FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2018-2019 academic year will be held on Friday March 15th at 11:30am in SSB E111.

AGENDA

Page

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.

Page

3. **Master Program Committee**
   a) **Curricular Changes:** SB/ENTR 6400 3.00 Applied Entrepreneurship Field Study   **128-140**
      (description & admission process)

4. **Minutes of the Last Meeting:** 2018.12.14   **141-144**

**If you are unable to attend the meeting, please send your regrets to
committee secretary Emily Rush at [erush@schulich.yorku.ca.](mailto:erush@schulich.yorku.ca)**

Remaining Meetings of Schulich Faculty Council for the 2018-2019 Year: April 26th, May 24th

Subject: Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate

Date: Tuesday, January 8, 2019 at 9:22:47 AM Eastern Standard Time

From: Senate Secretaries/Faculty Council Secretaries Info. on behalf of Cheryl Underhill

To: SENATE-S@YORKU.CA

FACULTY COUNCIL COLLEAGUES: The Executive Committee has issued its annual call for expressions of interest in, and nominations for, Senate-elected positions. For details, please see the dedicated "Elections" page accessible from the Senate Website at:

http://secretariat.info.yorku.ca/senate/senate-elections/

Senate nomination guidelines require that Faculty Councils are among those canvassed for suggestions for all positions, even those that are not designated by Faculties. Suggestions would be most welcome from Council committees or individual members of Council.

Expressions of personal interest and nominations of other individuals can be transmitted by means of a form created for this round of elections. Nominators and nominees are asked to review the specific criteria for each of the positions before submitting forms.

Questions about any aspect of the nomination and election process may be addressed to Cheryl Underhill of the University Secretariat (underhil@yorku.ca).

Senate Committee or Position*	Vacancies for terms beginning July 1, 2019
Senator on the Board of Governors	1 full-time faculty member
Academic Standards, Curriculum and Pedagogy	2 full-time faculty members 1 contract faculty member
Senate Appeals Committee	4 full-time faculty members
Awards	5 full-time faculty members
Tenure and Promotions Appeals Committee	3 full-time faculty members
Tenure and Promotions Committee	3 full-time faculty members

*Senate Executive, Academic Policy, Planning and Research, and the Sub-Committee on Honorary Degrees and Ceremonials are populated by a process leading to nominations by Faculty Councils.

With thanks,

Cheryl Underhill
Assistant Secretary of the University
Office of the University Secretary & General Counsel
York University
1050 Kaneff Tower
416 736-2100 Ext 30335

Remarks

In her report, President Rhonda Lenton discussed the Ontario Economic Outlook and Fiscal Review, which, with the exception of the announcement of the cancellation of the French-language university, did not shed light on the Ontario government's plans for the post-secondary sector. In view of the Finance Minister's statements that the "fiscal hole is deep" and "everyone in Ontario will be required to make sacrifices," budget cuts to all publicly supported institutions are anticipated in the provincial budget to be issued next spring. President Lenton affirmed that she will work with colleagues at York, across the sector and at COU to advocate for the sector, and also will undertake York-specific advocacy. Regarding the French-language university, President Lenton has conveyed to the Minister of Francophone Affairs and Attorney General York's willingness to continue to support French-language post-secondary education, and will work collectively with the other bilingual Ontario universities, the University of Ottawa and Laurentian University, in this area.

Other comments made by President Lenton included the following:

- the federal government's Fall Economic Statement, released earlier in the week, which will be reviewed for implications for York and the university sector
- the shifting ground on the university budget consultations in light of the uncertainty around the provincial budget, and themes that have emerged during the consultations, including deferred maintenance, labour relations, interdisciplinary scholarship, and ensuring classrooms are equipped with appropriate technology
- explorations to proceed with Markham Centre Campus, including efforts to build relationships with potential donors, seek federal government funding, and build a case for provincial funding of enrolment for the campus
- the plans to further the UAP priority of establishing an internationalization strategy, to be led by a Working Group with representation from all faculties and from the administration and undergraduate and graduate students; a call for expressions of interest for the Working Group will be issued soon
- highlights from the Kudos Report and recent events she had attended including the annual retirees luncheon

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Vice-President Research and Innovation Rob Haché presented the annual report on research.

Approvals

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

- change the requirements for the Certificate in Athletic Therapy, School of Kinesiology and Health Science, Health
- change the requirements for the BA (Honours) Programs in Business Economics, Glendon

Committee Information Reports

Executive (Professor Alison Macpherson, Vice-Chair)

The Executive Committee provided notice of motion to Senate for the Statement of Policy on Free Speech, which will come forward to Senate for approval at the meeting of 13 December 2018. Senators shared views on the draft Statement during a discussion facilitated by the Chair of the Free Speech Policy Working Group, Professor Lorne Sossin, Osgoode.

The Executive Committee's information items included the following:

- the forthcoming annual call for expressions of interest in membership on Senate committees and other positions elected by Senate, with Senators encouraged to help identify prospective candidates
- approval of Senate committee members nominated by Faculty Councils
- the Committee's joint efforts with the Board Executive Committee to bring forward to Senate a recommendation on a process to clarify the responsibilities of the Board, Senate and Administration for the suspension of classes during a disruption
- additions to the pool of prospective honorary degree recipients
- regarding the Committee's review of Senate Rules, Procedures and Guidelines, the call to Senators, distributed by email on November 5, to provide input on the preliminary list of the aspects of the rules proposed for focus in this round
- efforts to create a message board for Senators that could function independently of e-mail
- the Committee's monitoring of the academic disruption

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

APPRC provided information on these items:

- preliminary discussions regarding the establishment of 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 2019

- defining an action plan on Incomparable Metrics to track the University's success in research and scholarship through indicators
- tracking 2015-2020 UAP progress and framing the process for developing the next Plan
- update on plans for Markham Centre Campus following the announcement of the cancellation of provincial funding for the Campus

ASCP (Professor Kim Michasiw, Chair)

ASCP provided information on this item:

- minor changes to the requirements for the Finance stream within the Bachelor of Commerce (Honours) Program, School of Administrative Studies, Liberal Arts & Professional Studies

Awards (Professor Brenda Spotton Visano, Chair)

The Awards Committee information items were the following:

- revisions to the Procedures for Nomination in the Senate Policy on Honorific Professorships, to allow nomination files of those not selected for the University Professorship and Distinguished Research Professorship to be held for reconsideration for three years
- revisions to the President's University-Wide Teaching Awards Criteria to allow nomination files of full-time faculty and contract/adjunct faculty not selected to be reconsidered for three years
- the distribution of the call for nominations for the President's University-Wide Teaching Awards, with details available on the Awards Committee webpage

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the November 22, 2018 meeting for details about these items.

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

December Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, December 13, 2018.

The 652nd Meeting of Senate
held on Thursday, December 13, 2018

Remarks

On behalf of Senate, the Chair, Professor Franck van Breugel, thanked Senior Assistant Secretary of the University Bob Everett, who is retiring from the Secretariat after 31 years of service, for his decades of shepherding Senate's governance. The Chair highlighted Dr. Everett's unwavering support for Chairs of Senate, Senate committees, Faculty Councils, and faculty and staff across all corners of the University.

Adding her thanks and appreciation, President Lenton highlighted that Dr. Everett is the embodiment of a great governance professional, which is manifested through his ability to bring together diverse points of view, his respect for collegial governance and his thoughtful advice. In recognition of Dr. Everett's service, President Lenton announced that the Senate Chamber will be renamed the Dr. Robert Everett Senate Chamber, thereby embodying his presence for years to come.

Reflecting on the 2018 year, President Lenton acknowledged that it had been a challenging one and the holiday break provides a much-needed opportunity for members of the community to rest and recharge before resuming efforts to move York's vision forward in the New Year.

Other comments made by President Lenton included the following:

- regarding the development of a pan-university internationalization strategy, the plans to distribute the call for expressions of interest to participate in the President's Council on Internationalization and Global Engagement in the New Year
- regarding public policy matters, an update on the COU-led sector-wide advocacy with the provincial government, focused on relationship building with government and mitigating possible budget cuts to universities
- the status of the pan-university budget consultations, which have helped to bring about a stronger shared understanding of the budget and have provided the administration with an opportunity to receive input from the community on budget priorities
- the ongoing discussions with the provincial government, Metrolinx, York Regional Transit, and GO Transit regarding their decision to cease public transit bus service to the Keele Campus
- the recent announcement of the appointment of Professor Lorne Sossin, Osgoode, to the Ontario Superior Court of Justice

Approvals

Senate approved the recommendations of its Executive Committee to:

- approve the Statement of Policy on Free Speech, satisfying the provincial government's requirement that every publicly-assisted college and university develop and implement a free speech policy by January 1, 2019
- appoint Professor David Mutimer, LA&PS, as Interim Vice-Chair of Senate from January 1 to June 30, 2019, for the duration of Vice-Chair Alison Macpherson's six-month sabbatical

Committee Information Reports

Executive (Professor Alison Macpherson, Vice-Chair)

The Executive Committee's information item was the following:

- with respect to the Committee's monitoring of the academic disruption, an update on the status of course completions and grades submissions from the FW 2017-2018 session

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

APPRC provided information on these items:

- efforts to revise the Principles and Procedures Governing Non-Degree Studies, centred on clarifying the governance process and enhancing oversight of non-degree programming
- consultations regarding the establishment of a new / "revisioned" faculty composed of Geography, the Faculty of Environmental Studies and other possible units
- the Committee's feedback on the Statement of Policy on Free Speech which had been shared with the Free Speech Policy Working Group
- update on plans for Markham Centre Campus following the announcement of the cancellation of provincial funding for the Campus
- the status of initiatives in progress under the Provost's purview, including the pan-university budget consultations, enrolment planning with Faculties for FW 2019-2020, the plans to develop an internationalization strategy, the complement renewal strategy, and the decanal searches underway

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the December 13, 2018 meeting for details about these items.

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

January Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, January 24, 2019.

Remarks

The Chair welcomed Professor David Mutimer, LA&PS, who was attending his first Senate meeting in his capacity as Interim Vice-Chair of Senate.

In her report, President Rhonda Lenton referenced the provincial government announcements to:

- cut tuition fees by 10% in 2019-20, followed by a tuition freeze in 2020-21
- introduce changes to the Ontario Student Assistance Program (OSAP) that will affect eligibility, the balance between grants and loans, and some aspects of repayment
- introduce a requirement that some student fees be made optional

Vice-President Finance and Administration Carol McAulay summarized the financial impact of the tuition reduction, estimated to be $46.7M in 2019-2020 and $60.4M in 2020-2021, representing a 4.5% budget cut. As a result, there will be two additional years of deficit in the operating budget through to 2020-2021, when the plan approved by the Board was to achieve a balanced budget by 2019-2020.

President Lenton then turned to an update on applications for Fall 2019, with Provost and Vice-President Academic Lisa Philipps presenting an overview of application statistics from the Ontario Universities' Application Centre (OUAC). Overall, the total number of direct entry applications to York has decreased by 4.2%, while they have increased across the system by 4.9%, with the biggest drops in first choice and second choice applications. In contrast, international applications to York have increased by 22% (versus a 14.5% increase in the system). Currently, York is eighth in the province in terms of the share of first choice applications, continuing the downward trend in its position over the past ten years, a period during which three major labour disruptions occurred. To restore prospective students' confidence in choosing to attend York, Provost Philipps highlighted the need for the University community to engage in dialogue about the underlying issues producing tensions and consider approaches to working together collectively to move forward.

President Lenton outlined the next steps to begin overcoming the challenges presented by the tuition reduction – including identifying efficiencies and ways to drive new revenue, and the undertaking of a comprehensive financial analysis – highlighting that the impact of the cut will be shared among all units. With respect to the OSAP changes, President Lenton underlined the importance of York remaining steadfast to its commitment to access, a foundational value for the University.

Other comments made by President Lenton included the following:

- the importance of making as much progress as possible on the 2015-2020 University Academic Plan (UAP) as planning begins for the next iteration, especially as the UAP ties into the government consultations on the third round of Strategic Mandate Agreements

- explorations to proceed with Markham Centre Campus continue and an update will be provided at an upcoming Senate meeting

Reports

Academic Colleague to the Council of Ontario Universities

In her first report of the year, the Academic Colleague to the Council of Ontario Universities, Professor Andrea Davis, reported that the focus of its most recent meeting was on free speech on university campuses with various guest speakers contributing to the discussion, including two students from the McMaster Students Union. The student guests highlighted to the Colleagues that faculty should be prepared to broaden free speech considerations to the classroom, in addition to protests and events, as speech occurs in classrooms daily. The Colleagues also explored the concept of safe spaces in the classroom and suggested an alternative option of accountable, brave and courageous spaces, where students may express themselves freely and be socially responsible and accountable for engagement with others.

Approvals

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

- establish a Stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology, Glendon
- establish a full-time option for the Master of Public Policy, Administration & Law, School of Public Policy & Administration, LA&PS / Graduate Studies
- approve changes to the degree requirements for the Master of Design, AMPD / Graduate Studies

Committee Information Reports

Executive (Professor David Mutimer, Interim Vice-Chair)

The Executive Committee presented for discussion a draft proposal for a Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption. Senators shared views on the proposal at the meeting and are invited to submit feedback via email to Cheryl Underhill (underhil@yorku.ca) by Friday, February 8 for transmittal to Senate Executive.

The Executive Committee's information items included the following:

- the Committee's monitoring of the academic disruption, including the status of course completions and grades submission from the FW 2017-2018 session
- encouragement for Senators to suggest individuals to serve as external members of the Board of Governors for consideration by the Board Governance and Human Resources Committee; suggestions may be made to the Senators serving on the Board, currently Senators Mutimer and Tourlakis, or to Maureen Armstrong, Secretary to Senate and the Board
- its efforts to establish a review cycle for Senate policies
- a reminder that the call for expressions of interest in membership on Senate committees and other positions elected by Senate has been issued, with the upcoming vacancies on Senate committees and the form to submit nominations available on the Senate webpage under the title Senate Elections

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

APPRC provided information on these items:

- a reminder of the upcoming ASCP-APPRC Forum of Ideas on Thursday, February 7, with panels to address the various forms of institutional support and resource planning for program development and a keynote address from Alex Usher
- its tracking of 2015-2020 UAP progress and preparations for discussions with the Deans / Principal over spring and fall 2019 on their respective successes and challenges in advancing UAP goals, as well as progress on their Integrated Resource Plans
- the efforts of the Faculty Blue Facilitating Group, which continues to work closely with Geography, the Faculty of Environmental Studies and other relevant parties to cement the Faculty vision, identify options, address hurdles and tackle resource questions
- the work underway on the VPRI-led initiative to develop and implement an Electronic CV (ECV) tool for York Faculty members

Academic Standards, Curriculum and Pedagogy (Professor K. Michasiw, Chair)

ASCP provided an update on its efforts in collaboration with the Registrar's Office to implement the move from the 9-point to 4-point grading scale, approved in principle by Senate in November 2017. A significant number of policy and operational tasks follow on from this change, including defining the required GPA for progression and graduation

and reviewing the current approach to Honours progression through the lens of enhancing student support and success. Broad consultation will be forthcoming.

ASCP also provided information on the following items:

- Minor changes to the degree requirements for the MSc and PhD programs in Biology, Science / Graduate Studies
- Minor change to the admission requirements for the Professional LLM in International Business Law, Osgoode / Graduate Studies

Appeals (Professor Simone Pisana, Chair)

The Appeals Committee presented its annual report on Faculty- and Senate-level petitions and appeals decisions. The Chair noted trends in the petitions and appeals received by Faculties and the Committee, such as the increase in appeals related to academic integrity cases. As the appeals in many academic integrity cases relate to the penalty levied rather than the finding, the Chair encouraged Faculties to provide a clear rationale for their decisions to augment the Appeals Committee's understanding of the files.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the January 24, 2019 meeting for details about these items.

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

February Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, February 28, 2019

Remarks

The Chair, Professor Franck van Breugel, Lassonde, began the meeting by showing Senators a video which explains the statements included in the Indigenous land acknowledgement, the history of the traditional territory of the Indigenous Peoples who called the Keele and Glendon campus lands home before the arrival of the settlers, and the *Dish With One Spoon Treaty* that covers the area. Jointly produced by the Centre for Aboriginal Student Services at York University, Professor Deborah McGregor, Professor Ruth Koleszar-Green, and Amy Desjarlais, traditional knowledge keeper, the [video is available online](#).

President Rhonda Lenton provided an update on the Student Choice Initiative, announced by government in January, which will introduce a requirement that some student fees be made optional. The Ministry of Training, Colleges and Universities has informed post-secondary institutions that ancillary fees that fund academic supports, student health and wellness and student safety will be considered mandatory. Other fees will be considered optional and universities will be required to set up an online platform where students can opt out of those fees. President Lenton highlighted the importance of a consultative, student-driven discussion and robust process to implement the Student Choice Initiative in order to reach an outcome that achieves full transparency about the fees levied. Three sub-committees will be established to handle the different components of implementation, which will include representation from YFS, YUGSA and the Glendon College Students Association (GCSA). Consultation also will be undertaken with the broader York community.

Other comments made by President Lenton included the following:

- the plans to take up the themes that emerged from the pan-university budget consultation, including deferred maintenance, interdisciplinary scholarship, teaching and learning and the faculty complement, and to hold a budget consultation on an annual basis
- the plans to develop interpretive guidelines for the Statement of Policy on Free Speech, in follow-up to the additional activities and consultations recommended by the Free Speech Policy Working Group, which will be led by a working group with student group representation
- the status of the reviews of the Student Code of Rights & Responsibilities and the Ombuds Office role
- confirmation of the University's commitment to move ahead with a presence in Markham which is likely to be smaller in scope than originally planned
- appreciation for the contributions of two colleagues who will be departing from the University in the coming months, Vice-President Research & Innovation Robert

Haché, who has been appointed to the position of President and Vice-Chancellor of Laurentian Universitiy, and University Secretary and General Counsel Maureen Armstrong, who is retiring

The monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Reports

Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities, Professor Andrea Davis, reported that the focus of the Academic Colleagues' most recent meeting was on the new government-mandated changes relating to OSAP, tuition, and ancillary fees. In particular, the Colleagues noted the implementation challenges associated with the Student Choice Initiative and the impact of OSAP changes on mature and graduate students. Also discussed were ideas for collaborative initiatives to mitigate the sense of distrust in the relationship between Ontario universities and the provincial government, including seeking new allies to help change the narrative about universities to the public.

Approvals

On a recommendation from the Executive Committee, Senate approved without amendment the establishment of a Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption.

Senate approved a recommendation from the Executive Committee to acclaim Logan Donaldson, Professor, Biology, Science, to the Academic Standards, Curriculum and Pedagogy Committee.

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

- establish a Graduate Diploma in Law for Law Enforcement Professionals in Osgoode Professional Development, Osgoode / Graduate Studies
- change the requirements for the Certificate in the Discipline of Teaching English as an International Language, Department of English, Glendon
- change to the degree requirements for the BA programs in Human Rights and Equity Studies, Department of Equity Studies, Liberal Arts & Professional Studies
- establish a Graduate Field in Black Studies and Theories of Race and Racism within the MA and PhD programs in Social and Political Thought, Department of Social Science, Liberal Arts & Professional Studies / Graduate Studies
- change the degree requirements for the MA program in Social and Political Thought, Department of Social Science, Liberal Arts & Professional Studies / Graduate Studies

- close the BA programs in Multicultural and Indigenous Studies, Department of Equity Studies, Liberal Arts & Professional Studies
- close the BA programs in European Studies, Department of Humanities, Liberal Arts & Professional Studies
- close the BA programs in United States Studies, Department of Humanities, Liberal Arts & Professional Studies
- close the BA programs in Environmental and Health Studies, Department of Multidisciplinary Studies, Glendon
- close the Certificate in Psychometrics, Department of Psychology, Health

Committee Information Reports

Executive (Professor David Mutimer, Interim Vice-Chair)

The Executive Committee's information items included the following:

- the Committee's monitoring of the academic disruption, including the status of FW 2017-2018 remediation and provisional grades
- its approval of recommendations from the Sub-Committee on Honorary Degrees and Ceremonials to add individuals to the pool of prospective recipients of honorary degrees

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

APPRC provided information on these items:

- its tracking of 2015-2020 UAP progress and preparations for one-on-one discussions with the Deans / Co-Principals over spring and fall 2019 on their respective successes in advancing UAP goals
- the status of the development of a complement renewal strategy, with a forthcoming opportunity for collegial consultations to be guided by a Provostial Discussion Paper on the topic
- reflections on the ASCP-APPRC Forum of Ideas held on February 7, which focused on program re-visioning and curriculum reform and interdisciplinary / cross-Faculty program development, with further work on the latter area to be taken up under the guidance of the Provost
- the efforts of the Faculty Blue Facilitating Group, which continues to work closely with Geography, the Faculty of Environmental Studies and other relevant parties, to be guided by a Plan of Action for this term
- the work underway on the VPRI-led initiative to develop and implement an Electronic CV (ECV) tool for York Faculty members

Academic Standards, Curriculum and Pedagogy (Professor K. Michasiw, Chair)

ASCP provided a Notice of Motion for the establishment of a new degree type, the Master of Management in Artificial Intelligence in the Schulich School of Business, Graduate Studies. ASCP also provided information on the following minor changes to degree or admissions requirements approved by the Committee:

Liberal Arts & Professional Studies
- Minor change to degree requirements for the BA and BCom programs in Information Technology, School of Information Technology
- Minor change to degree requirements for the Honours Minor BA program in Japanese Studies, Department of Language, Literature, and Linguistics
- Minor changes to degree requirements for the Specialized Honours BA and Honours Minor BA programs in Cognitive Science, Department of Philosophy

Lassonde
- Changes to the English-language facility requirement for admission to the BEng programs
- Minor changes to degree requirements for the BEng programs in Civil Engineering, Mechanical Engineering, Space Engineering, and Electrical Engineering
- Minor changes to degree requirements for the BSc in Earth and Atmospheric Science

Academic Policy, Policy and Research / Academic Standards Curriculum and Pedagogy (Professor Kim Michasiw, Co-Chair)

APPRC and ASCP conveyed a report from the Joint Sub-committee on Quality Assurance.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the February 28, 2019 meeting for details about these items.

March Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, March 28, 2019

To: Faculty Council, Schulich School of Business
From: Farrokh Zandi, ECON, IBUS
Date: Jan 28, 2019
Re: SB/MGMT 4850 3.00 - New Course Proposal

MOTION:

Approve SB/MGMT 4850 3.00: Work Placement

RATIONALE:

Learning by doing represents a key strategy for impactful management education. In a work placement course, students are given an opportunity to apply theories and concepts from their program work in a practice-based work environment and reflect upon their actions and also to develop competencies and skills in organizational work environments that augment the theories/concepts learned in academic program settings. Currently, undergraduate students have an opportunity to complete a work placement through IBUS 4100. 3.00, but this course is meant to be for work placements in a global context only. The program would like to offer all students an opportunity to complete a work placement that is not necessarily in a global context. This new course is meant to serve this function.

1. **Course Number and Credit Value:**

   MGMT 4850 3.00

2. **Long Course Title:**

   Work Placement

3. **Short Course Title:**

   Work Placement

4. **Effective Session:**

   Summer 2019

5. **Course Description for the Undergraduate Course Registry and Calendar:**

   Provides BBA and iBBA students with an opportunity to earn credit for gaining relevant work experience. This is a work-focused component of Experiential Education (EE) that finds the key to learning is in application of theories and concepts that students learn in other courses to the professional-like activities students engage in and reflect upon their actions.

6. **Rationale:**

   Learning by doing represents a key strategy for impactful management education. In work placement course, students are given an opportunity to apply theories and concepts from their program work in a practice-based work environment and reflect upon their actions and also to develop competencies and skills in organizational work environments that augment the theories/concepts learned in academic program settings. Currently, students have an opportunity to complete a work placement through IBUS 4100. 3.0. But this course is meant to be for work placements in a global context only. The program would like to offer all students an opportunity to complete a work placement that is not necessarily in a global context. This new course is meant to serve this function.

7. **Instructors and Faculty Coordinator:**

   This course is coordinated by Associate Director or Director of Undergraduate Programs.

8. **Specializations:**

Not applicable

9. What will be the structure of the contact hours of this course each week?

This is a Pass/Fail course. To complete this course students must complete 240 hours of work during their work placement.

10. Maximum enrolment

45

11. Expected Student Enrolment:

Unknown

12. Evidence for enrolment expectations:

Not applicable

13. Human Participants Research

Not applicable

14. If any special computer facilities, teaching materials, or physical facilities are required, please list them.

Not applicable

15. Course Outline:

Attached

16. Library Statement:

Attached

Course Originator:

Farrokh Zandi   _January 8, 2019_
Signature   Date

Farrokh Zandi   _International Business (IBUS)_
Name   Area or Specialization

Supporting Faculty Members:
(The course originator should consult with other interested parties and obtain their approval signatures.)

The undersigned have examined this course proposal and feel it is a worthwhile addition to the curriculum and does not, to our knowledge, significantly duplicate the content of existing course offerings.

Linda Thorne   _Accounting_

Lorna Wright   _ORGS_

Irene Henriques   _Economics_

Yuval Deutsch   _Strategic Management/Policy_

Eliezer Prisman   _Finance_

Detlev Zwick   _Associate Dean, Marketing_

<u>Approvals:</u>

Area or Specialization:
This Area/Specialization has reviewed this course proposal and supports the addition of this course to the BBA and/or iBBA curriculum.

Farrokh Zandi   _January 8, 2019_
Signature   Date

Farrokh Zandi   _International Business (IBUS)_
Name of Coordinator or Director   Area or Specialization

Program:
The BBA/iBBA Program Committee recommends that this new course be added to the list of the courses specified for the program. Documentation attesting to the faculty member support for the change has been received and archived by the committee chair.

Mike S. Valente   _February 22, 2019_
Signature   Date

Mike S. Valente
Name of Program Director

Course Outline

Summer 2019

This is a 3-credit pass/fail Schulich elective course

Instructor   **Assistant**

Dr. Farrokh Zandi
SSB N205H
Tel: 416-736-2100, ext. 77959
fzandi@schulich.yorku.ca
Office hours: Mondays, 11:30-1:00

Professor Zandi is a faculty member in the Economics Area, specialized in International Economics and Macroeconomics, and Associate Director of Undergraduate Programs at Schulich. He has taught at Schulich since 1991.

Brief Description:

Provides BBA and iBBA students with an opportunity to earn credit for gaining relevant work experience. This is a work-focused component of Experiential Education (EE) where the key to learning is in the application of theories and concepts that students learn in other courses to the professional activities students engage in and reflect upon in their actions.

Extended Description:

"Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act."

This course offers students the opportunity to gain relevant work experience to complement and reflect upon classroom learning. Learning by doing represents a key strategy for impactful management education. Learning consists of four stages: (1) concrete experience ("DO"), (2) reflective observation ("OBSERVE"), (3) abstract conceptualization ("THINK")! and (4) knowledge transfer or active experimentation ("PLAN"). It is through the sequencing of these

1

four activities that the dual outcome of learning course material as well as developing critical thinking can be attained.

Therefore, this course offers students the opportunity to earn credit for gaining work-focused experience while reflecting upon management theories and concepts. The objective is to improve theoretical understanding through practical knowledge and vice versa. Innovative managers and business leaders always combine both. Therefore, a work placement such as this one not only adds to a student's professional portfolio, but also represents a key building block for a successful career in business administration.

As a "work placement", this opportunity can represent paid or unpaid work by a sponsoring organization. In addition, students may elect to undertake a work placement that comes available through Schulich or they may identify and arrange their own work placement.

Prerequisites/Eligibility/Preparation

(a) Student Eligibility Requirement:

The Placement can start after the completion of the first year of the program subject to the approval of the (Associate) Program Director prior to start of the Placement.

(b) Work Placement Eligibility Requirements

A placement is assessed and approved on an individual basis as a 3.00 credit Schulich elective course under the following conditions:
1.   The host organization is located inside Canada.
2.   The work placement provides the student with academically meaningful and mentored relevant employment.
3.   The work placement provides the student with a letter of offer/contract specifying employment conditions, an accurate and informative job description, start and end dates, expected hours of work and the reporting supervisor's contact information.
4.   Sole proprietorships run by the student and businesses owned and/or operated by the student's family are not eligible for a work placement.
5.   A minimum of 240 hours in the work place is required to ensure that significant experiential learning can take place.
6.   Summer- term placements must be full time, whereas fall and winter-term placements must be part time.
7.   Students who are enrolled in only 9 credits per fall or winter term may be granted permission to complete a work placement in a single term. requirements.
8.   The approval to enrol in this course is ultimately with the Programs Associate Director.

(c) Work Placement Preparation:

In order for the work placement to be approved as a credit course, THE FOLLOWING STEPS MUST BE TAKEN. Students must submit a formal letter of placement offer from a qualified organization along with a TWO–PAGE proposal in support of their placement application. This proposal will contain:

1. Site description
2. Description of work placement responsibilities and duties as specified in the offer letter
3. Students' academic goals (expected learning outcome) for this experience,
4. The list of skills, experiences and reflections the student expects to gain from this experience, and how these skills are expected to meet their goals through the assigned tasks.

In addition to meeting academic requirements as stated above, students are required to complete the risk management procedures with Student Services.

Contents

Course Learning Outcomes

1. Understand your role as a co-producer in the placement process and develop self-management skills towards building a successful placement experience and valuable career skills.
2. Utilize and reflect upon relevant ideas, theories, and techniques learned in the classroom.
3. Develop reflective writing skills.
4. Experience the environment of a real workplace and how needs are identified, and resources are acquired, allocated and used for the purpose of achieving organizational objectives.
5. Acquire and develop technical skills associated with the nature of your work.
6. Develop decision making and critical thinking skills, increased confidence and self-esteem.

Deliverables at a Glance

Students' grade for this course is based on successful completion of the Work Placement. The successful completion of the Placement will be evaluated on the successful submission and acceptance of the Final Reflective Paper and other written components -- (for details, see below) ,-- as well as completion of the Placement contract with your employer as verified by the site supervisor's letter of evaluation. Students who fail to produce a satisfactory letter of evaluation will not receive credits for this course. All written components are due within two weeks of completion of the placement.

Assignment/Task	Quantity	Weight %	Author
Time and Activity Logs	1/week	30	Individual
Final Reflective Paper	1	40	Individual
Work Placement Site Analysis	1	30	Individual
Supervisor Evaluation	1	Required	
		100%	

For details, see "Written Assignments/Projects and Exam[s]: Descriptions" and "Evaluation …" (p. 4).

Written Assignments/Projects and Exam[s]: Descriptions

Students' **grade** for this course is based on four components:
    (1) Time and Activity log completed throughout the placement, focusing on transferable skill acquisition.
    (2) Final Reflective Paper
    (3) Work Placement Site Analysis
    (4) Supervisor's evaluation. The undergraduate work placement form must be filled out by the site supervisor and sent directly to the course coordinator via email attachment.

Your deliverables (three-part report as well as the supervisor's evaluation letter) must be received within two weeks of the completion date of placement, otherwise you will receive a grade F.

Evaluation of Written Assignments/Projects and Exams

Time and Activity Log:

The Time and Activity log allows you to keep track of all the tasks, duties and assignments you perform during your placement. For each week, you must record in sufficient detail your primary activities in an activity log. Describe in each entry what you did in and learned about the organization, the work environment, your colleagues, customers, etc. during that week. Each log has a word limit of 200. All logs will be submitted as one document. This combined time and activity log is due two weeks after the completion of the placement.

Final Reflective Paper:

Reflection means to complete the four stages of learning. It is an exercise that allows you to think about what you experienced and observed during your work placement and by doing so generate unique and lasting insights that make a positive difference in your personal and professional life. Through reflective activities, you are encouraged to analyze your actions and the material you are learning. As you go through your work placement you are encouraged to define your experience (answer the "what" question), then to illustrate its significance with respect to personal experience and professional practice (answer the "so what" question), and finally to plan the next steps (answer the "what now" question). You are encouraged to reflect thoughtfully upon and respond to the specific work environment, professional responsibilities, and your own role at your Placement location. Consider the best and worst parts of the Placement, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Final Reflective Paper should be based on the entire Placement experience and should incorporate the following points of discussion:

(a) The method by which you secured the Placement opportunity. What worked well, and what would you do differently next time?

(b) The expected learning outcomes you had of the Placement when you chose it and whether those expectations have been met or changed as a result of the actual experience.

(c) The most important skills you developed and the most critical knowledge you gained during your Placement.

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

(e) A conflict or disappointment you experienced through your Placement and how you managed it?

(f) The Thesis Statement which identifies whether your expectations were met and what you learned. The body of your paper identifies two or three (depending on the length of your paper) major points that support your thesis statement.

The word limit for this reflective paper is 2000. Please indicate the word count on the cover page of the paper. The assignment is to be written in size 12 Times Roman font, double-spaced with one inch margins. This assignment is due two weeks after the completion of the placement.

Work Placement Site Analysis

The internal and external analysis of the organization. This report may include (but is not limited to):

(i) A description of the organization, its history, its core activities and how they may have changed over time, and an organizational chart,

(ii) A brief overview of the industry and its players (competitors, suppliers, customers, etc.),

(iii) A SWOT analysis,

and other relevant information and insights you gained about your site.

The word limit for the portfolio is 1500. Please indicate the word count on the cover page of the portfolio. The assignment is to be written in size 12 Times Roman font, double-spaced with one inch margins. This assignment is due two weeks after the completion of the placement.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the four components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale: Pass: (C+) and above, Fail: (C) and below.

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

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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/.

SUBJECT: Library Statement for MGMT 4850: Experiential Education - Work Placement

FROM: Stephanie Quail
Business Librarian

DATE: January 7, 2019

York University Libraries (YUL) will be able to support the proposed course MGMT 4850. The course is an experiential education course and students will complete a work placement that includes a minimum of 240 work hours. Students do not have to complete any required readings for the course; however, they do have to complete three assignments. Students may want to consult and incorporate library-subscription resources in some of these assignments, such as the Work Placement Site Analysis assignment.

Teaching & Learning Support:
The Libraries have created a number of online learning supports the instructor could embed in the course's Canvas. For example, the Peter F. Bronfman Business Library has created a series of online research guides. These guides cover topics such as company, industry, and market research. They highlight the best library subscription databases to use when conducting business research. All of the subject-specific business guides can be accessed on our business research guides landing page.

Additionally, the instructor may want to embed specific modules from BRYT (Business Research at York Toolkit) in the course's Canvas. BRYT provides access to step-by-step videos and PDF tutorials on how to use business databases to complete company, industry, market, CSR, finance, and accounting/taxation research. These database walkthroughs will help students learn how to use subscription databases to efficiently retrieve resources for their Work Placement Site Analysis assignment.

Collections Support:
While the course proposal does not list any required readings or textbooks, the students in the course will be able to access a wide array of print and electronic resources to help them with their course assignments. Some of the resources include:

- Print and electronic books which can be accessed via the Library's website
- Specialized company, industry, market, finance, and other business databases. A full list of our business database subscriptions can be found on our A-Z Business Resources webpage.
- Business scholarly and trade articles via article databases such as *Proquest Business* and *Business Source Complete.* Additional article databases are highlighted in the Business Articles Research Guide
- Magazine and news articles via article databases such as *Factiva,* which provides access to over 30,000 news sources.

To: Faculty Council

From: M. David Rice, Director, Master of Marketing

Date: January 25, 2019

Subject: New Course Proposal for MKTG 6810 3.00

Motion:

That the Faculty Council approve the new course proposal for SB/MKTG 6810 3.0 Creativity in

Marketing

As part of a larger program change to the Master of Marketing , it is proposed to replace
MGMT 6810 3.0 (Creativity and Innovation) with MKTG 6810 3.0 (Creativity in Marketing) as
a required course in the program. The Creativity and Innovation course is a general MBA
course that focuses more on innovation in business. Therefore, MGMT 6810 will not achieve
the specific objectives that we want to obtain with MMKG students. The proposed course
directly contributes to the academic objectives of the Master of Marketing Program. As
specified in the original proposal to develop the Master of Marketing, a stated objective of
the program was to 'create creative thinkers and leaders in marketing for the modern world.
This new course directly supports that objective.

New Course Proposal Template

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:** Master of Marketing

2. **Course Number:** MKTG 6810

3. **Credit Value:** 3.0

4. **Long Course Title:**   Creativity in Marketing

5. **Short Course Title:** Creativity in Marketing

6. **Effective Session:**   Summer 2019

7. **Calendar (Short) Course Description:**
   In the practice of marketing, rapidly changing consumer expectations and experiences, shaped by new and emerging communication technologies require marketers to generate creative solutions to marketing problems. Creativity is now a requirement for marketing effectiveness. This course develops an understanding of the creative process and presents practical applications to enhancing creativity for marketing problems and opportunities.

8. **Expanded Course Description:**
   In the practice of marketing, rapidly changing consumer expectations and experiences, shaped by new and emerging communication technologies require marketers to generate creative solutions to marketing problems. Creativity is now a requirement for marketing effectiveness. This course develops an understanding of the creative process and presents practical applications to enhancing creativity for marketing problems and opportunities.

9. **Evaluation:**

Assignment/Task	% Weight	Total %	Author
Creative Project Blog	30%	30	Individual
Developing and Leading Class Creativity Exercise	15%	45	Group
Marketing Creativity Challenge Project and Presentation	35%	80	Group
Participation	20%	100	Individual
		100%	

10. **Integrated Courses:**   None

11. **Rationale:**

   The proposed course directly contributes to the academic objectives of the Master of Marketing Program. As specified in the original proposal to develop the Master of Marketing, a stated objective of the program was to 'create creative thinkers and leaders in marketing for the modern world. This new course directly supports that objective.

Learning Objectives

1. An understanding of how creativity has been defined and described in a variety of disciplines related to marketing

2. A better understanding and appreciation of your own creative style and creative process, and how these can be fostered

3. A knowledge of how creativity has been successfully applied (in both literature and practice) to marketing problems

4. To learn techniques and methods that are proven as useful creativity techniques, and to practice using these techniques to solve marketing problems

5. To become more confident using a creative approach in all areas of marketing

This course will replace MGMT 6810 (Creativity and Innovation) as a required course in the Master of Marketing. The reason for this is because this course focuses directly on Creativity in Marketing. The Creativity and Innovation course is a general MBA course that focuses more on innovation in business. Therefore, MGMT 6810 will not achieve the specific objectives that we want to obtain with MMKG students.

12. Faculty Resources:
   This course will initially be taught by Dr. Auleen Carson, a part-time instructor. This course can also be taught by other MMKG instructors including Kelly Parke.

13. Crosslisted Courses:
   N/A

14. Bibliography and Library Statement:
   Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.

15. Physical Resources:
   The existing Schulich building and resources are sufficient to teach this course.

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

16. Instructors and Faculty Coordinator

Initial instructor
Dr. Auleen Carson.

Alternative instructors
Kelly Parke (Part-time Instructor)

Course coordinator
David Rice

17. Specializations

Primary area or specialization
This will be a Marketing (MKTG) course taught exclusively to Master of Marketing (MMKG) students.

Secondary areas or specializations
N/A

18. Student Contact and Enrolment

Contact hours
Standard course meeting 12 sessions, 3 hours per session.

Maximum enrolment
55 Students or maximum enrolled in the Master of Marketing cohort.

Expected enrolment
55 students

Evidence for enrolment expectations
This will be a required course in the Master of Marketing program. Currently, the class is fully enrolled with 54 students.

19. Human Participants Research
N/A

20. Conditions for Approval
If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:

    a) The Area is deleting courses with at least the same total number of credits.
    No course will be deleted. This course will replace MGMT 6810 (Creativity and Innovation) as a core offering to the Master of Marketing Students. MGMT 6810 will continue to be taught to MBA students.

b) Provide a convincing case for the proposed course.

The proposed course directly contributes to the academic objectives of the Master of Marketing Program. As specified in the original proposal to develop the Master of Marketing, a stated objective of the program was to 'create creative thinkers and leaders in marketing for the modern world. This new course directly supports that objective.

Course Originator

M. David Rice   *Dec. 5, 2018*
Signature   Date

M. David Rice
Name

Supporting Faculty Members

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

The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Ashwin Joshi   *Brenda Gainer*

Detlev Zwick   *Ela Veresiu*

Marcia Annisette   *Markus Giesler*

Russell Belk   *Richard Irving*

Theo Noseworthy   *Theo Peridis*

Approvals:

Area or Specialization

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

Theo Noseworthy   _Dec. 13, 2018_
Signature   Date

Theo Noseworthy   _Marketing_
Name of Coordinator or Director   Area or Specialization

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

M. David Rice   _Dec. 5th 2018_
Signature   Date

M. David Rice   _MMKG_
Name of Program Director   Program

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

Detlev Zwick   _January 11, 2019_
Signature   Date

Detlev Zwick   Master Programs Committee
Name of Committee Chair   Committee

MKTG 6810: Creativity in Marketing

Course Outline
Spring 2019

Class Day/Time: Wednesdays, 10:00am-1:00 pm starting May 8, 2019

Instructor	**Assistant**

Dr. Auleen Carson
auleen.carson@gmail.com
Office hours: After class or by appointment

Dr. Carson is a marketing educator and consultant specializing in creativity in marketing and marketing research. She has taught at three different universities and has provided consulting to a range of organizations including large, tech-focused companies such as Microsoft and Intel, government organizations and small and medium sized not for profit organizations.

Course Description

In the practice of marketing rapidly changing customer expectations and experiences, shaped by communications technologies that are constantly evolving, require marketers to generate creative solutions to marketing problems. Creativity is now a requirement for marketing effectiveness.

This course will help you understand the potential that creativity and creative thinking have across a broad spectrum of marketing decisions (including, but not limited to, branding, market research methods, communications and digital media, new product development and product management). In addition, you will be encouraged to think beyond traditional marketing boundaries and consider how to creatively work within new marketing paradigms, such as co-creation with consumers.

This course will challenge common assumptions about creativity (for example, that only some people are "creative") and will seek to develop an awareness of fresh approaches to the practice of marketing. You will develop an understanding of the study of creativity, and how it applies to marketing, and will also work toward an understanding of your own creative process as a basis for building your creativity skill set.

Contents

Course Learning Outcomes

1. An understanding of how creativity has been defined and described in a variety of disciplines related to marketing

2. A better understanding and appreciation of your own creative style and creative process, and how these can be fostered

3. A knowledge of how creativity has been successfully applied (in both literature and practice) to marketing problems

4. To learn techniques and methods that are proven as useful creativity techniques, and to practice using these techniques to solve marketing problems

5. To become more confident using a creative approach in all areas of marketing

Deliverables at a Glance

Assignment/Task	% Weight	Total %	Author
Creative Project Blog	30%	30	Individual
Developing and Leading Class Creativity Exercise	15%	45	Group
Marketing Creativity Challenge Project and Presentation	35%	80	Group
Participation	20%	100	Individual
		100%	

Course Material

Text: Disciplined Dreaming: A Proven System to Drive Breakthrough Creativity, by Josh Linkner, Jossy-Bass, San Francisco, 2011.

As preparation for class you will be responsible for reading the assigned readings listed for each class date. Some readings are from the text, some you can link to directly and others will be on electronic reserve at the Library (or linked via Canvas).

Expectations

This course will be very interactive and experiential in its format. Lecturing will be kept to a minimum so that you can apply, practice and discuss various approaches to creativity and idea generation in marketing. Each class will present opportunities for group and individual creativity exercises. Self-reflection will be encouraged in this course as you explore your own creativity, and what it means to be creative in a marketing context.

Classroom Participation & Attendance: Since class participation counts for a substantial portion of your final grade (20%), it is expected that you attend every class and actively participate in discussions and in-class exercises. Your active participation during the class is absolutely critical to your learning process, and to the learning of your peers. Your class participation mark will therefore be based on how prepared you are for class (readings and assignments completed), the level of your participation in class discussions/exercises and your support of the participation of others in the class.

Classroom Etiquette: Slides used in class will be posted on Canvas after each class. Use of laptops and other electronic devices (e.g. mobile phones, tablets) is generally only allowed for specific in-class exercises.

Group Work: There will be a significant amount of work done in groups for this class. This approach is consistent with the collaborative nature of creative work and is also reflective of the common use of a team approach to problem solving in marketing practice. My expectation is that you will all work together professionally in your groups; accepting responsibility for your fair share of the group work and dealing respectively with group members. All group members will complete a peer evaluation at the end of the term, and the results of those evaluations may be used to adjust individual grades for group work.

In the event that you experience difficulties within your group, you should try to work together to achieve resolution of the issues. If you and your group members experience an issue that you cannot resolve, please speak with me as soon as possible so that we can address the situation together and ensure that the group functions effectively for the completion of assignments.

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 **Canvas,** and when changes need to be announced between classes, an email will be sent to students notifying them of the change.

May 8 (1)	**Introduction to Creativity in Marketing**

May 15 (2)	**Creativity in Business and The Creative Process**
	Read:
	1)"How to Kill Creativity" by Teresa M. Amabile <u>Harvard Business Review</u>, September/October, 1998, Vol. 76, Issue 5, pp. 76-87.
	2) Linkner text: Introduction and Chapter 1 and complete exercises on page 18 for class discussion.
	3) "The Creativity Crisis", Po Bronson and Ashley Merryman<u>, Newsweek,</u> July 19, 2010.
	Watch:
	1) "Do Schools Kill Creativity?" Ted Talk by Sir Ken Robinson (2006)

May 22   **Individual Creativity**
 (3)

      Read:
      1) Linkner text, Chapter 2 and complete self-assessment on page 31 for class discussion.
      2) "The Innovation Catalysts", Roger L. Martin, [Harvard Business Review]({}), Jun 2011, Vol. 89 Issue 6, p82-87.
      3)"Everyday Creativity", by Carlin Flora, [Psychology Today]({}), November 1, 2009. https://www.psychologytoday.com/ca/articles/200911/everyday-creativity
      4) "Reclaim Your Creative Confidence", Tom Kelley and David Kelley, Harvard Business Review, December, 2012, pp .115-118.

      Watch*:*
      "The Surprising Habits of Original Thinkers", Ted Talk by Adam Grant, 2016.

May 29   **Creativity in Groups: Disciplined Dreaming Technique**
(4)

      Read:
      1) Linkner text, Chapters 3-5
      2) "Sparking Creativity in Teams: An Executive's Guide." Maria M. Capozzi, Renee, Amy Howe, [McKinsey Quarterly]({}), 2011, Issue 2, pp. 74-81 https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/sparking-creativity-in-teams-an-executives-guide
      3) "The Discipline of Creativity", Joseph V. Sinfield, Tim Gustafson and Brian Hindo, [MIT Sloan Management Review,]({}) Winter, 2014, pages 24-26. https://sloanreview.mit.edu/article/the-discipline-of-creativity/

      Assignment Due: Creative Project Blog

June 5   **Creativity in Organizations**
 (5)

      Read:
      1) Linkner text, Chapters 7-10
      2)"Do Financial Metrics Stifle Marketing Creativity?" Gordon A. Wyner, [Marketing Management]({}), Nov/Dec, 2008, Vol. 17, Issue 6; pg. 6
      3) "How P&G Tripled Its Innovation Success Rate", Bruce Brown and Scott D. Anthony, Harvard Business Review, June, 2011, Vol. 89, Issue 6 pp. 64-72. https://www.newyorker.com/magazine/2002/05/27/the-televisionary
      4) "Managing for Creativity", Florida, R. and Goodnight, J. (2005), Harvard Business Review (July), Vol. 83, Issue 7/8 pp. 124-131.
      5) "What Creativity in Marketing Looks Like Today", HBR Digital Article, March 22, 2017 *https://hbr.org/2017/03/what-creativity-in-marketing-looks-like-today*

June 12 **The Creative Environment for Marketing Decisions**
(6)

Read:
1) Linkner text, Chapter 6
2) "How Pixar Fosters Collective Creativity, Ed Catmull, <u>Harvard Business Review</u>, Sept. 2008, Vol. 86, Issue 9, pp.64-72.

Watch*:*
"Where Good Ideas Come From" Ted Talk by Steven Johnson, 2010.

Marketing Creativity Challenge Topic due

June 19 **Creativity and Market Research**
(7)

Read:
1) *"How Mars Built a Business", By Jessie Scanlon, <u>Bloomberg Businessweek</u>, How To Innovate, December 28, 2009.* <u>https://www.bloomberg.com/news/articles/2009-12-28/how-mars-built-a-business</u>
Article only available via Bloomberg terminal in Bronfman Library. Users can create an account using the terminal . Once logged in:
Type BIZW <GO>
Click "Search News"
Type the title of the article in the search box
Click "Exact Search"
Click on the title
Click "Actions" and select "Print

June 26 **Creativity and Advertising**
(8)

Read:
1) "Creativity in Advertising, When It Works and When It Doesn't", Werner Reinartz and Peter Saffert, <u>Harvard Business Review,</u> June 2013, pp. 107-112.

July 3 **Creatively Managing New and Existing Products**
(9)

Read:
1) "Breakthrough Thinking from Inside the Box." Kevin P. Coyne, Patricia Gorman Clifford, Renee Dye, <u>Harvard Business Review</u>, Dec. 2007, Vol. 85, Issue 12, p70-7.8
2) "Using the Crowd as an Innovation Partner", Kevin Boudreau and Karim Lakhani. <u>Harvard Business Review</u>, April 2013, Vol. 91, Issue 4, pp.60-69.
3) "Why it pays to be a Category Creator", Eddie Yoon and Linda Deeken, <u>Harvard Business Review</u>, March 2013, pages 21-23.

July 10 (10)	**Creative Session- Marketing Strategy**

July 17 (11)	**Group Presentations**
	Group Project Due

July 24 (12)	**Group Presentations**

Written Assignments/Projects: Descriptions

Due Date

May 29   **Creative Project Blog (Individual)**

This assignment will help you better understand your own creativity and creative process. You will create something (further described below) and then reflect on your creative process by writing a blog that will be shared with all students in the course through Canvas (more detail in class about how to do this). Your blog will explore your own creativity and creative process by first of all describing something you have created. What you choose to create can be anything that requires you to use your creativity: writing a song, making a piece of art, writing a poem, building a website, making up a recipe, designing a flower arrangement, designing a building or room. These are just a few of the possibilities. In your blog you will be discussing and analyzing your creative process. For example, you might discuss questions like: What was your inspiration for your creative project? How did you feel while you were creating it? How did you feel after you finished? What did you learn about your own creativity? How can you use that learning as a marketing professional and/or in your personal life? You are encouraged to reference the course readings on individual creativity in your blog and to express your unique perspective. Feel free to be creative in both the content and format of your blog. Be sure to provide either a photo or other depiction of your creative project in your blog, however your grade for this assignment will not be based on the creative project. Your grade will be based entirely on your blog.

Max length: There is no minimum or maximum number of pages for this assignment.

Value: 30%

Due Date

Variable from May 29- July 3   **Developing and Leading Class Creativity Exercise (Group)**

During each class from May 29-July 3, two groups will each facilitate a group creativity exercise with the class that will demonstrate the use of a particular creativity technique and its application to a marketing problem. The techniques will be taken from the Linkner textbook and will be outlined during the first class. The sign up for the exercises will also be done during the first class. For this assignment each group will choose/develop a marketing

problem that can be used to showcase how the technique can enhance creative problem solving. The group will develop the process for facilitating the exercise with the rest of the class (including coordinating any props or materials needed) and will lead the exercise during their assigned class. Each exercise should take about 30 minutes and will be followed by class discussion of the effectiveness of the technique in generating creative solutions. The group leading the exercise will be assessed on their choice and description of the marketing problem, as well as their ability to effectively facilitate the exercise.
Value: 15%

Due Date

July 17   **Marketing Creativity Challenge Project and Presentation** (Group Project)
*You group will have the opportunity to apply creativity skills to a marketing decision or problem (Creativity Challenge). Choose a fairly substantial marketing issue that an organization is dealing with. This can be an issue that one or more of your group members has been involved with through work or a volunteer context, or it can be a marketing issue at a company you have read about. Your choice of marketing Creativity Challenge (topic) should be completed by **June 12**, and you should hand in a short description of the challenge for approval on or before this date.*

   A) In the first part of your group paper you will complete a Creativity Brief for the marketing challenge you will be working on. To do this, use the Creativity Brief outline from pages 44 and 45 in the Linkner text. You can be flexible with the format, but if you choose to omit a section of the Brief you should discuss why you did this in the third part of the project (see below).

   B) The second part of your group paper should describe creative solution(s) to your marketing Creativity Challenge. You should describe your solutions in detail and defend them. Be as detailed as you can in your description of the solutions you are recommending.

   C) In the third part of your paper evaluate and reflect on your group's creative process and recommended solutions. What is your evaluation of the Creativity Brief as a management tool? Do you think it facilitated the creative solutions for your Marketing Creativity Challenge? In developing creative solutions which specific creativity and idea generation methods did your group use? Describe which methods you thought were most and least effective. Discuss any organizational issues that you think might impact the implementation of your creative solutions.

The presentation of your paper will be scheduled during the last two weeks of class. The presentation should be no longer than 15 minutes, and should focus on mainly describing the second and third parts of the project.

Max length: There is no minimum or maximum number of pages for this assignment.
Value: 35%

Evaluation of Written Assignments/Projects

All papers, the final presentation and the participation grade will receive a letter grade. Your final grade in the course will be calculated by multiplying the number value of the letter grade with the weight of the assignment. Number values for the letter grade will correspond to the standard Schulich grading system (i.e. A+ = 9, A = 8, B+ = 7 etc.). Different assignments have different grading criteria. As we discuss and review each assignment, additional information will be provided on the specific criteria for each assignment.

Calculation of Course Grade

As mentioned above, your final grade in the course will be calculated by multiplying the number value of the letter grade with the weight of the assignment. Number values will correspond to standard Schulich grading system (i.e. A+ = 9, A = 8, B+ = 6 etc.).

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0 (B to B+).

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

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

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for MKTG 6810 Creativity in Marketing

FROM: Aaron Lupton
                Business Librarian

DATE: December 10, 2018

MKTG 6810: Creativity in Marketing

York University Libraries is able to support this course with a good collection of relevant books and journals, both print and electronic, and various databases in subject areas relevant to MKTG6XXX. This proposed course focuses on helping students "understand the potential that creativity and creative thinking have across a broad spectrum of marketing decisions" and encourages them to think beyond traditional marketing as well as how to work creatively within new marketing paradigms.

The required textbook for this course is already available at the Libraries. *Disciplined Dreaming: A Proven System to Drive Breakthrough Creativity* by Linkner is available in print at Bronfman and as an e-book from Skillsoft Books. It is recommended that the professor places the print book on reserve so that students have more ready and equitable access via the library to these resources. To place print books on reserve, please use YUL's online request system: http://reserves.library.yorku.ca/ A link to the eBook version of the text (which will work on and off campus) has been included in the course outline.

Students are also provided with a list of week-to-week course readings, mostly from journal and magazine articles. Searching of the library catalogue confirms that recommended articles are available online through the library, with the exception of the article from *Bloomberg Businessweek*, which can only be accessed via the Bloomberg terminal, physically located in the Bronfman Library. Instructions for accessing the article are included in the course outline. The professor may wish to either have permalinks to articles added to the course's CMD or Canvas. For your convenience, I have added permalinks to the readings in the course outline (the journal title will take users directly to the article on or off campus). One considerable exception to these permalinks is the many articles from Harvard Business Review that are part of this course. License restrictions prevent us from adding links to HBR articles in learning management systems (LMS) such as Canvas or the CMD. Instructors are only allowed to provide a citation to HBR articles. However, the instructor may want to embed the Library's Finding Harvard Business Review Articles guide in the course's LMS. The HBR guide includes a search widget that students can use to quickly retrieve HBR articles.

Note that since this course focuses on the concept of creativity and stresses the importance of thinking beyond traditional marketing, the literature available at the libraries from fields such as psychology will also be relevant. Therefore the collections of both the Bronfman Business Library and the Scott Library are important.

Keyword searching of the Libraries' catalogue establishes a reasonable collection of books relating to creative ability, creative ability in business, creative thinking as well as marketing and branding. A considerable number of relevant e-books are also available via *Skillsoft Books*, *eBook Central and E-Books at Scholars Portal.* Students may access the eBooks anytime anywhere by signing in with a valid Passport York account.

York University Libraries subscribes to an extensive list of relevant marketing periodicals in both print and electronic format, as well as those in the area of psychology, which may be relevant. Relevant periodicals include but are not limited to: *Journal of Consumer Research, Journal of Brand Management, Journal of Marketing, Marketing Management,* and *the International Journal of Marketing and Technology.*

1

Full-text online databases supporting keyword searching to identify journal and news articles pertinent to this course include those available in the field of marketing, branding and management, especially *Business Source Complete, ABI/Inform Global* and, as well as interdisciplinary full-text article databases such as *Scholars Portal Journals.* For relevant articles from the fields of psychology, databases such as *Psycinfo* are recommended. For news articles, the databases *Factiva* and *Lexis Nexis Academic* are highly relevant.

Assistance with research and information resources for students in this course is available from reference staff at the Peter F. Bronfman Business Library. Reference service is provided in-person, by phone, by e-mail, and by virtual chat reference. In addition, the instructor may wish to point students to the range of research guides available on topics including business, psychology and other disciplines explored in this course: http://researchguides.library.yorku.ca Finally, some of the modules on BRYT (Business Research at York Toolkit) will also be valuable for students. For example, the Find Business Articles on Marketing Topics module shows students how to use business article databases to retrieve relevant marketing articles.

To: Faculty Council

From: M. David Rice, Director, Master of Marketing

Date: January 25, 2019

Subject: Master of Marketing (MMKG) – Minor Change

Motion:

That Faculty Council approve the following changes to the Master of Marketing program:

1) **Remove 'Business Decision Making' (MGMT 5100 3.0) from the MMKG curriculum. To replace this course, students will take an elective course from current Schulich 6000-level marketing course offerings.**

   Student surveys revealed that there was significant overlap between 'Business Decision Making' and "Marketing Management' (MKTG 5200 3.0). Therefore, removing MGMT 5100 3.0 would reduce overlap in the program. In addition, as outlined in the original program proposal, one of the objectives of the degree is to have students gain specific knowledge in marketing topics. This change will allow students the opportunity to take an elective course in marketing that is specific to their interests. This will enhance the chances that students will be able to find employment in the area of marketing that most interests them.

2) **Replacing MKTG 6230 3.0 (New Topics in Digital Marketing) with a marketing elective course.**

   It is proposed to delete the course 'New Topics in Digital Marketing' (MKTG 6230 3.0) from the Master of Marketing Curriculum. Upon teaching this course, we learned there is not sufficient content for 12 lectures. Rather, the developments in digital marketing are covered in various other courses. This course will be replaced by an elective course requirement. Adding a second elective further increases students' abilities to specialize in marketing topic areas that most interest them.

3) Replacing MGMT 6810 3.0 (Creativity and Innovation) with MKTG 6810 3.0 (Creativity in Marketing)

It is proposed to replace MGMT 6810 3.0 (Creativity and Innovation) with MKTG 6810 3.0 (Creativity in Marketing) as a required course in the Master of Marketing. The Creativity and Innovation course is a general MBA course that focuses more on innovation in business. Therefore, MGMT 6810 will not achieve the specific objectives that we want to obtain with MMKG students. The proposed course directly contributes to the academic objectives of the Master of Marketing Program. As specified in the original proposal to develop the Master of Marketing, a stated objective of the program was to 'create creative thinkers and leaders in marketing for the modern world. This new course directly supports that objective.

4) Allow students who have successfully completed university level courses in Financial Accounting, Management Accounting and Introductory Finance to request a 'Waiver with Replacement' for ACTG 5200 3.0 (Financial Decisions for Managers).

Students who receive the waiver will be required to take an additional 3 credits of marketing elective courses. The reason for this is because students coming into the program have widely divergent capabilities in quantitative methods and knowledge of finance and accounting. Some students in the program are relatively weak in quantitative methods and have no previous exposure to accounting or finance. These students are having a very difficult time with the content in ACTG 5200 3.0. Other students have undergraduate or graduate degrees in business, or even a professional designation in Accounting. These students find the course content in ACTG 5200 3.0 to be redundant.

This aligns with learning objectives of the master's program (curriculum map is attached).

Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
gradstudies.yorku.ca

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 Marketing (MMKG)

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

3. Proposed Change(s) and Rationale

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

This change incorporates 4 components:

1) **Remove 'Business Decision Making' (MGMT 5100 3.0) from the MMKG curriculum. To replace this course, students will take an elective course from current Schulich 6000-level marketing course offerings.**

    Student surveys revealed that there was significant overlap between 'Business Decision Making' and "Marketing Management' (MKTG 5200 3.0). Therefore, removing MGMT 5100 3.0 would reduce overlap in the program. In addition, as outlined in the original program proposal, one of the objectives of the degree is to have students gain specific knowledge in marketing topics. This change will allow students the opportunity to take an elective course in marketing that is specific to their interests. This will enhance the chances that students will be able to find employment in the area of marketing that most interests them.

2) **Replacing MKTG 6230 3.0 (New Topics in Digital Marketing) with a marketing elective course.**

    It is proposed to delete the course 'New Topics in Digital Marketing' (MKTG 6230 3.0) from the Master of Marketing Curriculum. Upon teaching this course, we learned there is not sufficient content for 12 lectures. Rather, the developments in digital marketing are covered in various other courses. This course will be replaced by an elective course requirement. Adding a second elective further increases students' abilities to specialize in marketing topic areas that most interest them.

3) **Replacing MGMT 6810 3.0 (Creativity and Innovation) with MKTG 6810 3.0 (Creativity in Marketing)**

    It is proposed to replace MGMT 6810 3.0 (Creativity and Innovation) with MKTG 6810 3.0 (Creativity in Marketing) as a required course in the Master of Marketing. The reason for this is because this course focuses directly on creativity in *marketin*g. The Creativity and Innovation course is a general MBA course that focuses more on innovation in business. Therefore, MGMT 6810 will not achieve the specific objectives that we want to obtain with MMKG students.

4) **Allow students who have successfully completed university level courses in Financial Accounting, Management Accounting and Introductory Finance to request a 'Waiver with Replacement' for ACTG 5200 3.0 (Financial Decisions for Managers).**

    Students who receive the waiver will be required to take an additional 3 credits of marketing elective courses. The reason for this is because students coming into the program have widely divergent capabilities in quantitative methods and knowledge of finance and accounting. Some students in the program are

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relatively weak in quantitative methods and have no previous exposure to accounting or finance. These students are having a very difficult time with the content in ACTG 5200 3.0. Other students have undergraduate or graduate degrees in business, or even a professional designation in Accounting. These students find the course content in ACTG 5200 3.0 to be redundant.

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.

These changes align with the learning objectives of the program (see the attached curriculum map in Appendix 1). As there is significant overlap between MGMT 5100 Business Decision Making 3.00 and MKTG 5200 3.00, removing MGMT 5100 does not impact achievement of the program outcomes. With regard to the removal of MKTG 6230, this course offered reinforcement of the content and skills covered in the other courses (as outlined in the curriculum map) and therefore its removal does not affect the program outcomes. The replacement of MGMT 6810 3.0 with (Creativity and Innovation) with MKTG 6810 3.0 (Creativity in Marketing) directly contributes to the academic objectives of the Master of Marketing Program to 'create creative thinkers and leaders in marketing for the modern world. Finally, only students who can demonstrate mastery of the content covered in ACTG 5200 will be eligible for waiver-with-replacement for this course and as such, there is no impact on the learning outcomes.

The Master of Marketing program level learning outcomes and curriculum map are attached in appendix 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.

These changes were discussed with the ADA and staff in Student Services and International Relations. They will not impact or cause any modifications on other programs.

d) A summary of any resource implications and how they are being addressed.

No additional resources are anticipated for this change. Discussion with current MMKG students indicate that, given the opportunity to take electives, they will enrol in many different courses. Given this, additional marketing electives will not be required as they could be absorbed into current elective courses.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated. This change will be instituted in Fall 2019, when a new cohort will join the Master of Marketing. Accordingly, no accommodation for current students is required.

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)

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MASTER OF MARKETING

The Graduate Program in marketing is a professional master's degree program designed to prepare graduates for professional careers in marketing. The 12-month, 42-credit program will provide students with the critical analysis and decision-making skills required of marketers today. Students will learn state-of-the-art digital marketing and research tools and grow their literacy in analytics, social media, advertising and consumer behaviour. Graduates of the program will be qualified for meaningful positions in private, public, or non-profit organizations, and equipped with the skills to advance to leadership roles in the future. The capstone of the program is a two-term integrative consulting project, designed to give students first-hand experience in developing and implementing marketing strategies for real-world organizations. Admission to the Master of Marketing is open to recent graduates from non-business and business degree programs who did not pursue a Marketing specialization, and to business professionals who wish to add marketing to their skill set. Please visit http://schulich.yorku.ca for more information.

ADMISSION REQUIREMENTS

ϖApplicants 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. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience.
ϖStrong internships and prior work experience are recommended but not mandatory.
ϖApplicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE).
ϖProof of English language proficiency if prior

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

DEGREE REQUIREMENTS

Students must successfully complete 42 credits of core coursework. In addition to the curriculum requirements, the MMKG program is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics by AnyPrep.com. A Schulich specific access code and instruction will be sent to admitted, confirmed students before they begin their first academic term. All other requirement

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

DEGREE REQUIREMENTS

Students must successfully complete 42.00 credits of ~~core~~ coursework:

- 36.00 credits of core courses
- 6.00 credits of electives

In addition to the curriculum requirements, the MMKG program is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics. ~~by AnyPrep.com. A Schulich specific access code and instruction will be sent to admitted, confirmed students before they begin their first academic term.~~ All other requirements are identical to those of Schulich's other Master's Programs.

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

Master of Marketing (MMKG) Curriculum Map

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

Program Level Goals & Learning Objectives	Term 1				Term 2				Term 3			
	MSTM 5000 Business Comm. & Team Dynamics	MKTG 5200 Marketing Management	MKTG 6050 Marketing Research	MKTG 6560 Digital Strategy	ACTG 5200 Financial Decisions for Managers	MKTG 6000 Marketing Field Project 1 - Strategy	MKTG 6140 Consumer Insights	MKTG 6370 Marketing Analytics	MKTG 6001 Marketing Field Project	MKTG 6810 Creativity in Marketing	MKTG 6550 Brand Management	MKTG 6570 Strategic Professional Selling
Goal 1: Core Business Knowledge & Understanding												
1.1 Define the main theories, concepts, and methods in the field of marketing.		A	R	R	R	R	R	R	R	R	R	R
Goal 2: Critical Analysis and Decision-Making												
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.		I	A	R	R	R	R	R	R	R	R	R
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.		I	R	R	R	R		A	R	R	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.						I			A			

Program Level Goals & Learning Objectives	Term 1				Term 2				Term 3			
	MSTM 5000 Business Comm. & Team Dynamics	MKTG 5200 Marketing Management	MKTG 6050 Marketing Research	MKTG 6560 Digital Strategy	ACTG 5200 Financial Decisions for Managers	MKTG 6000 Marketing Field Project 1 - Strategy	MKTG 6140 Consumer Insights	MKTG 6370 Marketing Analytics	MKTG 6001 Marketing Field Project	MKTG 6810 Creativity in Marketing	MKTG 6550 Brand Management	MKTG 6570 Strategic Professional Selling
Goal 3: Professional Communication												
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.	I	R	R	R		A	R		R	R	R	R
3.2 Write a clear, effective and engaging business document appropriate for the target audience.	I	R	R	R	R	R	R	R		R	R	A
3.3 Apply appropriate strategies to work effectively in teams.	I	R	R	R		R	R	R	A	R	R	R
Goal 4: Ethical Behaviour & Social Responsibility												
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.		I	R					A	R			

To: Faculty Council

From: David Johnson, Director, Master of Supply Chain Management

Date: January 18, 2019

Subject: New Course Proposal - SB/OMIS 6320 1.50 Managing New Supply Chain
           Technology in Master of Supply Chain Management program (MSCM)

Motion:

That the Faculty Council approve the new course proposal for SB/OMIS 6320 1.50
Managing New Supply Chain Technology

Rationale:

Replaces a course originally proposed in the Master of Supply Chain Management
program (MSCM) that subsequent to its approval was determined to not
sufficiently address the learning objectives of the program. The new course
replaces the old course which was focused on training students to cope with one
specific supply chain impacting technology, enterprise information systems.
Subsequent feedback on the needs of the overall MSCM program requires students
to develop a broader managerial approach to supply chain technology, its adoption
and implementation, which would include enterprise information systems. The
new course better fulfils the objective of the new program.

This aligns with learning objectives of the master's program (curriculum map is
attached)

Faculty of Graduate Studies
New Course Proposal

1. **Program:** Masters of Supply Chain Management (MSCM)

2. **Course Number:** OMIS 6320 1.50

3. **Credit Value:** 1.5 hours

4. **Long Course Title:** Managing New Supply Chain Technology

5. **Short Course Title:** Managing New Supply Chain Technology

6. **Effective Session:** Winter 2020

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

   This course provides frameworks to evaluate and plan the adoption and implementation of supply chain new technologies. This includes the assessment of the competitive limits of existing organizational systems, processes and relationships for doing supply chain tasks and supporting potentially new business models. We discuss the challenges and strategies for innovating to secure supply chains against risks such as climate change and technological disruption.

8. **Expanded Course Description:**

This course provides frameworks to evaluate and plan the adoption and implementation of supply chain new technologies. This includes the assessment of the competitive limits of existing organizational systems, processes and relationships for doing supply chain tasks and supporting potential new business models. We examine the case for digital transformation of supply chain management in the form of new analytic and coordinative capabilities through Enterprise Information Systems (EIS), Artificial intelligence (AI), block chain and e-commerce platforms. Also examined is the physical transformation of supply chains through new transportation and distribution systems and advances in mass customization of operations. Leveraging relationships with supply chain partners and an organization's employees are emphasized. We discuss the challenges and strategies for innovating to secure supply chains against risks such as climate change and technological disruption.

This course provides frameworks to evaluate and plan the adoption and implementation of new technologies for improving and organization's supply chain management capabilities. The overall objective is help future supply chain managers make more informed choices in terms of what and when to adopt new technology then prepare their organization and their supply chain partners for an effective implementation that achieves business results. We focus on emerging new technologies but reinforce best practices in managing change, major projects and supply risk discussed in previous course in the MSCM program

In this course students will learn to:

1. Understand the trajectory of new process and product technology adoption over time and the key enabling drivers and barriers.
2. Define the value proposition of new technology from a multi stakeholder perspective (i.e., customers, suppliers, communities).
3. Define the limits of existing and new technology.

4. Prioritize minor versus major technological changes as investment decisions in a road map for implementing new technology and the potential business model changes.
5. Assess the options for organizing the human resources needed to design and implement new technology
6. Assess the options for working with suppliers and technology providers to develop and implement new technology.
7. Manage the supply risks of the disruptive competitive changes and unintended consequences of new technologies.
8. Defining a communicating a roadmap for tracking and implementing new technology.

To achieve these objectives, students will be engaged in case discussions, a simulation, group work on specific emerging technologies and interaction with invited guest in-class and seminars. This will be supplemented by background reading and individual practice to solidify learning. Students will demonstrate their individual mastery of course content through individual participation, a group project and a case exam.

9. **Evaluation:**

Assignment/Task	Quantity	% Weight	Total %	Author
Participation (in-class activities and attending majority of emerging technology seminars)	1	30	30	Individual
Group Technology Road Map Exercise	1	30	30	Group
Final Exam	1	40	40	Individual
			100.00%	

10. **Integrated Courses:**
    Not relevant.

11. **Rationale:**

    Replaces a course originally proposed in the Masters of Supply Chain Management program that subsequent to its approval was determined to not sufficiently address the learning objectives of the program. The new course replaces the old course which was focused on training students to cope with one specific supply chain impacting technology, enterprise information systems. Subsequent feedback on the needs of the overall MSCM program requires students to develop a broader managerial approach to supply chain technology, its adoption and implementation, which would include enterprise information systems. The new course better fulfils the objective of the new program.

12. **Faculty Resources:**
    TBA

13. **Crosslisted Courses:**

    Not crosslisted.

14. **Bibliography and Library Statement:**
    Multiple copies of the following texts will be put on reserve in the Schulich School of Business but also can be purchased as new or used texts.

1. Strategic Management of Technological Innovation, 5th Edition, M. Schilling, McGraw–Hill Irwin, 2016, ISBN 9781259539060. This is a required reading. An ebook rental is also available through VitalSource at https://www.vitalsource.com/products/strategic-management-of-technological-innovation-melissa- schilling-v9781259737817.

2. Innovator's Solution: Creating and Sustaining Successful Growth , Clayton Christensen, McGraw Hill Irwin, 2003. This book is not a required reading but is recommended as a background source on disruptive innovation.

We will be using a number of cases that are available from Harvard Business School publishing. You will need to download and pay for these. Links will be provided on Canvas. Given the emerging nature of the topic the instructor will post links to articles and media on Canvas in advance of class.

The Canvas on-line course space contains general information for Schulich students and information and materials specific to this course, including lecture slides, Excel spreadsheets, practice problems, references to additional readings and other supporting materials. In addition, it is a source of specific questions and instructions for the preparation of case studies and assignments. This material is posted far in advance of the class that they are discussed or due..

Please see Master of Supply Chain Management program proposal for the Library Statement.

15. **Physical Resources:**

No additional physical resources are needed to run this course.

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

ors and Faculty Coordinator

Initial instructor
 TBA

Alternative instructors
 TBA

Course coordinator

Professor David Johnston, OMIS Area, Schulich School of Business

17. Specializations

Primary area or specialization

OMIS

Secondary areas or specializations

18. Student Contact and Enrolment

Contact hours

18 hours

Maximum enrolment

50 students

Expected enrolment

50 students

Evidence for enrolment expectations

This is the initial enrollment target for the Masters of Supply Chain Management program. This is a requirement in that program.

19. Human Participants Research

N/A

20. Conditions for Approval

If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:

a) The Area is deleting courses with at least the same total number of credits.

Replaces the previously approved OMIS 6320 Enterprise Information Systems for Supply Chain management. This is not an elective. It is required by the Masters of Supply Chain Program.

b) Provide a convincing case for the proposed course.

Meets a requirement for a course in the Masters of Supply Chain Management program focused on the adoption, design and implementation of supply chain related technological innovation. This course is more inclusive of the managerial issues and current technologies of future supply chain management practitioners.

Course Originator

David A. Johnston	*January 24th, 2019*
Signature	Date

David A. Johnston	OMIS
Name	Area or Specialization

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

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

Ashwin Joshi	*Adam Diamant*
M. David Rice	*Henry Kim*
Murat Kristal	*Kiridaran Kanagaretnam*

<Name of faculty member>   *<Name of faculty member>*

<Name of faculty member>   *<Name of faculty member>*
Approvals:

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

Richard Irving   *January 20th, 2019*
Signature   Date

Name   Area or Specialization

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

David A. Johnston   *January 24th, 2019*
Signature   Date

David A. Johnston   MSCM
Name of Program Director   Program

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

Detlev Zwick   *February 7, 2019*
Signature   Date

Detlev Zwick   *Master Programs Committee*
Name of Committee Chair   Committee

OMIS 6320 1.50: Managing New Supply Chain Technology

Course Outline
Semester Year: Winter 2020

Time: TBA
Room: TBA

Instructor	**Assistant**
Name: TBA	TBA
Location: TBA	
Tel: TBA	
Email: TBA	
Office Hours: TBA	

Biography of Instructor: TBA

Brief Description

This course provides frameworks to evaluate and plan the adoption and implementation of new technologies. This includes the assessment of the competitive limits of existing organizational systems, processes and relationships for doing supply chain tasks and supporting potential new business models. We examine the case for digital transformation of supply chain management in the form of new analytic and coordinative capabilities through Enterprise Information Systems (EIS), Artificial intelligence (AI), block chain and e-commerce platforms. Also examined is the physical transformation of supply chains through new transportation and distribution systems and advances in mass customization of operations. Leveraging relationships with supply chain partners and an organization's employees are emphasized. We discuss the challenges and strategies for innovating to secure supply chains against risks such as climate change and technological disruption.

Pre-requisites: MSTM 5210 3.0: Design and Management of Organizational Processes, OMIS 6203 3.00 Strategic Supply Chain Management

Contents

Course Learning Outcomes

This course provides frameworks to evaluate and plan the adoption and implementation of new technologies for improving and organization's supply chain management capabilities. The overall objective is help future supply chain managers make more informed choices in terms of what and when to adopt new technology then prepare their organization and their supply chain partners for an effective implementation that achieves business results. We focus on emerging new technologies but reinforce best practices in managing change, major projects and supply risk discussed in previous course in the MSCM program

In this course students will learn to:

1. Understand the trajectory of new process and product technology adoption over time and the key enabling drivers and barriers.
2. Define the value proposition of new technology from a multi stakeholder perspective (i.e., customers, suppliers, communities).
3. Define the limits of existing and new technology.
4. Prioritize minor versus major technological changes as investment decisions in a road map for implementing new technology and the potential business model changes.
5. Assess the options for organizing the human resources needed to design and implement new technology
6. Assess the options for working with suppliers and technology providers to develop and implement new technology.
7. Manage the supply risks of the disruptive competitive changes and unintended consequences of new technologies.
8. Defining and communicating a roadmap for tracking and implementing new technology.

To achieve these objectives, students will be engaged in case discussions, a simulation, group work on specific emerging technologies and interaction with invited guest in-class and seminars. This will be supplemented by background reading and individual practice to solidify learning. Students will demonstrate their individual mastery of course content through individual participation, a group project and a case exam.

Course work is designed to fit with a delivery over a 6 week, 18 hour class contact course.

Assignment/Task	Quantity	% Weight	Total %	Author
Participation (in-class activities and attending majority of emerging technology seminars)	1	30	30	Individual
Group Technology Road Map Exercise	1	30	30	Group
Final Exam	1	40	40	Individual
			100.00%	

Participation. The standard for individual student participation is defined below in the section on expectations for the student. In addition, the instructor takes into account a student's leadership in class room discussion. Through the 2nd and 3rd terms of the MSCM program, we will provide a number of half to full day seminars outside of regular class time on topical emerging SCM technologies such as enterprise resource planning systems, artificial intelligence applications in SCM and briefs on emerging technologies and trends such as block chain. Students will be expected to attend a majority of the seminars on offer prior to the completion of the course.

Group Technology Road Map Exercise. Four to 6 students will assess the timing and activities for implementing a technology new to the experience of a supply function in one organization. Students will be given a base case study describing the organization's supply situation in Class 2. Each group will be expected to access the business library and external expertise as part of their research as needed. Groups will prepare a research plan for their road map for Class 3. The instructor will provide feedback to each group before Class 4. Each group will present their recommendations in Class 6. In addition, they will submit a six-page report (excluding exhibits) describing their road map and sample deliverables. Grading will be based upon how well the group has assessed the organization's requirements, its existing technology, the potential of the technology and their ability to assess the potential risks and rewards during implementation. The presentation is worth 15% and the report 15%.

Final Exam. This is a two-hour closed book case exam covering all written material and classroom discussions.

Multiple copies of the following texts will be put on reserve in the Schulich School of Business but also can be purchased as new or used texts.

Strategic Management of Technological Innovation, 5th Edition, M. Schilling, McGraw–Hill Irwin, 2016, ISBN 9781259539060. This is a required reading. An ebook rental is also available through VitalSource at https://www.vitalsource.com/products/strategic-management-of-technological-innovation-melissa- schilling-v9781259737817.

Innovator's Solution: Creating and Sustaining Successful Growth , Clayton Christensen, McGraw Hill Irwin, 2003. This book is not a required reading but is recommended as a

background source on disruptive innovation.

We will be using a number of cases that are available from Harvard Business School publishing. You will need to download and pay for these. Links will be provided on Canvas. Given the emerging nature of the topic the instructor will post links to articles and media on Canvas in advance of class.

The Canvas on-line course space contains general information for Schulich students and information and materials specific to this course, including lecture slides, Excel spreadsheets, practice problems, references to additional readings and other supporting materials. In addition, it is a source of specific questions and instructions for the preparation of case studies and assignments. This material is posted far in advance of the class that they are discussed or due. Check it frequently.

Expectations for Student Preparation, Participation and Class Conduct

Preparation. Students are expected to keep up with the assigned readings and class discussions week to week. This is necessary for good class discussion and required to complete the various deliverables for the course.

Class Participation (contribution). Good participation is defined and measured as, "the consistent demonstration of good preparation and presentation of relevant thought about the readings, cases, and exercises". The emphasis is on quality not quantity. The sharing of experiences relevant to the topics being discussed is also appreciated where class time allows.

Here is a checklist for determining the adequacy of your own participation in and out of class:

1. Am I a good listener?
2. Are my points relevant to the discussion and address those of others?
3. Do my comments reflect good preparation?
4. Are my comments a rehash of case facts or points made by others with no additional insight?
5. Am I taking chances, being critical in a constructive manner and trying to be innovative or just playing it safe?
6. Do I ask good questions?
7. Do I help discussion with clarifications, concise summaries, appropriate use of numbers, or lead discussion into relevant areas?
8. Do I respect the right of other class members to participate?

Attendance is not participation. Your attendance is expected for the full duration of the class. That means being on time when the class starts and being there when it ends**.** If you miss more than one class you may be asked to retake the course. You have missed a class if you are not present for more than 50% of the class. If you feel that you have to miss a class or any part of a class, please inform the instructor before the class so that you will not be called upon in class and so that the instructor can advise you on how to keep up with the rest of the class.

The instructor will frequently randomly select people in class to contribute. At that time, they will be expected to be present and prepared. For some subjects, people will want to participate a lot. In these situations, you should be respectful of other's desires to participate and therefore be brief and have a relevant point that adds to the discussion.

People often vary as to their level of confidence and ability in speaking for various reasons. The instructor is aware of this and will try to help where possible.

Student Checklist of Expectations for Class Conduct

1. Be prepared for class. You should expect to be called upon in class to present your analysis and positions at any time.
2. Be on time for class. Given the short duration of the course we need to use the full amount of time available without distracting interruptions from late arrivals and early departures. The instructor reserves the right to deduct class participation marks for consistently being late and disrupting the class.
3. Keep the instructor informed. Do not suffer in silence. Let the instructor know if you are having problems. Let it be known if you cannot attend class. You do not want to miss anything.
4. Identify yourself. Universities can be impersonal places, do not become a number! COME TO CLASS WITH A READABLE NAME CARD. This is important for monitoring your participation. Identify all your work completely with student number and name. Both of these actions will help the instructor to get to know you as an individual.
5. Check Canvas the day before class to make sure you are aware of any class announcements and to download any PowerPoint slides and other documents left there by the instructor.
6. Get the information directly from the instructor. If you have a question about the course, contact the instructor directly. Do not rely on second hand information from other students and former students of the course. When in doubt, first consult this course outline.
7. Do not use any electronic devices for any purpose other than to follow course materials and take notes. For example, laptops and tablets can be used to view and annotate class PowerPoints. In order to protect individual privacy, no part of any class can be photographed or subjected to audio or video recording.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. More detailed information to guide students in preparing each class will be posted on the CMD. That includes guiding questions for discussion of cases and readings used in class. Please make checking the CMD a regular part of your class preparation.

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

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
(1)	**Understanding The Technical and Commercial Limits of Emerging Technology**

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
	Review of models describing changes in technology over time in an industry. Identification of major influences in the technical evolution of an industry and its technical base. Essential to forecasting technology is an understanding of the technical and commercial limits of existing and emerging new technology. There are common patterns to the adoption and diffusion of new technology that repeats across industries and over time. These patterns have implications for the timing of investment and effort in developing and adopting new technology. Read: Schilling textbook Chapters 1 to 3

(2) **Managing The Risks and Rewards Of Technological Disruption**

   The word "disruptive" is a much overused adjective associated with new technology. Most new technology is not disruptive in that it radically restructures markets and industries. In this class we examine why disruption is a problem or opportunity for organizations. The challenge is less managing the future than surmounting the past. We examine suggestions for how to manage the risks and rewards of rethinking products and processes at the same time exploiting existing markets and products. We focus on the process of transitioning an organization from old to new technology. Instructions will be posted on Canvas for playing the management simulation in the second half of the class.

Read:
1) Schilling textbook Chapter 6
2) Christensen, C.M., Raynor, M.E. and McDonald, R., 2015. What is disruptive innovation. Harvard Business Review, 93(12), pp.44-53.
Simulation:
   Back Bay Battery

(3) **Preparing A Roadmap For Implementing Supply Chain Technologies**

We first examine the importance of maintaining a portfolio of different types of new technology projects and their timing. We then introduce how firms push and or pulled by stakeholders into planning to innovate. This class will focus on techniques and tools for visualizing the path towards future technical goals and the intermediate goals along the way.   This includes the identification of potential changes required to an organization's business model and risks to execution. This will provide the theoretical and practical guidance for the road mapping project which is required for this courses. Groups will submit to the instructor a description of their chosen technology to roadmap and receive feedback before the next class.

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE

Read:

1) Schilling textbook, Chapter 4 and 5
2) Phaal, R., O'Sullivan, E., Routley, M., Ford, S. and Probert, D., 2011. A framework for mapping industrial emergence. *Technological Forecasting and Social Change*, *78*(2).
3) Girotra, K. and Netessine, S., 2014. Four paths to business model innovation. *Harvard business review*, *92*(7), pp.96-103.
4) Base case for road-mapping group project. (TBD on Canvas after Class 2)

Examples: TBD by Instructor on Canvas

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(4)

Managing Vendors of New Technology

Many organizations are buyers of other organization's technology. We examine two scenarios. The first scenario is where vendors such as those for Enterprise Information Systems (EIS) provide a variety of off-the-shelf and customizable solutions. Unlike straight forward capital goods purchases such as rolling stock for railroads these may involve long term commitments to hosting, servicing and support for ongoing customized software and hardware. The second scenario is where contract manufacturing and logistics suppliers increasingly provide the expertise for product and process innovation. In both scenarios we examine the key elements for effective relationship management.

Read: Schilling Chapter 8 and 13
Case Studies:
1) Business Intelligence Software at SYSCO   HBSP
2) Cisco Systems Inc.; Collaboration on New Product Development HBSP
3) The Uber-ization of Logistics

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(5)

Managing Employees in Process and Product Design and Improvement

An essential element of effective innovation is the involvement of employees not only in design and selection of technology but also as the source of expertise in adapting a technology successfully to specific organizations. We examine how firms organize and incentivize employees and managers to continuously improve new and existing products and processes. This includes engaging customers and suppliers in improvement activities.

Read: Schilling textbook Chapters 10 and 12

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
	Case Study: Managing Innovation at Nypro
(6)	**Presentation of Technology Road Maps for Emerging SCM Technology** The correct way to approach this presentation is for the team to assume that they are consultants pitching a client about their vision for the future implementation of a technology. Each presentation in 20 minutes must convey a credible plan moving forward but also consideration of the best strategy for achieving goals, mitigating risks and building supporting organizational capabilities.
	Final Exam

Calculation of Course Grade

The student's grade in the course is computed from his/her performance on each of the graded components in the course. Numerical grades will be assigned to each component and the results will be aggregated as described in "Deliverables at a Glance". Participation in the Emerging Technology Seminars is graded on a pass/fail basis where a pass is attending the complete seminar. All other graded elements will be scored on a full scale (from 0 to 100%). Students are expected to hand in work for grading in a timely fashion. Late work will not be accepted without prior approval of the instructor (exceptional circumstances only). Schulich policies will be followed with regards to missed exams.

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1.

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

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

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

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

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1 Understanding The Technical And Commercial Limits Of Emerging Technology	Case: EMI and the CT Scanner (A)" - EMI and the CT Scanner (B)"	Shilling Chapters 1, 2 and 3	
2 Managing The Risks And Rewards Of Technological Disruption	Simulation : Back Bay Battery	-Schilling Chapter 6 -What is disruptive innovation. - Read instructions and scenario for simulation downloaded before class.	
3 Preparing A Roadmap For Implementing SCM Technologies.	Case studies TBD on Canvas	- Schilling Chapter 4 and 5 -A framework for mapping industrial emergence -Four paths to business model innovation. - Base case for technology roadmapping exercise.	Submit groups and topic for roadmap exercise.
4 Managing Vendors of New Technology	Case Studies: Business Intelligence Software at SYSCO - Cisco Collaboration on NPD - The Uber-ization of Logistics	Shilling Chapter 8 and 13	Review feedback from instructor on group topic for roadmap before class.
5 Managing Employee Involvement in Process and Product Design and Improvement	Case Study: Nypro Inc	Schilling Chapter 10 and 12	
6 Presentation of Technology Road Maps for Emerging SCM Technology and Course Wrap Up.	Feedback forms for feedback on presentations		-Powerpoint slides to Instructor - Draft of written report
Final Case Exam, Hand in Road Mapping Report			

MEMORANDUM
Peter F. Bronfman Business Library

TO: Professor David A. Johnston, Director, Master of Supply Chain Management, Schulich School of Business

SUBJECT: Library Statement for **OMIS 6320 1.5: Managing New Supply Chain Technology**

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

DATE: February 1st, 2019

OMIS 6320 provides frameworks to evaluate and plan the adoption and implementation of supply chain new technologies. This includes the assessment of the competitive limits of existing organizational systems, processes and relationships for doing supply chain tasks and supporting potentially new business models. We discuss the challenges and strategies for innovating to secure supply chains against risks such as climate change and technological disruption. The Libraries can support this course with a good collection including print and electronic books, print and electronic journals, and related databases in subject areas relevant to this course.

Keyword searching of the York University Libraries' catalogue reveals relevant subject headings such as: Business logistics>>Data processing, Business logistics, Industrial procurement, Business networks, Risk assessment, Risk management, Electronic commerce, Information technology>>Purchasing, Internet>>Technological innovations, Administrative agencies>>Information technology security measures, Electronic funds transfers>>Security measures, Data encryption (Computer Science), Blockchains, Artificial intelligence, and Intelligent agents (Computer Science). Relevant print books are located primarily at the Peter F. Bronfman Business Library while technological focused print books are located primarily at the Steacie Science & Engineering Library.

The books listed in this proposal, which are not currently in our collections, will be ordered and the books will be added to our collections before the course is delivered. The instructor is encouraged to use the Libraries' reserve service to ensure equitable student access to all the required reading books.

The Libraries provide access to a range of e-resources of relevance. This includes periodical databases covering the business literature such as *Proquest Business, Scholars Portal Journals, Business Source Complete* and *Factiva*. The print academic book collection is supplemented nicely by a range of different practitioner e-book collections, e.g. *Springer Link* and *Scholars Portal Books* and more which are offered through e-book collections such as *Skillsoft Books* and *Safari Books Online.* In addition, the Libraries offer a number of databases that are very useful to this proposed new course, e.g. *Gartner IntraWeb*, *Statista* and *ProcureIQ* etc.

Students will find the Supply Chain Management Research Guides very useful when conducting general literature review:
http://researchguides.library.yorku.ca/supplychainmanagement

1

For books and articles not available from York Libraries, York RACER Interlibrary Loan services can help students to borrow the research materials from other libraries. http://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/

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 step-by-step PDF guides which help students learn how to conduct detailed research.

Knowledgeable business librarians are available to support the students' research needs and to offer instructional sessions. Assistance with information resources is available in person, by email, by telephone, and by chat reference via an IM service.

2

To: Faculty Council

From: David Johnson, Director, Master of Supply Chain Management

Date: January 18, 2019

Subject: Master of Supply Chain Management – Minor Change

Motion:

That Faculty Council approve the following minor program change to the Master of Supply Chain Management program: replacement of OMIS 6320 1.5 Enterprise Information Systems with a new course OMIS 6320 1.5 Managing New Supply Chain Technology.

Rationale:

The new course replaces the old course which was focused on training students to cope with one specific supply chain impacting technology, enterprise information systems. Subsequent feedback on the needs of the overall MSCM program requires students to develop a broader managerial approach to supply chain technology, its adoption and implementation, which would include enterprise information systems. The new course better fulfils the objective of the new program.

This aligns with learning objectives of the Master's program (curriculum map is attached)

Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
gradstudies.yorku.ca

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: Masters of Supply Chain Management (MSCM)

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

3. Proposed Change(s) and Rationale

Replacing OMIS 6320 Enterprise Information Systems with a new course OMIS 6320 1.5 Managing New Supply Chain Technology

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

The new course replaces the old course which was focused on training students to cope with one specific supply chain impacting technology, enterprise information systems. Subsequent feedback on the needs of the overall MSCM program requires students to develop a broader managerial approach to supply chain technology, its adoption and implementation, which would include enterprise information systems. The new course better fulfils the objective of the new program.

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.

This aligns with learning objectives of the Master's program (see the attached curriculum map in Appendix 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.

This does not impact other academic programs. The MSCM is being offered for the first time in May 2019 so there is no impact on current students, instructors and scheduling. The new course is the same course load (1.5 hours) as the course being replaced and will occupy the same position in the program (e.g., third term of full time program).

d) A summary of any resource implications and how they are being addressed.

No additional resources are required that are specific to this course.

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

The program does not admit its first cohort till May 2019. This does not substantively change what has been communicated to prospective students as to the content and workload for the program.

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)
No change required.	

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

Appendix 1
Master of Supply Chain Management (MSCM) Program
Curriculum Map

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

Program Level Goals & Learning Objectives Graduates of the Masters of Supply Chain Management program are able to...	Term 1					Term 2				Term 3			
	MKTG 5200 3.00 Marketing Management	ACTG 5200 3.00 Financial Decisions for Managers	MSTM 5060 3.00 Managerial Decision Anlys.	MSTM 5210 3.00 Design & Management of Organizational Processes	MSTM 5000 3.00 Business Communication & Team Dynamics	OMIS 6200 3.00 Strategic Supply Chain Management	OMIS 6210 3.00 Transportation & Logistics Management	OMIS 6220 3.00 Supply Relationship Management	OMIS 6230 3.00 Models for Coordinating Supply & Demand	OMIS 6300 3.00 Managing Change in Supply Chains	OMIS 6310 3.00 Managing International Trade in Supply Chains	OMIS 6320 1.50 Managing New Supply Chain Technology	OMIS 6400 4.50 Supply Chain Consltg. Proj.
Goal 1: Core Business Knowledge & Understanding													
1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.	I/A	I/A		I/A		R/A	R	R	R	R	R	R	R
1.2 Define the main theories, concepts, and methods in the field of supply chain management.				I		D	D	D	D	R/A	R	R	R
Goal 2: Critical Analysis and Decision-Making													
2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.				I/A	R					R	R	R	R

Program Level Goals & Learning Objectives	Term 1					Term 2				Term 3			
	MKTG 5200 3.00 Marketing Management	ACTG 5200 3.00 Financial Decisions for Managers	MSTM 5060 3.00 Managerial Decision Anlys.	MSTM 5210 3.00 Design & Management of Organizational Processes	MSTM 5000 3.00 Business Communication & Team Dynamics	OMIS 6200 3.00 Strategic Supply Chain Management	OMIS 6210 3.00 Transportation & Logistics Management	OMIS 6220 3.00 Supply Relationship Management	OMIS 6230 3.00 Models for Coordinating Supply & Demand	OMIS 6300 3.00 Managing Change in Supply Chains	OMIS 6310 3.00 Managing International Trade in Supply Chains	OMIS 6320 1.50 Managing New Supply Chain Technology	OMIS 6400 4.50 Supply Chain Consltg. Proj.
2.2. Identify and analyze critical problems and opportunities in complex supply chains.			D	I		D/A	D	D	D	R	R	R	R
2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.						I	D	D	D	A	R	R	R
Goal 3: Professional Communication													
3.1 Prepare and deliver effective oral presentations.			R	I		R	R	R	D	R	R	R	A
3.2 Write effective business documents appropriate for the target audience.	D	D	D	D	I	D	D	D	D	R/A	R	R	R
3.3 Apply appropriate strategies to work effectively in teams.	R	R	R	R	I	R	R	R	R	D	D	R	A

Program Level Goals & Learning Objectives	Term 1					Term 2				Term 3			
	MKTG 5200 3.00 Marketing Management	ACTG 5200 3.00 Financial Decisions for Managers	MSTM 5060 3.00 Managerial Decision Anlys.	MSTM 5210 3.00 Design & Management of Organizational Processes	MSTM 5000 3.00 Business Communication & Team Dynamics	OMIS 6200 3.00 Strategic Supply Chain Management	OMIS 6210 3.00 Transportation & Logistics Management	OMIS 6220 3.00 Supply Relationship Management	OMIS 6230 3.00 Models for Coordinating Supply & Demand	OMIS 6300 3.00 Managing Change in Supply Chains	OMIS 6310 3.00 Managing International Trade in Supply Chains	OMIS 6320 1.50 Managing New Supply Chain Technology	OMIS 6400 4.50 Supply Chain Consltg. Proj.
3.4 Successfully carry out negotiations.						I		D			A		R
Goal 4: Ethical Behaviour & Social Responsibility													
4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision making.				I		D	D	D	R	A	R		R
Goal 5: Global Perspective													
5.1 Describe issues and potential approaches to supply chain decision-making in the global context.				I		R	R	R		R	D/A		R

To: Faculty Council, Schulich School of Business
From: Moren Levesque / Steve Pulver
Date: Nov 29, 2018
Re: SB/ENTR 4500 3.00 – calendar description change

RATIONALE:

Allowing third-year BBA/iBBA to take ENTR 4500 will enable them to experience before they graduate how to integrate their business skills and learning, as developing a new venture concept relies on multiple business disciplines (e.g., finance, marketing, operations, strategy, human resource). Moreover, it will allow them to have one full year in front of them in their program where they can take advantage of the many initiatives in entrepreneurship throughout our campus. These initiatives come from Schulich (e.g., meeting and interacting with our Entrepreneur-in-Residence), Lassonde (e.g., participating in the BEST Lab) and Innovation York (e.g., participating in LaunchYU), among others.

Course Change Proposal Template

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

1. **Program**
   Schulich BBA Program

2. **Course Number and Credit Value**
   ENTR 4500 3.00

3. **Course Title**
   a) **Long Course Title**
      ENTREPRENEURSHIP & TECHNOLOGY VENTURES

   b) **Short Course Title**
      ENTREPRENEURSHIP & TECHNOLOGY VENTURES

4. **Existing Pre-requisites/Co-Requisites**
      Course Credit Exclusion: SB/ENTR 4600 3.00.

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

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

6. **Effective Session of Proposed Change(s)**
   (Academic term in which the proposed change will take effect.)
   Winter 2020

7. **Academic Rationale**
   Allowing third-year BBA/iBBA to take ENTR 4500 will enable them to experience before they graduate how to integrate their business skills and learning, as developing a new venture concept relies on multiple business disciplines (e.g., finance, marketing, operations, strategy, human resource). Moreover, it will allow them to have one full year in front of them in their program where they can take advantage of the many initiatives in entrepreneurship throughout our campus. These initiatives come from Schulich (e.g., meeting and interacting with our Entrepreneur-in-Residence), Lassonde (e.g., participating in the BEST Lab) and Innovation York (e.g., participating in LaunchYU), among others.

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

Existing Course Information (Change from)	Proposed Course Information (Change to) (60 characters max)
This course brings forward the challenges and opportunities facing an entrepreneur creating a technology start-up. Students turn an idea into an enterprise by focusing on what customers want.	*This course brings forward the challenges and opportunities facing an entrepreneur creating a technology start-up. Students turn an idea into an enterprise by focusing on what customers want.*
Note: open to Year 4 BBA/iBBA students, students who have completed 60.00 engineering credits in the Lassonde School of Engineering, or students with instructor permission. *Course Credit Exclusion: SB/ENTR 4600 3.00*	*Note: open to Years 3 and 4 BBA/iBBA students, students who have completed 60.00 engineering credits in Lassonde School of Engineering, or students with instructor permission.* *Course Credit Exclusion: SB/ENTR 4600 3.00*

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

Originator

Moren Levesque	*November 29, 2018*
Signature	Date

Moren Levesque	ENTR
Name	Area or Specialization

Approvals:

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

Steve Pulver	*November 29, 2018*
Signature	Date

Steve Pulver	ENTR

Name	Area or Specialization

Degree Program

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

Mike Valente	January 11, 2019
Signature	Date

Mike Valente	BBA/IBBA Program
Name of Program Director	Program

Program Committee

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

Mike Valente	January 11, 2019
Signature	Date

Mike Valente	BBA/iBBA Program Committee
Name of Committee Chair	Committee

ENTR 4500 M 3.00: Entrepreneurship & Technology Ventures

Course Outline   **Draft**
Winter 2020

Tuesday & Thursday, 1:00-2:30pm, beginning on January 4th
Bergeron Centre for Engineering Excellence 217 (Tuesday) & 211 (Thursday)

Instructor   **Assistant**
Dr. Moren Lévesque   Clara Kan
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Office hours are by appointment

Moren Lévesque is Professor and the Chartered Professional Accountants of Ontario Chair in International Entrepreneurship at the Schulich School of Business. She has been on the faculty at Université Laval, Carnegie Mellon University, Rensselaer Polytechnic Institute, Humboldt Universität, Case Western Reserve University, and the University of Waterloo as a Canada Research Chair in Innovation & Technical Entrepreneurship. Her research applies the methodologies of analytical and quantitative disciplines to the study of decision making in new business formation.

Brief Description

This course brings forward the challenges and opportunities facing an entrepreneur creating a technology start-up. Students turn an idea into an enterprise by focusing on what customers want.

Prerequisites/Corequisites/Course Exclusions:
Open to Year 3 & Year 4 BBA/iBBA students, students who have completed 60.00 engineering credits in the Lassonde School of Engineering, or students with instructor permission.
Course Credit Exclusion: SB/ENTR 4600 3.00

Contents

Course Learning Outcomes

You will acquire knowledge and skills related to:
- Understanding why entrepreneurship matters.
- Developing and assessing your business idea.
- Protecting that idea and the resulting business venture.

- Understanding the importance of using the right business model for your offering.
- Making that offering what the market wants.
- Assessing whether or not your venture is financially viable.
- Understanding what investors are looking for and how to make a pitch.
- Understanding how to scale up the startup as well as how to exit an entrepreneurial career.
- Assessing whether an entrepreneurial career is for you.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Elevator pitch	1	5	5	Individual
Presentation slide decks	2	7.5	27.5	Team
	1	12.5		
New venture concept presentations	1	7.5	30	Team
	1	10		
	1	12.5		
New venture concept write-up	1	15	15	Team
Acting on a judging panel	1	7.5	7.5	Team
Class participation & readings	1	15	15	Individual
			100%	

For details, see "Written Assignments/Projects and Presentations: Descriptions" and "Evaluation of Written Assignments/Projects and Presentations" below.

Course Material

There is no required textbook for this course, but for those who would like some recommendations:

Hisrich, R., Peters, M., Shepherd, D., 2017. *Entrepreneurship*. McGraw-Hill.

Buyers, T., Dorf, R., Nelson, A., 2015. *Technology Ventures: From Idea to Enterprise*, Fourth Edition. McGraw-Hill.

Spinelli, S., Ensign, P., Adams, R. 2014. *New Venture Creation*, Second Canadian Edition. McGraw-Hill Ryerson.

Recommended readings can be found on the *Course Materials Database (CMD)* that has been created within Schulich's Lotus Notes. It contains general information for students and information and materials specific to this course. Check it frequently.

Popular press readings are strongly encouraged, such as, but not limited to:

Magazines: e.g., Entrepreneur; Inc.; MIT technology Review; PROFIT; The Economist

Books: e.g., Blank, S., 2013, *The Four Steps to the Epiphany: Successful Strategies for Products That Win;* Ries, E., 2011, *The Lean Startup*; Christensen, C.M., 2011, *The Innovator's Dilemma*; Osterwalder, A., Pigneur, Y., 2010, *Business Model Generation*; Livingston, J., 2009, *Founders at Work: Stories of Startups' Early Days*

Every week, you should check the Class-by-Class Syllabus below for readings and their locations.

Student Preparation for Class and Class Participation: Expectations

You are expected to be in class and participate in the discussions. You must show that you have prepared yourself for class and seriously thought about the assigned reading material. Also, you should be prepared to make contributions from your own background. This course is about putting knowledge into practice to create a new business venture. You are therefore expected to be creative and think outside the box. You are also expected to identify problems and workable solutions. In addition, you are expected to analyze and assess feasible options and action plans.

An individual's class participation grade will be my evaluation of the quality and quantity of your individual's contributions to class discussions. The class participation grade will be significantly lower for those who have the habit of showing up late to class, or not showing up. Of this 15% of your final grade, expect 6% for the quality and quantity of your individual's contributions to class discussions and 9% for your attendance and being on time. Please keep in mind that if you do not show up for class, your individual contributions cannot score high in terms of quantity.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. **Please check on the course online link for reading material.**

> Note: If any changes in this schedule become necessary or changes need to be announced between classes, an email will be sent to the students notifying them of the changes.

Jan 7 & 9 Week 1	Course Introduction: What are you going to learn? Nature and Importance of Entrepreneurship The Individual Entrepreneur and the Team: Are you right for the job?

Reading: *Building an effective team*
Comparison of entrepreneurs
Primer for building an effective board
Making of a successful entrepreneur
Global creativity index
Key small business statistics

Watch: https://youtu.be/i6O98o2FRHw
http://www.youtube.com/watch?v=Tq0tan49rmc&sns=em
https://www.youtube.com/watch?v=8JNQUSxXkbM
https://www.youtube.com/watch?v=eHbpbGi7keg
https://www.youtube.com/watch?v=QK3ZdaoKXNQ
https://www.youtube.com/watch?v=BIo-enMAIxE

Prep for Jan 9: An elevator pitch to effectively 'sell' yourself as a leader with a clever potential concept for a new business venture (5%)

Jan 14 & 16 Week 2	Creativity & the Business Idea: What makes you tick? Lean Startup and Canvas: What is your business model?

Reading: *Opportunity assessment*
Fourteen people questions
Partnership agreement template
http://www.vto.at/wp-content/uploads/2013/10/Why-the-Lean-Startup-Changes-Everything_S.Plank_HBR-052013.pdf
Watch: https://www.youtube.com/watch?v=QoAOzMTLP5s
Download: Lean canvas template (on CMD)

	Prep for Jan 16: Finalizing your team composition as you work on an initial draft of your value proposition
Jan 21 & 23 Week 3	Value Proposition, Customer Segments and Channels: Can it be a winner? **Reading:** http://www.pretotyping.org/uploads/1/4/0/9/14099067/pretotype_it_2nd_pretotype_edition-2.pdf **Prep for Jan 23:** Smart questions for the guest speaker **Guest speakers on Jan 23: TBA**
Jan 28 & 30 Week 4	Lessons on Preparing Powerful Slide Decks for your New Venture Concept **Reading:** *The pitch – from Marnie Walker* *The Pyramid Principle* **Watch:** The elevator pitch videos from Week 1 to refresh your memory **Prep for Jan 30:** Presentation #1 on pitching your team's new venture concept (7.5%) **Assignment due on Jan 30 by 11:00am:** Slide deck for presentation #1 (7.5%)
Feb 4 & 6 Week 5	Marketing Research and the Marketing Plan: Can you speed the diffusion of your technology? **Reading:** *Market research for the new venture* *Planning for success* *Steps in preparing the marketing plan* **Watch:** https://vimeo.com/190925671 **Prep for Feb 6:** Describe and rationalize your new venture concept in team consultation with Chris Carder, our entrepreneur-in-residence, and your instructor
Feb 11 & 13 Week 6	Collecting Data and Working the Numbers: Is your venture at all feasible? **Reading:** *Due diligence checklist* *Inc. Magazine valuation guide* **Watch:** http://www.cbc.ca/dragonsden/drivenforsuccess/awake-chocolate http://business.financialpost.com/entrepreneur/fp-startups/what-getting-the-call-from-walmart-meant-for-dragons-den-alumni-awake-chocolate?__lsa=58a7-c38d **Prep for Feb 13:** Smart questions for the guest speaker **Guest speaker on Feb 13: TBA**
Feb 25 & 27 Week 7	**Prep:** Presentation #2 on your team's new venture concept as developed through your business model canvas (10%) Acting on a judging panel (7.5%) **Assignment due on Feb 24 or Feb 26 by 1:00pm:** Slide deck for presentation #2 (7.5%)
Mar 3 & 5 Week 8	Financing the New Venture: How do you tame a dragon? **Assignment due on Mar 5:** Business plan (or comprehensive slide deck) of your new venture concept (15%) **Reading:** *Financing statistics* *How to tame a dragon* *Running ballistics on the Dragons' eight silver bullets* *Consulting agreement* *Employment agreement* *Mutual non-disclosure agreement* *Shareholder's agreement* *Uni-directional non-disclosure agreement* **Prep for Mar 5:** Smart questions for the guest speaker **Guest speaker on Mar 5: TBA**

Mar 10 & 12 Week 9	Putting it all together: Can you now write a powerful business plan?
	Reading: *Glossary of a business plan*
	Nine questions every business plan should answer
	Writing the business plan
	Prep for Mar 12: Smart questions for the guest speaker
	Guest speaker on Mar 12: TBA
Mar 17 & 19 Week 10	New Venture Growth: What are the opportunities and how to manage them?
	Prep for Mar 19: Smart questions for the guest speaker
	Guest speaker on Mar 19: TBA
Mar 24 & 26 Week 11	Dry Run of Your Final Pitch: Is the class buying it?
	Reading: *Pitch evaluation criteria*
	What makes for the best pitch
	Watch: http://skydmagazine.com/2015/03/gear-watch-mints-ultimate-gloves-review/
	Prep for Mar 24: Pitch practice
	Prep for Mar 26: Smart questions for the guest speakers
	Guest speaker on Mar 26: TBA
Mar 31 & Apr 2 Week 12	**Prep:** Presentation #3 of your on your team's new venture concept to convince potential investors (12.5%)
	Assignment due on Mar 31 or Apr 2 by 11:00am: Slide deck for presentation #3 (12.5%)
	You will face a 'real' judging panel: Guests TBA

Written Assignments/Projects and Presentations: Descriptions

Due Date

Jan 9   Elevator pitch
An elevator pitch where you introduce a business opportunity/idea. The goal of this exercise is for you to try to form a team potentially interested in your business idea.
Max length: 1 minute
Value: 5%

Jan 30   Slide deck for team presentation #1
Your team's deck of slides for your new venture concept pitch must be emailed to me no later than 11:00am (i.e., 2 hours prior to the beginning of class).
Max length: for a 10 minute presentation (this time may change due to class size)
Value: 7.5%

Jan 30   New venture concept presentation #1
Pitch your new venture concept by focusing on your business model canvas' Value Proposition, Customer Segments and Channels.
Max length: 10 minutes + 5 minutes Q&A (these times may change due to class size)
Value: 7.5%

Feb 24 or Feb 26   Slide deck for team presentation #2
Your team's deck of slides for your new venture concept presentation must be emailed to me and your judging-panel team no later than 1:00pm (i.e., 24 hours prior to the beginning of class on your presentation day).
Max length: for a 15 minute presentation (this time may change due to class size)
Value: 7.5%

Due Date

Feb 25 or 27   New venture concept presentation #2
Present your business idea as developed through your business model canvas by focusing on a clear description of the idea and the venture, bringing key aspects from your industry analysis, and make a convincing case for having the right team.
Max length: 15 minutes + 10 minutes Q&A (these times may change due to class size)
Value: 10%

Feb 25 or 27   Judging panel exercise
Act as a judge for one of the new venture concept presentation I will assign to your team.
Max length: 10 minutes (this time may change due to class size)
Value: 7.5%

Mar 5   Business plan or comprehensive slide deck
You can choose to write a business plan or a comprehensive slide deck of you new venture concept. This write-up must contain a clear description of the idea and the venture, bringing key aspects from your industry analysis, and a convincing case for having the right team. Please do not forget the three key building blocks from your business model canvas: Value Proposition, Customer Segments and Channels. A hard copy must be submitted at the beginning of class on that day.
Max length: 10 pages (plus appendices) double-spaced, Times New Roman 12 point font or
            20 slides (plus appendices)
Value: 15%

Mar 31
or Apr 1   Slide deck for team presentation #3
Your team's deck of slides for your new venture concept presentation must be emailed to (only) me no later than 11:00am (i.e., 2 hours prior to the beginning of class).
Max length: for a 15 minute presentation (this time may change due to class size)
Value: 12.5%

Mar 31
or Apr 1   New venture concept presentation #3
Present your new venture concept by selecting wisely what to cover as you describe the idea and the venture, bring key aspects from your industry analysis, make a convincing case for having the right team, present important elements from your marketing research and planning, as well as financial planning (including needs and uses). Please do not forget the nine building blocks from your business model canvas.
Max length: 15 minutes + 10 minutes Q&A (these times may change due to class size)
Value: 12.5%

Evaluation of Written Assignments/Projects and Presentations

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED AFTER 24 HOURS AND THE TEAM GRADE WILL BE HEAVILY PENALIZED FOR EVERY HOUR THAT AN ASSIGNMENT IS DELAYED.

The team project represents a total of **80% of the final grade**, a major teaching tool of the course and a semester long project.

Business Plan or Comprehensive Slide Deck:
You will work in teams of 3 to 4 students. Each team can choose to write a business plan or a comprehensive slide deck on crucial aspects of the proposed new venture concept. **Good writing style and creativity are important. Diction, grammar, spelling, and neatness will be important parts of the grade.** The project requires a wide range of knowledge. Consequently, a broad range of backgrounds among the team members is beneficial. **Choose your team members very carefully**. In an effort to mitigate potential 'free-rider' problems, you will be asked to grade the participation and contribution of each member of your group (including yourself) on the team project. These scores will be taken into account when I calculate your project grade and when I assign each individual's grade. For instance, in a team of 4 each student should be at 25%, but if someone is rated at 15% and the team scores 70/80 for their project, then the 'free-rider' will be allocated $\{\frac{15}{25} \times 70\}/80 = 42/80$ instead of 70/80. A copy of the Peer Evaluation sheet will be distributed toward the end of the semester. However, you should not wait until then to take corrective actions regarding 'free riders' because they can significantly lower the grade of every team member.

- *If you choose to write a Business Plan.* Your business plan should be **10 pages in length (plus appendices) double-spaced, Times New Roman 12 point font**.
- *If you choose to write a comprehensive slide deck.* Your slide deck should not exceed **20 slides (plus appendices)**.
  These write-ups must contain a clear description of the idea and the venture, including for instance the strategy your new venture concept employs to differentiate itself and your mission statement. This write-up should also bring key aspects from your industry analysis, such as, for instance, future outlook and trends, analysis of your main direct competitors, market segmentation and industry forecasts. It should also make a convincing case for having the right team, that is, why you are the people who can successfully start and grow this venture. Please do not forget the three key building blocks from your business model canvas: Value Proposition, Customer Segments and Channels.

Slide deck (that goes along with the presentation):
You must prepare a slide deck (preferably in MSPowerPoint) for each of the three team presentations of your new venture concept. The second deck is due 24 hours prior to the beginning of class where it will be presented to allow a team that will be acting as a judging panel for your pitch to familiarize itself with your topic. The first and third decks are due only 2 hours prior to the beginning of class where it will be presented and only to me (there will, however, be a panel of industry experts for your third pitch at the end of class). You are encouraged to build entertaining and engaging slides. Here too a good writing style and creativity are important. Diction, grammar, spelling, and neatness will also be important parts of the grade.

Presentation:
The three presentations of your venture concept are expected to be 10-15 minutes each, plus 5-10 minutes for Q&A (the presentation length will be confirmed in class as it depends on the number of teams, but your first team presentation will be shorter and takes place over only of our course sessions of 80 minutes). A team can choose to have a subset of its members do the presentation. **Those who do not present <u>must</u> be those who answer questions, otherwise it will affect your grade.** Answers to questions must be concise and **avoid having more than one person answer a question** – please get it right the first time. Each team member is expected to look and sound professional, even if not presenting.

For the judging panel where your team will be judging the presentation of another team, **each one of your team members must ask at least one question** within the total allocated time (10 minutes). You should thus focus on important issues only and make your question(s) concise and **feel free to cut the respondent short if he or she is infringing on your judging panel's time**.

Marking rubrics:
Detailed marking rubrics will be distributed for these assignments, which will take the following form for the final assignments on Week 12:

Item	Slide deck's share	Presentation's share
1. The market for your idea	**3.5%**	**3.5%**

- Market size
- Market share
- Pricing with respect to competition
- Overall sales and unit sales
  - Why is all of the above correct?

Bring your development on the *Value Proposition* of your Business Model Canvas. What might be the potential differentiators:

- Newness
- Performance
- Customization
- Getting the job done
- Design
- Price
- Cost Reduction
- Risk Reduction
- Accessibility
- Usability/Convenience

Please do not forget your development on the *Customer Segments* of your Business Model Canvas. Customer groups represent separate segments if:
- Their needs justify a distinct offer
- They are reached through different channels
- They require different kinds of relationships
- They have substantially different profitabilities
- They are willing to pay for different aspects of the offer

And do not forget your development on the *Revenue Streams* of your Business Model Canvas. Consider the pricing mechanisms as fixed (list price, dependent on features, customer segment or volume) or dynamic (negotiated, yield management / perishables, real-time market, auctions). Revenue considerations:
- Asset sale
- Usage fee
- Subscription fee
- Lending/Renting/ Leasing
- Licensing
- Brokerage
- Advertising

2. The production plan	**3.0%**	**2.0%**

- How will you make it?
- Who will make it (outsourced or made in your own plant)?
- What does it cost for the prototype?
- What is the run rate per unit for production?
  - Why is all of the above correct?

Apply the appropriate cost drivers you identified in the *Cost Structure* of your Business Model Canvas. Please pay particular attention to how much *investment* in working capital and property, plant and equipment will be required.

3. The marketing and sales plan	**3.0%**	**2.0%**

- How are you going to create awareness for your product?
- What tactics are you going to use to create awareness and how much will those tactics cost?
  - Why are those activities the right ones and why is the proposed spending level correct?
- What mix of direct (sales force, web) and indirect channels (own or partner stores, wholesalers) will you use for awareness, evaluation, purchase, delivery and after-sales relationships?
- What margin and/or exclusive rights will channel partners require?
- If using indirect channels, how will you communicate your value proposition?
- Adoption factors: How do channels impact ease of adoption for customers?

Bring your development on the *Channels* of your Business Model Canvas.

4. Financing	**3.0%**	**2.0%**

- What are your cash needs to get started?
- What is the burn rate?
- How long is your runway (i.e., how long can you afford to operate without being profitable)?
- What rate of return are you forecasting and over what period of time?
- Where will you get the money?
- When do you break even in terms of volume and timing?
  - Why will this financing plan work?

Please consider your Business Model Canvas'

Key resources
- Physical
- Intellectual
- Human
- Financial

Key activities
- Production
- Problem Solving
- Platform/Network

Key partnerships
- Strategic alliances
- Coopetition
- Joint ventures
- Buyer-supplier relationships

5. Active participation of all group members	**unobservable**	**3.0%**

Calculation of Course Grade

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

Grade	Grade Point	Percent Range	Description
A+	9	95 – 100	Exceptional
A	8	90 – 94	Excellent
B+	7	85 – 89	Very good
B	6	75 – 84	Good
C+	5	70 – 74	Competent
C	4	60 – 69	Fairly competent
D+	3	55 – 59	Passing
D	2	50 – 54	Marginally passing
E	1	(Marginally below 50)	Marginally failing
F	0	(Below 50%)	Failing

Please note that I typically do not need to curve my grades.

General Academic Policies: Grading, Academic Honesty and Accommodations

Grades at Schulich are based on a 9-value index system (as shown above). The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor. For more details on the index, grading policy, and grade point average (GPA) requirements, consults 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/.

Human participants' research, if conducted, must be done ethically. Please refer to the York Senate Policies on Ethics Review website:

http://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/

To: Faculty Council, Schulich School of Business
From: Farrokh Zandi, Coordinator - IBUS
Date: January 15, 2019
Re: SB/IBUS 4100 3.00 – Course title and calendar description change

RATIONALE:

Changing the title of IBUS 4100 3.00 to Work Placement in the Global Context is necessary to clarify that this work placement is meant to take place in a global context. IBUS 4100 3.00 allows students to gain academic credit for work experiences either done abroad or at host organizations located in Canada with a strong international focus. The new course title will differentiate IBUS 4100 3.00 from the newly proposed course MGMT 4850 3.00 which does not have a global context component.

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**
   BBA/iBBA Programs

2. **Course Number and Credit Value**
   IBUS 4100 3.00

3. **Course Title**
   a) **Long Course Title**
      Work Placement

   b) **Short Course Title**
      Work Placement

4. **Existing Pre-requisites/Co-Requisites**
   n/a

   Completion of the second-year courses

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

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

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

7. **Academic Rationale**

   Changing the title of IBUS 4100 3.00 to Work Placement in the Global Context is necessary to clarify that this work placement is meant to take place in a global context. IBUS 4100 3.00 allows students to gain academic credit for work experiences either done abroad or at host organizations located in Canada with a strong international focus. The new course title will differentiate IBUS 4100 3.00 from the newly proposed course MGMT 4850 3.00 which does not have a global context component.

8. **Proposed Course Information**
   Please insert approved course information on the left, and proposed course information on the right.

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
Existing Course Title: Work Placement	New Course Title: Work Placement in the Global Context
Existing Short Course Title: Work Placement	New Short Course Title: Work Placement in the Global Context
Existing Calendar Description: The Work placement provides undergraduate students with an opportunity to earn credit for gaining relevant work experience. Approval of work placement must be obtained by the undergraduate associate program director prior to start of the course.	New Calendar Description: Work Placement in the Global Context provides undergraduate students with an opportunity to earn credit for gaining relevant work experience in a global context. Approval of work placement must be obtained by the undergraduate associate program director prior to start of the course.

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

Originator

Farrokh Zandi	*January 15, 2019*
Signature	Date

	Economics, Programs Associate
Farrokh Zandi	Director
Name	Area or Specialization

Approvals:

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

Farrokh Zandi	*January 15, 2019*
Signature	Date

Farrokh Zandi	International Business (IBUS)
Name	Area or Specialization

Degree Program

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

Mike Valente	*February 5th, 2019*
Signature	Date

Mike Valente	Undergraduate Program
Name of Program Director	Program

Program Committee

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

Mike Valente	*February 22, 2019*
Signature	Date

Mike Valente	Undergraduate Program
Name of Committee Chair	Committee

Required Attachments

☐ For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).

☐ For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.

Send to

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members , to the appropriate program committee secretary.

IBUS 4100 3.00: Work Placement in the Global Context

Course Outline

Summer 2019

This is a 3-credit pass/fail Schulich elective course and will count towards International Business (IB) concentration as well as Certificate in International Management (CIM).

Instructor

Dr. Farrokh Zandi
SSB N205H
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fzandi@schulich.yorku.ca
Office hours: Mondays, 11:30-1:00

Assistant

Nicola Jagdeosingh
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njagdeosingh@schulich.yorku.ca

Professor Zandi is a faculty member in the Economics Area, specialized in International Economics and Macroeconomics, and Associate Director of Undergraduate Programs at Schulich. He has taught at Schulich since 1991.

Brief Description:

The Work Placement in the Global Context provides undergraduate students with an opportunity to earn credit for gaining relevant work experience. Approval of work placement must be obtained by the undergraduate associate program director prior to start of the course.

Extended Description:

"Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act."

This course offers students the opportunity to gain relevant work experience to complement and reflect upon classroom learning. Learning by doing represents a key strategy for impactful management education. Learning consists of four stages: (1) concrete experience ("DO"), (2) reflective observation ("OBSERVE"), (3) abstract conceptualization ("THINK")! and (4) knowledge transfer or active experimentation ("PLAN").

It is through the sequencing of these four activities that the dual outcome of learning course material as well as developing critical thinking can be attained. Therefore, this course offers students the opportunity to earn credit for gaining work-focused experience while reflecting upon the management theories and concepts as well as using their cultural and language skills acquired in your program thus far. The objective is to improve theoretical understanding through practical knowledge and vice versa. Innovative managers and business leaders always combine both. Therefore, a work placement such as this one not only adds to a student's professional portfolio, but also represents a key building block for a successful career in international business.

Students may obtain such an immersive and internationally-focused business experience by working for an organization abroad, or with a globally operating organization in Canada.

Prerequisites/Eligibility/Preparation

(a) Student Eligibility Requirement:

The Placement can start after completion of the second-year courses subject to the approval obtained from the (Associate) Program Director prior to start of the Placement.

(b) Work Placement Eligibility Requirement

A placement is approved as a 3.00 credit Schulich elective course under the following conditions:
1. The host organization is (a) located outside Canada, preferably in one of the six regions approved for the iBBA program, or (b) located inside Canada and has an international component linking two or more regions of the world.
2. Summer- term placements must be full time, whereas fall and winter-term placements must be part time.
3. A minimum of 240 hours in the work place is required to ensure that significant experiential learning can take place.
4. Students who are enrolled in only 9 credits per fall or winter term may be granted permission to complete a work placement in a single term.

(c) Work Placement Preparation:

In order for the work placement to be approved as a credit course, THE FOLLOWING STEPS MUST BE TAKEN. Students must submit a formal letter of placement offer from a qualified organization along with a TWO–PAGE proposal in support of their placement application. This proposal will contain:

1. Site description

2. Description of work placement responsibilities and duties as specified in the offer letter
3. Students' academic goals (expected learning outcome) for this experience,
4. The list of skills, experiences and reflections the student expects to gain from this experience, and how these skills are expected to meet their goals through the assigned tasks.

In addition to meeting academic requirements as stated above, students are required to complete the following steps with international relations:
(a) for international placements, pre-departure procedures and/or risk management procedures,
(b) For domestic placements, risk management procedures.

Refer to the "Undergraduate International Work Placement Form" for the complete approval and enrolment process." and then also expand the subject to approval list.

Contents

Course Learning Outcomes

1. Understand your role as a co-producer in the placement process and develop self-management skills towards building a successful placement experience and valuable career skills.
2. Develop effective job finding and career management skills.
3. Understand workplace differences and identify strategies to maximize learning experiences within a range of work environments.
4. Develop a "global mindset" that supports decision-making and managerial effectiveness in leading change in international contexts.
5. Utilize and reflect upon relevant ideas, theories, and techniques learned in the classroom.
6. Develop reflective writing skills.

Deliverables at a Glance

Students' grade for this course is based on successful completion of the Work Placement. The successful completion of the Placement will be evaluated on the successful submission and acceptance of the Final Reflective Paper and other written components -- (for details, see below) ,-- as well as completion of the Placement contract with your employer as verified by the site supervisor's letter of evaluation. Students who fail to produce a satisfactory letter of evaluation will not receive credits for this course. All written components are due within two weeks of completion of the placement.

Assignment/Task	Quantity	Weight %	Author
Time and Activity Logs	1/week	30	Individual
Final Reflective Paper	1	40	Individual
Work Placement Site Analysis	1	30	Individual
Supervisor Evaluation	1	Required	
		100%	

For details, see "Written Assignments/Projects and Exam[s]: Descriptions" and "Evaluation …" (p. 4).

Written Assignments/Projects and Exam[s]: Descriptions

Students' **grade** for this course is based on four components:
  (1) Time and Activity log
  (2) Final Reflective Paper
  (3) Work Placement Site Analysis
  (4) Supervisor's evaluation. The undergraduate work placement form must be filled out by the site supervisor and sent directly to the course coordinator via email attachment.

The following two conditions must be met for an inside- Canada work placement to receive a passing grade: (a) Your weekly logs: a minimum of 3 weeks of your Work placement duration (240 hours and longer) should have international activity in it; and (b) your reflective paper needs to mention some international component.

Your deliverables (three-part report as well as the supervisor's evaluation letter) must be received within two weeks of the completion date of placement, otherwise you will receive a grade F.

Evaluation of Written Assignments/Projects and Exams

Time and Activity Log:

The Time and Activity log allows you to keep track of all the tasks, duties and assignments you perform during your placement. For each week, you must record in sufficient detail your primary activities in an activity log. Describe in each entry what you did in and learned about

the organization, the work environment, your colleagues, customers, etc. during that week. Each log has a word limit of 200. All logs will be submitted as one document. This combined time and activity log is due two weeks after the completion of the placement.

Final Reflective Paper:

Reflection means to complete the four stages of learning. It is an exercise that allows you to think about what you experienced and observed during your work placement and by doing so generate unique and lasting insights that make a positive difference in your personal and professional life. Through reflective activities, you are encouraged to analyze your actions and the material you are learning. As you go through your work placement you are encouraged to define your experience (answer the "what" question), then to illustrate its significance with respect to personal experience and professional practice (answer the "so what" question), and finally to plan the next steps (answer the "what now" question). You are encouraged to reflect thoughtfully upon and respond to the specific work environment, professional responsibilities, and your own role at your Placement location. Consider the best and worst parts of the Placement, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Final Reflective Paper should be based on the entire Placement experience and should incorporate the following points of discussion:

(a) The method by which you secured the Placement opportunity. What worked well, and what would you do differently next time?
(b) The expected learning outcomes you had of the Placement when you chose it and whether those expectations have been met or changed as a result of the actual experience.
(c) The most important skills you developed and the most critical knowledge you gained during your Placement.
(d) Your own objective assessment of your work, performance, and contributions at the site. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
(e) A conflict or disappointment you experienced through your Placement and how you managed it?
(f) The Thesis Statement which identifies whether your expectations were met and what you learned. The body of your paper identifies two or three (depending on the length of your paper) major points that support your thesis statement.

The word limit for this reflective paper is 2000. Please indicate the word count on the cover page of the paper. The assignment is to be written in size 12 Times Roman font, double-spaced with one inch margins. This assignment is due two weeks after the completion of the placement.

Work Placement Site Analysis

The internal and external analysis of the organization. This report may include (but is not limited to):

> (i) A description of the organization, its history, its core activities and how they may have changed over time, and an organizational chart,
> (ii) A brief overview of the industry and its players (competitors, suppliers, customers, etc.),
> (iii) A SWOT analysis,

and other relevant information and insights you gained about your site.

> The word limit for the portfolio is 1500. Please indicate the word count on the cover page of the portfolio. The assignment is to be written in size 12 Times Roman font, double-spaced with one inch margins. This assignment is due two weeks after the completion of the placement.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the four components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale: Pass: (C+) and above, Fail: (C) and below.

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

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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/.

New Course Proposal Form: EMBA 6335: Leading Organizational Transformation

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

2. **Course Number:** EMBA 6335

3. **Credit Value:** 2.0

4. **Long Course Title:** Leading Organizational Transformation

5. **Short Course Title:** Leading Organizational Transformation

6. **Effective Session:** Spring 2019

7. **Calendar (Short) Course Description:**
   This course takes the perspective of chief executives who operate at "height and scale." It explores management issues when leading thousands of employees and hundreds of millions in revenue. How do they lead when they are only one person and can't "do" the work of the organization themselves, and can only steer the course of those who do?

8. **Expanded Course Description:**
   This course takes the perspective of chief executives who operate at "height and scale." It explores what management and leadership look and feel like when you oversee 1,000 to 100,000 people and $500M to billions in revenue. How do you lead when you are only one person and you can't "do" the work of the organization yourself, you can only steer the course of those who do?

   To make this perspective concrete, we will start by identifying five growth archetypes commonly found in large organizations. With this orienting framework in hand, we will study the four key levers that leaders have available to them for shaping and strengthening the large, complex organizations that they lead. These include how the CEO builds out and deploys his or her:
   - Senior leadership team
   - Organizational growth agenda
   - Communications architecture
   - Power and influence strategies

9. **Course Learning Outcomes**
   Through their active participation in the course, students are expected to:
   - Gain insight into the senior executive's role and perspective
   - Identify the key behavioral levers that senior leaders have available to shape and lead their organizations
   - Apply these insights to understand how individual students can best partner with and support senior leaders during the mid-level management phase of their career
   - Develop a plan for building their own senior executive capabilities over the next 5-10 years as they prepare for their first C-suite role

10. **Rationale:**

Today's executives are called to lead a range of organizations from the tinniest start-up to the largest global multinationals; the former might entail managing a team of a handful of committed entrepreneurs, while the latter could involve diverse markets and businesses, billions of dollars in value-add activities and hundreds of thousands of employees, structured in multiple layers of hierarchy and divisions. This course complements the program's offerings in entrepreneurship and addresses the needs of chief executives of the largest corporations who are asked to orchestrate performance when they can't "do" the work of the organization by themselves but can only steer the course of those that do.

The Executive MBA program aims to create global leaders that can excel in multiple contexts; as such, this course represents an integral component in the development of the aptitudes and the skillset of successful graduates of the program.

11. Evaluation:

The assessment for this course consists of four components:
- Class participation (*40%)* and is assessed on full attendance, completing all readings, preparing for each class discussions, participating effectively in the discussions and guest speaker conversations, and engaging fully in the small study group.
- Four preparatory memos (10%) 1-2 pages each and due at the beginning of classes 1, 2, 3, and 4.
- Individual paper (25%) 5-pages and due two weeks after the completion of the course; topic and structure to be discussed in class
- Study group paper (25%) 5-pages and due at the end of the last class; structure to be discussed in class.

12. Integrated Courses:

This course is not integrated.

13. Cross-listed Courses:

This course is not cross-listed.

14. Faculty Resources:

This course will be taught by Professor Sally Blount, the Michael L. Nemmers Professor of Strategy and a former dean at the Kellogg School of Management at Northwestern University. An internationally recognized thought leader in management and business education, she is a highly rated professor and sought-after speaker on leadership development, board governance and organizational transformation. In 2017 she was named one of LinkedIn's Top Voices and Dean of the Year by Poets and Quants. From 2010 to 2018, she served as dean at the Kellogg School of Management. From 2004 to 2010, she served as dean of the New York University's undergraduate College of Business and vice dean of the Stern School of Business.

15. Physical Resources:

This course will be offered annually during a global electives week at the Miami campus of the Kellogg School of Management; they will provide all the necessary physical resources before, during and after the course.

16. Bibliography and Library Statement:

All readings are made available to the students registered for the course by Kellogg in the designated "Learning Space" for the program. Further readings can be assigned remotely via the York Library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA Course:
                                  Leading Organizational Transformation

FROM: Stephanie Quail,
                                  Business Librarian

DATE: February 19, 2019

Leading Organizational Transformation is a new EMBA course for the Miami campus that aims to prepare for students for C-suite leadership roles in large organizations. York University Libraries (YUL) will be able to support this new course.

Required Readings
The required readings include three books and a custom course kit. Unfortunately, the Library is not able to purchase access to eBook versions of *Predictable success: Getting your organization on the growth track – and keeping it there* or *Power: Why some people have it – and others don't.* However, the library has an eBook version of *The advantage: Why organizational health trumps everything else in business,* which is accessible from [this link](#).

The course proposal also lists a number of *Harvard Business Review (HBR)* articles as required readings. Due to copyright restrictions, HBR articles cannot be linked to from a course's learning management system (LMS). However, the instructor can embed the [Library's HBR articles guide](#) into their LMS. This guide includes a search widget that students can use to quickly retrieve HBR articles.

Additional Resources
While YUL is not required to support this course directly, students will have access to high quality business research databases that can be accessed off-campus. The students may wish to consult these resources to help them complete their individual paper and study group paper assignments. A good starting point includes [YUL's business research guides](#), as they provide a curated list of the best subscription library resources to use for business research topics, including:

- **Relevant eBook content** can be located on the Library's website using subject headings such as *Executives and Leadership.*
- **Business scholarly and trade journal articles** are available through ProQuest Business, Business Source Complete (includes Harvard Business Review articles), and Scholars Portal Journals.
- **Major international business news articles** are available through Factiva and Canadian Major Dailies. Factiva, in particular, provides access to over 30,000 news sources, including major business newspapers such as the *Wall Street Journal, the New York Times,* and *the Globe and Mail.*

Finally, students may want to consult some of the self-paced online learning modules on the [Business Research at York Toolkit website](#). This website provides students with access to short videos and step-by-step PDF resources that show students how to conduct company, industry, market, finance, accounting and taxation research using library databases.

Leading Organizational Transformation
EMBA – Miami campus – April 2019
Dean Sally Blount

Course overview

This course takes the perspective of chief executives who operate at "height and scale." It explores what management and leadership look and feel like when you oversee 1,000 to 100,000 people and $500M to billions in revenue. How do you lead when you are only one person and you can't "do" the work of the organization yourself, you can only steer the course of those who do?

To make this perspective concrete, we will start by identifying five growth archetypes commonly found in large organizations. With this orienting framework in hand, we will study the four key levers that leaders have available to them for shaping and strengthening the large, complex organizations that they lead. These include how the CEO builds out and deploys his or her:
• Senior leadership team
• Organizational growth agenda
• Communications architecture
• Power and influence strategies

This 5-day course will include daily plenary lectures, conversations with C-suite guest speakers, small-group discussions with the professor, and 5-person self-moderated work group sessions.

Our learning goals include:
• Gaining insight into the senior executive's role and perspective
• Identifying the key behavioral levers that senior leaders have available to shape and lead their organizations
• Applying these insights to understand how you can best partner with and support senior leaders during the mid-level management phase of your career
• Developing a plan for building your own senior executive capabilities over the next 5-10 years as you prepare for your first C-suite role

Course outline

Day 1: Introduction and integrating framework
Day 2: Building your senior team
Day 3: Setting a growth agenda
Day 4: Designing your communications architecture

Day 5: Understanding and managing how power flows

Readings
1) *"Predictable Success"* by Les McKeown
 (recommend reading entire book in advance)
2) *"Power: Why some people have it and others don't"* by Jeff Pfeffer
 (recommend reading entire book in advance)
3) *"The Advantage: Why organizational health …"* by Patrick Lencioni
4) *Leading Organizational Transformation* - custom course pack

Course structure
We have a full-class of 74 students – all seats are taken! Even so, I want to be sure that I have the opportunity to interact with each of you in a smaller group conversations. So I will be breaking the class into three "precepts" which will be labeled A, B and C and include 25, 25, and 24 students, respectively. Each precept will meet with me three times over the course of our five days together for a one-hour group discussion. In addition, within each precept we will be assigning 4-5 person study groups. Perhaps not surprisingly, we will be naming these groups A1–A5, B1-B5, and C1-C5, corresponding with your precept. Our schedule will be as follows:

	8:30-9:30	break	9:45-10:45	break	11-12	break	12:15-1:15
					Small group discussions w/DSB		
Thursday	DSB plenary		C-suite guest		A		B
Friday	C-suite guest		DSB plenary		C		A
Saturday	DSB plenary		C-suite guest		B		C
Sunday	DSB plenary		A		B		C
Monday	DSB plenary		C-suite guest		DSB plenary		

Grading
40% - Participation
10% - Four prep memos (1-2 pages)   first due April 7, 5 pm EDT - electronic
                                                                          + one due at start of each precept - hard copy
25% - Individual paper   (5 pages)   due April 26, 5 pm EDT - electronic
25% - Study group paper   (5 pages)   due April 15, 7 am EDT - electronic
Participation
Your full participation in this course is what will bring it alive for all of us. It will deepen your learning and increase the richness and enjoyment of the course for the entire class. Participation includes:
- attending all sessions, being on time for each session and staying through to the end of each session;
- completing all the readings, including the recommended pre-reading;
- preparing for each day's discussions by reviewing the readings you may have done in advance, jotting down 3-5 questions they raise for you, and 3-5 new learnings;

- participating effectively in classroom discussion and guest speaker conversations by asking informed and insightful questions and building on fellow class members' comments;
- engaging fully in the small group discussion sections with the professor and your classmates;
- engaging fully with your 5-person study group.

Attendance will be taken in every session with the professor and comments will be tracked by a course assistant observing each session.

In addition, at the end of the course, you will each be asked to provide structured feedback to your fellow work group members. The quality of the feedback you give others will be evaluated, as will your fellow work group members' assessments of your contributions to their learning experience.

Class participation will be graded using the following guide:

– "**A**" Outstanding: multiple thoughtful, incisive comments that moved the class discussion forward in exciting ways; fully engaged in class dynamics; active participant; excellent attendance

– "**B**" Good: select thoughtful, incisive comments that moved the class discussion forward; fairly active participant; engaged; good attendance

– "**C**" (and below) Fair to poor: missed class more than was acceptable, little engagement, was observed using technology during class

Technology in the classroom and confidentiality
Technology should not be used in the classroom at any time. At no time, are lectures, guest speakers or discussions allowed to be recorded or reproduced in any form. Additionally, please do not distribute class materials to others in any form.

Lastly, please do not use social media to share course content. To create the best learning environment, we want our faculty and guest speakers to feel comfortable speaking openly and freely without concern of misinterpretation. While there are many benefits to social media, there's greater risk for public figures, like senior executives, who can be easily be taken out of context in tweets and other social media formats. Please help us give each guest speaker an outstanding experience that will encourage them to keep returning to Kellogg to meet and speak with our students.

Academic integrity & classroom etiquette

Integrity is critical to the learning process and how we all conduct ourselves as members of the Kellogg community. All students are expected to abide by the Kellogg Honor Code and Kellogg Code of Etiquette. For more information, go to:
http://kellogg.northwestern.edu/serial/academics/course-policies.aspx

Date	Session Title	Readings
Thur, April 11	**Introduction and integrating framework**	• "Predictable Success" by Les McKeown (read chapters 1, 9-11) • "Power" by Jeff Pfeffer (read Introduction, chapters 1-3) • Evolution and Revolution as Organizations Grow by Larry Greiner, HBR
Fri, April 12	**Building your senior team**	• "The Advantage" by Patrick Lencioni (read Discipline 1) • 21st Century Talent Spotting by Claudio Fernández-Aráoz, HBR
Sat, April 13	**Setting a growth agenda**	• "The Advantage" (read Discipline 2 & The Centrality of Great Meetings) • Leading Change: Why Transformation Efforts Fail by John Kotter, HBR
Sun, April 14	**Designing your communications architecture**	• "The Advantage" (read Discipline 3 & Discipline 4) • Leadership is a Conversation by Boris Groysberg and Michael Slind, HBR
Mon, April 15	**Understanding and managing how power flows**	• "Power" (read chapters 7-13) • Leadership That Gets Results by Daniel Goleman, HBR

New Course Proposal Form: EMBA 6755: Leading and Managing Diverse Organizations

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

2. **Course Number:** EMBA 6755

3. **Credit Value:** 2.0

4. **Long Course Title:** Leading and Managing Diverse Organizations

5. **Short Course Title:** Leading & Managing Diverse Organizations

6. **Effective Session:** Spring 2019

7. **Calendar (Short) Course Description:**
   The course focuses on developing the cross-cultural competence students need to effectively lead in the modern collaboration-powered global marketplace, one that is more diverse than ever. The course is designed to provide leaders with evidence-based insights, as well as proven individual interpersonal, enterprise-level strategies to successfully harness the power of diversity and inclusion in teams, organizations, markets and societies.

8. **Expanded Course Description:**
   The course considers the rapidly increasing levels of workplace diversity and marketplace globalization as opportunities for individual and organization growth and as potential catalysts for game-changing innovation and sustainable competitive advantage, not as problems to be solved. To be successful in the contemporary knowledge economy, leaders must develop the ability to understand, engage, and integrate people of different backgrounds and worldview, whether in terms of gender, race or ethnicity, age or generation, religion or creed, educational or functional background, or socioeconomic status. Leaders must also learn to build sustainable organizational architectures that leverage diversity, promote inclusion and enable productive collaboration in these increasingly complex cross-cultural contexts.

   In addition to developing greater self-awareness and cross-cultural competence, the course aims to build students' confidence to more thoughtfully interact in culturally diverse contexts, address the often subtle barriers of prejudice that inhibit people's ability to learn, grow and contribute their highest and best every day, and ultimately, to champion inclusive strategies and practices that will enable them to more fully leverage the diverse talent that exists within and beyond their organization.

   The course focuses on different dimensions of cross-cultural competence and organizational intelligence needed to lead and manage diverse organizations in the multicultural marketplace starting with a personal diversity journey and an individual, scaling up to the level of teams, organizations, markets and society. The bourse is built on the philosophy that students can learn from one another and places a strong emphasis on actively engaging in self-reflection, discussing assigned readings and real-world scenarios, sharing experience and participating in experiential learning exercises.

9. **Course Learning Outcomes**
   - Understand the complex interplay between social identity and self-presentation for leaders

- Learn the historical evolution of the rationale for diversity and inclusion
- Learn frameworks for comparing and contrasting cultures and diagnosing cultural differences
- Learn how to work effectively with people of different cultures
- Learn about the strategic approaches that organizations use to foster workforce diversity
- Learn about the impact and future of diversity and inclusion in organizations

10. Rationale:

Teams, organizations, markets, and societies are increasingly more diverse, and managers are called to lead effectively and achieve results within culturally diverse communities, which necessitates that managers harness the power of diversity and inclusion. The Executive MBA program aims to create global leaders that can excel in multiple contexts; as such, this course represents an integral component in the development of the aptitudes and the skillset of successful graduates of the program.

11. Evaluation:

The assessment for this course consists of four components:
a. Course contribution (15%). Class participation is assessed by the quality of the contributions throughout the course.
b. Diversity reflection essays (30%). Three 1-2 page individual essays due at the beginning of classes 2, 3, and 4.
c. Cross-cultural competence growth plan (25%). A two-page individual essay due two weeks after the end of the course.
d. Diversity and Inclusion capstone project (30%). A team project focusing on the challenges and opportunities related to diversity and inclusion within a particular industry or sector. The team is expected to make recommendations for strategies and tactics that leaders in the industry should enact to advance the work of diversity, inclusion, and equity and ultimately, ensure the sustainability of their field. A 10-page report is dues approximately one month after the completion of the course.

12. Integrated Courses:

This course is not integrated.

13. Cross-listed Courses:

This course is not cross-listed.

14. Faculty Resources:

This course will be taught by Professor Nicholas Pearce, who is a Professor of management and organizations at the Kellogg School of Management, Northwestern University. Professor Pearce is an internationally recognized thought leader in values-driven leadership and organizational transformation; he holds a M.S. and Ph.D. degrees from the Kellogg School of Management and a S.B. in Chemical Engineering from the Massachusetts Institute of Technology with a concentration in religious studies earned in conjunction with the Harvard Divinity School. Dr Pearce has been named Kellogg's MSMS Professor of the Year and a Galbraith Scholar by Harvard University's Kennedy School of Government. He has also been honoured by the congressional black caucus foundation and recognized as one of Chicago's 40 Game Changers.

15. Physical Resources:

This course will be offered annually during a global electives week at the Miami campus of the Kellogg School of Management; they will provide all the necessary physical resources before, during and after the course.

16. Bibliography and Library Statement:

All readings are made available to the students registered for the course by Kellogg in the designated "Learning Space" for the program. Further readings can be assigned remotely via the York Library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA Course:
                        MORSX 462 – Leading and Managing Diverse Organizations

FROM: Stephanie Quail,
                        Business Librarian

DATE: February 19, 2019

Leading and Managing Diverse Organizations is a proposed new EMBA course that will be offered at the Miami campus. This course will help students develop the cross-cultural competencies they need to be effective leaders in a diverse, globalized marketplace. York University Libraries (YUL) will be able to support this new course.

Required Readings
The course outline states that students will be provided with access to all of the readings through the course's learning management system (LMS) and a course kit. Students will also be asked to read the book, *The Purpose Path: A Guide to Pursuing Your Authentic Life's Work.* Unfortunately, the library is not able to purchase an eBook version of this book.

Additional Resources
While YUL is not required to support this course directly, students will have access to high quality business research databases that can be accessed off-campus. YUL's business research guides provide a curated list of the best subscription library resources to use for research topics such as company research, human resource management research, and organizational behaviour research. Specific resources that will be useful for the diversity and inclusion capstone group project are highlighted below:

- **Relevant eBook content** can be located on the Library's website using subject headings such as *diversity in the workplace; organizational change;* and *leadership.*
- **Business scholarly and trade journal articles** are available through ProQuest Business, Business Source Complete (includes Harvard Business Review articles), and Scholars Portal Journals.
- **Major international business news articles** are available through Factiva and Canadian Major Dailies. Factiva, in particular, provides access to over 30,000 news sources, including major business newspapers such as the *Wall Street Journal, the New York Times,* and *the Globe and Mail.*
- **Specialized business research databases** such as Sustainalytics, which provides students with ESG reports for over 4,500 companies. Please note, students will have to setup York's VPN service to access Sustainalytics off-campus.

Finally, students may want to consult some of the self-paced online learning modules on the Business Research at York Toolkit website. This website provides students with access to short videos and step-by-step PDF resources that show students how to conduct company, industry, market, finance, accounting and taxation research using library databases.

Northwestern Kellogg
School of Management

LEADING & MANAGING DIVERSE ORGANIZATIONS

MORSX 462

SYLLABUS

PROFESSOR NICHOLAS A. PEARCE, PH.D.
@NAPPHD

APRIL 2019
EMBA MIAMI WEEK

Northwestern
Kellogg
School of Management

DEPARTMENT OF MANAGEMENT & ORGANIZATIONS (MORS)

MORSX 462: LEADING & MANAGING DIVERSE ORGANIZATIONS
EMBA Miami Week – April 2019

PROFESSOR:
Nicholas A. Pearce, Ph.D. (@NAPPHD)
+1 (847) 467-3468
n-pearce@kellogg.northwestern.edu
Office hours: TBA

COURSE OVERVIEW

The **Leading & Managing Diverse Organizations** course will focus on developing the cross-cultural competence you need to lead effectively in the modern collaboration-powered global marketplace – one that is more diverse than ever before on multiple dimensions. This course is designed to provide leaders with evidence-based insights, as well as proven individual, interpersonal, enterprise-level strategies to successfully harness the power of diversity and inclusion in teams, organizations, markets, and societies.

This course considers the rapidly increasing levels of workplace diversity and marketplace globalization as opportunities for individual & organizational growth, and as potential catalysts for game-changing innovation & sustainable competitive advantage – not as problems to be solved. To be successful in the contemporary knowledge economy, leaders must develop the ability to understand, engage, and integrate people of different backgrounds & worldviews – whether in terms of gender, race or ethnicity, age or generation, religion or creed, educational or functional background, or socioeconomic status. Leaders must also learn to build sustainable organizational architectures that leverage diversity, promote inclusion, and enable productive collaboration in these increasingly complex cross-cultural contexts.

In addition to developing greater self-awareness and cross-cultural competence, this course will also build your confidence to more thoughtfully interact in culturally diverse contexts, address the (often subtle) barriers of prejudice that inhibit people's ability to learn, grow, and contribute their highest and best every day, and ultimately, to champion inclusive strategies & practices that will enable you to more fully leverage the diverse talent that exists within and beyond your organization.

COURSE FORMAT & ATTENDANCE POLICY

In each session, we will focus on a different dimension of the cross-cultural competence and organizational intelligence needed to lead & manage diverse organizations in the multicultural marketplace, starting with your personal diversity journey as an individual, scaling up to the level of teams, organizations, markets, and society. This course is built on the philosophy that we learn from one another – consequently, there will be a strong emphasis on actively engaging in self-reflection, discussing assigned readings and real-world scenarios, sharing experiences, and participating in experiential learning exercises.

Discussions regarding sociocultural diversity often address topics that can engender a degree of controversy and disagreement, and challenge group members to stretch beyond their comfort zones. This is normal and should be expected within the context of our course. Your learning and that of your classmates will be enhanced by **your** willingness to honestly share your perspectives & experiences as you also actively listen to those of others. I respect – and expect everyone else to respect – the diversity of viewpoints that you will have to share on these topics. In the end, the success of the class depends on your willingness to thoughtfully, respectfully, and actively engage in these difficult conversations.

Because this course relies so extensively on the consistent active engagement of the entire class, it is absolutely essential that you attend all five class sessions. There is a strict no-miss attendance policy for all sections of MORSX 462 – missing 20% of the course (one session) is unacceptable. **If you miss one class, the highest grade you can earn in the course is a C; if you miss two classes, you will fail the course.*** Moreover, this course does not offer a pass/fail option, as there is no way to get the true value out of the course unless you fully invest yourself in it – both inside and outside of the classroom.
*Exceptions may be made in truly extreme circumstances, such as a major unexpected health challenge, but only if (1) it is clear that you simply had no other choice than to miss class and (2) you provide clear documentation of the extreme circumstances. In fairness to all, the standard for making an exception is very high.

COURSE MATERIALS

All assigned articles can be found in the study.net course pack or our Canvas course page. For Session Five, you will be assigned a book entitled *The Purpose Path: A Guide to Pursuing Your Authentic Life's Work*.

You should come to each class prepared to summarize key points from the readings and to actively contribute to the conversations and experiential exercises. As you complete each reading, ask yourself:
- What is the basic argument in the article? What are the key concepts/principles?
- So what? How does this matter for me as an individual? For my team/organization? For society?
- What are the implications for the kinds of challenges I might face as a leader?

Please note that no audio or visual recordings (including photos or copies) can be made of the class or course materials (including slides) without the permission of the professor. All exercises and their solutions are confidential. Copyrighted materials cannot be circulated, (micro) blogged about, posted, or shared in any form. If you are unsure as to the application of this guidance, please ask me.

EVALUATION

Your performance in this course will be based upon the following four components:

COURSE CONTRIBUTION (15%) – Each class will begin promptly at the start time – your on-time attendance, full preparedness, and complete engagement are both expected and appreciated by your classmates and your professor. In each session, you should be prepared to discuss the readings and/or case(s), share your ideas, and thoughtfully interpret & engage the insights and issues presented by others. Your on-time attendance to all class sessions and the consistency & quality of your contributions are vital to everyone's learning experience and will factor in to the evaluation of your performance in this class.

Your contribution to class discussions will be evaluated more by the *quality* of your comments than their *quantity*. Quality discussion comments possess one or more of the following attributes:
- Offer a relevant perspective with clear reasoning & careful analysis.
- Apply the theory and concepts offered in the readings and lectures correctly.
- Advance the discussion forward by building on previous contributions with original insights and/or **powerful, provocative questions** – do not merely restate points already made by others.

DIVERSITY REFLECTION ESSAYS (30%) – An important objective of this class is to bridge the gap between theory and practice. Translating insight into action is not always easy, but is essential for effective leadership. In order to facilitate this, you will be asked to complete three "Diversity Reflection Essays." These individually-authored essays will be of 1-2 pages in length (12-pt. font size, double-spacing, and 1" margins) and will ask you to reflect on the readings and in-class discussion of the previous class by sharing your key takeaways, "aha" moments, as well as your thoughts on how you can apply these lessons to your own practice of leadership. These short essays will be graded on a check-plus, check, check-minus basis. Outstanding essays will go beyond a simple restatement of the in-class highlights/summary of readings to demonstrate a nuanced synthesis of the ideas and a thoughtful explanation of how they can/will be applied to your life and leadership. An additional benefit of these assignments is that they will help you to reflect upon, internalize, and deepen your understanding of key course concepts and how to apply them as you prepare for your final course deliverables.

Each of the three essays will be **due** via Canvas at the beginning of the following classes:
- Diversity Reflection Essay #1 (*based on Session 1*): Session 2
- Diversity Reflection Essay #2 (*based on Session 2*): Session 3
- Diversity Reflection Essay #3 (*based on Session 3*): Session 4

CROSS-CULTURAL COMPETENCE GROWTH PLAN (25%) – This course is predicated on the belief that you can grow in your cross-cultural competence. Throughout the course, I would like you to record growth goals in relationship to the content areas we discuss in class and those covered in your Intercultural Development Inventory (IDI) report. This assignment is comprised of a two-page essay capturing your key takeaways and lessons learned from the class along with a 1-2 page to-do list of actions that you can and will take to make yourself a more culturally-competent collaborator and leader. I would like you to prepare and submit that essay and "to-do" list – your "Cross-Cultural Competence Growth Plan," prioritized and dated. This means that you should have identified not only what you will do, but also when and how you will do it. This exercise is mostly for you, but it will also help me see how you are converting the course content into a real action plan for your own growth as a leader.

Your Growth Plan is **due** via Canvas **no later than** 11:59pm Central Time on Friday, April 26.

DIVERSITY & INCLUSION CAPSTONE PROJECT (30%) – This final project will provide an opportunity for you to collaborate with a small team of your classmates to deeply investigate the challenges and opportunities related to diversity & inclusion within an industry or sector of your choice (e.g. education, tech, finance, mining, government, philanthropy, arts & entertainment, etc.). *Note: Each team must select a different industry/sector, so you will want to have your project plan approved as soon as possible.*

Each member of your team will be required to interview *at least* one senior executive within your chosen industry/sector regarding his/her perspectives regarding the current state of diversity & inclusion in their field, salient opportunities and challenges and opportunities faced by their industry/sector, and any personal, team-level, organization-level, or industry/sector-level strategies that they are currently executing or would recommend in order to resolve those challenges and seize those opportunities.

Following these interviews, using concepts learned in the course, your group will write an analysis of the state of diversity & inclusion in your chosen industry/sector. In your analysis, be sure to include background research on the historical underpinnings of the current state of diversity & inclusion in your chosen industry/sector and your recommendations for strategies and tactics that leaders in your chosen industry/sector should enact (whether individually or collectively) to advance the work of diversity, inclusion, and equity and ultimately, ensure the sustainability of their field.

In your analysis, you might consider addressing some of the following questions (*where applicable*):
- What are the greatest opportunities for organizations in this industry/sector to take advantage of the benefits of diversity and inclusion?
- How might some of the demographic shifts on the horizon impact this industry/sector? How might these shifts inform/influence workplace and marketplace diversity & inclusion strategy?
- What are common challenges that organizations in this industry/sector have doing business with communities of color? With the LGBT community? Other stigmatized communities?
- What are leaders doing at the organizational or industry/sector-level to address these challenges? What diversity-related opportunities are leaders most eager to take advantage of?
- What is the status of women in the industry/sector?
- How are diversity and inclusion being measured by organizations in the industry? Are there any organizations/consortia that measure and report these data at the industry/sector level?
- What accountability measures are in place for diversity & inclusion goals and strategies at the organizational and/or industry/sector level?
- What should leaders and organizations (both B2B & B2C) do with the insights generated by your team's analysis? How can they implement some of these ideas within their teams & organizations, as well as with their partners and customers/clients?
- What more should be done to advance diversity & inclusion in this industry/sector?

This final project is an important exercise to further solidify the lessons learned from the course and lay an important foundation for you beyond the course. **Your final paper should be approximately 10 pages in length and is due by 11:59pm Central Time on Friday, May 17**. Extension requests will not be granted except in extreme circumstances. As a part of this course capstone project, you will also be asked to evaluate the performance of each of your group's members (including yourself). You will find the evaluation form later in this syllabus.

CONSIDERATIONS FOR OUR CLASS COMMUNITY

The Kellogg Honor Code and Kellogg Code of Etiquette both fully apply to this course and represent our shared set of community expectations and values to promote the optimal learning environment for everyone in our School (see http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm and http://www.kellogg.northwestern.edu/stu_aff/policies/etiquette.htm). Academic dishonesty on any submitted work will be reported to the Dean's Office and will result in a failing grade.

Moreover, your fellow classmates and I expect you to:
- Arrive to all class sessions on-time and well-prepared.
- Engage actively and thoughtfully in all class discussions and exercises.
- Not sabotage your colleagues' learning experience by discussing your prior knowledge of any cases/exercises with other students, showing confidential role information to others before/during exercises, and/or not fully engaging in exercises.
- **Not communicate with others (*outside of your section*) regarding your experience with course cases/exercises – this would constitute a Kellogg Honor Code violation**.
- Not borrow/share notes, handouts, cases, or exams from/with people outside of this class.
- Not use recording devices, cameras, computers, tablets, etc. without permission during class.
- **Not use course handouts, exercises, cases, discussion questions, presentation slides, or any other materials used in this class for purposes other than this class without the express written consent of the professor.**

ACCESSIBILITY – Any student requiring accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu or 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first week of class. All information will remain confidential.

Objectives:
- Understand the complex interplay between social identity and self-presentation for leaders
- Learn the historical evolution of the rationale for diversity & inclusion in the USA & globally
- Discuss course objectives, philosophy, format, and evaluation criteria
- Develop individual & collective learning goals for the course

Read:
- *How Diversity Makes Us Smarter* (Phillips, 2014) `C`
- *Fear of Being Different Stifles Talent* (Yoshino & Smith, 2014)
- BONUS READING: *Dear White Boss* (Caver & Livers, 2002)
- BONUS READING: *The Pressure to Cover* (Yoshino, 2006) `C`
- BONUS READING: *Disentangling the Meanings of Diversity and Inclusion* (Roberson, 2004) `C`

`C` – DENOTES READING AVAILABLE ON CANVAS

Who Are They?: Navigating Cross-Cultural Interactions
### Friday, April 12 • 2:00PM
Class 2

DUE: (1) Diversity Reflection Essay #1 & (2) Intercultural Development Inventory (IDI)

Objectives:
- Learn frameworks for comparing & contrasting cultures and diagnosing cultural differences
- Learn how to work more effectively with people from different cultures
- Gain insight into how cross-cultural (in)competence impacts global business

Read:
- *Building Better Global Managers* (Rifkin, 2006)
- *Navigating the Cultural Minefield* (Meyer, 2014)
- *The Intercultural Development Inventory* (Hammer, 2009) **C**
- BONUS READING: *Lost in Translation* (Trompenaars & Woolliams, 2011)
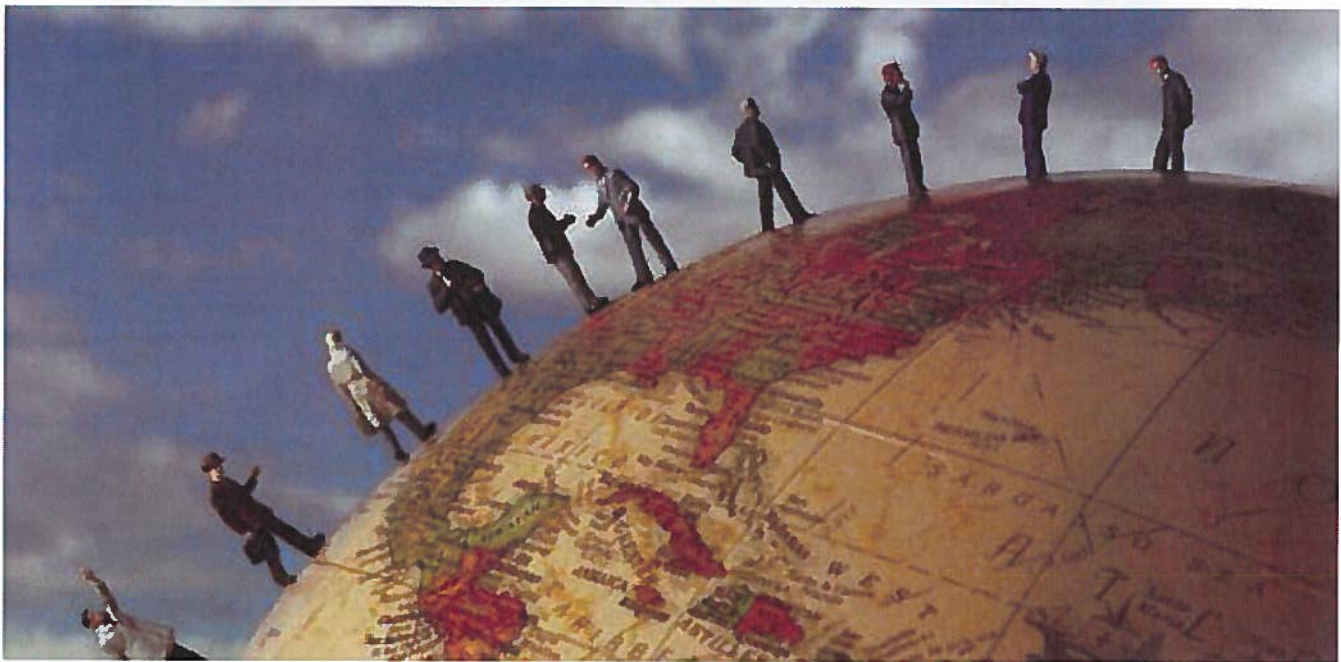
C – DENOTES READING AVAILABLE ON CANVAS

Who Is Us?: The Science of Implicit Bias & Mindful Inclusion
Sunday, April 14 • 2:00PM
Class 3

DUE: (1) Diversity Reflection Essay #2 & (2) Complete the Implicit Association Test (IAT)

Objectives:
- Discuss the impact of bias on individuals, teams, and organizations
- Understand the impact of diversity & inclusion in organizations on workplace environment and individual & team performance
- Learn strategies for practicing mindful inclusion in teams and organizations

Read:
- *Buried Prejudice* (Carpenter, 2008) C
- *Rethinking Political Correctness* (Ely, Meyerson & Davidson, 2006)
- *The Measuring Sticks of Racial Bias* (Mullainathan, 2015) C
- BONUS READING: *Women Rising: The Unseen Barriers* (Ibarra, Ely & Kolb, 2013)
- BONUS READING: *The Teddy-Bear Effect* (Livingston & Pearce, 2009) C
- BONUS READING: *Microinequities: When Small Slights Lead to Huge Problems in the Workplace* (Hinton, 2003) C

C — DENOTES READING AVAILABLE ON CANVAS

Diversity & Inclusion as Organizational Strategy
Monday, April 15 • 2:00PM
Class 4

DUE: Diversity Reflection Essay #3

Objectives:
- Learn about the strategic approaches that organizations use to foster workforce diversity & leverage difference as a source of sustainable competitive advantage
- Understand the impact of diversity & inclusion in organizations on firm strategy, organizational performance, and market leadership

Read:
- *Diversity as Strategy* (Thomas, 2004)
- *Making Differences Matter* (Thomas & Ely, 1996)
- BONUS READING: *From Affirmative Action to Affirming Diversity* (Thomas, 1990)
- BONUS READING: *Why Make Diversity So Hard to Achieve?* (Rice, 2012)
- BONUS READING: *Hacking Tech's Diversity Problem* (Williams, 2014)

C — DENOTES READING AVAILABLE ON CANVAS

| **Where Do We Go From Here?** |
| Tuesday, April 16 • 8:30AM |
| Class 5 |

| **DUE ON APRIL 26: Cross-Cultural Competence Growth Plan** |
| **DUE ON MAY 17: Diversity & Inclusion Capstone Project** |

Objectives:
- Learn about the impact and future of D&I in organizations from current executives
- Synthesize key learnings from the course & plan action steps for continuing development
- Discuss concrete steps you can take to advance the work of diversity & inclusion in teams, organizations, and society

Read:
- *Letter from Birmingham Jail* (King, 1963) C
- *Great Leaders Who Make the Mix Work* (Groysberg & Connolly, 2013)
- *Voices from the Front Lines* (Minguet et al., 2014)
- *Leadership in Your Midst* (Hewlett et al., 2005)
- BONUS READING: *How Hard Should You Push Diversity?* (Davidson, 2012)
- BONUS READING: *Executive Women and the Myth of Having It All* (Hewlett, 2002)
- BONUS READING: *The Purpose Path: A Guide to Pursuing Your Authentic Life's Work* (Pearce, 2019)

C – DENOTES READING AVAILABLE ON CANVAS

About Dr. Nicholas Pearce

A scholar, speaker, entrepreneur, and pastor, Dr. Nicholas Pearce is an award-winning professor of management and organizations at the Northwestern University Kellogg School of Management, the founder and chief executive officer of The Vocati Group, a boutique global executive advisory consultancy, and assistant pastor of Chicago's historic, 12,000-member Apostolic Church of God. He is the author of *The Purpose Path: A Guide to Pursuing Your Authentic Life's Work* (St. Martin's Press).

An internationally recognized thought leader on values-driven leadership and organizational transformation, Dr. Pearce is a trusted adviser, executive coach, and sought-after speaker for corporations, social impact organizations, communities of faith, and governments on six continents. His speaking and consulting clients include AbbVie, Accelerate Institute, Archdiocese of Chicago, Boston Scientific, BP, The Capital Group, Chicago Public Schools, Chicago Urban League, The Episcopal Church, Exelon, Facebook, FMC, Google, Health Care Service Corporation, Hearst, Hyatt, JLL, JPMorgan Chase, KIPP, McDonald's, Morningstar, NASA, Nike, Novartis, Ronald McDonald House Charities, Surge Institute, Teach for America, U.S. Department of State, U.S. Olympic Committee, USG, Wheaton College, Whirlpool, and YPO. His thought leadership has been featured in global media including *The Atlantic, Bloomberg Businessweek, Chicago Tribune*, CNBC, CNN, *Crain's Chicago Business*, Discovery Channel, *Fast Company, Forbes, Fortune, Harvard Business Review, Huffington Post, Los Angeles Times*, MSNBC, *National Geographic, New York Times, Newsweek*, NPR, *Slate, Time, U.S. News & World Report*, Univision, *UrbanFaith.com*, and *Washington Post*.

Celebrated for his leadership and scholarship, Dr. Pearce has been a Leadership Greater Chicago Fellow since 2015 and has also been named Kellogg's MSMS Professor of the Year, a Galbraith Scholar by Harvard University's Kennedy School of Government, a Public Voices Fellow by The OpEd Project, and one of Chicago's *40 Game Changers (under 40)* by WVON/Ariel Investments. He has also been honored by the Congressional Black Caucus Foundation, Mustard Seed Foundation, National Black MBA Association, and Union League Club of Chicago, among other notable institutions.

Committed to community impact, Dr. Pearce serves as a trustee of the Chicago Children's Museum, the Field Foundation, Fuller Theological Seminary, McCormick Theological Seminary, and the Seminary Co-Op Bookstores. Previously, Pearce served as a board member of Access Community Health Network, the Chicago Community Trust African American Legacy Fund, and the Harvey Fellows Advisory Board.

Dr. Pearce holds M.S. and Ph.D. degrees from the Kellogg School of Management at Northwestern University and the S.B. in Chemical Engineering & Management from Massachusetts Institute of Technology, with a concentration in Religious Studies earned in conjunction with Harvard Divinity School. Before coming to Kellogg, Pearce worked in Deloitte Consulting's human capital practice.

A Chicago native, Dr. Pearce resides in his hometown with his wife, Tammy, son, Nolan, and dog, Baxter.

TEAM EVALUATION

Please use this form to evaluate all of the members of your team, **including yourself**, based on your Diversity & Inclusion Capstone Project and any other group work done together throughout this course.

Evaluate each person on (1) the quality of his/her contribution(s), (2) their dependability/reliability, and (3) the extent to which they demonstrated leadership/initiative using the *comparative* scale below.

Please submit this group evaluation via Canvas no later than the due date of your final project.

Do not forget to include yourself!

SCORE	QUALITATIVE DESCRIPTION
-1	Efforts were clearly not up to par with the other team members
-0.5	Efforts were somewhat less substantial than most of the other team members
0	Efforts were about equal to most of the other team members
+0.5	Efforts were somewhat more substantial than most of the other team members
+1	Efforts were exceptionally above & beyond the other team members

Team Member Name	Quality of Contribution	Dependability	Leadership

To: MPC-PCC, Schulich School of Business
From: Eileen Fischer & Steve Pulver
Date: Jan 4, 2019
Re: SB/ENTR 6400 3.00 – calendar description change

RATIONALE:

Currently, students are admitted to this course with the permission of the instructor only. This procedure was established when the course was initiated because it allowed the instructor to limit enrolment to the number of students who could reasonably be matched with suitable projects.

Now that the course has a track record and we can reasonably assume that the instructor can attract sufficient "clients" to provide projects for students per term. Please note this is a "taught-with" course with ENTR 4400. It makes sense to allow student to enroll through the same process as for other courses. This will allow students to plan their course load more effectively.

Course Change Proposal Template

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

1. **Program**
    Schulich MBA Program

2. **Course Number and Credit Value**
    ENTR 6400 3.00

3. **Course Title**
    a) **Long Course Title**
        Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

    b) **Short Course Title**
        Applied Entrepreneurship Field Study

4. **Existing Pre-requisites/Co-Requisites**
    Prerequisites: Students must have completed the equivalent of at least one full-time term in the MBA program. Students must apply for the course with a current résumé and list of courses taken. Admission is by permission of the Instructor.

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

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

6. **Effective Session of Proposed Change(s)**
    Fall 2019

7. **Academic Rationale**
    Currently, students are admitted to this course with the permission of the instructor only; this allowed the instructor to limit enrolment to the number of students who could reasonably be matched with suitable projects.

    Now that the course has a track record and we can reasonably assume that the instructor can attract sufficient "clients" to provide projects for students per term. Please note this is a "taught-with" course with ENTR 4400. It makes sense to allow student to enroll through the same process as for other courses. This will allow students to plan their course load more effectively.

8. **Proposed Course Information**

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills. Prerequisites: Students must have completed the equivalent of at least one full-time term in the MBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.	*This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.* *Prerequisites: All 5000-series Required Foundations of Management Core Courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.*

9. **Consultation**

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

Originator

Eileen Fischer	*Jan. 4 2019*
Signature	Date

Eileen Fischer	ENTR
Name	Area or Specialization

<u>Approvals:</u>

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

Steve Pulver	*Jan. 4 2019*
Signature	Date

Steve Pulver	ENTR
Name	Area or Specialization

Degree Program

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

Ashwin Joshi   January 10, 2019
──────────────────────   ──────────────────────
Signature   Date

Ashwin Joshi   MBA Program
──────────────────────   ──────────────────────
Name of Program Director   Program

Program Committee

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

Detlev Zwick   February 7th, 2019
──────────────────────   ──────────────────────
Signature   Date

Detlev Zwick   Master Programs Committee
──────────────────────   ──────────────────────
Name of Committee Chair   Committee

Required Attachments

☐ For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).

☐ For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.

Send to

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members, to the appropriate program committee secretary.

ENTR 6400 3.00 : APPLIED ENTREPRENEURSHIP FIELD STUDY

Long Course Title: Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms
Short Course Title: Applied Entrepreneurship Field Study
Fall 2019 - Draft

Instructor
Eileen Fischer
Office: SSB N304E
Phone:(647)202 4090 (cell)

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

e-mail: efischer@schulich.yorku.ca

Course Leadership

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

Calendar (short) Course Description

This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.

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

Expanded Course Description

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

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

Student groups admitted to the course will be paired with an EO or Riipen member for the term to either:

- conduct research on a challenge or opportunity that is currently facing an entrepreneurial company
- work on a short term project that is of importance to an entrepreneurial company

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

The submission of resumes and other personal information should happen before the term starts. As soon as the course reaches it enrolment cap, or at the end of the second month the preceding term, the instructor will send an email to all enrolled students requesting the information.

Contents

Course Learning Outcomes

Through the course, we expect that students will:

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

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

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

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

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

Evaluation

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

Assignment	Deadline/Date	Quantity	% Weight	Total %	Author
Project Plan	Jan 25	1	20%	20%	Team
Status Report	Mar 1	1	20%	20%	Team
Final Report	Mar 27-29	1	40%	40%	Team
Reflective Journal	April 5	1	20%	20%	Individual
				100%	

Please note that the focus on group work (80%) is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation process will be used to assess the contributions of individual members to the team. Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills, and any other elements of teamwork. Take this very seriously, because your instructor does. The instructor will consider this input in assigning the final grade.

Course Material

Required Readings:
Required readings for this course include a case (purchase from Ivey site), a HBR case article (search from library source) as well as the following book, available for purchase from Amazon or other popular book outlets.

McQuarrie, Edward, F. (2012) *The Market Research Toolbox*. Sage Publications; 3rd edition.

Harvard Business Review Articles – library
Exception: Harvard Business Review articles cannot be placed on e-reserve due to licensing restrictions that apply. See here for more information: http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/

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

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

Course Materials on Canvas:

A Course area on Canvas has been created for this course. I post rubrics, resources and special instructions on assignments on Canvas. Please check it regularly, and feel free to e-mail me with questions or concerns throughout the term.

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

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

Expectations of Students in the Course

Classes: This course has four scheduled classes, all scheduled on Fridays. In the first class we will discuss the assignments, the scoping process, the research process, and the importance of confidentiality. Course procedures and grading guidelines will also be discussed. This class is mandatory for all students in the course. The three additional classes will be scheduled: one focused on primary research, secondary research and on client communications – all essential skills for completing your project.

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

Providing Deliverables. You will be asked to provide me with your Project Plan, Status Report and Final Report on or around the due dates. Meetings to discuss these documents will be scheduled at a mutually agreed upon time. Additionally, you are required to present the final report to your client. All team members must participate in meetings scheduled with me, and in final presentations to clients. Arrangements may be made for virtual participation should it be impossible to meet otherwise.

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

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

Class-by-Class Syllabus

ENTR 4400/6400 class meets in **S123** SSB

1) The kick off session – Jan 4, 2019 - 11:30 am – 1:30 pm
2) The quantitative research session – Jan 11, 2019 - 11:30 am - 1:30 pm
3) The qualitative research session – Jan 18, 2019 - 11:30 am - 1:30 pm
4) The client skills session (Eileen Fischer) – Feb 1, 2019 - 11:30 am - 1:30 pm

Jan 4 Class 1	**Introduction to the Practicum** **Read:** Why the Lean Start Up Changes Everything. Reprint R1305C, Harvard Business School Press - please purchase the product from Ivey site: https://www.iveycases.com/ (search for reprint/product number R1305C, add to cart to proceed) We will discuss the scoping process, the research process, and the importance of confidentiality. Assignments, course procedures and grading guidelines will also be discussed.
Jan 11 Class 2	**Quantitative Research for Entrepreneurial Ventures** Read: McQuarrie Chapters 7,8, (and glance at 11) We will discuss when it makes sense to use quantitative research techniques to address a new venture's challenges, and how to conduct basic forms of quantitative research
Jan 18 Class 3	**Qualitative Research for Entrepreneurial Ventures** Read McQuarrie Chapters 4,5 (and glance at 6) We will discuss when it makes sense to use qualitative research techniques to address a new venture's challenges, and how to conduct basic forms of qualitative research
Jan 23- Jan 25 Project Plan Submitted	Project Plan **Project Plan Document Submitted** The team presents their plan for the project and the instructor provides feedback to the presentation.
Feb 1 Class 4	**Working with Clients** **Case Prep:** HBR Case: When Consultants and Clients Clash. Harvard Business School Press Reprint 97605X, *Harvard Business Review*. Nov/Dec97, Vol. 75 Issue 6, p22-38) – library source Here we will identify some key issues of importance when talking to clients. We will discuss client relations, and students will role play different client communication scenarios.
Weeks of Feb 4, 11	Students conduct their field research for the practicum. The instructor is available for any questions from students.

Weeks of Feb 18	Reading week
Feb 27 – Mar 1 Status Report Submitted	**Status Report Document Submitted** Teams present their project status report and the instructor provides feedback in a 1 hour meeting.
Week of Mar 4 Optional Feedback Meeting	**Optional Status Report Feedback Meeting** Students continue to work on their field research and the instructor is available (at the students' option)
Weeks of Mar 11, 18	Students continue to work on their field research and the instructor is available (at the students' option) to answer questions.
Mar 27-29	Final Report Submitted and Presented
April 5	Reflective Journal due

Assignments

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

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

The ***Project Plan*** will be a preliminary description of the company, including it's bases of competitive advantage, and a project plan for addressing a specific issue the company faces, delivered to your academic project supervisor prior to being submitted to the client. This will be worth 20% of the course grade, and it will be due ***January 25***. You must have the Project Plan approved by the instructor before sharing it with the site. You will also have to show evidence that the company has signed off on your Project Plan after it has been approved by the project supervisor.

The ***Status Report.*** Over the following 6 weeks, students will conduct the research required to address the client's needs.. On ***Mar 1***, the students will provide the instructor with a written status report on the project plan, including findings to date, and work remaining. This will be worth 20% of the course grade. It must be delivered to your academic project supervisor and approved before you share it with the client. The written report should be of no more than 10 single-spaced pages, plus appendices.

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The ***Final Report.*** In the final month of the term, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received. They will make recommendations to address the company's issue for this project, as well as for any ways of enhancing the company's competitive position. This will be worth 40% of the course grade, and it will be due on a specific date to be agreed, ***between Mar 27 and 29, 2019,*** delivered to me as a written report of <u>no more</u> than 20 single-spaced pages, plus appendices. Importantly, teams must provide this report to the instructor prior to sharing with the client, and share the client presentation with the instructor. They also must show verification that they have presented the report to the company.

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

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

a) The expected learning outcomes you had of the project and whether those expectations have been met or changed as a result of the actual experience.
b) The most important skills you developed and the most critical knowledge you gained during your project experience.
c) The ways in which you applied or challenged your academic learning experience with the project.
d) The functioning (or non-functioning) of the team. How did you deal with differences in opinion? How did you manage your meetings? What worked well and what did not? What are your key take-aways for future team work?
e) Your own objective assessment of your work, performance, and contributions to the project. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
f) A conflict or disappointment you experienced through your project and how you managed it?
g) What did you learn from the project experience that will change the way you approach your next work or project assignment?

This reflective journal will be worth 20% of the course grade, and it will be due on ***April 5, 2019,*** delivered to your academic project supervisor as a written document of <u>no more</u> than 2000 words.

Evaluation of Assignments
Rubrics for each assignment will be posted on the course website by ***January 4.***

Calculation of Course Grade

In this class, final course grades will be determined by the following process: Each assignment will receive a grade. These will be combined according to the weightings assigned to each assignment to give a final grade. Grades may be rounded up or down depending on the final class distribution.

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

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, consults your student handbook.

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

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title & Date	Reading Preparation	Deadlines
Friday January 4 Practicum Introduction Class	Why the Lean Start Up Changes Everything	Friday, Jan 4. 11:30 AM – 1:30 PM
Friday January 11 Quantitative research for entrepreneurial ventures	McQuarrie Chapters 7,8, (and glance at 11)	Friday, Jan 11, 11:30 AM – 1:30 PM
Friday January 18 Quantitative research for entrepreneurial ventures	Read McQuarrie Chapters 4,5 (and glance at 6)	Friday, Jan 18, 11:30 AM – 1:30 PM
Wed. January 23 – Fri January 25	Written project plan	Presentation and written project plan due Jan 25 Written project plan due to course instructor; Provide project plan to client after getting instructor feedback and inform instructor when client approves.
Friday Feb 1 Client communications	HBR Case: When Consultants and Clients Clash (Reprint 97605X): Read and prepare	Friday, Feb 1, 11:30 AM – 1:30 PM
Weeks ending Feb 8, Feb 15	Execute project plan; provide instructor with weekly email updates of progress and schedule meetings with instructor as required	
Week of Feb 18	Reading week	
Wed Feb 27-Fri Mar 1	Team present their project status report and instructor provides feedback	Feb 27-Mar 1 Presentation and written status report due
Week ending March 8	Share status report with client site and continue research	Inform instructor of client reaction to status report
Weeks ending March 15 and March 22	Continue research as need and work on final report; provide instructor with weekly email updates of progress and schedule meetings with instructor as required	--
Wed. March 27-Fri March 29	--	March 27-29 Presentation and written final report due
	--	April 5 Reflective Journal Due

A regular meeting of the Schulich Faculty Council for the 2018-2019 academic year was held on Friday December 14th 2018 at 10:30am 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
Student Council Reps	A. Rushdi, J. Prince, E. Owens-Skidmore
ACTG	C. Cho, K. Kanagaretnam
ARTM/NMLP	
BSUS	
ECON	
FINE	L. Ng, M. Milevsky, Y. Tian
MKTG	B. Gainer
ORGS	M. Valente, R. Karambayya, R. Shao
OMIS	R. Irving
PLCY	W. Sheremata
PROP	A. Devine

PROP	A. Devine	OTHER:	S. Quail (Library)

Voting Members of Faculty Council Absent:

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

Regrets, Leaves, Sabbaticals:

M. Biehl	J. Darroch	M. Levesque	K. Tasa
A. Campbell	B. Eberlein	A. Madhok	A. Tsang
M. Cao	C. Graham	D. Matten	
J. Chung	A. Kecskes	T. Peridis	
P. Darke	M. Kipping	P. Shum	

Non-Voting Members of Faculty Council Present

K. Gray	A. Mustapha	S. Tenn
I. Holzinger	H. Sinker	
A. Middleton	N. Sutherland	

Non-Voting Members of Faculty Council Absent:

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

1. **Welcome & Chair's Remarks**

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

2. **Decanal Search Update**

   Provost & Vice-President Academic Lisa Philipps provided an update on the decanal search process:

   - The committee is very pleased with the depth and quality of the candidate pool as there are a number of high caliber candidates.

- The committee has undergone unconscious bias training.
- Shortlisted candidates will be interviewed in January.
- The committee has decided not to go with an open phase to the search.
- The President's designate on the committee, Lorne Sossin, will soon be replaced as he has recently been appointed as a judge to the Superior Court of Justice of Ontario.

3.   PhD/GBC/UBS Initiatives:

GBC:

J. Prince, GBC President, provided an overview of the GBC's activities. He indicated that the GBC has passed its year-end audit and is now in the process of redesigning itself, which includes a rewriting of the constitution and a revision of existing roles to better meet student needs. The entire process should be complete by March. He also encouraged Faculty Council members to donate to support the School in the 2019 MBA Games. The money will go to the Canadian Council for Refugees to support refugee rights and ease the transition process to Canada. More information can be found at: https://www.canadahelps.org/me/j39J4Sc.

PhD:

No representative in attendance.

UBS:

No representative in attendance.

4.   Dean's Remarks

Dean Horváth provided the following updates:

- Former Schulich faculty member Dr. Isaiah Alan (Al) Litvak passed way on December 9th. Professor Litvak will be remembered and missed by the numerous faculty, staff and graduates whose lives he touched during his time at the School.
- The Experience Schulich event on November 10th was very well attended by prospective students, faculty and staff. A separate event will soon be launched for the specialized masters programs.
- Rob and Cheryl McEwen received the Outstanding Contribution award at the 2018 Bryden Alumni Awards event on November 20th.
- *Reimagining Capitalism* has now been released in Chinese. The English-language version has sold out and is in reprint.
- A Ph.D. students' reception took place on November 28th.
- The International Students Holiday Dinner took place on December 5th, with approximately 150 attendees from over 40 different countries.
- India Consul General Dinesh Bhatia visited Schulich on December 11th for lunch and a tour of the school.
- The official opening of the Rob & Cheryl McEwen Graduate Study and Research Building will take place on January 10th.
- The Dean's Message was sent out December 3rd via email and contains a more detailed update on the Schulich community's achievements.

5.   EMBA Program Committee

a) **Motion:** New course proposal for SB/EMBA 6075 0.00 Introduction to Authentic Leadership Journey

D. Zwick moved to approve the new course proposal on behalf of EMBA Program Director M. Kipping. Seconded by W. Sheremata. D. Zwick provided a brief overview of the new course and how it will relate to the existing Authentic Leadership Journey course. All in favour. Motion carried.

6. **Master Programs Committee**

    a) **Motion:** Minor change to the Diploma in Intermediate Accounting (DIAc)

    M. Annisette moved to approve the addition of OMIS 6710 3.00 to the DIAc. Seconded by A. Joshi. M. Annisette provided the rationale for the addition, as outlined in the motion document. All in favour. Motion carried.

    b) **Motion:** Minor change to the Master of Accounting Program (MAcc**)**

    M. Annisette moved to approve the addition of ACTG 6250 3.00 to the list of required courses in the Master of Accounting, thereby increasing the number of required credits from 42 to 45. Seconded by A. Joshi. M. Annisette provided the rationale for the addition and the vote was taken. All in favour. Motion carried.

    c) **Motion:** Minor changes to the Master of Business Analytics Program (MBAN)

    D. Zwick moved the motion on behalf of MBAN Program Director Murat Kristal. Seconded by R. Irving. D. Zwick provided an overview of the changes, which include the addition of an ethics course as well as a revision of the MBAN learning outcomes to better highlight the program's focus on ethics. All in favour. Motion carried.

7. **Adjournment**

    R. Irving moved for adjournment. Seconded by M. Annisette. All in favour. The meeting adjourned.

Consent Agenda

The following items were approved by consent:

1. **EMBA Program Committee**
    a) **New Course Proposals**
        1. SB/EMBA 6525 2.00 FinTech Strategy: Innovations in Financial Services
        2. SB/EMBA 6615 2.00 Recruiting & Retaining Talent in Growth Companies
        3. SB/EMBA 6625 2.00 The Right Stuff: Principles Behind Successful Careers

    b) **Curricular Change:** SB/EMBA 6075 2.00 Authentic Leadership Journey *(number, pre-requisite)*

2. **Master Programs Committee**
    a) **Curricular Change:** SB/OMIS 6710 3.00 Management Information Systems *(pre-requisite)*

3. **Minutes of the Last Meeting:** 2018.11.09