

## FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2019-2020 academic year will be held on  
Friday November 8<sup>th</sup> 2019 at 11:30am in SSB E111.

### AGENDA

|    |  | Page  |
|----|--|-------|
| 1. | <b>Welcome &amp; Chair's Remarks</b> (5 mins)  |       |
| 2. | <b>Enquiries &amp; Communications</b>  |       |
|    | a) <b>Presentation:</b> York Cares United Way Campaign (5 mins)  |       |
|    | b) <b>For Information:</b>   |       |
|    | 1. <b>Dean Search Update:</b> Memo from Lisa Philipps, Chair, Search Committee for Dean of Schulich        | 3     |
|    | 2. <b>Senate Synopses:</b> 2019.09.26 & 2019.10.24   | 4-11  |
| 3. | <b>Dean's Remarks</b> (15 mins)  |       |
| 4. | <b>PHD/GBC/UBS Initiatives</b> (15 mins)   |       |
| 5. | <b>Programs Coordinating Committee</b>   |       |
|    | a) <b>Motion:</b> Changes to Schulich's Grading Policy (15 mins) (D. Zwick)                                | 12-16 |
| 6. | <b>Open Space</b>  |       |
|    | a) <b>Presentation:</b> A Transforming World: Changes in Management Education (D. Horváth)                 |       |
|    | b) <b>Discussion:</b> Taking Stock of Schulich's Master's Program Strategy: Implications and Opportunities | 17    |
| 7. | <b>Adjournment</b>   |       |

### CONSENT AGENDA

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

|    |   | Page  |
|----|---|-------|
| 8. | <b>Master Programs Committee</b>  |       |
|    | a) <b>Course Change:</b>  |       |
|    | 1. OMIS 6230 3.00 Coordinating Supply and Demand ( <i>description</i> )       | 18-31 |
|    | b) <b>New Course Proposals:</b>   |       |
|    | 1. MGMT 6960 3.00 Management Consulting                                       | 32-46 |
|    | 2. ENTR 6960 6.00 Mentorship Match: Learning to Innovate with Venture Leaders | 47-64 |
| 9. | <b>Minutes of the Last Meeting</b> (2019.10.04)                               | 65-70 |

**Upcoming Meetings for 2019-2020:**

**Schulich Executive Committee:**

November 22<sup>nd</sup>, 2019  
January 24<sup>th</sup>, 2020  
February 28<sup>th</sup>, 2020  
April 3<sup>rd</sup>, 2020

**Schulich Faculty Council:**

December 6<sup>th</sup>, 2019  
February 7<sup>th</sup>, 2020  
March 13<sup>th</sup>, 2020  
April 17<sup>th</sup>, 2020

## Memorandum

To: James McKellar, Chair, Schulich Faculty Council

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

Date: November 4, 2019

Subject: Update for Faculty Council on Dean Search



---

On behalf of the Search Committee for Dean of the Schulich School of Business, I am happy to update Faculty Council on the search for Dean.

As colleagues in Schulich will know, President Lenton communicated with Faculty Council in April to announce the extension of the search for Dean, with an announcement of the appointment of the next Dean anticipated by early in 2020; and to inform Council that Dean Horvath had agreed to extend his term for a final year to June 30, 2020. The search committee fully appreciates the importance of the search for this key position for both Schulich and the University, and has continued throughout the Summer and Fall to actively recruit, consider, and interview outstanding candidates.

Following completion of the committee's deliberations on the candidates, we will forward our recommendation(s) about the appointment to the President, whose decision this is; the President in turn will communicate her recommendation to the Board of Governors for formal concurrence.

We are on track in relation to our schedule and remain focused on being able to announce an appointment by early in 2020, with an appointment to take effect July 1, 2020.

I want to thank the members of the search committee for their ongoing contributions to the search process and colleagues in the School for their patience and understanding of the need for strict confidentiality around the search.

Cc: E. Rush, Secretary of Council

# The Senate of York University

## Synopsis

The 659th Meeting of Senate held on Thursday, September 26, 2019

### Remarks

The Chair of Senate, Professor Franck van Breugel of the Lassonde School of Engineering, greeted continuing and new Senators, and urged Senators to join in celebrating graduating students at Fall Convocation ceremonies.

Noting that 2019-2020 is the final year of the current University Academic Plan (UAP), President Rhonda Lenton highlighted the progress made to date on priorities articulated in the Plan and the importance of consolidating progress this year as we look ahead to the next UAP. One forum for discussion will be the [President's Town Hall](#), scheduled for October 10, where community members are encouraged to share input on progress on University priorities and major strategic initiatives.

Provost and Vice-President Academic Lisa Philipps delivered a presentation and gathered Senate's input on the Strategic Mandate Agreement (SMA3) metrics and principles for the establishment and implementation of the SMA3 at York, highlighting the importance of continuing to align the weighting of the metrics and the University's academic priorities in SMA3.

President Lenton also reported on the following items:

- the senior administrative team's review of resource plans across the University to facilitate enhanced investment in areas identified as priorities during the budget consultation held in 2018-2019
- the new business plan for Markham Centre Campus, to be brought forward to the Board of Governors for approval on October 8, and the planned next steps if Board approval is obtained
- the individuals who will be honoured with honorary degrees at Fall Convocation, whose names will be shared with the University community shortly

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

### Reports

#### Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities (COU), Professor Andrea Davis, reported on the discussions at the Colleagues' August meeting which focused on SMA3 metrics, the measuring and reporting of faculty outputs, and research and innovation in Canada. Senator Davis briefed Senators on a subsequent COU meeting where Colleagues received an update on the provincial government's definition

# **The Senate of York University**

## **Synopsis**

of experiential education for the purpose of measuring universities' success on the experiential learning SMA3 metric.

### **Approvals**

Senate approved a motion submitted by Provost Philipps to:

- declare September 27, 2019 a day of academic accommodation for which no student shall receive an academic penalty for not attending classes
- ask faculty members through the Deans / Principal to establish reasonable extensions of deadlines for graded work due on that date, and to provide reasonable academic accommodations to students who choose to attend the Global Climate Strike activities, including reasonable alternative access to materials covered during their absence that does not alter the academic standards associated with the missed activity

On the recommendation of its Executive Committee, Senate elected Brian Huss (Liberal Arts & Professional Studies) and Saskia Van Viegen (Liberal Arts & Professional Studies) to the Senate Appeals Committee, Michael Rotondi (Health) to the Senate Committee on Awards, and Benjamin Geva (Osgoode) to the Tenure and Promotions Committee.

Having been provided Notice of Motion in May 2019, Senate approved the following revisions to the Senate Rules and Procedures recommended by its Executive Committee:

- a reduction of the time allotted for a Senator to speak to a motion
- non-substantive changes and additions to enhance clarity on the duties of the Chair, committee meeting quorum, and meeting agenda and order of business

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

- revise the Senate Pass/Fail Grades Policy, effective September 1, 2019
- change the degree and admission requirements and delete and create Graduate Fields within the MASc in Electrical and Computer Engineering, Graduate Program in Electrical Engineering and Computer Science, Lassonde / Graduate Studies, effective FW 2019-2020
- delete Graduate Fields and change the requirements of the qualifying program for the MA in Translation Studies, Graduate Program in Translation Studies, Glendon / Graduate Studies, effective FW 2019-2020
- change the diploma requirements for the Graduate Diploma in Health Industry Management, Schulich / Graduate Studies, effective FW 2019-2020

# **The Senate of York University**

## **Synopsis**

- authorize the granting of degrees at the University's convocations held in Fall 2019, February 2020 (Convocation In Absentia) and Spring 2020, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees

## **Committee Information Reports**

### **Executive (Professor Alison Macpherson, Vice-Chair)**

The Executive Committee's information items included the following:

- its approval of Senate Committee members nominated by Faculty Councils
- its priorities for 2019-2020
- the results of the Senator and Senate committee member surveys conducted in June and the Committee's planned follow-up activities
- the University Secretariat's initiatives in support of governance and Senate in 2019-2020
- Senate meeting dates for 2019-2020 with changes approved for December
- actions taken under Summer Authority
- Senate attendance in 2018-2019 and a consolidated report on actions taken by Senate in 2018-2019, available for review on the Senate website

### **Academic Policy, Planning and Research (Professor Carl Ehrlich, Chair)**

APPRC reported on the following items:

- preliminary information about the planned approach to the University Academic Plan renewal process, with more details to be shared at an upcoming Senate meeting
- its participation in a budget consultation led by the Provost and AVP Finance
- its confirmation of priorities for 2019-2020
- the membership of its Sub-Committees for 2019-2020

### **Academic Standards, Curriculum and Pedagogy (Professor Kim Michasiw, Chair)**

ASCP reported on the membership of its sub-committees for 2019-2020 and its approval of an editorial correction to the calendar copy for the Specialized Honours BSc program in Neuroscience, Department of Biology, Science / Departments of Psychology and Kinesiology & Health Science, Health.

# **The Senate of York University**

## **Synopsis**

### **Additional Information about this Meeting**

Please refer to the full Senate agenda and supplementary material posted online with the September 26, 2019 meeting for details about these items.

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

### **October Meeting of Senate**

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

# The Senate of York University

## Synopsis

The 660th Meeting of Senate held on Thursday, October 24, 2019

### Remarks

The Chair of Senate, Professor Franck van Breugel of the Lassonde School of Engineering, welcomed Senators to the meeting and, referencing the inspirational addresses by the honorary degree recipients at the Fall Convocation ceremonies, encouraged Senators to give thought to identifying nominees for honorary doctorates.

Comments made by President Lenton included the following:

- optimism that the outcome of the federal election will provide stability for higher education, especially in the areas in which investments were made in the 2019 budget: internationalization, experiential education, and infrastructure
- highlights from the President's 2018-2019 Annual Report and the plans to continue advancing the priorities articulated in the University Academic Plan (UAP) 2015-2020 and identify items that could be carried over to the next UAP
- an update on the Strategic Mandate Agreement (SMA3) negotiations with the provincial government and a commitment to discuss new information with Senate as it becomes available
- the administration's consideration of opportunities to support sustainability efforts at York
- an announcement of the 2019 Bryden Alumni Award recipients: Eva Marszewski, Robert Krembil, Suzanne Katsi'tsiarihshion Brant, and Kimberly Badal

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

### Inquiries and Communications

Senator Turlakis, one of Senate's nominees to the Board of Governors, spoke to the synopsis of the October meeting of the Board. The Board approval of a new business plan for the Markham Centre Campus generated a discussion of the strategy for the new campus in the context of existing academic and campus plans for Keele and Glendon.

### Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Provost Philipps presented the Autumn Report on Complement and Enrolment and the Faculty Complement Renewal Strategy.



# **The Senate of York University**

## **Synopsis**

### **Approvals**

On the recommendation of its Executive Committee, Senate approved:

- the election of Tom Wesson (Schulich) to the Academic Standards, Curriculum and Pedagogy Committee, and Susan Drummond (Osgoode) to the Tenure and Promotions Appeals Committee
- revisions to the Senate Rules on conduct of proceedings and decorum (Subsection 6.6) and Senate's nominees to the Board of Governors (Subsection 8.61), effective immediately
- the establishment of an interim Faculty Council for the Faculty of Urban and Environmental Change, for the period of 1 January 2020 to 31 August 2020, contingent upon the approval of the new Faculty by Senate and the Board of Governors

Senate approved the recommendation of its Academic Standards, Curriculum and Pedagogy Committee to close the MA program in Mathematics for Teachers, housed within the Graduate Program in Mathematics and Statistics, Faculty of Science, Faculty of Graduate Studies, effective FW 2020-2021.

### **Committee Information Reports**

The Chairs of Senate committees briefly described their roles on behalf of Senate, how they conduct business and items Senate can expect to come to the floor from them during the year, as time constraints had precluded them from doing so at the inaugural meeting of 2019-2020.

### **Executive (Professor Alison Macpherson, Vice-Chair)**

The Executive Committee gave Notice of Statutory Motion for the disestablishment of the Faculty Council, Faculty of Environmental Studies, effective 31 December 2019, contingent upon the approval of the new Faculty of Urban and Environmental Change by Senate and the Board of Governors.

The Executive Committee's information items included the following:

- approval of the Faculty of Graduate Studies' nominee to Executive
- Senate committees' priorities for 2019-2020

### **Academic Policy, Planning and Research (Professor Carl Ehrlich, Chair)**

APPRC provided Notice of Statutory Motion for the following items and gathered input from Senators:

# **The Senate of York University**

## **Synopsis**

- Establishment of the Faculty of Urban and Environmental Change comprising the Faculty of Environmental Studies and the Department of Geography, LA&PS to commence operations 1 January 2020, with a full launch on 1 September 2020
- Disestablishment of the Faculty of Environmental Studies, effective 31 August 2020
- Transfer of the constituent academic programs and curricula from the Faculty of Environmental Studies to the new Faculty of Urban and Environmental Change, effective 1 September 2020
- Disestablishment of the Department of Geography, housed in the Faculty of Liberal Arts & Professional Studies, effective 31 August 2020
- Transfer of the constituent academic programs and curricula from the Department of Geography, Liberal Arts & Professional Studies to the new Faculty of Urban and Environmental Change, effective 1 September 2020

APPRC reported on the following information items:

- an update on the University Academic Plan renewal process, with an Open Forum to be held on 7 November from 9:30 to 11:45 am in the New/Second Student Centre and other forms of consultations to be launched in the coming weeks (details are available on the [UAP renewal website](#))
- its review of the Provost's reports on FW2019-2020 enrolments and faculty complement and the Faculty Complement Renewal Strategy
- confirmation of its priorities for 2019-2020
- committee input to the Provost and AVP Finance on the budget consultation
- an update on its membership for 2019-2020

### **Academic Standards, Curriculum and Pedagogy (Professor Kim Michasiw, Chair)**

ASCP's information items included:

- changes to English language proficiency requirements for the Master of Financial Accountability program, Graduate Program in Financial Accountability, School of Administrative Studies, LA&PS / Graduate studies
- a minor change to degree requirements for the BA program in Mathematics, Department of Mathematics, Glendon
- its reflections on the proposal for the establishment of the Faculty of Urban and Environmental Change
- sessional dates for three academic years, from SU' 2020 to FW'2022-2023

# **The Senate of York University**

## **Synopsis**

### **Appeals (Professor Suprakash Datta, Chair)**

On behalf of the Committee, Professor Datta provided an overview of the Committee's role and function and reported on the following information items:

- its approval of revisions to the Senate Appeals Committee procedures
- its approval of a recommendation to rescind a degree conferred on a student

### **Awards (Professor Jonathan Obar, Chair)**

On behalf of the Committee, Professor Obar gave an overview of the Committee's role and function and advised Senators that the call for nominations had been issued for the President's Research Awards – the President's Emerging Research Leadership Award, the President's Research Impact Award, and the President's Research Excellence Award. Details are available on the [Awards Committee website](#).

### **Tenure and Promotions, Tenure and Promotions Appeals (Professor Thomas Baumgartner, Co-Chair)**

Professor Baumgartner provided an overview of the Committee's role and function on behalf of the Committee and Co-Chair.

### **Additional Information about this Meeting**

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

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

## **November Meeting of Senate**

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

**To:** Faculty Council, Schulich School of Business  
**From:** Detlev Zwick, Associate Dean, Academic  
**Date:** November 1, 2019  
**Re:** Motion to clarify Schulich grading policy to ensure students receive a final letter grade for each graded assignment.

---

**MOTION:**

That Faculty Council approves changes to the Schulich School of Business grading policy that ensure students receive a final grade for each graded component in a course at the time the component is marked or returned to the student. If percentage marks are used a conversion table must be provided in the syllabus that shows the corresponding letter grade or index score.

**RATIONALE:**

Grading practices at Schulich are governed by the School's and York's grading policies. These policies are designed to create consistent and transparent grading practices across courses and programs. However, this consistency is complicated by the fact that Schulich does not use a standardized percentage grading scale, so percentage grades have no automatic letter grade equivalent. The language of Schulich's grading policy also does not state explicitly that students must receive a final letter grade for each graded component at the time the component is marked or returned to the student. As a result, students are often unsure of how percentage marks will translate to letter or index grades in a particular course or of what their percentage marks actually mean in terms of their performance until the time when final course marks are calculated. This inconsistency has long caused confusion and dissatisfaction among students as they are surprised at the end of the term when their percentage scores translate to letter grades that are lower than they expected. Each year, the ADA's office is asked to adjudicate several grade appeals from students who feel treated unfairly because their instructor did not make clear their letter grades for completed work, thus leaving the students in the dark about their actual performance in the class. We must recognize that students are entitled to be able to determine their letter grade for each graded component at the time that the component is marked or returned to the student rather than at the end of the term. We must also ensure that there is consistency and transparency from the start of the course with regard to how percentage marks will be converted. If percentage marks are used, a conversion table must be provided in the syllabus that shows the corresponding letter grade or index score. The grading policy, therefore, must reflect this.

The full set of Schulich grading guidelines and policies is included below, with the proposed edits indicated through tracked changes.

### **Proposed Changes to Current Policy:**

## **Grading Policies & Guidelines**

Grades provide students with important feedback on their understanding of the course material and mastery of learning outcomes, and where they need to improve. Grading also provides instructors with feedback that can be used to make subsequent decisions about teaching, either within the semester, or for following iterations of the course. It can therefore be helpful to consider grading as part of the larger process of learning and assessment, rather than as a matter of determining a student's standing in class. Effective grading involves a sequence of activities, including:

- establishing clear expectations through grading policies
- designing assessments that measure the achievement of learning objectives / outcomes
- establishing benchmarks and criteria for marking that reflect the student's mastery of the learning outcomes
- calibrating for consistency, fairness and adherence to relevant policies, and
- providing useful feedback that helps students understand what they know or can do, and how they can improve

Grading is a natural source of stress for both students and instructors. The policies and guidelines below are in place to help ensure that the grading practices at Schulich are accurate and transparent and that student performance is fairly assessed regardless of the course, section or instructor. They are also designed on the premise that effective grading functions as a tool for learning and encourage a focus on the learning process rather than on getting the right grade, thus reducing the likelihood of student complaints.

## **Grading and Formative Feedback**

### **Grading Guidelines**

1. Class participation should not account for more than 20% of the final grade. Exceptions to this guideline should be supported by a clear rationale.
2. Due dates for assignments should generally not fall within the set final examination period.
3. When presenting an assignment and returning marked work of qualitative nature, it is recommended that students receive with a copy of the grading standards or marking rubric to avoid the perception of unfair grading practices and ensure transparency with regards to how marks are assigned. Rubrics explicitly state grading criteria and link grades to the learning goals of an assignment and course.
4. Instructors are encouraged to provide regular opportunities for formative feedback throughout their course. Formative feedback helps students identify their strengths and target areas to focus on while there is still time remaining in the course for improvement. Providing shorter but more regular feedback creates a continuous dialogue between students and instructors that manages students' expectations and develops their reflective skills.

5. If marks are allocated for **participation**, instructors should be transparent about how these marks will be determined. The inclusion of mark descriptors in the course outline (that indicate what students need to do to earn a particular participation mark) will clearly convey an instructor's expectations right from the start of the course. It is also recommended that instructors provide students with ongoing feedback regarding their participation. Mid-term check-ins, for example, will ensure students are not surprised by their result at the end of the course.
6. Please also refer the Faculty's course design guidelines.

## Grading Policies

1. The components of the Schulich course outline template should be included in all course outlines. In addition to the items included in this template, course outlines should include the following information:
  - A description of the components (attendance, quality and quantity of contributions) upon which the participation mark will be based and how these components will be weighted;
  - A grading scale. If the instructor uses percentage scores, the grading scale must include a translation of the percentage score to a letter grade or index value (see example below);
  - A statement as to whether grades will be curved and / or rounded in some way.
2. The course outline should be made available one month prior to the start of the course.
3. With the exception of courses explicitly required for certification by a professional body, or other exceptions agreed to by Senate, students pass or fail a course on the basis of their final course average, without the additional requirement of having to obtain a passing grade on a final examination. This policy does not exclude the possibility of a final examination representing more than 50% of the final grade in a particular course or the requirement that a student pass a specific course lab component.
4. Students should receive graded feedback worth at least 15% of the final grade for 3.00 credit courses prior to the withdrawal date from a course without academic penalty. (This policy does not apply to 1.50 credit courses, courses on a compressed schedule, practicum courses, or courses where the coursework typically consists of a single deliverable.)
5. No examinations or tests (in-class or take-home) collectively worth more than 20% of the course grade are permitted during the final 14 calendar days of classes in any Schulich course (Excepted are courses that run on weekends, courses in compressed terms, and courses with 6.0 or more contact hours per week.) An assignment is not considered a take-home examination if students have at least two weeks to complete it.
6. Instructors must keep class-by-class records of students' contributions towards their participation mark that can be audited if needed. It is strongly recommended that records of contributions be completed right after each class.
7. All class records, including records of class participation, should be retained for a period of twelve months and destroyed thereafter.
8. The way in which course grades will be calculated should be clear to students from the start of the term:

Deleted: ar

- As Schulich does not use a standardized percentage grading scale, percentage grades have no automatic letter grade equivalent. However, instructors that choose to use percentage marks must use a fixed translation of percentages to letter grades or index values and make clear the translation in the course outline at the start of the term. Translations commonly used at York University are shown below.

Deleted: grades

Deleted: should therefore

- Students should receive a letter grade or index value for each graded component of a course at the time the component is graded. If curving of grades is needed, it should take place at the time each component is graded, not at the time final grades are calculated. Students should be able, after each graded component is marked, to know their aggregate grade for the course at that time.

- Final course grades should be the sum of all component grades multiplied by their respective weight.
- The option to round grades is at the discretion of the instructor. If final grades are to be rounded, this should be stated in the course outline. A consistent rounding policy should be applied to all students in a class.
- For core courses with multiple sections, grades should be calculated in the same manner.
- Each component of the final grade should be reported separately to students (this includes class participation grades).
- Sections of required core courses are normally expected to have a mean grade of between 4.70 and 6.10 grade points for Masters-level core courses, and between 5.20 and 6.20 grade points for Masters-level electives. For undergraduate courses, the average course grade awarded within a section should be between 5.50 and 7.00. Grade distributions that do not meet this policy must be reviewed by the Area Coordinator or appropriate Program/Specialization Director. The Course Director and the approver should be prepared to explain the basis for the grade distributions that do not meet this policy.

Deleted: be calculated by simply

Deleted: multiplying the

Deleted: appropriate

Deleted: ing

- Instructors must adhere to the policies communicated in their course outline and at the start of their course.

## Common Grading Scales at York

The **York undergraduate** grading scale is the common undergraduate grading system used by the University.

| Grade | Grade Point / Index Value | Percent Range<br>(Schulich guideline only) |
|-------|---------------------------|--|
| A+    | 9                         | 90-100                                     |
| A     | 8                         | 80-89                                      |
| B+    | 7                         | 75-79                                      |

|           |   |                        |
|-----------|---|------------------------|
| <b>B</b>  | 6 | 70-74                  |
| <b>C+</b> | 5 | 65-69                  |
| <b>C</b>  | 4 | 60-64                  |
| <b>D+</b> | 3 | 55-59                  |
| <b>D</b>  | 2 | 50-54                  |
| <b>E</b>  | 1 | (marginally below 50%) |
| <b>F</b>  | 0 | (below 50%)            |

Below is an example of a masters-level grading system with percentage score translation.

| <b>Grade</b> | <b>Grade Point /<br/>Index Value</b> | <b>Percentage Points<br/>(Schulich guideline<br/>only)</b> |
|--------------|--------------------------------------|--|
| <b>A+</b>    | 9                                    | 90-100   |
| <b>A</b>     | 8                                    | 85-89  |
| <b>A-</b>    | 7                                    | 80-84  |
| <b>B+</b>    | 6                                    | 75-79  |
| <b>B</b>     | 5                                    | 70-74  |
| <b>B-</b>    | 4                                    | 65-69  |
| <b>C+</b>    | 3                                    | 60-64  |
| <b>C</b>     | 2                                    | 55-59  |
| <b>C-</b>    | 1                                    | 50-54  |
| <b>F</b>     | 0                                    | 0-49%  |

**Deleted:** uses the following 9-point system, which contains no "D" grades. Students must maintain a GPA of 4.2 throughout the program and have at least a 4.4 to graduate. The Dean's List requirement is 6.95 or higher.



## **Schulich Faculty Council ‘Open Space’ Discussion**

### **Topic: Taking Stock of Schulich’s Master’s Program Strategy: Implications and Opportunities**

Schulich’s rapid foray into one-year masters programs represents an exciting stage in the school’s development. They have diversified Schulich’s graduate offering in what is a highly competitive marketplace. Fundamentally, one-year master degrees represents a substantial departure from the MBA model upon which most business schools were established, upon which curricula have been designed, and to which top business schools still adhere. It is important to consider some of the implications this shift might represent for the Schulich School of Business.

For our first Open Space topic at Faculty Council, we invite faculty, staff and students to engage in a generative discussion about what these implications might be, and how we can potentially capture the full benefit of these new degree programs to maximize the full strategic potential of the Schulich School.

---

### **Additional Recommended Reading:**

<https://www.economist.com/business/2019/11/02/american-business-schools-are-reinventing-the-mba>

<https://www.economist.com/leaders/2019/10/31/the-future-of-management-education>

## Schulich School of Business Memorandum

---

To: Faculty Council, Schulich School of Business  
From: Adam Diamant, Assistant Professor  
Date: October 2, 2019  
Re: Updating course description for OMIS 6230 3.00

---

Motion: Updating the course description of OMIS 6230 3.00 to accurately reflect what is being taught.

Rationale: The current course description has grammatical errors and does not accurately reflect what is being taught. That is, the course description does not do a good job of informing students what the course is actually about and what the expected learning outcomes are. The new course description rectifies these issues and attempts to precisely describe what content that will be covered.

## 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**

Masters of Supply Chain Management

**2. Course Number and Credit Value**

OMIS 6230 3.00

**3. Course Title**

**a) Long Course Title**

Coordinating Supply and Demand

**b) Short Course Title**

Coordinating Supply and Demand

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

MSTM 5060 3.00

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

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

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

Fall 2020

**7. Academic Rationale**

The current course description has grammatical errors and does not accurately reflect what is being taught. That is, the course description does not do a good job of informing students what the course is about and what the expected learning outcomes are. The new course description rectifies these issues and attempts to precisely describe what content that will be covered.

## 8. Proposed Course Information

| Existing Course Information<br>(Change from)  | Proposed Course Information<br>(Change to)  |
|---|---|
| In this course, we work with both qualitative and quantitative models for forecasting demand, aggregate planning, coordination of inventory processes, and revenue management. This includes and data-driven strategies for managing demand, inventory and capacity which balance the need for cost effectiveness with responsiveness and sustainability. | This course introduces students to quantitative models for demand forecasting, aggregate planning, inventory control, and revenue management. The focus is on developing a basic understanding of how organizations in multi-echelon supply chains make data-driven decisions using sophisticated computational techniques. Topics include time series, machine learning, and mathematical optimization with applications to logistics, manufacturing, inventory coordination, contracting, customer segmentation, and pricing. |

## 9. Consultation

David Johnston, the director of the Masters of Supply Chain Management, has approved this change. Specifically, he has said "The spirit of the academic approval process is to make sure course descriptions reflect the approved content. In this case Adam's changes improve the communication of the approved content. As the author of the approved course outline and its approval in the context of the MSCM program, I agreed that Adam's minor changes are improvements in communication of the content versus changes to the approved content. We want instructors to continuously improve their delivery of content, of which part of that how they talk about the approved content and put as few obstacles in their way. The alternative is allowing old and sometimes inappropriate language to persist past their "best before date".

### Originator



Signature

July 29, 2019

Date

Adam Diamant

Name

OMIS

Area or Specialization

### Approvals:

#### Area or Specialization

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



Signature

July 29, 2019

Date

Richard Irving  
Name

OMIS  
Area or Specialization

**Degree Program**

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



\_\_\_\_\_  
Signature

July 29, 2019  
Date

David Johnston  
Name of Program Director

Master of Supply Chain Management  
Program

**Program Committee**

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

Detlev Zwick  
Signature

October 10, 2019  
Date

Detlev Zwick  
Name of Committee Chair

MPC-PCC  
Committee

## Course Outline

Fall 2019

| SECTION | DAY      | TIME             | ROOM    | BEGINNING          | INSTRUCTOR   |
|---------|----------|------------------|---------|--------------------|--------------|
| A       | Tuesdays | 8:30am – 11:30am | MB G102 | September 14, 2020 | Adam Diamant |

**Adam Diamant** received his PhD in Operations Management from the Rotman School of Management prior to joining Schulich. He has worked in a software startup that provides solutions for big and streaming data, been a software consultant for financial companies involved in high frequency trading, and has done research in atmospheric physics and global climate modeling. His current research uses stochastic modeling and optimization techniques to model and optimize complex systems in health care.

| Instructor   | Administrative Assistant   |
|--|--|
| Adam Diamant<br><b>Office:</b> S340 SSB<br><b>Email:</b> <a href="mailto:adiamant@schulich.yorku.ca">adiamant@schulich.yorku.ca</a><br><b>Office Hours:</b> Thursdays @ 11 am – 1 pm | Paula Gowdie Rose<br><b>Office:</b> S337N SSB,<br><b>Email:</b> <a href="mailto:pgowdierose@schulich.yorku.ca">pgowdierose@schulich.yorku.ca</a><br><b>Phone:</b> 416-736-5074 |

## Brief Description

This course introduces students to quantitative models for demand forecasting, aggregate planning, inventory control, and revenue management. The focus is on developing a basic understanding of how organizations in multi-echelon supply chains make data-driven decisions using sophisticated computational techniques. Topics include time series, machine learning, and mathematical optimization with applications to logistics, manufacturing, inventory coordination, contracting, customer segmentation, and pricing.

**Prerequisites:** MSTM 5060

## Contents

|  |    |
|--|----|
| Course Learning Outcomes .....   | 2  |
| Additional Courses Support .....   | 3  |
| Course Material .....  | 3  |
| Deliverables at a Glance .....   | 4  |
| Class-by-Class Syllabus .....  | 5  |
| General Academic Policies: Grading, Academic Honesty, Accommodations and Exams ..... | 9  |
| Quick Reference: Summary of Classes, Activities and Deliverables .....               | 10 |

## Course Learning Outcomes

An effective supply chain requires the synchronization of many decisions regarding how much, when, and where product and services will be produced, ordered, managed, and sold for. In this course, we work with quantitative models for forecasting demand, aggregate planning, coordination of inventory processes, and revenue management. We first investigate both traditional and modern approaches for forecasting demand, discuss the accuracy of these predictions, and determine how companies make decisions under uncertainty. We then focus on aggregate planning and examine the role of optimization techniques when managing raw materials, personnel, and finished goods inventories. We discuss data and technology-driven strategies for managing inventory; balancing the need for efficiency and cost effectiveness with responsiveness, risk mitigation, and flexibility. Finally, we demonstrate how managers can use pricing strategies and revenue management as a lever to better match supply with demand. These themes detail the dynamics of multi-echelon supply chains where organizations compete to maximize their financial performance and market position while mitigating supply chain risk.

This course prepares students to make data-driven decisions regarding how to manage supply and demand. The focus is on developing a basic understanding of the sophisticated mathematical techniques used by organizations in a supply chain. Emphasis is placed on becoming proficient with the computational implementation of these techniques on real-world problems relating to multi-echelon supply chains. We work with quantitative models for forecasting demand, aggregate planning, inventory coordination, and revenue management. We discuss how effective communication and good data can positively affect supply chain performance. We also tackle the issues of supply chain risk, coordination, responsiveness, and flexibility, and investigate their effects on costs, resource utilization, customer satisfaction, and capacity. Students who complete this course will be able to build mathematical frameworks and use computational tools, such as spreadsheet models, to support operational decision-making. Most importantly, students will develop the necessary skills to effectively understand when to apply these tools to improve organizational processes and how best to present their results.

The objectives of this course are:

- To expose you to the main models used to manage supply and predict future demand.
- To develop your proficiency with quantitative frameworks and prediction tools for analysis.
- To provide you with opportunities to improve your problem solving and critical thinking skills.
- To gain experience working on complex, real-world problems in supply chain management.
- To prepare you to write clear, effective, and engaging business documents.

## Organization of the Course:

The course is organized into four modules. In Module A, you will explore the value of high-quality information in prediction models. Both traditional and modern techniques for quantitative forecasting will be taught to facilitate accurate prediction of future demand. In Module B, you will build on your knowledge of mathematical programming and apply it to aggregate planning problems in supply chains. You will investigate the robustness of these models and discuss complex situations with multifactorial objectives. In Module C, you will examine different inventory management strategies and its impact on cost, efficiency, responsiveness, and flexibility. You will learn how to effectively coordinate inventory processes in systems with and without IT infrastructure. In Module D, you will learn how pricing strategies can be used to effectively manage the supply chain, especially in evolving environments.

Classes will consist of a combination of conceptual theories in business and supply chain management, mathematical frameworks, and practical applications. Some sessions will be more conceptually oriented, while others will have a greater emphasis on quantitative modeling. Techniques and concepts will be reinforced by in-class examples, case studies (to be done in groups), and two individual examinations. Students should read assigned materials before as well as after class to support their understanding of the material. Students should be prepared to actively participate in class discussion.

## Additional Course Support

**Email:** E-mail the instructor with any questions about the course such as administrative issues, questions regarding the grading of the assignments, midterm exam, final project, or if you have (very) brief questions about the material. ***Please put OMIS 6230, your full name and brief heading (i.e., description of what the email is about) as the first part of the subject line in all e-mail correspondence.*** Most emails will be responded to within two business days (48 hours) but if you do not get a response within this time frame, please send another email. For other issues including most concerns with the course material, please come speak with the instructor during office hours or request an appointment at a mutually beneficial time. Please be professional in all your email correspondence. For more information on how to write an effective and professional email, please see the following links:

<http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>  
<http://researchguides.library.yorku.ca/content.php?pid=476543&sid=3902786>

**Meetings and Office Hours:** Students are invited to attend office hours on a drop-in basis. No prior appointments are required for scheduled office hours. Students can also meet with the instructor outside office hours by requesting an appointment (i.e., send an email to the instructor). If you cannot attend a scheduled appointment, notify the instructor as soon as possible. If you schedule an appointment and do not show up, this may affect your ability to schedule future appointments.

**Course Announcements:** All course emails and announcements will be posted in **Canvas**. This correspondence will be sent to the email account you have specified in your Canvas profile. ***It is your responsibility to ensure that you have access to both sources of information and check each regularly.***

## Course Material

**Text:** There are *no* required texts for the course. However, there are several useful resources that are recommended (on reserve at the [Bronfmann library](#)) for learning reinforcement and practice questions.

Birge, J. R., & Louveaux, F. (2011). [Introduction to stochastic programming](#). Springer Science.

Meindl, P., & Chopra, S. (2001). [Supply Chain Management: Strategy, Planning, And Operation](#), 5/e. Pearson Education India.

Phillips, R. L. (2005). *Pricing and revenue optimization*. Stanford University Press.

Ragsdale, C. (2010). [Spreadsheet modeling & decision analysis: A practical introduction to management science](#). Nelson Education.

Simchi-Levi, D., Simchi-Levi, E., & Kaminsky, P. (1999). *Designing and managing the supply chain: Concepts, strategies, and cases*. New York: McGraw-Hill.

***There is, however, a coursepack that contains all of the cases you need. The cost is \$12.75 and it can be obtained from: <https://hbsp.harvard.edu/import/646840>***



## Deliverables at a Glance

Course work includes the following deliverables: three case studies, one midterm exam, and one final exam. ***Note that marks will not be adjusted until all five deliverables have been submitted and graded.***

| Deliverable  | Quantity | % Weight | Total % | Author     |
|--------------|----------|----------|---------|------------|
| Case Studies | 3        | 12       | 36      | Group      |
| Midterm Exam | 1        | 32       | 32      | Individual |
| Final Exam   | 1        | 32       | 32      | Individual |

**Case Studies:** Three (3) case studies, each worth 12%, will be assigned during the course. The first case study will require students to use material from Module A – Demand Forecasting (Weeks 1-3), the second case study will require modeling tools learned from Module B – Aggregate Planning Models (Weeks 5-7), and the third case study will require students to use techniques from Module C – Inventory Management (Weeks 8-10). Case Studies, the due date and time, and detailed submission instructions, will be posted on [Canvas](#). All instructions for case studies are expected to be followed. Case studies are to be completed in groups of up to 5 and submitted online using your [Canvas](#) account before the designated due date. One group member must submit the case study on behalf of the entire group. A cover page with the name and student numbers of all group members should accompany the submission. ***All cases are due at the date and time specified; the exact date and time will be given in the assignment and on Canvas. Late work will not be accepted and a mark of zero will be awarded to all group members.*** Exceptions will only be granted for medical and other serious emergencies with appropriate documentation. Please make every effort to let your instructor know in advance (e.g., more than 24 hours before the assignment is due) if your case study is going to be late – use email. Supporting documentation will be required as per the [Schulich policy](#) on missed tests and assignments.

**Midterm and Final Examinations:** During week 8, students will write a 2-hour midterm exam (in-class) worth 32% of their final mark. The midterm exam covers all topics taught during weeks 1 - 6. During the York University exam period, students will write their final exam (2-hours) worth 32% of their final mark. The final exam covers all topics taught during weeks 7 - 12. For both exams, quantitative and qualitative questions can be expected. The exams may consist of a combination of short answer and/or multi-part questions, as well as true/false and multiple choice. Within 24 hours of missing an examination, students must contact the Associate Director, Undergraduate Programs Unit 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 Associate Director, Undergraduate Programs Unit (SSB Room W262) within 48 hours of missing the exam. Students who miss an 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 Participation:** There is no formal mark for class participation. However, please be a positive influence on the classroom environment. This includes coming prepared to class, practicing active listening during lecture, participating in class discussions with insightful and constructive comments, engaging in classroom activities, and ensuring all interactions with the instructor and your peers are respectful and courteous. Note that active participation in class has been shown to positively correlate with class performance. Second, all interactions outside the classroom should be conducted in a professional manner. This includes, but is not limited to, well-written and polite email correspondences, thoughtful and considerate office hour discussions, and being punctual to all scheduled meetings.

**Class-by-Class Syllabus****DATE/WEEK****TOPICS/ASSIGNED READINGS/ASSIGNED WORK DUE****MODULE A – Forecasting and Demand Estimation****Week #1**Course Introduction: Overview of Data-Driven Supply Chain Management

The process of matching supply with demand is complex. There are many factors to consider, processes to manage, and outcomes to plan for. In this class, we provide a conceptual understanding of the relevant components. Specifically, we pose five questions which will act as the basis for the rest of the course:

- What is demand forecasting and what tools do practitioners use for prediction?
- How do companies create planning models to match supply with demand?
- What do companies do to control their production and inventory processes?
- How can companies exert control on their revenue stream?
- How do companies manage uncertainty in each of these areas?

We then introduce the concept of demand forecasting with time series data and discuss the value of information. By providing examples that illustrate the effect that good and bad data have on supply chain performance, we present recommendations on how to create suitable demand forecasting models. Finally, we introduce the notion of black-box prediction tools for time series data and review the “*training, testing, and evaluation*” paradigm. Rudimentary forecasting techniques are also discussed.

**Week #2**Traditional Forecasting Methodologies: Statistical Analysis of Time Series Data

We establish the characteristics of an informative *signal* in time series data and its implications on creating accurate demand forecasts in a supply chain. We introduce the concept of *autocorrelation* - the dependence of observations as a function of the time lag between them - and present graphical/statistical tools to detect its presence. We investigate the effect uncertainty has on prediction and prescribe techniques to inform end-users of its presence. Finally, we discuss how traditional quantitative techniques (e.g., Holt-Winters, ARIMA, regression techniques) have been applied in supply chains.

- What is a white noise process and why is it important for forecasting?
- What is the difference between seasonality, trend, and level?
- What does it mean for a time series data set to be stationary?
- What statistical tools have managers used for demand forecasting?
- What is uncertainty and how does it affect forecasting performance?

**Week #3**Modern Approaches to Forecasting and Prediction: The Machine Learning Pipeline

We discuss how machine learning (ML) frameworks and large historical data stores can be used to create powerful prediction tools that model complex relationships and can uncover effects on demand that may not be obvious. We then demonstrate how to implement some of the most popular ML models and estimate their accuracy. We also explore sources of variability in the accuracy of forecasts, the risk it poses to supply chain performance, and various risk mitigation strategies to manage this uncertainty.

- How do modern managers use historical information to create forecasts?
- What is the ML prediction pipeline and what sources of data can be used?
- What are the latest and most common ML tools used for demand forecasting?
- What insights can/cannot be obtained from ML models for time series data?
- What are some promising future directions for ML and demand forecasting?

## DATE/WEEK

## TOPICS/ASSIGNED READINGS/ASSIGNED WORK DUE

**MODULE B – Aggregate Planning Models****Week #4**Optimizing Business Processes Using Linear Programming (LP) Models

Given a demand forecast and a set of objectives, supply chain managers must determine planned levels of production, inventory, and capacity. They may also need to make preliminary production, allocation, investment, and transportation decisions. We discuss how to create mathematical models that give recommendations on how best to address these issues while balancing the potential tradeoffs a firm may face.

- What types of decisions do supply chain managers typically face?
- Why are LPs used as a risk assessment tool? How are they employed?
- How do managers formulate real-world problems as LP models?
- What types of LP models exist and what decisions can they be used for?
- How do managers interpret and implement the results of these models?

**Deliverables: Case Study #1**

***Harmonizing Demand Forecasting and Supply at Mahindra & Mahindra Ltd.***

**Week #5**Balancing Competing Priorities: Modeling Logical and Integral Requirements

Solutions to such integral supply chain activities like scheduling, project selection, personnel assignment, and covering problems must capture company requirements and process restrictions. We discuss how to logically represent these situations as mathematical relations in order to model a larger class of planning problems.

- How can mutually exclusive modeling decisions be formulated?
- What types of logical conditions can be represented in this framework?
- How can managers choose from a set or a group of alternatives?
- What are conjunctive (“and”) and disjunctive (“or”) logical constraints?
- Can “if-then” conditions be incorporated into this framework?

**Week #6**Multifactorial Decision-Making: Mixed-Integer Linear Programming (MILP)

In many situations, a firm may have multiple priorities. We investigate situations in which a firm’s strategy may be sufficiently complex and a manager may need to make several classes of decisions in order to achieve a desired set of objectives.

- What types of managerial decisions can be incorporated into a MILP model?
- How can logical restrictions and disparate firm requirements be expressed?
- If multiple classes of decisions exist, how are they related to each other?
- What kind of managerial insight can be obtained from this approach?
- How can this analysis be used when attempting to mitigate planning risk?

## DATE/WEEK

## TOPICS/ASSIGNED READINGS/ASSIGNED WORK DUE

**MODULE C – Inventory Management****Week #7**Continuous-Review Inventory Models and Risk Pooling

Managing physical inventory is a large component of what supply chains do. Due to the rise in elaborate management information systems (MIS), firms have the ability to continuously track the amount and location of inventory across the supply chain. We discuss basic inventory management strategies when firms invest in an MIS.

- How many units should a firm keep in inventory? How often should they order?
- What is the effect of lead-time on ordering policies when demand is uncertain?
- How does uncertainty effect inventory levels? What is safety stock?
- What is an inventory stockout, the reorder point (ROP), and service level?
- How does centralized vs decentralized control affect inventory policies?

**Deliverables: Case Study #2*****Radiation Treatment Machine Capacity Planning at Cancer Care Ontario*****Week #8****MIDTERM EXAM (2-hours)**

- **Topics Covered: Weeks 1-6**

**Week #9**Periodic-Review Inventory Models and the Newsvendor Model

Due to its high fixed-cost, not all firms possess a MIS. However, firms such as these still effectively manage their inventory across the supply chain. We discuss basic inventory management strategies when firms do not have an MIS. This leads to a discussion of perishable inventory management for items that lose their monetary value over time.

- How many units should a firm keep in inventory? How often should they order?
- How does uncertainty effect inventory levels? What is safety stock in this case?
- What are shortage (understocking) and excess (overstocking) costs?
- What are base-stock and  $(s, S)$  inventory policies and when do they apply?
- How can data-driven inventory policies be implemented in practice?

**Week #10**Systems of Production, Risk Management, and Contracting

Managing the delivery of goods and services takes a thorough understanding of the supply chain. The ability to facilitate effective supply chain incentivization and coordination strategies can reduce costs, better utilize resources, and ensure responsiveness. We examine different inventory management strategies and their impact on efficiency, information sharing, and long-term customer satisfaction.

- How does information flow (upstream) affect inventory flow (*downstream*)?
- How can forecasting lead to supply chain inefficiencies (The SCM Game)?
- What is the bullwhip effect, how is it caused, and what are the consequences?
- Can information sharing and coordination improve supply chain performance?
- What are examples of contracts that incentivize supply chain coordination?

| DATE/WEEK  | TOPICS/ASSIGNED READINGS/ASSIGNED WORK DUE   |
|--|--|
| <b>MODULE D – Pricing &amp; Revenue Management</b> |  |
| <b>Week #11</b>                                    | <p><u>Pricing Optimization: Differentiation, Arbitrage, Variable Pricing, and Markdowns</u></p> <p>The ability to expertly match supply with demand is challenging and requires constant supervision. Although good forecasting models, capacity planning, and process management techniques can help mitigate the risk of mismatches in supply/demand, supply chain managers can also use price as a control lever. We investigate the use of pricing strategies as it pertains to effective supply chain management.</p> <ul style="list-style-type: none"> <li>• How does demand vary as a function of the price? What is price response?</li> <li>• What characteristics can managers exploit to differentiate customers?</li> <li>• How can price segmentation be used to eliminate arbitrage opportunities?</li> <li>• How should a manager determine price when supply is constrained?</li> <li>• What are markdowns and how can an optimal pricing strategy be developed?</li> </ul> <p><b>Deliverables: Case Study #3</b><br/> <b><i>Arome Bakery: Replenishment of Fresh Bakery Products</i></b></p> |
| <b>Week #12</b>                                    | <p><u>Revenue Management: Capacity Allocation and Stochastic Programming</u></p> <p>It is essential that supply chain managers effectively respond to changing information and market conditions. However, many decisions cannot be easily modified. We investigate the ease in which revenue management strategies can be employed to quickly and efficiently respond to capacity allocation management.</p> <ul style="list-style-type: none"> <li>• What pricing strategies do firms use to manage scarce capacity?</li> <li>• How can strategic pricing mitigate the risk of insufficient capacity/demand?</li> <li>• How can the Newsvendor model be used for revenue management?</li> <li>• What is a scenario and how it is related to optimization under uncertainty?</li> <li>• What is a stochastic program and how is it related to revenue management?</li> </ul>  |
| <b>During the Exam Period</b>                      | <p><b>FINAL EXAM (2-hours)</b></p> <ul style="list-style-type: none"> <li>• <b>Topics Covered: <u>Weeks 7-12</u></b></li> </ul>  |

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

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0. The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor. For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

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

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

Participating honestly in this academic community ensures that the York University degree that you earn will continue to be valued and respected as a true signifier of your individual work and academic achievement. All suspected cases of academic dishonesty will be investigated. If you have any questions as to what is and is not permitted, do not hesitate to contact the course instructor or your academic advisors. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement (i.e., citations).
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts that are false (i.e., the claim is completely unsubstantiated).
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aids (e.g., cell phone, graphing calculators).
- Looking at someone else's answers at any time during the exam.
- Misrepresenting your identity or having another individual write your exam.
- Submitting an altered exam or assignment for re-grading.

Misrepresentation:

- Falsifying institutional documents, grades or university documentation (e.g., medical notes).

**Recording Lectures:** Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless it is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, [Canvas](#) materials, etc. If permission is granted, it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

**Accommodations:** For accommodations sought due to 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/>.

**Quick Reference: Summary of Content and Readings**

| Week and Topics  | Recommended Readings   | Assignments   |
|--|--|---------------|
| <b>MODULE A – Demand Forecasting</b>   |  |               |
| 1. Course Introduction: Overview of Data-Driven Supply Chain Management                | Chopra, Chapter 7<br>Ragsdale, Chapter 11  | -             |
| 2. The Value of Information and Traditional Forecasting Methodologies                  | Chopra, Chapter 7<br>Ragsdale, Chapter 11  | -             |
| 3. Modern Approaches to Forecasting and Prediction: The ML Pipeline                    | <a href="http://www.stat.cmu.edu/~cshalizi/350-2006/lecture-10.pdf">http://www.stat.cmu.edu/~cshalizi/350-2006/lecture-10.pdf</a><br><a href="https://towardsdatascience.com/ensemble-methods-bagging-boosting-and-stacking-c9214a10a205">https://towardsdatascience.com/ensemble-methods-bagging-boosting-and-stacking-c9214a10a205</a> | -             |
| <b>MODULE B – Aggregate Planning Models</b>  |  |               |
| 4. Optimizing Business Processes Using Linear Programming Models                       | Ragsdale, Chapters 2-3   | Case Study #1 |
| 5. Balancing Competing Priorities: Modeling Logical and Integral Requirements          | Ragsdale, Chapter 6.1-6.12   | -             |
| 6. Multifactorial Decision-Making: Mixed-Integer Linear Programming (MILP)             | Ragsdale, Chapter 6.13   | -             |
| <b>MODULE C – Inventory Management</b>   |  |               |
| 8. Continuous-Review Inventory Models.   | Simchi-Levi, Chapter 3<br>Chopra, Chapters 11  | Case Study #2 |
| <b>In-Class Midterm (2-hours)</b>  |  |               |
| 9. Discrete-Review Inventory Models.   | Simchi-Levi, Chapter 3<br>Chopra, Chapters 12  | -             |
| 10. Systems of Production, Risk Management, and Contracting                            | Simchi-Levi, Chapter 4<br>Chopra, Chapters 13  | -             |
| <b>MODULE D – Pricing and Revenue Management</b>                                       |  |               |
| 11. Pricing Optimization: Differentiation, Arbitrage, Variable Pricing, and Markdowns. | Chopra, Chapter 16<br>Philipps, Chapters 2 – 6, 10   | Case Study #3 |
| 12. Revenue Management: Capacity Allocation and Stochastic Programming.                | Philipps, Chapters 7<br>Birge, Chapter 1   | -             |
| <b>Final Exam (2-hours)</b><br><i>Please consult the York exam timetable</i>           |  |               |

## Schulich School of Business Memorandum

---

To: Faculty Council, Schulich School of Business

From: Jim Mackay

Date: September 25, 2019

Re: MGMT 6960 3.00 New Course Proposal

---

Motion:

Approve MGMT 6960 3.00 Management Consulting

Rationale:

YCG has been active for over 40 years with the course credit option being introduced 20 years ago. The YCG and its companion course credit provides the basis of a Business Consulting specialization at Schulich. The new outline simply documents current practice for this course credit.



# New Course Proposal Form

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

**1. Program: Master of Business Administration**

**2. Course Number:** MGMT 6960

**3. Credit Value:** 3:00

**4. Long Course Title:** Management Consulting

**5. Short Course Title:**  
Management Consulting

**6. Effective Session:**  
Fall 2020

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

MBA students active in the York Consulting Group (YCG) for a minimum of two terms, may receive course credit for their experience. This experiential course will give participants a comprehensive understanding of management consulting through fieldwork, preparing proposals and completing client projects and participation in YCG business meetings, educational workshops and professional development events.

**8. Expanded Course Description:**

MBA students who are members of the York Consulting Group (YCG) for a minimum of two terms, may receive course credit for their experience. This experiential course will give participants a comprehensive understanding of management consulting through fieldwork, preparing proposals and completing client projects. YCG business meetings, educational workshops and professional development events support the learning process.

**9. Course Learning Outcomes**

The course provides students a comprehensive exposure to the role of a management consultant in providing value to clients with the following specific learning outcomes:

1. Students will understand the role of consultants in providing value to their client, the key elements of the consulting process and the organization of the consulting industry.
2. Students will learn best practices for the elements of the consulting process including proposal preparation, work-planning and budgeting, project management and communicating results to clients.
3. Students will apply these consulting best practices and receive feedback on their applied skills.

4. Students will apply problem solving skills to address specific client issues using appropriate methodologies learned in the MBA program.
5. Students will deepen their leadership and relationship skills by working with clients, on consulting teams and internal YCG initiatives and for some as a member of YCG management.
6. Students will deepen their understanding of their own career interests and competencies in order to make decisions about whether and how to enter the management consulting profession.

#### **10. Rationale:**

YCG has been active for over 40 years with the course credit option being introduced 20 years ago. The YCG and its companion course credit provides the basis of a Business Consulting specialization at Schulich. The new outline simply documents current practice for this course credit.

#### **11. Evaluation:**

To enroll for course credit, a student must be a current member of the York Consulting Group (YCG). Students apply for membership in YCG during the YCG's application intake normally in September and January and are screened through a rigorous process. At the end of the final term, the Academic Director reviews the final submission of each student regarding their completion of the deliverables and their self-assessment of performance taking into account observations and feedback during the conduct of these activities. The grade is determined by the Academic Director reviewing the following:

1. The Quality and Quantity of Field Consulting Work. (60%) The quality of field work is assessed during the real time process when proposals/contracts are approved, and final reports are reviewed. The Director may also consider the number of proposals and projects completed in determining a student's grade.
2. Contribution to the YCG's Practice. (25%) All consulting firms assess consultants in part on the basis of their contributions to the firm's brand and intellectual capital. Students actually manage the day-to-day operations of YCG and take on initiatives to build the brand and the practice. While a minimum level of contribution is expected, students may be rewarded with a higher grade for greater contributions to management and other initiatives that build the brand or enhance internal management. These contributions can cover a myriad of topics from managing the recruitment process, or creating report templates for selected topics to maintaining and enhancing the website. The Director may assess the quality and quantity of these contributions in determining a final grade.
3. Self-Learning Journey (15%) Each student consultant needs to manage her own learning journey to discover their continuing interest in and competence for management consulting as a career. While this is a personal journey, the Director can consider the effort and progress made in this discovery process by reviewing the initial submission of the student regarding her objectives in

joining YCG and her reflections on accomplishments in the final Reflections Paper.

**12. Integrated Courses:**

N/A

**13. Cross-listed Courses:**

N/A

**14. Faculty Resources:**

*Jim Mackay*  
*John Mueller*

**15. Physical Resources:**

YCG has an office, IT website support to manage the student consulting business. Additional meeting rooms are reserved from the pool. Administrative support is provided by a support staff in Policy Area.

**16. Bibliography and Library Statement:**

Attached.

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

### **17. Instructors and Faculty Coordinator**

**Initial instructor**

Jim Mackay

**Alternative instructors**

John Mueller

**Course coordinator**

Jim Mackay

### **18. Specializations**

**Primary area or specialization**

Business Consulting

**Secondary areas or specializations**

### **19. Student Contact and Enrolment**

**Contact hours**

Not a classroom course. Students need to participate for 2 terms minimum and for as many as 4 terms. Minimum hours of participation are set at 150 hours.

**Maximum enrolment**

Students have option of applying for enrolment. Typically, there are 20 to 25 students in YCG, 50% in their second year. Hence, on average about 10 to 12 students graduate per year from YCG.

**Expected enrolment**

Of the 10 to 12 grads, about 40 to 50 % of graduating students take the course credit annually in April.

**Evidence for enrolment expectations**

Over 100 students apply for membership in YCG annually in September. Demand outstrips number accepted.

### **20. Human Participants Research**

Projects follow procedures approved for Strategy Field study projects.

### **21. Conditions for Approval**

- a) **The Area is deleting courses with at least the same total number of credits.**  
N/A.

**b) Provide a convincing case for the proposed course.**

This is a continuing course established over twenty years ago. The outline has been updated to current practice.

**Course Originator**

Jim Mackay  
Signature

September 12, 2019  
Date

Jim Mackay  
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.

James Darroch

Ingo Holzinger

Tom Wesson

Theodore Peridis

Ashwin Joshi

Chris Carder

**Approvals:**

**Area or Specialization**

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

Tom Wesson  
Signature

Sept. 19, 2019  
Date

Tom Wesson  
Name of Coordinator or Director

SGMT/PLCY  
Area or Specialization

**Degree Program**

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

Ashwin Joshi  
Signature

September 19, 2019  
Date

Ashwin Joshi  
Name of Program Director

MBA  
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  
Signature

October 10, 2019  
Date

Detlev Zwick  
Name of Committee Chair

MPC-PCC  
Committee

**MEMORANDUM**  
**Peter F. Bronfman Business Library**

**SUBJECT:** Library Statement for MGMT 6960:  
Management Consulting

**FROM:** Stephanie Quail  
Business Librarian

**DATE:** September 27, 2019

**MGMT 6960: Management Consulting**

York University Libraries (YUL) will be able to support the proposed course, *MGMT 6960: Management Consulting*. YUL has a strong collection of specialized business research databases, periodicals, and books that will help students conduct the secondary research required for the various consulting assignments they receive while participating in this experiential education course.

**1. Course Readings & Course Reserves Support**

The course proposal does not have a list of required readings; instead, it has a list of suggested readings. The instructor can submit a course reserve request to YUL's online system (<http://reserves.library.yorku.ca/>) and put the eBooks and books on course reserve for students enrolled in this course.

The first suggested reading, *Flawless Consulting: A Guide to Getting Your Expertise Used*, 3<sup>rd</sup> edition, is available through YUL as an eBook. The eBook license provides unlimited access to users; therefore, all of the students in the course will be able to access the book at the same time. The second suggested reading, *Management Consulting: An Introduction to the Methodologies, Tools and Techniques of the Profession*, is published by CMC Canada. The instructor for this course is currently negotiating with CMC Canada to ensure the library can purchase a copy of the book and put it on course reserve. The library has a print copy of the *Handbook of Management Consulting- the Contemporary Consultant*. The library can purchase additional copies of this book if required. The fourth reading in the list, *Management Consulting: Guide to the Profession*, is available via the library's website as an unlimited access eBook. Finally, the library has three print copies of *The McKinsey Way*.

**2. Resources for Course Assignments**

The students in this course will be working as consultants for the York Consulting Group, a student consulting company that works with real clients. Therefore, the type of projects students will work on will differ significantly based on the clients they work with. The following is a list of resources students may want to use while working on their consulting projects:

**Books & eBooks**

Searching the library's catalogue using subject headings such as *Consultants*, *Business consultants*, and *Consulting firms* shows that YUL has a number of print and eBooks on the overarching course topic. The majority of the books are available electronically, while

the print books can be located at the Scott Library and the Peter F. Bronfman Business Library.

### **Business Articles**

YUL subscribes to core business article databases. *Proquest Business* and *Business Source Complete* provide access to an excellent selection of major scholarly and trade business publications, while *Factiva* (over 30,000 news sources) and *Nexis Uni* provide access to a plethora of business news content. More information about the library's business article databases can be found on the Business Articles research guide: <http://researchguides.library.yorku.ca/businessarticles>

### **Specialized Business Databases**

YUL's collection is well equipped to support students as they work on their various consulting project. The library's collection includes key industry and market research databases such as *IBISworld*, *Marketline Advantage*, *Passport*, *SimplyAnalytics*, and *BMI Research*. *Thomson One Investext* provides students with access to broker research reports, while the library subscribes to key company and finance databases such as *Mergent Online*, *Hoovers*, and *Bloomberg*.

### **Research Guides & BRYT**

Students will be able to learn more about the databases the library subscribes to by using the Bronfman Library's well-developed Industry Research Guide, Company Research Guide, and Market Research Guide. The library also maintains guides on topics like Finance Research, Health Care Management, and Mining Management. All of the Business Library's guides can be accessed from this page: <http://www.library.yorku.ca/web/bbl/guides/>

The Bronfman Library has also created BRYT: Business Research at York Toolkit - <http://bryt.library.yorku.ca/> This toolkit includes videos and PDF resources that show students how to use specialized business research databases to conduct business research.

## **3. Research Help & Consultation Support**

Students will have access to research help and consultation services through the Bronfman Business Library. Drop-in research help services, which include telephone, email, instant messaging, and in-person help, are offered six days a week. Additionally, students can book an in-depth consultation with a business librarian. More information about these services can be found on this webpage: <https://www.library.yorku.ca/web/bbl/ask-a-question/>



## Course Outline

### Instructor

<Mr.> <James Mackay>  
<W362P Seymour Schulich Building>  
<416 736-2100 x 40885>  
<jmackay@schulich.yorku.ca>  
Office hours:< appointment is required>

### Assistant

<Joanne Stein>  
<N305B>  
<416 736-5087>  
<jstein@schulich.yorku.ca>

<At Schulich, Mr. Mackay led Strategy Field Studies Course for a decade after 25 years of part time involvement. He spent 10 years with national consulting firms before founding and leading a boutique consulting firm specializing in governance, strategy and organization design. He holds an MBA and has been a Certified Management Consultant since 1979.>

## Brief Description

< This course provides students who are interested in a career in consulting with experiences that will give them a comprehensive understanding of the function and processes of management consulting. The experience is based on participation as a consultant with the York Consulting Group a student consulting enterprise which serves real clients for modest fees. The course offers students who are active in YCG for a minimum of two terms, the opportunity to obtain course credit for their YCG learning experience if they choose to do so. Typically, the course credit applies to the student's last term in the MBA program.

The students will learn about all phases of the management consulting process. This is accomplished through fieldwork preparing proposals and completing client projects. YCG business meetings, educational workshops and professional development events support the learning process. Finally, students are encouraged to conduct self-reflection during their learning to gauge their progress in considering a career in consulting.>

## Course Learning Outcomes

< The course provides students a comprehensive exposure to the role of a management consultant in providing value to clients with the following specific learning outcomes:

1. Students will understand the role of consultants in providing value to their client, the key elements of the consulting process and the organization of the consulting industry.
2. Students will learn best practices for the elements of the consulting process including proposal preparation, work-planning and budgeting, project management and communicating results to clients.
3. Students will apply these consulting best practices and receive feedback on their applied skills.

4. Students will apply problem solving skills to address specific client issues using appropriate methodologies learned in the MBA program.
5. Students will deepen their leadership and relationship skills by working with clients, on consulting teams and internal YCG initiatives and for some as a member of YCG management.

Students will deepen their understanding of their own career interests and competencies in order to make decisions about whether and how to enter the management consulting profession. >

### Curriculum and Delivery Approach

<This course is experiential, learning primarily by doing real consulting projects with paying clients. Nonetheless, the learning experience is supported by feedback on performance as well as educational sessions.

- Field experience: working with prospective clients to develop acceptable proposals; undertaking the fact finding and analysis for approved client projects; and preparing reports and presentations of conclusions and recommendations.
- Feedback on Performance: Individual students and teams receive feedback from the Academic Director, student managers and other faculty advisors (if involved) on their performance and suggestions about corrective actions in real time. All proposals, contracts and final reports must be reviewed before being submitted to clients.
- Lessons Learned Process: After each project is completed, each team in consultation with student managers reflects on the lessons learned from the project in terms of meeting client expectations, project execution, budget performance, learning new methods and future marketing implications. Short notes are prepared.
- Educational Workshops: New consultants are 'onboarded' and learn the basics of the consulting process and YCG policies and processes. Over each term there are a series of professional development sessions held as part of regular YCG business meetings.
- Topics covered in Education/Professional Development sessions include the following:
  - The consulting industry – diversity of companies
  - Recruitment Advice from Career Development Centre
  - Preparing a Proposal
  - Project management
  - Preparing compelling Reports and Presentations
  - Visiting Practitioners
- Self-Reflection: Students entering YCG prepare an initial profile including their consulting career objectives and assessment of strengths and weaknesses. At the end of the course, each student prepares a reflections paper on what they have learned and how their interests and self-assessment has changed. This is the subject of a final session with the Academic Director. >

### Student Qualifications for Enrolment>

Prerequisite. <In order to enroll for course credit, a student must be a current member of the York Consulting Group (YCG). The student must have completed at least one term of service in YCG and intend to complete a second term. Typically, the student will enroll for course credit in the last term of the program. The Academic Director may make exceptions to the timing of enrolment in the case of JD/MBAs and Part Time students, allowing enrolment other than in the last term.

YCG Selection Process <Students interested in management consulting apply for membership in YCG during the YCG's application intake normally in September and January. There are limited number of consultant openings for each intake established by the Academic Director in consultation with YCG student managers. The YCG selection process is based on typical consulting recruitment processes. It involves screening applications, grades, GMAT and written materials followed by behavioural and case analysis interviews. The Academic Director approves the process and oversees the student managers who conduct the process.

Students are encouraged to join the YCG in their first term and remain active until the end of their second year providing them with four active terms (summer is typically a less active period as students are interning). This longer period provides greater exposure to consulting practice and a higher likelihood that the minimum deliverables can be obtained (see below). The minimum is two active terms allowing students who join in their second year to earn a course credit.

Course Enrolment Process <Students who are members of YCG interested in receiving course credit may apply to the Academic Director for enrolment before or by the end of the first week of their last term (normally winter term). They submit a status report on their progress at satisfying the minimum experiential deliverables. The Academic Director reviews these applications and approves enrolment for those who have already met or are expected to meet the minimum deliverables by the end of term. >

### Student Deliverables for Course Credit

<In order to acquire a grade in MGMT 6960, the following are the minimum expected deliverables.

1. Proposal Development – contribute to a minimum of two intake and proposal development experiences.
2. Individual Project Consultant – contribute to a minimum of two billable client projects.
3. Internal management – contributor to 2 substantive internal initiatives supporting the management or business practice of YCG.
4. Leadership – play at least one leadership role in preparing a client proposal/sale process, or in leading a client project, or serving in a major management role (e.g. Co-Managing Director).
5. Time Commitment – at least 150 hours of experiential learning including consulting hours, time in business development and marketing activities, and time in YCG business meetings and educational events. Time spent to get one's own consulting position is not included.
6. Self-Development and Reflection – preparation of learning objectives, participation in 360 feedback if conducted, and presentation of final learning reflections paper to the Academic Director.

### Evaluation and Grading

<The Academic Director reviews the final submission of each student regarding their completion of the deliverables and their self-assessment of performance taking into account observations and feedback during the conduct of these activities. The Co-Managing Directors may contribute to this feedback on individual consultants to assist the Director. The Director conducts a final meeting with each student to discuss performance and the Reflections Paper provided by the student.

In determining a grade, the Academic Director considers three criteria with weighting in brackets:

1. The Quality and Quantity of Field Consulting Work. (60%) The quality of field work is assessed during the real time process when proposals/contracts are approved and final reports are reviewed. The Director may also consider the number of proposals and projects completed in determining a student's grade.
2. Contribution to the YCG's Practice. (25%) All consulting firms assess consultants in part on the basis of their contributions to the firm's brand and intellectual capital. Students actually manage the day-to-day operations of YCG and take on initiatives to build the brand and the practice. While a minimum level of contribution is expected, students may be rewarded with a higher grade for greater contributions to management and other initiatives that build the brand or enhance internal management. These contributions can cover a myriad of topics from managing the recruitment process, or creating report templates for selected topics to maintaining and enhancing the website. The Director may assess the quality and quantity of these contributions in determining a final grade.
3. Self-Learning Journey (15%) Each student consultant needs to manage her own learning journey to discover their continuing interest in and competence for management consulting as a career. While this is a personal journey, the Director can consider the effort and progress made in this discovery process by reviewing the initial submission of the student regarding her objectives in joining YCG and her reflections on accomplishments in the final Reflections Paper.

Since this course has a selective process of admitting students, the normal Schulich mean grade expectations do not necessarily apply. As a general guideline, if a student meets all the minimum deliverables at a reasonable sound level of quality, one would receive a B+. Achieving less than a B+ would reflect the existence of specific quality issues or concerns about the level of contribution to various deliverables. Grades above B+ should be based on a significantly greater quantity of deliverables and/or higher level of quality of field work and other contribution.

### Example of Overall Timing

Only members of YCG may enroll in MGMT 6960 but not all YCG consultants take advantage of this opportunity. Students do not all follow the same timetable to enroll in the course over their MBA career. The following timetable shows optional paths to taking advantage of the opportunity to use YCG experience as a course credit.

|                    | Year 1 Term 1                    | Year 1 Term 2                  | Summer Term              | Year 2 Term 1                | Year 2 Term 2                |
|--------------------|----------------------------------|--------------------------------|--------------------------|------------------------------|------------------------------|
| Two-year Path      | Join YCG<br>September<br>/Active | Active YCG                     | In-Active<br>/internship | Active YCG                   | Enroll in 6960<br>Active YCG |
| One year Plus Path |                                  | Join YCG<br>January<br>/Active | In-Active<br>/internship | Active YCG                   | Enroll in 6960<br>Active YCG |
| One Year Path      |                                  |                                |                          | Join YCG<br>September/Active | Enroll in 6960<br>Active YCG |

The above examples show the path for a Full-Time MBA student. Of course, there will be exceptions for Part Time and JD/MBAs. The basic principles will be the same – join in the customary recruitment windows, take credit if can meet deliverables as close to end of program as is practical. Special situations or requests should be discussed with the Director. <}

### 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). 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 also be found on 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/>.

## Suggested Readings

Block, Peter, *Flawless Consulting: A Guide to Getting Your Expertise Used*: Third Edition, Pfeiffer, 2011

CMC-Canada, *Management Consulting: An Introduction to the Methodologies, Tools and Techniques of the Profession*, CMC-Canada

Kubr, M. (ed.) *Management Consulting: Guide To The Profession*, International Labour Office, Geneva, 2002

Rasiel, Ethan, *The McKinsey Way*, McGraw-Hill, 1999

To: Faculty Council, Schulich School of Business  
From: Moren Levesque  
Date: October 6, 2019  
Re: ENTR 6960 6.0 – New Course Proposal

---

**MOTION:**

**Approve ENTR 6960 6.0 – Venture Mentorship Match**

**RATIONALE:**

Learning by doing represents a key strategy for impactful entrepreneurial education. While students can learn to be entrepreneurial and innovative by observing new or newly-formed enterprises and their organizational cultures, one of the most sought-after and valued experiences in the startup ecosystem is direct in-person mentorship by people who are making the most crucial decisions regarding a startup company's future. These people are company founders and venture investors. This course has been developed with the input and creativity of a number of senior Schulich full-time professors who teach ENTR courses, alumni (founders and VC leaders), business community leaders, and the additional market feedback acquired by discussing the potential of this course's impact with students and the Career Development Centre's leadership team. While also making a powerful impact on their personal network, these mentor-based experiences will directly prepare and support the students through acquired skills/insights and résumé/LinkedIn credentials to: (i) found their own startup company; (ii) work as chief-of-staff to a startup founder; and/or (iii) become a professional venture investor."

# New Course Proposal Form

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

**1. Program:** MBA/IMBA

**2. Course Number:** ENTR 6960

**3. Credit Value:** 6.00

**4. Long Course Title:** Mentorship Match: Learning to Innovate with Venture Leaders

**5. Short Course Title:** Venture Mentorship Match

**6. Effective Session:** Winter 2020

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

This experiential learning course offers the opportunity for MBA/IMBA students to accelerate their understanding of entrepreneurship and earn credit for gaining relevant work experience – under the direct on-site mentorship and guidance of a handpicked Innovation Sector Founder or Venture Investment Leader.

**8. Expanded Course Description:**

This course is targeted at students who plan to leverage their Schulich education to:

- Found their own Startup Company
- Work as Chief of Staff to a Startup Founder
- Become a Professional Venture Investor

While students can learn to be “entrepreneurial” and “innovative” by observing new or newly-formed startup/venture firms and their organizational cultures, one of the most sought-after and valued experiences in the startup ecosystem is **direct in-person mentorship** by people who are making the most crucial decisions regarding a startup company’s future. These people are company founders and venture investors.

Mentorship Match Type 1 - Startup Founder

Mentorship Match Type 2 - Venture Investment Leader

Unlike placement or co-op programs that often assign the student to basic pre-existing work tasks, the goal of this Mentorship Matching Program is to dramatically accelerate learning by ensuring (a) the student is assigned to high-value strategic assignments and (b) that Mentors are committed to meeting with their student in-person for an average of 2-3 hours per week assigning, reviewing and reflecting on key projects and to have the student included in 1-2 hours of meetings led/attended by the Mentor. The student will then spend the remaining time working (in a combination of on-site and remote time) on the projects assigned by the Mentor.



## 9. Course Learning Outcomes

This course provides students with a comprehensive exposure to the role and strategic risk-taking approach of Startup Founders and Venture Capital Leaders with the following specific learning outcomes.

1. Understand the role of experiential learning as part of the education experience at Schulich School of Business.
2. Understand the rapidly increasing role of Schulich's partnership with the Toronto innovation ecosystem in developing Entrepreneurs/Startup Founders & Professional Venture Investors.
3. Understand their role as a key ambassador of the Schulich Startup community and its connection with key leaders in the Toronto innovation ecosystem.
4. Develop decision-making skills in a risk-centric Startup/Venture environment that will support future opportunities to (a) Found your own Startup (b) Serve as Chief of Staff to a Founder or (c) Become a Professional Venture Investor.
5. Develop an "innovation mindset" that allows them to see and assess new opportunities rapidly, while still understanding calculated entrepreneurial risk-taking.
6. Utilize some of the ideas, theories, and techniques learned (or are learning) in ENTR classes.
7. Develop reflective writing skills.

## 10. Rationale:

Learning by doing represents a key strategy for impactful Entrepreneurial Education. And while students can learn to "be entrepreneurial and innovative" by observing startup/venture firms and their cultures, we also know that one of the most sought-after and valued experiences in the startup ecosystem is **direct in-person mentorship** by people who are making the most crucial decisions regarding a startup company's future (The Company Founders and Venture Investors). This Course has been developed with the input and creativity of a number of Senior Schulich Faculty (including all 4 ENTR Chairs), Alumni (Founders and Venture Capital Leaders), Business Community Leaders and the additional market feedback acquired by discussing its potential impact with Students and also the Career Development Centre's Leadership Team. These mentor-based experiences will directly prepare and support them (through acquired skills/insights and resume/LinkedIn credentials) to: Found their own Startup Company, Work as Chief of Staff to a Startup Founder, Become a Professional Venture Investor – while also making a powerful impact on their personal network.

## 11. Evaluation:

Students' grade for this course will be a Pass/Fail based on successful completion of the 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- see below- as well as completion of the Placement contract with the 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.

| Assignment/Task             | Quantity  | % Weight | Total %  | Author     |
|-----------------------------|-----------|----------|----------|------------|
| Time and Activity Logs      | Bi-Weekly |          | 20       | Individual |
| Final Reflective Paper      | 1         |          | 50       | Individual |
| Placement Project Portfolio | 1         |          | 30       | Individual |
| Supervisor Evaluation       | 1         |          | Required |            |
|                             |           |          | 100%     |            |

The student will be assigned a pass/fail assessment for each of the three (not four) components above. They will pass the course when at least two out of the three components are assessed as "pass". They will fail the course when two or more of the three grading components are assessed as "fail". The supervisor letter is required and no grade will be assigned until the faculty has received this letter.

#### **12. Integrated Courses:**

NA

#### **13. Crosslisted Courses:**

NA

#### **14. Faculty Resources:**

*It is expected this Course would be offered once per year at the MBA Level. In the future it might also be offered (under a separate proposal) at the BBA Level or as a Summer Course for incoming International Students. The Initial Instructor is ready and available to handle multiple Sections (if required).*

#### **15. Physical Resources:**

*There will only be a single 'orientation class' – requiring a classroom for 15 people. As a result we would need a classroom – but a boardroom (such as G-308) or meeting room would also suffice, reserved from the pool. All of the follow-ups are one-on-one and could be conducted in the Instructor's office or the Schulich Startups Meeting Room (G-204). A support staff member in the ENTR Area provides administrative support.*

#### **16. Bibliography and Library Statement:**

The University librarian will send the library statement to us in standard format on October 9<sup>th</sup> (per their email response).

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

### **17. Instructors and Faculty Coordinator**

**Initial instructor**

*Chris Carder*

**Alternative instructors**

*Moren Levesque*

*Eileen Fischer*

*Stuart Browne*

**Course coordinator**

*Chris Carder*

### **18. Specializations**

**Primary area or specialization**

*MBA/IMBA*

*Entrepreneurial Studies*

**Secondary areas or specializations**

*NA*

### **19. Student Contact and Enrolment**

**Contact hours**

*Not a classroom course. Minimum hours of participation with the placement are 215 hours (6.00 Credits). In addition, there is a 3-hour orientation class, plus a mandatory 1-hour mid-point meeting with the Instructor, plus a mandatory 1-hour final meeting.*

**Maximum enrolment**

*Maximum enrolment for the first year (Winter 2020) will be capped at 15. However, in future years we will leave room for growth (up to 45 students) or additional Sections that might meet other needs of the School (such as a Summer Section for Incoming International Students).*

**Expected enrolment**

*Unknown*

**Evidence for enrolment expectations**

*There are consistently 100 + regular MBA student participants in the Schulich Startups Program + 45-90 Students in the New Venture Design Class + 45-90 Students in the Venture Capital & Private Equity classes who will all be prime candidates for the 15 positions. In addition, one of the most significant requests reported by the Career Development Centre by both Domestic and Incoming International Students is for additional work placements.*

### **20. Human Participants Research**

*NA*

### **21. Conditions for Approval**

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

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

NA

- b) **Provide a convincing case for the proposed course.**

*The majority of ENTR Courses are currently full and/or on wait list. Demand for Entrepreneurship and Startup Engagement has been rising rapidly at the School (as evidenced through both enrolment numbers and the rapid growth of the Schulich Startups program throughout 2019. This Course also addresses the student's ongoing and consistent requests to the Career Development Centre for additional placement-based opportunities and work experiences in the startup and venture capital space. The supply side is also strong, with a pre-established roster of Mentors and Placement Sites ready for Winter 2020.*

### Course Originator

Chris Carder  
Signature

October 4, 2019  
Date

Chris Carder  
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.

Moren Levesque

Eileen Fischer

Geoff Kistruck

Yuval Deutsch

Ashwin Joshi

James McKay

Ingo Holzinger

Kirdaran Kanagaretnam

### Approvals:

**Area or Specialization**

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

|                       |                        |
|-----------------------|------------------------|
| <u>Moren Levesque</u> | <u>October 6, 2019</u> |
| Signature             | Date                   |

|  |                        |
|--|------------------------|
| <u>Moren Levesque &amp; Chris Carder</u> | <u>ENTR</u>            |
| Name of Coordinator or Director          | Area or Specialization |

**Degree Program**

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

|                     |                        |
|---------------------|------------------------|
| <u>Ashwin Joshi</u> | <u>October 4, 2019</u> |
| Signature           | Date                   |

|                          |            |
|--------------------------|------------|
| <u>Ashwin Joshi</u>      | <u>MBA</u> |
| 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.

|                     |                         |
|---------------------|-------------------------|
| <u>Detlev Zwick</u> | <u>October 10, 2019</u> |
| Signature           | Date                    |

|                         |                |
|-------------------------|----------------|
| <u>Detlev Zwick</u>     | <u>MPC-PCC</u> |
| Name of Committee Chair | Committee      |

**MEMORANDUM**  
***Peter F. Bronfman Business Library***

**SUBJECT:** Library Statement for ENTR 6960  
Mentorship Match: Learning to Innovate with Venture Leaders

**FROM:** Angie An  
Business Librarian

**DATE:** October 9, 2019

**ENTR 6960: Mentorship Match: Learning to Innovate with Venture Leaders**

York Universities Libraries (YUL) are well positioned to support the proposed course ENTR6960: Mentorship Match: Learning to Innovate with Venture Leaders, an experiential learning course that offers the opportunity for MBA/iMBA students to accelerate their understanding of entrepreneurship - under the direct on-site mentorship and guidance of a handpicked Innovation Sector Founder or Venture Investment Leader.

All of the required course readings and videos can be accessed on the free web. Furthermore, the instructor is encouraged to explore and utilize the various library resources as listed below to supplement the reading list.

YUL has an excellent collection of relevant circulating print books that will support this course. Keyword searching of the library catalogue shows that the collection contains materials with relevant subject headings, such as Entrepreneurship, Small Business, New Business Enterprises, and Success in Business. Due to the nature of this course's subject, many of the hardcopy publications are located at the Peter F. Bronfman Business Library and Scott library. Many pertinent e-books are available via *Skillsoft*, and *Scholars Portals Books*, students may access them anytime anywhere by signing in with a valid Passport York account.

YUL has an excellent collection of periodicals in relevant subjects. The full-text of many of these periodicals is available online, which will increase ease of access for students. Titles such as *Entrepreneurship: Theory and Practice*, *Strategic Entrepreneurship Journal*, *Journal of International Entrepreneurship*, *Journal of Entrepreneurship*, *Journal of Entrepreneurship Education*, *Academy of Entrepreneurship Journal*, and *Entrepreneurship Research Journal* will provide students with useful supplementary resources around the clock.

Additionally, YUL subscribes to various databases that have strong coverage of Canadian and international academic, trade, and popular business periodical titles and will provide students with 24/7 access to articles both on and off-campus. *Proquest Business*, *Business Source Complete* and *Scholars Portal* will be particularly useful for students enrolled in this course.

YUL's current and historical Canadian and international newspaper database collections are quite strong. Databases such as *Canadian Newsstand Major Dailies*, *CBCA Current Events*, and *Proquest Historical Newspapers* will give students around the clock on and off-campus access to Canadian content, while YUL's subscription to the *Financial Times Historical Archive (1880-2010)*, *Factiva* and *Lexis Nexis Academic* will give students access to international newspaper articles.

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

research guides ([www.library.yorku.ca/web/bbl/guides](http://www.library.yorku.ca/web/bbl/guides)) for resources and strategies on themes of relevance to this course.

While relevant information resources in YUL's collection will be fundamental in supporting this course, library services available in support of students are key as well. Core services available to students include reference and instructional support. Assistance with information resources is available from reference staff at the Bronfman Business Library in-person, by email, by telephone, by electronic reference via an IM service, and through appointments with a librarian. Library instruction sessions on relevant materials tailored to this course are available by contacting me at the Peter F. Bronfman Business Library.

## ENTR 6960 6.00 – Mentorship Match: Learning to Innovate with Venture Leaders



### Course Outline – Mentorship Match: Learning to Innovate with Venture Leaders Winter 2020 (MBA & IMBA)

#### Instructor

**Chris Carder**

**SSB G-307**

**Tel: 416-275-3647**

**[ccarder@schulich.yorku.ca](mailto:ccarder@schulich.yorku.ca)**

**Office hours: Mondays, 11:30-1:00**

#### Assistant

**Clara Kan**

Chris Carder is the Co-Director of Entrepreneurial Studies and Entrepreneur in Residence at the Schulich School of Business. He is a Serial Entrepreneur with more than 20 years experience in the Digital/Technology Sector and a sought-after Startup Advisor, Investor and Advisory Board Member. He holds a broad network of senior relationships throughout the Innovation/Startup and Venture Capital Sectors.

#### Description

This experiential learning course offers the opportunity for MBA/iMBA students to accelerate their understanding of entrepreneurship - under the direct on-site mentorship and guidance of a handpicked Innovation Sector Founder or Venture Investment Leader.

This course is targeted at students who plan to leverage their Schulich education to:

- Found their own Startup Company
- Work as Chief of Staff to a Startup Founder
- Become a Professional Venture Investor

While students can learn to be “entrepreneurial” and “innovative” by observing new or newly-formed startup/venture firms and their organizational cultures, one of the most sought-after and valued experiences in the startup ecosystem is **direct in-person mentorship** by people who are making the most crucial decisions regarding a startup company’s future. These people are company founders and venture investors.



The course represents an opportunity to earn credit, while learning from the Founder/Investor Mentor in real-time as they assess entrepreneurial challenges and opportunities through one of two experiential learning placement types.

Mentorship Match Type 1 - Startup Founder

Mentorship Match Type 2 - Venture Investment Leader

Unlike placement or co-op programs that often assign the student to basic pre-existing work tasks, the goal of this Mentorship Matching Program is to dramatically accelerate learning by ensuring (a) the student is assigned to high-value strategic assignments and (b) that Mentors are committed to meeting with their student in-person for an average of 2-3 hours per week assigning, reviewing and reflecting on key projects and to have the student included in 1-2 hours of meetings led/attended by the Mentor. The student will then spend the remaining time working (in a combination of on-site and remote time) on the projects assigned by the Mentor.

We will achieve this Mentorship relationship by managing the pipeline/database of Founders and Venture Leaders who have strong personal connections and commitments to The Schulich School of Business, York University and The Schulich Startup Program (additional details provided below under Placement Eligibility Requirement).

### **Venture Mentorship Match Type 1 - Startup Founder**

The students will serve in the role of Strategic Project Analyst & through market research, competitive intelligence and business case development work to advise the Startup Founder on a series of pre-identified and special assignment projects throughout the term.

This direct and mentorship will open up opportunities for a next level of learning and professional development, including:

- Direct insight into the Founder's decision making process
- Direct insight into the Founder's risk-evaluation process
- Direct insight into how Founders overcome significant challenges
- Direct insight into how Founders secure breakthrough opportunities
- Acceleration of the student's professional credentials
- Acceleration of the student's professional network
- Hone their own ability to make strategic decisions in their own startup companies (present or future)

### **Venture Mentorship Match Type 2 - Venture Investment Leader**

The students will serve in the role of Opportunity Analyst & through market research, competitive intelligence and business case development work to review and score incoming "deal flow" for the Venture Capital Leader throughout the term. This direct mentorship will open up opportunities for a next level of learning and professional development, including:

This direct and mentorship will open up opportunities for a next level of learning and professional development, including:

- Direct insight into the Venture Leader's investment thesis/formula
- Direct Insight into the Venture Leader's deal evaluation process
- Direct insight into the Venture Leader's risk-evaluation process
- Direct insight into the type of proposals that secure investments
- Acceleration of the student's professional credentials
- Acceleration of the student's professional network
- Hone their own ability to make strategic decisions as professional investors or to develop stronger plans for their own startup submissions to the venture community)

A successful placement also provides MBA/iMBA students with an opportunity to apply their cultural and communication skills in a work environment.

### **Course Credit**

This is a 6.00 credit course with a commitment of 215 hours (average of 18 hours per week) to ensure sufficient experiential learning can take place during the term.

There will also be one (1) orientation class for three (3) hours that outlines:

- Best practices for developing communication and connection with Mentors
- Understanding the culture and work environment in startups and venture firms
- Learning from a successful Schulich mentor/mentee relationship (guest panel of both Venture Leaders and Previous Students who have Completed Similar Placements)
- Discussion on handling work place environment issues, harassment and code of conduct

There will also be two (2) mandatory thirty-minute meetings with the Course Instructor at Schulich to discuss the placement progress/status and any/questions/concerns:

- First at the midpoint of the Course.
- Second, within the final 2 weeks of the Course

Note: For the purposes of tracking and oversight, activity Logs will be submitted to the Instructor on a bi-weekly basis & the Placement Site will be asked to provide comment in their "letter of evaluation" related to the student's commitment to the required hours.

## **Contents**

- Student Application Process
- Prerequisites/Eligibility/Preparation
- Course Learning Outcomes
- Deliverables at a Glance
- Written Assignments/Projects and Exams - Descriptions
- Evaluation of Written Assignments/Projects and Exams
- Calculation of Course Grade
- General Academic Policies: Grading, Academic Honesty and Exams

## **Student Application Process**

Prospective Students apply via letter of application and resume to the Course Instructor.

The list of available Venture Leaders will be made available to the students in advance of the application submission and students are encouraged to name their “top 3” choices and why they believe they will be great fit for this site – but specific matches will not be guaranteed.

There are a limited number of positions available each term (Maximum 15 in total per term in the opening Section). This number may be increased in future years, per the Course Proposal.

## **Prerequisites/Eligibility/Preparation**

### **Student Eligibility Requirement:**

All 5100 Level Courses (completion of the first-year courses).

### **Additional Consideration in Review Process:**

Additional consideration will be given to students who have completed (or are enrolled in) any number of:

- ENTR 6400 (Applied Entrepreneurship Field Study)
- ENTR 6605 (Entrepreneurship & New Firm Creation)
- ENTR 6910 (Venture Capital and Private Equity)
- MKT 6050 (Marketing Research)

### **Placement Eligibility Requirement**

We have developed a strong and rapidly growing database of Startup Founders and Venture Investment Leaders who have asked to participate in the Course as placement sites.

Sites & Mentors have been sourced from:

- Schulich Startup Community (Schulich Alumni Companies/Firms).
- LaunchYU Community (York University Companies/Firms via Innovation York)
- YSpace Companies (York University Companies/Firms via Innovation York)

- Schulich Startups Program Community Partners (Innovation Companies and Venture Firm Leaders with a personal commitment to supporting the Course)

### **Placement Preparation:**

We will match each student with a prospective placement site from our database & the student will be required to attend an in-person interview with the Mentor.

Then, in order for the site to be approved as a credit course, students must submit a formal letter of Placement offer from the pre-qualified organization along with a three – page proposal in support of their placement application. This proposal will contain:

1. Site Description and Mentor's Personal Time Commitment (Mentors will be expected to meet with their student in-person for a minimum average of 2-3 hours per week assigning, reviewing and reflecting on key projects and to have the student included in 2-3 hours of meetings led/attended by the Mentor).
2. Description of Placement responsibilities and duties and projected weekly schedule.
3. Confirmation of students' expected tasks and responsibilities given to them by their Placement supervisor (based on a list of Approved/Eligible Placement Assignments/Project Types).
4. Students' academic goals for this experience.
5. The list of skills students expect to gain from this experience, and how these skills are expected to meet their goals through the assigned tasks.

The placement site will also be required to sign an agreement (following the York University template) and complete the WSIB (Workplace Safety and Insurance Board) form.

### **Preparation – Course Readings**

The assigned readings must be read to complete this course successfully.

Students are expected to come to the orientation class having completed their readings for those noted below as “Prior to Orientation Class” and are expected to be active contributors to the class by sharing their knowledge, questions and creative enthusiasm.

#### **Prior to Orientation Class:** <sup>[L]</sup><sub>[SEP]</sub>

Chopra, Vineet MD and Saint, Sanjay MD, 2017, What Mentors Wish Their Mentees Knew, *Harvard Business Review*

<https://hbr.org/2017/11/what-mentors-wish-their-mentees-knew>

Suthrum, Praveen 2018, Working for a startup: This is what your Founder wants you to know, *Economic Times*

<https://economictimes.indiatimes.com/small-biz/hr-leadership/people/working-for-a-startup-this-is-what-your-founder-wants-you-to-know/articleshow/62957401.cms>

Daskal, Lolly, 2018, 10 Ways You Can Make an Impressive Impact At Work, *Inc. Magazine*  
<https://www.inc.com/lolly-daskal/10-ways-you-can-make-an-impressive-impact-at-work.html>

## **Week 2**

Hale, Kevin, 2019, How to Evaluate Startup Ideas Pt.1, YCombinator YouTube Channel  
<https://www.youtube.com/watch?v=DOtCl5PU8F0>

## **Week 4**

Hale, Kevin 2019, How to Evaluate Startup Ideas Pt. 2m YCombinator YouTube Channel  
[https://www.youtube.com/watch?v=17XZGUX\\_9iM](https://www.youtube.com/watch?v=17XZGUX_9iM)

## **Week 6**

Scale Venture Partners YouTube Channel 2017, A VC Reveals the Metrics They Use to Evaluate Startups – The Startup Tapes #031  
<https://www.youtube.com/watch?v=wLb18TGIM8E>

## **Week 8**

Rice University, Entrepreneurship and Startup Culture, Business Ethics: OpenStax  
<https://opentextbc.ca/businessethicsopenstax/chapter/entrepreneurship-and-start-up-culture/>

## **Course Learning Objectives/Outcomes**

1. Understand the role of experiential learning as part of the education experience at Schulich School of Business.
2. Understand the rapidly increasing role of Schulich's partnership with the Toronto innovation ecosystem in developing Entrepreneurs/Startup Founders & Professional Venture Investors.
3. Understand your role as a key ambassador of the Schulich Startup community and its connection with key leaders in the Toronto innovation ecosystem.
4. Develop decision-making skills in a risk-centric Startup/Venture environment that will support future opportunities to (a) Found your own Startup (b) Serve as Chief of Staff to a Founder or (c) Become a Professional Venture Investor.
5. Develop an "innovation mindset" that allows you to see and assess new opportunities rapidly, while still understanding calculated entrepreneurial risk-taking.
6. Utilize some of the ideas, theories, and techniques learned (or are learning) in ENTR classes.
7. Develop reflective writing skills.

## **Deliverables at a Glance**

Students' grade for this course will be a Pass/Fail based on successful completion of the 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- 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.

| Assignment/Task             | Quantity  | % Weight | Total %  | Author     |
|-----------------------------|-----------|----------|----------|------------|
| Time and Activity Logs      | Bi-Weekly |          | 20       | Individual |
| Final Reflective Paper      | 1         |          | 50       | Individual |
| Placement Project Portfolio | 1         |          | 30       | Individual |
| Supervisor Evaluation       | 1         |          | Required |            |
|                             |           |          | 100%     |            |

For details, see "Written Assignments/Projects and Exam[s]: Descriptions" and Evaluation ..."

### Written Assignments/Projects: Descriptions

Students' grade for this course is based on four components:

- (1) Activities Logs
- (2) Final Reflective Paper
- (3) Placement Project Portfolio
- (4) Supervisor's Evaluation, to be sent directly to the course coordinator via email attachment

Late submissions of your project will be subject to 5% penalty for each day late. You will not be assigned a passing grade until your supervisor's letter has been received.

### Evaluation of Written Assignments/Projects and Exams

#### Activities Logs:

Each week you must record your primary activities in an activity log. Try to focus on what you are doing and learning about the organization, your own role and how your Mentor assesses opportunities and risks and makes key decisions. These must be submitted to the Instructor on a bi-weekly basis.

#### Final Reflective Paper:

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 expected learning outcomes you had of the Placement 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 and how they would impact your understanding of the future opportunity to (a) Found your own Startup (b) Serve as Chief of Staff to a Founder or (c) Become a Professional Venture Investor.
- (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) What did you learn about Mentorship from your Mentor & how do you think this would influence your own commitment and style of mentoring future students yourself at some point in your career?
- (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.

### **Placement Project Portfolio:**

(a) The internal and external analysis of the organization.

This will include:

- (i) A description of the organization, its history, its core activities and the industry it operates in
- (ii) A brief overview of 3 sample competitors and this firm's core competitive advantage and market positioning and/or (in the case of a Venture Placement) its investment strategy and targeting philosophy for new investments.

(b) Description of the actual duties and responsibilities at the Placement site and if they were different from those initially stated in the letter of Placement Offer.

(c) The list of the tasks performed and a detailed description of the projects taken a part in or completed individually.

In the event that there is an issue with the Site/Mentor that requires Accommodation, the process will be to (a) if within the first 45 days work to assign a new Site/Mentor and (b) if within the final 45 days work with the Course Instructor to leverage the work to date and increase the research component of the Course.

## Calculation of Course Grade

You will be assigned a pass/fail assessment for each of the three (not four) components above. You will pass the course when at least two out of the three components are assessed as "pass". You will fail the course when two or more of the three grading components are assessed as "fail". The supervisor letter is required and no grade will be assigned until the faculty has received this letter.

## 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\\_ind\\_webstation.nsf/page/Academic+Policies+BBA?OpenDocument](http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_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 in the Student Handbook and on the Student Services & International Relations website:

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

For counselling & disability services, contact Student Services or see <http://www.yorku.ca/cds/>.



## FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2019-2020 academic year was held on  
Friday October 4<sup>th</sup> at 11:30am in SSB E111.

### In Attendance:

**Chair:** J. McKellar

**Secretary:** E. Rush

### **Voting Members of Faculty Council Present:**

|                       |  |        |  |
|-----------------------|--|--------|--|
| Senior Administration | D. Horváth, D. Zwick, M. Annisette, P. Aulakh, M. Szaki                |        |  |
| Student Council Reps  | I. Alul (GBC), C. Chan (UBS), M. Peav (UBS), A. Peng (UBS)             |        |  |
| ACTG                  | C. Graham, K. Kanagaretnam   |        |  |
| ARTM/NMLP             |  |        |  |
| BSUS                  |  |        |  |
| ECON                  |  |        |  |
| FINE                  | K-H. Bae, M. Kamstra, Y. Larkin, Y. Tian                               |        |  |
| MKTG                  | A. Campbell, T. Noseworthy, E. Veresiu                                 |        |  |
| ORGS                  | C. Bell, L. Zhu  |        |  |
| OMIS                  | M. Biehl, R. Irving, D. Johnston, M. Levesque                          |        |  |
| PLCY                  | J. Darroch, M. Kipping, A. Madhok, R. Phillips, W. Sheremata, S. Weiss |        |  |
| PROP                  | A. Devine  | OTHER: | S. Quail (Library), H. Fadlallah (PhD), T. Beechy (Ret.) |

### **Voting Members of Faculty Council Absent/Regrets:**

|                              |                      |                       |                    |                   |
|------------------------------|----------------------|-----------------------|--------------------|-------------------|
| A. Ascarrunz (GBC)           | B. Eberlein          |                       | H. Rosin (Ret.)    | T. Wesson         |
| E. Auster (regrets)          | J. Everett           | B. Lyons              | J. Rungtusanatham  | E. Westney (ret.) |
| M. Bamber (regrets)          | M. Farjoun           | I. Macdonald (ret.)   | A. Rzeznik         | B. Wolf (ret.)    |
| R. Belk                      | E. Fischer           | D. Matten             | P. Sadorsky        | S. Yeomans        |
| A. Bhanich-Supapol (regrets) | P. Foroughi          | R. McClean (ret.)     | G. Saxton          | J. Zemans (ret.)  |
| R. Bhola (GBC) (regrets)     | B. Graham (alumni)   | C. McMillan           | A. Sethi (GBC)     |                   |
| I. Bicer (regrets)           | M. Giesler           | N. Mead               | W. Shen (regrets)  |                   |
| M. Cao                       | I. Henriques         | M. Milevsky (regrets) | D. Oppong-Tawiah   |                   |
| C. Cho (regrets)             | I. Holzinger         | G. Morgan (ret.)      | P. Shum            |                   |
| J. Chung                     | S. Hsu               | N. Nayar (GBC)        | R. Shao (regrets)  |                   |
| J. Clayton                   | A. Joshi             | D. Neu                | A. Sirsi           |                   |
| W. Cook (ret.)               | R. Karambayya (ret.) | C. Oliver (ret.)      | J. Tan             |                   |
| A. Diamant                   | A. Kecskes           | K. Oyerinde (GBC)     | K. Tasa            |                   |
| A. DeCarufel (ret.)          | H. Kim               | G. Packard (regrets)  | L. Thorne          |                   |
| Y. Deutsch                   | G. Kistruck          | T. Peridis            | A. Tsang (regrets) |                   |

|                            |            |                   |            |  |
|----------------------------|------------|-------------------|------------|--|
| M. Dhot (GBC)<br>(regrets) | M. Kristal | E. Prisman        | M. Valente |  |
| D. Dimick (ret.)           | F. Lazar   | M. Rice (regrets) | M. Voronov |  |
| M. Dong                    | Z. Li      | M. Robinson (UBS) | E. Waitzer |  |

#### **Leaves and Sabbaticals:**

|            |           |            |  |
|------------|-----------|------------|--|
| D. Cumming | A. Mawani | S. Qu      |  |
| P. Darke   | L. Ng     | V. Trivedi |  |
| B. Gainer  | Y. Pan    | L. Wright  |  |

#### **Non-Voting Members of Faculty Council Present**

|             |             |               |
|-------------|-------------|---------------|
| M. Bhutani  | M. Lefranc  | N. Sutherland |
| T. Fantin   | J. Morgan   | S. Tenn       |
| A. Gravel   | A. Mustapha | D. Woticky    |
| K. Gray     | M. Orlan    | C. Zhuang     |
| L. Hillcoat | L. Serras   |               |
| G. Klar     | S. Siddik   |               |

#### **Non-Voting Members of Faculty Council Absent:**

|               |                |                 |                          |                    |
|---------------|----------------|-----------------|--------------------------|--------------------|
| D. Barret     | M. Freedman    | S. Ly           | C. Partland              | H. Sinker          |
| S. Black      | C. Ford        | P. Lyman        | B. Pasquali<br>(regrets) | J. Thompson        |
| E. Caprioni   | F. Gorbet      | R. Lynn         | M. Perlis                | P. Tsaparis        |
| C. Carder     | C. Hantho      | J. Mackay       | E. Peters                | E. Wang            |
| M. Cernea     | A. Harris      | D. Mak          | J. Pinto                 | A. Welsh           |
| G. Chen       | R. Hines       | A. Makooie      | P. Pivato                | B. White           |
| M. Cohen      | B. Horowitz    | K. Mapa         | S. Pulver                | J. Wilkins         |
| D. Conklin    | S. Hussain     | R. Mayer        | R. Ross                  | J. Wleugel         |
| M. Cowan      | T. Javed       | T. Mcqueen      | B. Schofield             | J. Wu              |
| T. D'Agostino | J. Jeyakumaran | A. Middleton    | W. Schroeder             | D. Yundt           |
| P. Deonandan  | L. Kharlip     | R. Moy          | A. Shaw                  | F. Zandi (regrets) |
| P. Dillon     | P. Laycock     | S. Nahm         | S. Sigel                 |                    |
| E. Farrell    | R. Leonidas    | C. Niederwanger | C. Sicoli                |                    |

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

The Chair welcomed Council members to the meeting and reviewed the changes to the format of the agenda. He noted that, as proposed at the last Faculty Council meeting in May, all curricular motions have been moved to the consent agenda to free up more time for discussion.

As this was the first meeting of the academic year, D. Zwick moved to remove the summer authority vested in Executive Committee. Seconded by R. Irving. All in favour. Motion carried.

## **2. Dean's Remarks**

Dean Horváth provided the following updates on events and achievements in the Schulich community:

- Seven new faculty members have joined Schulich in recent months, including Winny Shen (Associate Professor, ORGS), Luke Zhu (Associate Professor, ORGS), Isik Bicer (Assistant Professor, OMIS), Divinus Oppong-Tawaih (Assistant Professor, OMIS), Manus Johnny Rungtusanatham (Professor & Canada Research Chair Tier 1 in Supply Chain Management, OMIS), Aleksandra Rzeznik (Assistant Professor, FINE), and Pouyan Foroughi (Assistant Professor, FINE).
- The Dean discussed his thoughts on the recent article in *Forbes* about the 'crisis' of the MBA. Schulich has managed to increase its number of applications in spite of the challenges other schools are facing.
- Schulich convocation will take place on October 16<sup>th</sup>, with 440 students graduating across a range of programs. EMBA convocation will take place on October 18<sup>th</sup>.
- The Dean thanked all the faculty and staff members who have worked hard on preparing for the launch of Schulich's newest programs, the MSCM and MMAI.

## **3. Budget Consultation**

Provost and VP Academic Lisa Philipps and VP Finance & Administration Carol McAulay were in attendance to consult with the faculty regarding the upcoming budget. Before opening the floor to comments and questions from Council members, they reviewed the findings from past budget consultations, provincial announcements related to tuition and SMA3, enrolments, the multi-year budget, capital priority projects, and the SHARP budget model.

Please contact [ssbfacultycouncil@schulich.yorku.ca](mailto:ssbfacultycouncil@schulich.yorku.ca) to request a copy of the slides.

Questions/comments from Schulich Council members included:

- How is the university ensuring that it attends to investing in the needs of the existing campus at the same time as establishing the new campus in Markham?
- How will the university fund the Markham campus if under the new Strategic Mandate Agreement (SMA3) universities will not receive additional money for new enrolment growth?
- What steps are being taken to prevent labour disruptions from occurring every few years?
- Is there a plan to increase the amount of money that goes into the Shared University Fund?
- Will more funding be made available to support the delivery of mental health services to students?
- How has the university engaged students to help it come up with innovative ways to deal with budget issues?

A recommendation was also made to include the university's commercial endeavors in the budget presentation as well.

Additional questions or suggestions may be submitted to [sharp@yorku.ca](mailto:sharp@yorku.ca).

#### **4. Dean Search Update**

Provost & VP Academic Lisa Philipps, Chair of the Schulich dean search committee, provided the following update:

- The search committee has identified a number of strong candidates and is currently entering into a final round of interviews with them.
- The search is on track with regards to the timeline previously communicated by the President (an announcement regarding hiring early in 2020 with appointment to take effect July 1, 2020).
- If a new dean is not identified in time for the next academic year, Schulich will move to an interim dean.

A request was made that more information be shared regarding what the community can expect to know by when to help manage expectations about the search. The Provost agreed to think about how best to do so.

#### **5. Open Space**

M. Valente reminded Council members of the discussion at the last meeting in May regarding the addition of a standing agenda item titled 'Open Space' to the Faculty Council agenda. Discussion ensued regarding potential topics as well as the process for selecting topics. It was agreed that topic ideas should be submitted to the Faculty Council secretary at [ssbfacultycouncil@yorku.ca](mailto:ssbfacultycouncil@yorku.ca). Executive Committee will select the topics and prepare relevant material to facilitate the conversation.

#### **6. New Agenda Format**

A concern was raised that placing curricular items on the consent agenda might result in them being overlooked. It was also noted that Council members might not feel comfortable requesting that items be moved off the consent agenda for discussion. While no changes to the new agenda format were made, it was agreed that individuals should be able to make an anonymous request to bring items off the consent agenda.

#### **7. PhD/GBC/UBS Initiatives:**

PhD:

Representative H. Fadlallah outlined the PhD Student Association's efforts to create a more collaborative community. Consultations are underway with year one students about how to improve the onboarding process, and there is a focus on mental health as well. The move

to the McEwen Building is also almost complete, which is helping to create more of a sense of community among PhD students.

GBC:

Representative A. Sethi explained that updates from the GBC will be available after their next Council meeting.

UBS:

UBS President A. Peng described the many events that the UBS has held this fall and noted that the UBS team will be focusing on mental health initiatives over the course of the year. These include the revamping of the mentorship team, planning a mental health week in January, and promoting access to the resources and support options available on campus. A number of other events, including the Schulich RISE case competition, will be taking place in the coming months. If faculty are interested in working with the UBS, they are encouraged to get in touch.

**8. Adjournment**

The meeting adjourned.

**Consent Agenda**

The following items were approved by consent:

**1. Master Programs Committee**

**a) Program Changes:**

1. Master of Finance (MF) (*Creation of part-time option, change to admission requirements, and addition of advanced standing for MFIN 5100*)
2. Master of Accounting (MAcc) (*Replacement of ACTG 6701 with ACTG 6601*)

**b) Course Changes:**

1. ENTR 6400 3.00 Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (*title*)
2. ENTR 6655 3.00 Social Entrepreneurship (*pre-requisite & course credit exclusion*)
3. FNEN 6850 3.00 Fixed Income Securities (*description*)
4. MKTG 6321 3.00 Entertainment and Culture Marketing (*description*)
5. IBUS 6490 3.00 International Negotiations: Analysis, Strategy & Practice (*pre-requisite & removal of program specific restriction*)

**c) New Course Proposals:**

1. SGMT 5800 3.00 Foundations for Strategic Analysis
2. ACTG 6601 3.00 Management Accounting: Strategy and Performance

**2. BBA/iBBA Program Committee**

- a) Course Change:** ENTR 4400 3.00 Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (*title*)

**3. EMBA Program Committee**

- a) New Course Proposals:**

1. EMBA 6065 2.00 Political Economy: A Global Perspective
  2. EMBA 6115 2.00 Technology Strategy: Fintech & Big Data Analytics
4. **Nominating Committee**
  - a) **Updates** to the 2019-2020 Nominating Slate
5. **Other Business**
  - a) **Proposed Change to Faculty Council Membership:** Addition of Director, Strategy Field Study as Voting Member
  - b) **Schulich Committee Work Plans for 2019-2020:**
    1. BBA/iBBA Program Committee
    2. Master Programs Committee/Programs Coordinating Committee
    3. EMBA Program Committee
    4. PhD Program Committee
    5. Masters Admissions Committee
    6. Nominating Committee
    7. Research & Library Committee
    8. Student Affairs Committee
    9. Tenure & Promotions Committee
6. **Minutes of the Last Meeting:** 2019.05.31