply a collection of motivational goals and feel good statements ('I want to be the best leader I can be') or is there a focus on actionable behaviours ('I work well on teams as collaborator, so I want improve on bringing out the best my carefully chosen senior management team has to offer by doing XYZ').

Part II – the Leadership Reflection is an opportunity to show the antecedents of how the Leadership Statement was formulated. Specifically, how well connected is the Leadership Statement to the discussions that have emerged during the course, and the five Key Takeaways you have submitted? The

instructor will be evaluating the linkage of the Leadership Statement to the course discussions and the Key Takeaways. If the Leadership Statement reads like it could have been written without the course content, this would be a sign of incomplete engagement with the task at hand.

Grading rubric:

A+	An *exceptional* piece of work that that is *authentic and creative* in its conception and execution of the Leadership Statement, and which draws on *substantial* reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *no errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A	An *excellent* piece of work that that is *highly competent* in its conception and execution of the Leadership Statement, and which draws on a *very good amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *excellent* knowledge of the complexity of leadership. It will also have *only minor errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written.
A-	A *very good* piece of work that that is *competent* in its conception and execution of the Leadership Statement, and which draws on a *very good amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *very good* knowledge of the complexity of leadership. It will also have *very few errors* in understanding or applying knowledge, will accurately define *most* of its key terms, and will be *well* written.
B+	An *above average* piece of work that that is *competent* in its conception and execution of the Leadership Statement, and which draws on a *reasonable amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *good* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *reasonably well* written.
B	An *average* piece of work that that is *adequate* in its conception and execution of the Leadership Statement, and which draws on a *limited amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *adequate* knowledge of the complexity of leadership. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *adequately* written.
B-	A *below average* piece of work that that is *adequate* in its conception and execution of the Leadership Statement, and which draws on a *limited or no amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a number of errors* in understanding or applying knowledge, will accurately define only *few* of its key terms, and will be *adequately* written.
C+	A *below average* piece of work that that is *poor* in its conception and execution of the Leadership Statement, and which draws on a *limited or no amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *below average* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.

C	A *poor* piece of work that that is *poor* in its conception and execution of the Leadership Statement, and which draws on a *limited or no amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *poor* knowledge of the complexity of leadership. It will also have *a considerable number of errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *poorly* written.
C-	A *very poor* piece of work that that is *very poor* in its conception and execution of the Leadership Statement, and which draws on *no amount* of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate *very poor* knowledge of the complexity of leadership. It will also have *many errors* in understanding or applying knowledge, will accurately define only *few if any* of its key terms, and will be *very poorly* written.

Assignments and Exams: General Rules

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:
http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this class, final course grades will be determined by the following process: All assignments and projects will be marked using the letter grades from A+ through F. To calculate the final grade, these letter grades for each assignment will be translated into grade points using the conversion scheme detailed below. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade.

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0

Class-by-Class Syllabus

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

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Unit 1 (to be determined): Private Sector Panel Discussion – In Class

This class will feature leaders from the private sector in a panel discussion. Panelists are tentatively scheduled to be as follows (subject to change):

- TBD
- TBD
- TBD

Preparation:

- Research the backgrounds of the panelists and their organizations
- Formulate several questions you might consider asking the leaders during the panel discussion
- Readings:
    - Lovegrove, N., and Thomas, M. (2013). Triple-strength leadership. *Harvard Business Review, 91*(9), 46-56.

Unit 2 (to be determined): Public Sector Panel Discussion – In Class

This class will feature leaders from the public sector in a panel discussion. Panelists are tentatively scheduled to be as follows (subject to change):

- TBD
- TBD
- TBD

Preparation:

- Research the backgrounds of the panelists and their organizations
- Formulate several questions you might consider asking the leaders during the panel discussion
- Readings:
    - Rooke, D., and Torbert, W.R. (2005). Seven transformations of leadership. *Harvard Business Review, 83*(4), 66-76.

Unit 3 (to be determined): NGO (Non-Governmental Organization) Panel Discussion – In Class

This class will feature leaders from NGOs in a panel discussion. Panelists are tentatively scheduled to be as follows (subject to change):

- TBD
- TBD
- TBD

Preparation:

- Research the backgrounds of the panelists and their organizations
- Formulate several questions you might consider asking the leaders during the panel discussion
- Readings:

- Kets de Vries, M. F. R. (2013). The eight archetypes of leadership. *Harvard Business Review* (December-online).

Unit 4 (Winter 2020): Autobiography Book Report – NO CLASS

Each student will read an autobiography of a CEO and write a report. The book report is due March ●, 2019.

Preparation:

- Select an autobiography of a leader you find to be interesting. It does not have to be a business leader, nor does it have to be a figure you admire, just someone you find interesting
- Write an essay on leader, sharing your observations on their leadership style and motivations
- The length of the essay should be within the range 1,600 to 2,600 words (about 5-8 double spaced pages, excluding tables and appendices)
- Suggested Reading (to be skimmed):
  - Grint, K. (2000). *The Arts of Leadership*. Oxford: Oxford University Press.

Unit 5 (Spring 2020): Individual CEO interviews – NO CLASS

Each student will conduct individual interviews of two CEOs.

Preparation:

- Using your own network, the Alumni office or online resources such as LinkedIn, find two CEOs to interview
- Formulate questions on leadership style and related issues based on your observations during the in-class panels of leaders
- Interview the CEOs individually, either in person, by skype or on the phone, asking questions about leadership style you have formulated
- Readings:
  - Waldman, D., Ramirez, G., House, R.J., and Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. *Academy of Management Journal, 44*(1), 134-143.

Unit 6 (June ●, 2020): Wrap-up Panel Discussion – In Class

This class will feature individuals with insights on CEO recruitment. Panelists are tentatively scheduled to be as follows (subject to change):

- TBD, Chair of Governance and HR Committee, OECM
- TBD, Chair of Nominating Committee having overseen a CEO search
- TBD, Executive Search Firm executive engaged in CEO searches

Preparation (to be done prior to finalizing your reflection):

- Readings:
  - Pendleton, D., and Furnham, A. (2016). *Leadership: All you need to know (2nd Ed)*: Palgrave Macmillan.

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/Graduate Diploma**
   Schulich Diploma in Intermediate Accounting – MAcc Program

2. **Course Number and Credit Value**
   SB/*OMIS 6710 3.00*

3. **Course Title**
   a) **Long Course Title**
      Management Information Systems

   b) **Short Course Title**
      Management Information Systems

4. **Existing Pre-requisites/Co-Requisites**
   SB/OMIS 5110 1.50 (previously offered as SB/MGTS 5110 1.50).

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
	other (please specify)

5. **Effective Session of Proposed Change(s)**
   Summer 2019

6. **Academic Rationale**

SB/OMIS 5110 1.50 provides a brief overview of various topics of Information Systems. It does not fully cover the managerial and functional aspects of Information Systems, which are required to achieve Information Systems competency for the DIAc program. SB/OMIS 6710 3.00 revisits and extends material covered in SB/OMIS 5110 1.50 so that students can achieve this competency through requisite study of managerial and functional aspects of Information Systems. Therefore, SB/OMIS 5110 1.50 does not need to be considered as a pre-requisite to SB/OMIS 6710 3.00 for DIAc students.

7. **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).*

Existing Course Information (Change from)	Proposed Course Information (Change to)
This course acquaints students with the management issues, concepts and terminology associated with information systems technology. With its focus on management issues, the course is of interest to students with either a technical or a non-technical background. Issues discussed include: telecommunications; networks; multimedia; data models and their relation to organization models; systems development processes; and systems theory. Students will learn to recognize the technical and organizational problems generated by introducing new technology and the long-term organizational implications of these decisions. Prerequisite: SB/OMIS 5110 1.50 (previously offered as SB/MGTS 5110 3.00).	This course acquaints students with the management issues, concepts and terminology associated with information systems technology. With its focus on management issues, the course is of interest to students with either a technical or a non-technical background. Issues discussed include: telecommunications; networks; multimedia; data models and their relation to organization models; systems development processes; and systems theory. Students will learn to recognize the technical and organizational problems generated by introducing new technology and the long-term organizational implications of these decisions. Prerequisite: SB/OMIS 5110 1.50 (previously offered as SB/MGTS 5110 3.00). **Prerequisite exempted for students pursuing Diploma in Intermediate Accounting (DIAc)**

8. 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

Henry Kim – see attached emailed signature	*November 12, 2018*
Signature	Date
	Operations Information Management Systems
Henry Kim	
Name	Area or Specialization

Approvals:

Area or Specialization

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

Ric Irving – see attached emailed signature	*November 12, 2018*
Signature	Date
	Operations Information Management Systems
Ric Irving	
Name	Area or Specialization

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

Ashwin Joshi	*November 12, 2018*
Signature	Date
Ashwin Joshi	MBA Program Director
Name of Program Director	Program

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

Detlev Zwick	*November 15, 2018*
Signature	Date
Detlev Zwick	MPC-PCC Committee
Name of Committee Chair	Committee

OMIS 6710 ? 3.0: Management Information Systems

Course Outline
Summer 2019

Tuesdays and Thursdays, 10 am to 1 pm
???? SSB

Instructor

416-736-
??? Seymour Schulich Building (SSB)
Email:
Office hours:

Ushnish Sengupta

Assistant
Paula Gowdie Rose
416-736-5074
S337N SSB
pgowdierose@schulich.yorku.ca

Brief Description
This course acquaints students with the management issues, concepts and terminology associated with information systems technology. With its focus on management issues, the course is of interest to students with either a technical or a non-technical background. Issues discussed include telecommunications; networks; multimedia; data models and their relation to organization models; systems development processes; and systems theory. Students will learn to recognize the technical and organizational problems generated by introducing new technology and the long-term organizational implications of these decisions.

Prerequisite: SB/OMIS 5110 1.50 (previously offered as SB/MGTS 5110 3.00).
Prerequisite exempted for students pursuing Diploma in Intermediate Accounting (DIAc)

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Course Learning Outcomes

This course builds upon the foundations presented in OMIS5110 (Introduction to Information Systems) to provide a more in-depth examination of some of the key issues related to both information systems for management, and the management of information systems. Thus the focus of the course will be on both managerial needs and concerns and on some of the technical details. So although detailed considerations of information technology will be relevant, the requisite background for understanding will be provided in class and through readings.

Upon finishing the course, students should be able to answer questions, such as the following:

- *What are the current trends in hardware and software development, and what do they mean to me as a manager?*
- *Where is database management headed, and why should I care?*
- *What is HTML5, and how does it relate to the post-PC era?*
- *How are information systems used in organizations to manage customers, and to tighten supply chains?*
- *What systems will help me manage in a multinational setting?*
- *How do organizations use technology to gain competitive advantage?*

A reasonable grasp of the basic material covered in OMIS5110 is the only prerequisite.

Organization of the Course

This course is primarily a lecture-based course. Each student is expected to have read the corresponding material for the lecture before the class, and be prepared to discuss the material. The lecture slides will be posted to the CMD in .pptx format the day before the lecture, so that students can download the slides for printing or marking up.

Students will form into groups of approximately 5 students. Each group will be expected to give one (1) presentation on an analysis of a case from the textbook. The particular case will be drawn from the textbook chapter covered in class the prior week. Thus, the case will be used as a summary of the material covered the prior week. The group will also be expected to produce a term project (to be discussed in class at the beginning of the term and posted to the CMD for the course). Part of the requirements of the term project will be an in-class presentation during the final week of class.

Deliverables at a Glance

Course work includes class participation, case work, a group project and presentation and a midterm exam.

Assignment/Task	Due Date	Quantity	% Weight	Total %	Author
Midterm	27-Feb	1	40%	40%	Individual
Case Presentation	During Term	1	5%	5%	Group
Case Paper	During Term	1	5%	5%	Group
Project Presentation	3-Apr	1	10%	10%	Group
Group Project	10-Apr	1	20%	20%	Group
Connect Assignments	Every Class	12	10%	10%	Individual

Assignment/Task	Due Date	Quantity	% Weight	Total %	Author
Class participation	Every class	1	10%	10%	Individual
				100%	

Course Material

Required course materials:
Connect Access Code for Business Driven Information Systems, 4th Cdn edition, Author: Baltzan ISBN: 9781259075711.

The required materials for this course is "Connect" for Baltzan, Business Driven Information Systems, 5th Canadian edition. Connect includes the online eBook, SmartBook and study resources.

Students who took OMIS 5110 and purchased access to Connect for Baltzan do not have to pay again. The Connect license is for one year and should your Connect access expire either before or during taking OMIS 6710, please contact your McGraw-Hill representative, Meagan Hay meagan.hay@mheducation.com. Include the email address you used to previously register for Connect.

Students who previously purchased access to Connect for Baltzan still need to register to the OMIS 6710 Connect course as outlined below.

Students who did NOT previously purchase Connect for Baltzan for the OMIS5110 course will need to purchase access for OMIS6710.

There are two options available for purchasing Connect at the York Bookstore.

Part of your course evaluations includes online assignments using McGraw-Hill Connect. You will need Connect to register to your Connect course section and complete the assignments.

York Bookstore Option 1: All Digital (Connect access)
CEB (Campus eBookstore Code) for Connect Access Code for Baltzan, Business Driven Information System with SmartBook.
List Price: $89.00

York Bookstore Option 2: Print Text with Connect
Business Driven Information Systems with Connect with LearnSmart & SmartBook © 2015, Baltzan Paige; Welsh, Cameron
List Price: $155.95

Connect Registration:

1. Go to the Connect Web Address for this course: http://connect.mheducation.com/class/m-dunwoody-winter-2018.
2. Click on "Register Now."
3. Enter your email address (this will become your Connect username). If you already have a McGraw-Hill account, you will be asked for your password and will not be required to create a new account.
   ** Students who previously purchased Connect for OMIS5110, you must use the same email address

you used before - the system will recognize you have an account and ask for your password – if your license has not expired, you will be moved to your new section.

4. Students who have not purchased Connect for Baltzan before can enter a registration code purchased from York Bookstore or choose "Buy Online" to purchase access online.
5. Follow the on-screen directions.
6. When registration is complete, click on "Go to Connect Now."
7. You are now ready to use Connect.
8. ***Part of your course evaluations includes online assignments using McGraw-Hill Connect. You will need Connect to register to your Connect course section and complete the assignments.***

Course website

We will be using York Moodle for the course - https://moodle.yorku.ca/.

Access to Moodle: Access to Moodle requires a Passport York login and password. If you do not have a Passport York account, you can find information on how to obtain one at http://computing.yorku.ca/students/home/passwords-passport-york-access/.

Logging in

To log in to Moodle:

1. go to https://moodle.yorku.ca/
2. Locate the login box. Enter your Passport York Username and Password.
3. Once logged in, you will be taken to the My Courses page. In the middle of the screen you will see all of the courses that you are enrolled in that use Moodle. Select the course from the list of courses, and you will be taken to the course site.
4. Please make sure that in your profile you placed your most frequently used email account.

All emails and announcements will be sent to that email account.

Email Protocol

When you send the instructor an email, please make sure to include your course#, full name and brief heading in the email subject line.

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials the instructor(s) is 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

Class participation grades will be based on student participation during class discussions and case analysis. If you draw on ideas that are not your own in preparing group assignments, it is expected that you will properly reference such material. Please refer to the Schulich School of Business Policy on Academic Honesty if you need further clarification (http://schulich.yorku.ca/current-students/academic-honesty/.

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.

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
January 9 (1)	Why IS? Read: 1. Baltzan, Chapter 1.1
January 16 (2)	Organizations and Information Systems Read: 1. Baltzan, Chapters 1.2, 2, 3 Case: Moneyball
January 26 (3)	Database Technologies Read: 1. Baltzan, Chapter 4 Case: Netflix
January 30 (4)	IT Infrastructure: Telecommunications & Networking and Architecture Read: 1. Baltzan, Chapter 6 & 12 Case: Cloud Computing
February 6 (5)	e-Business Read: 1. Baltzan, Chapter 5 Case: Pinterest
February 13 (6)	Systems Analysis and Design Read: 1. Baltzan, Chapter 11 Case: Project Management
February 20	***Reading Week – No Class***

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
February 27 (7)	MIDTERM
March 6 (8)	Organizations, Information and Enterprise Applications Read 1. Baltzan, Chapters 7 Case: Shell ERP
March 13 (9)	Operations & Supply Chain Management Read 1. Baltzan, Chapter 8 Case: Canada's Health Care Supply Chain
March 20 (10)	Customer Relationship Management Read 1. Baltzan, Chapter 9 Case: Twitter
March 27 (11)	Information Ethics, Privacy & Security Read 1. Baltzan, Chapter 10 Case: Westjet Spying
April 3 (12)	Assignment Due: ▪ Project Presentations
April 10	***No Class – Group Project Due in S337 SSB***

Written Assignments/Projects and Exam[s]: Descriptions

Due Date	
February 27	Midterm The midterm consists of 10 multiple-choice, 10 fill-in-the-blank and 1 short essay question, drawn from the textbook. ***Value: 40%***
During the term	Case Presentation Each group must present an analysis of a chapter-ending case from the book,

Due Date	
	answering all questions, incorporating external material if necessary. Each group member must present. *Maximum length: 20 minutes including questions and answers* ***Value: 5%***
During the term	<u>Case Paper</u> Each group must write a short 1-2 page executive summary analysis of a chapter-ending case from the book, answering all questions, incorporating external material if necessary. *Maximum length: 2 pages* ***Value: 5%***
April 3	<u>Project Presentation</u> An in-class presentation on your term project. Each group member must present. *Max length: 25 minutes, including questions and answers* ***Value: 10%***
April 10	<u>Group Project (to be posted on the CMD)</u> Final written paper on your project, taking into account feedback from your presentation. Papers must be submitted in *postscript (.pdf)* format through the assignments tab in the CMD. *Maximum length: 10 pages, double-spaced, 12-point font, not including appendices.* ***Value: 20%***
Throughout the course of the term	<u>Class Participation</u> Class members are expected to have read the material for each week, and to actively participate in class, by asking or answering questions, and/or by participating in class discussions concerning presented cases and projects. In other words, it is not simply an attendance mark. ***Value: 10%***
Throughout the course of the term	<u>Connect Assignments</u> Class members are expected to have read the material for each week, and complete the online Connect assignments before the start of each class. ***Value: 10%***

Evaluation of Written Assignments/Projects and Exams

Project Presentation Marking Guidelines

The presentation will be marked as a "trial run" for your final project, with additional emphasis on the actual presentation.

Therefore the following areas will be included in the marking: (20% each section)

Clarity of presentation

- Presentation structure, uncluttered slides, logical flow of presentation
- Did everyone present?

Description of problem area

- How clearly is the problem described
- What exactly is the technology solution you are looking at

Breadth of Examination

- Have you looked at all likely alternatives?
- Have you narrowed the focus in a logical manner?
- What is unique about your proposed solution?

Quality of Research

- Is the research thorough, and up-to-date?
- Are appropriate sources identified?

Conclusions

- Do the conclusions make sense?
- Does the technology solve the problem, or add value for the company?
- Or should the business invest in the technology?
- How persuasive is the argument?

Project Marking Guidelines

For the actual project, the marking guidelines are similar to the presentation. However, the area "Clarity of Presentation" is replaced by Overall Quality of Document.

Overall Quality of Document

- good written English (spelling, grammar)
- clear document structure (easy to follow, logical, appropriate charts and references, around 15 pages)

The other areas remain the same, and with the same weights, as the presentation. Thus between the presentation and the submission of the final report you have a chance to improve on any area that is sorely lacking.

The areas will have the same weighting as the presentation (20% each).

Calculation of Course Grade

In this class, final course grades will be determined by the following process:

During the term, all presentations, midterms, and written projects will be marked on a numerical basis, and weighted according to deliverables schedule above. Individual marks for group work will be taken from the overall group mark. For final letter grades, the following scale will be used:

Mark	Grade
Below 60	F
60-64	C-

65-67	C
68-70	C+
71-74	B-
75-77	B
78-80	B+
81-84	A-
85-87	A
88-100	A+

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/.

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/.

Exams (Absence from)

Midterm. Students who miss a midterm 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. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see: http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf.

Schulich School of Business
Minutes of Faculty Council

A regular meeting of the Schulich Faculty Council for the 2018-2019 academic year was held on Friday November 9th, 2018 at 11:30am in room SSB E111.

In Attendance:

Chair: J. McKellar
Secretary: E. Rush

Voting Members of Faculty Council Present:

Senior Administration	D. Horváth, D. Zwick, M. Annisette, M. Szaki, M. Judd, T. Beechy (ret.)		
Student Council Reps	J. Prince, C. Bryan		
ACTG	K. Kanagaretnam		
ARTM/NMLP			
BSUS			
ECON	I. Henriques		
FINE			
MKTG	A. Joshi, B. Gainer, E. Veresiu, T. Noseworthy		
ORGS	M. Valente, L. Wright		
OMIS	R. Irving		
PLCY	P. Aulakh, W. Sheremata		
PROP		OTHER:	S. Quail (Library)

Voting Members of Faculty Council Absent:

E. Auster	J. Everett	M. Kristal	L. Ng	G. Saxton
K-H. Bae	M. Farjoun	Y. Larkin	C. Oliver	A. Sirsi
M. Bamber	E. Fischer	F. Lazar	E. Owens-Skidmore(GBC)	L. Thorne
R. Belk	J. Flagler (GBC)	S. Li	Y. Pan	Y. Tian
C. Bell	B. Gainer	Z. Li	J. Paramthillairajah (UBS)	V. Trivedi
A. Bhanich-Supapol	M. Giesler	B. Lyons	T. Peridis	K. Varma (GBC)
C. Chan (UBS)	B. Graham (alumni)	I. Macdonald	R. Phillips	M. Voronov
D. Cumming	D. Horvath	A. Madhok	J. Prince (GBC)	E. Waitzer
Y. Deutsch	S. Hsu	A. Mawani	E. Prisman	S. Weiss
A. Devine	I. Janiszewski (UBS)	R. Mcclean	K. Punn (GBC)	T. Wesson
A. Diamant	D. Johnston	J. Mckellar	S. Qu	E. Westney (ret.)
D. Dimick	M. Kamstra	C. Mcmillan	M. Rice	B. Wolf
M. Dong	H. Kim	M. Milevsky	A. Rushdi (GBC)	S. Yeomans
B. Durrani (UBS)	G. Kistruck	D. Neu	P. Sadorsky	J. Zemans (ret.)

Regrets, Leaves, Sabbaticals:

M. Biehl	P. Darke	A. Kecskes	R. Shao
A. Campbell	J. Darroch	M. Kipping	P. Shum
M. Cao	B. Eberlein	R. Krishna (PhD)	J. Tan
C. Cho	C. Graham	M. Levesque	K. Tasa
J. Chung	R. Karambayya	D. Matten	A. Tsang

Non-Voting Members of Faculty Council Present

M. Lefranc	J. Morgan	S. Siddik
A. Middleton	M. Orlan	

Non-Voting Members of Faculty Council Absent:

D. Barret	T. Javed	C. Niederwanger
D. Bell	J. Jeyakumaran	C. Partland
M. Bhutani	I. Kanga	J. Pinto
E. Caprioni	K. Kermer	P. Pivato
M. Cernea	L. Kharlip	S. Pulver
G. Chen	G. Klar	L. Serras
T. D'Agostino	L. Korhani	H. Sinker
P. Deonandan	S. Ly	T. Smalls
P. Dillon	P. Lyman	N. Sutherland
E. Farrell	R. Lynn	T. Tang
M. Freedman	J. Mackay	S. Tenn
A. Gravel	D. Mak	E. Wang
K. Gray	A. Makooie	A. Welsh
A. Harris	R. Mayer	D. Woticky
L. Hillcoat	T. Mcqueen	J. Wu
R. Hines	R. Moy	F. Zandi
I. Holzinger	A. Mustapha	C. Zhuang
S. Hussain	S. Nahm	

1. Welcome & Chair's Remarks

The chair called the meeting to order, welcomed committee members and provided an overview of the agenda.

2. York Cares United Way Campaign

Zachary Nichols, Alumni Engagement Officer with the York Office of Alumni Engagement, provided an update on this year's United Way campaign and encouraged Council members to get involved in the many events and activities, such as the upcoming CN Tower Stair Climb and the Silent Auction. This year's fundraising goal is $180,000.

3. Budget Consultation Session

President Rhonda Lenton, Provost & Vice-President Academic Lisa Philipps, and Vice-President Finance & Administration Carol McAulay were in attendance to consult with the Schulich Faculty Council with regard to how priorities at the faculty-level can be supported through the university budget. The presentation can be accessed through the following link: https://www.yorku.ca/finance/documents/Budget_Consultation_Fall_2018.pdf

Suggested priorities put foward by members of the Schulich Faculty Council included:

- Provide greater funding support to bring in more top quality international students.
- Increase the faculty complement.
- Review how the growing numbers of international students are faring in their studies. What is the right size for the university, given the possible tradeoffs between growth and quality?
- Build incentives into the budget model to reward excellence.
- Deal with deferred maintanance now rather than later.
- Cut on assets and spend on people. Our current HR processes don't reflect our values. Redefine leadership development for CPMs.
- Streamline the research accounting bureaucracy at York. Ensure the rules are consistent between central and faculty-based administrative departments.
- Broaden the university's reach through partnerships, with both degree and non-degree granting institutions.
- Focus on excellence and reputation as they are enablers for generating new resources in the long term. Determine where the lowest hanging fruits are and be first in those areas.
- Invest in technology and digital transformation. Adopt new systems to help with administrative bureaucracy. Have a clear model of what should be a shared vs. a specialized service.
- Make greater use of public-private partnerships as a business model.
- Make use of underutilized capacity to generate revenue.
- Increase fundraising efforts.

4. Decanal Search Update

Provost & Vice-President Academic Lisa Philipps provided an update on the decanal search process. She thanked Council members for submitting feedback on the position profile. The search consultants have used the profile to reach out nationally and internationally, both within and outside academia to create a strong pool of candidates. There is strong interest in the position as the school is highly regarded. The committee is in the process of assessing applications against the position profile and aims to schedule a first round of interviews in January. The search process is on track to recruit for July 1st 2019. The Provost thanked the search committee members for their efforts and dedication to the process and indicated that she will provide an update on the search at each upcoming Faculty Council meeting.

5. PhD/GBC/UBS Initiatives:

GBC:

J. Prince, GBC President, provided an overview of the GBC's activities since the summer.

PhD:

No update was provided.

UBS:

No representative in attendance.

6. Adjournment

A. Joshi moved for adjournment. Seconded by K. Kanagaretnam. All in favour. The meeting adjourned.

Consent Agenda

The following items were approved by consent:

1. BBA/iBBA Program Committee

a) Curricular Change: SB/INTL 3000 3.00 Strategic Management for International Business *(calendar description)*

2. Master Programs Committee

a) For Information: Title Change to Diploma in Culture, Communication and Leadership in Canada

3. For Information: Items Approved under Summer Authority of Executive Committee

a) Nominating Committee: Updates to the 2018-19 Nominating Slate

b) EMBA Program Committee: Curricular Changes

1. EMBA 6015 2.00 The New Era of Marketing in China *(title & description)*
2. EMBA 6050 2.00 Discovering Mergers and Acquisitions *(title)*

c) Committee Work Plans for 2018-19

4. Faculty Council Meeting Minutes: 2018.06.01