

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2019-2020 academic year will be held on
Friday February 7th 2020 at 11:30am in SSB E111.

AGENDA

		Page
1.	Welcome & Chair's Remarks (5 mins)	
2.	Update on Dean Search & Discussion (President & Vice-Chancellor Rhonda L. Lenton and Provost & Vice-President Academic Lisa Philipps, Chair of the Schulich Dean Search Committee) (45 mins)	
3.	Dean's Remarks (15 mins)	
4.	PHD/GBC/UBS Initiatives (15 mins)	
5.	Adjournment	

CONSENT AGENDA

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

		Page
1.	Enquiries & Communications	
	a) For Information: Senate Synopses (2019.11.18, 2019.12.19, 2020.01.23)	3-11
	b) Call for Expressions of Interest: Membership on Senate Committees and Other Positions Elected by Senate	12-13
2.	BBA/iBBA Program Committee	
	a) Course Changes:	
	1. IBUS 4200 3.00 Integrative International Business Seminar (<i>pre/co-requisite & description</i>)	14-27
	2. MKTG 3150 3.00 Business Case Analysis and Presentation Skills Development (<i>rubric</i>)	28-47
3.	Master Programs Committee	
	a) Real Estate & Infrastructure	
	1. Master of Real Estate & Infrastructure (MREI) Program Change (<i>core and elective course requirements, decrease in total credits</i>)	48-58
	2. New Course Proposals:	
	i. PROP 6400 3.00 Infrastructure Investment and Finance	59-76
	ii. PROP 6500 3.00 Infrastructure Delivery and Finance	77-95
	3. Course Changes:	
	i. PROP 6300 3.00 Partnership Models for Infrastructure Delivery (<i>title, restriction</i>)	96-108
	ii. PROP 6600 3.00 Real Estate Portfolio Management (<i>restriction</i>)	109-110

iii.	PROP 6650 3.00 Commercial Real Estate Asset Management (<i>title, description, restriction</i>)	111-121
iv.	PROP 6350 3.00 Investing in Infrastructure (<i>restriction</i>)	122-123
v.	PROP 6750 3.00 Finance for Large Infrastructure (<i>retirement</i>)	124-125
b) Master of Business Analytics (MBAN)		
1.	Program Change (<i>replacement of MBAN 6300 with MBAN 6200</i>)	126-135
2.	New Course Proposal: MBAN 6200 3.00 Realizing Value from AI & Analytics	136-150
3.	Course Change: MBAN 6300 3.00 Case Analysis and Presentation Skills (<i>retirement</i>)	151-153
4. EMBA Program Committee		
a) Course Changes:		
1.	EMBA 6260 2.00 Global Corporate Restructuring (<i>credit value</i>)	154-187
2.	EMBA 6560 2.00 Strategies for Growth (<i>credit value</i>)	188-195
5.	Minutes of the Last Meeting: 2019.11.08	196-201

Upcoming Meeting Dates for 2019-2020:

Schulich Executive Committee:

February 28th, 2020

April 3rd, 2020

Schulich Faculty Council:

March 13th, 2020

April 17th, 2020

The 661st Meeting of Senate held on Thursday, November 28, 2019

Remarks

The Chair, Professor Franck van Breugel of the Lassonde School of Engineering, welcomed Senators to the meeting. Senate Executive member Professor Lisa Farley served as Acting Vice-Chair in the absence of Senator Macpherson.

President Rhonda Lenton addressed the November 20 protest in Vari Hall that emerged in response to a student organized panel discussion on the topic of anti-Semitism. Significant safety planning ahead of the event enabled it to proceed, consistent with the University's [Statement of Policy on Free Speech](#). President Lenton expressed her disappointment at the behaviour displayed at the protest, and condemned acts of violence on all York campuses. In response to the events of November 20, the President has tasked the Offices of the Vice-President Equity, People and Culture, and Vice-Provost Students to undertake a comprehensive review of the incident, and to make recommendations to ensure alignment of York's processes with best practices.

Other comments made by the President included the following:

- an update on the Strategic Mandate Agreement (SMA3) negotiations with the provincial government and the plan to gather Senate's input on the draft SMA3 document at the December meeting
- the reengagement of planning for Markham Centre Campus
- congratulations to the incoming Vice-President Research and Innovation, Dr. Amir Asif, and University Secretary, Pascal Robichaud, and expressions of appreciation to Rui Wang and Cheryl Underhill for providing continuity in those roles on an interim basis

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

The Academic Colleague to the Council of Ontario Universities (COU), Professor Andrea Davis, reported on the discussions at the COU meetings of September, which focused on exploring areas in which universities could demonstrate thought leadership in the public sphere. Drawing on strategic and academic plans, several common priorities on which universities could be thought leaders were identified, including environmental sustainability and reconciliation and indigenization. Colleagues also received updates on COU's Affiliate Review and the provincial government's engagement process for SMA3.

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Associate Vice-President Haig-Brown presented the Vice-President Research and Innovation Annual Report on behalf of Vice-President Wang.

Approvals

On the recommendation of its Executive Committee, Senate approved:

- the election of Professor Mario Roy (Glendon) as Vice-Chair/Chair-elect of Senate beginning 1 January 2020
- the disestablishment of the Faculty Council, Faculty of Environmental Studies, effective 31 December 2019, contingent upon the approval of the new Faculty by Senate and the Board of Governors

On the recommendation of its Academic Policy, Planning and Research Committee, Senate approved the:

- establishment of the provisionally named Faculty of Urban and Environmental Change comprising the Faculty of Environmental Studies and the Department of Geography, Faculty of Liberal Arts & Professional Studies, 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, LA&PS, effective 31 August 2020
- transfer of the constituent academic programs and curricula from the Department of Geography, LA&PS, to the new Faculty of Urban and Environmental Change, effective 1 September 2020

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

- change the admission and degree requirements for the MASc and PhD programs in Mechanical Engineering, Graduate Program in Mechanical Engineering, Lassonde School of Engineering / Faculty of Graduate Studies, effective FW 2020-2021
- change the degree requirements for the MA and PhD programs in Health, Graduate Program in Health, Faculty of Health / Faculty of Graduate Studies, effective FW 2019-2020

Executive (Professor Lisa Farley, Acting Vice-Chair)

The Executive Committee gave Notice of Statutory Motion for revisions to the York University Rules of Senate relating to the membership of the Academic Standards, Curriculum and Pedagogy Committee, and nomination guidelines and criteria.

The Executive Committee facilitated a discussion on the question of whether there is a need to review at this time the Principles Governing a Presidential Search. An electronic survey will be conducted following the Senate meeting to allow Senators to reflect on the discussion and to share their opinion on the question.

The Executive Committee's information items included the following:

- approval of the Lassonde School of Engineering's nominee to the Executive Committee
- approval of members of Senate Committees nominated by student Senators
- its review of Faculty Council rules and procedures of the School of the Arts, Media, Performance & Design
- additions to the pool of prospective honorary degree recipients and the renewal of candidates currently residing in the pool
- confirmation that a December meeting of Senate will be held on Thursday 12 December at 3:00 pm

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

APPRC provided Notice of Statutory Motion for the establishment of a School of Global Health in the Faculty of Health, effective 1 July 2020, and the transfer of the BA and BSc degree programs in Global Health from the Dean's Office, Faculty of Health, to the School of Global Health, Faculty of Health, effective 1 July 2020.

APPRC reported on the following information items:

- its reflections on the Vice-President Research and Innovation Annual Report
- an update on the [University Academic Plan renewal](#) process, with a consultation to be held at Senate during the December meeting

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

ASCP's information items included the following minor changes to calendar copy and admission and degree requirements.

Faculty of Science

Minor changes to calendar copy for the Biomedical Sciences stream within the BSc (Honours) program in Biology, Department of Biology

Minor changes to calendar copy for the BA and BSc programs in Applied Mathematics, Mathematics Education, Mathematics, and Statistics, Department of Mathematics and Statistics

Faculty of Graduate Studies

Minor change to degree requirements for the Master of Accounting program, Schulich School of Business

Minor changes to French language proficiency requirements for the Master's program in Public and International Affairs, School of Public and International Affairs, Glendon

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

Professor Baumgartner spoke to the Committee's Annual Report for 2018-2019.

Additional Information about this Meeting

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

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

December Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on **Thursday, December 12, 2019.**

The 662nd Meeting of Senate held on Thursday, December 12, 2019

Remarks

The Chair, Professor Franck van Breugel of the Lassonde School of Engineering, welcomed Senators to the meeting. This being the final Senate meeting for the Chair, Vice-Chair, Professor Alison Macpherson of the Faculty of Health, expressed thanks and appreciation for his leadership, meticulous preparation and care for fairness and collegial processes. Senator Macpherson and Professor Mario Roy of Glendon will assume the Chair and Vice-Chair roles, respectively, as of January 1.

President Rhonda Lenton commented on the ongoing efforts to respond to the November 20 event in Vari Hall, being led by the Vice-President Equity, People and Culture and the Vice-Provost Students. An investigation of the incidence is being conducted, and will be guided by four principles: 1) safety is the priority, 2) no tolerance for discrimination on the University's campuses, 3) respecting the right to free speech and the free exchange of ideas; and 4) all community members are responsible for upholding the principles. Noting concerns about a recent motion passed by the York Federation of Students (YFS), President Lenton advised Senators that conversations are continuing with YFS about the importance of upholding the four principles.

Other comments made by President Lenton included the following:

- best wishes for the holiday season
- an expression of thanks to the Senate Chair for his guidance and even-handedness in the role

Provost and Vice-President Academic Lisa Philipps presented for discussion the strategy for the development of the University's Strategic Mandate Agreement (SMA3) submission to the provincial government. Aligning the weighting of the performance metrics with the University's academic priorities (as set out in the University Academic Plan), together with the goal of preserving the University's funding, was the core SMA3 strategy. Provost Philipps reviewed the definitions of the 10 performance metrics, and gathered input from Senators on the proposed weighting and rationale for each one.

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

Approvals

On the recommendation of its Executive Committee, Senate approved changes to the York University Rules of Senate regarding the membership of the Academic Standards, Curriculum and Pedagogy Committee, and the nominations guidelines and criteria (subsection 1.6).

On the recommendation of its Academic Policy, Planning and Research Committee, Senate approved:

- the establishment of a School of Global Health as a new academic unit within the Faculty of Health, effective July 1, 2020; and
- the transfer of the BA and BSc degree programs in Global Health from the Dean's Office, Faculty of Health, to the School of Global Health, Faculty of Health, effective July 1, 2020

Executive (Professor Alison Macpherson, Vice-Chair)

The Executive Committee's information items included the following:

- its plan to review the e-survey results and a summary of the discussion at the November 28 Senate meeting on the question of whether there is a need to review the *Principles Governing a Presidential Search*
- its approval of Senate committee members designated by the Alumni Association
- its approval of a student nominated by student Senators to serve on the Senate Appeals Committee
- an overview of the autumn meeting of Senate committee chairs and secretaries

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

APPRC facilitated a consultation on the University Academic Plan 2020-2025, gathering input from Senators through real-time audience polling and feedback technology

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

ASCP reported on its ongoing work to prepare the policy and academic regulations framework to implement the transition from the 9-point to 4-point undergraduate grading scheme, approved in principle by Senate in November 2017.

Awards (Professor Jonathan Obar, Chair)

Professor Obar encouraged Senators to submit nominations for the President's University-Wide Teaching Awards and promote the submission of nominations among their colleagues. The criteria and nomination form are available on the [Awards Committee website](#).

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, December 12, 2019 meeting for details about these items.

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

January Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, January 23, 2019.

The 663rd Meeting of Senate held on Thursday, January 23, 2020

Remarks

The Chair, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and gave a special welcome to Professor Mario Roy and Pascal Robichaud, joining Senate for the first time in their respective roles as Vice-Chair and Secretary. The Chair expressed sorrow at the recent passing of Professor Emeritus John Caldwell, a professor of astronomy in the Faculty of Science, and at the lives lost in the Ukrainian International plane crash near Tehran, including three York students who were lost in the tragedy.

President Rhonda Lenton expressed sadness at the passing of three York students in the plane crash and acknowledged the efforts of York International and the Iranian Student Association to organize a vigil and the University's participation in the nationwide moment of silence to pay respects to the students and others who lost their lives. President Lenton advised Senators that the University will set up a new scholarship in honour of the victims and will match donations up to \$100k.

Other comments made by President Lenton included the following:

- encouragement for Senators to review and provide input on the draft Strategic Mandate Agreement (SMA3) which can be accessed through the link on the Senate agenda
- an update on the planning and ongoing discussions with all levels of government on Markham Centre Campus
- the ongoing efforts to respond to the November 20 event in Vari Hall, with Thomas A. Cromwell leading an independent external review of the planning and preparations for the event and relevant University policies, procedures and practices
- an expression of sympathy for the York student who was the victim of a stabbing incident that occurred near campus and a reminder to community members to be aware of their surroundings
- the shortlisting of Assistant Professor Jesse Thistle's memoir *From the Ashes* in the CBC Canada Reads competition

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

Approvals

On the recommendation of its Academic Standards, Curriculum and Pedagogy Committee, Senate approved:

- the establishment of a new Specialized Honours option in Speech and Language Sciences within the Linguistics Section, Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies, effective FW2021-2022
- the establishment of a part-time option and changes to admission and degree requirements for the Master of Finance program, Schulich School of Business / Faculty of Graduate Studies, effective FW2020-2021
- the deletion of MRP and thesis options and changes to degree requirements for the MA program in Dance, Graduate Program in Dance, School of the Arts Media, Performance and Design / Faculty of Graduate Studies, effective FW2020-2021
- a reduction in coursework requirements for the Historical, Theoretical and Critical Studies in Psychology specialization within the PhD program in Psychology, Graduate Program in Psychology, Faculty of Health / Faculty of Graduate Studies, effective FW2020-2021

Committee Information Reports

Executive (Professor Mario Roy, Vice-Chair)

The Executive Committee's information items included the following:

- the next steps for the review of the *Principles Governing a Presidential Search*, in follow-up to the Senate discussion and results of the online survey
- a reminder that the call for expressions of interest in membership on Senate committees and other positions elected by Senate has been issued, with the upcoming vacancies on Senate committees and the form to submit nominations available on the Senate webpage under the title [Senate Elections](#)
- its review of progress on 2019-2020 priorities
- its approval of an individual nominated by Glendon Faculty Council to serve on the Sub-Committee on Honorary Degrees and Ceremonials

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

APPRC updated Senators on the status and planned next steps in the University Academic Plan (UAP) renewal process. With community consultations coming to a close at the end of January, APPRC's Technical Sub-Committee will soon begin the preparation of a draft UAP. Community members will be invited to provide input on the draft document at an Open Forum planned for the morning of Thursday, March 5.

Appeals (Professor Suprakash Datta, Chair)

The Appeals Committee presented its annual report on Faculty- and Senate-level petitions and appeals decisions. In the absence of the Appeals Committee Chair,

Senators were encouraged to send any questions arising from the report to the Secretariat for follow-up.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, January 23, 2020 meeting for details about these items.

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

February Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, February 27, 2020.

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

Date: Wednesday, January 22, 2020 at 9:47:22 AM Eastern Standard Time

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

To: SENATE-S@YORKU.CA

FACULTY COUNCIL SECRETARIES: The Executive Committee has issued its annual call for expressions of personal interest in, and suggestions for, nominations for membership on Senate committee members and other positions elected by Senate. For details, please see the dedicated "**Elections**" page accessible from the Senate Website at:

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

Expressions of personal interest and the recommendation of other individuals can be transmitted by means of a form created for this purpose. Specific criteria for each of the positions should be reviewed carefully before the forms are submitted. Individuals must be available to serve at the standing meeting times of committees, and other criteria apply.

Senators are asked by the Executive Committee to consider expressing their own personal interest and encouraging others to do so.

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

Senate Committee or Position*	Vacancies for terms beginning July 1, 2020
Senator on the Board of Governors	1 full-time tenure-stream faculty or full-time tenure-stream librarian or archivist
Academic Colleague to COU	1 full-time faculty member
Academic Standards, Curriculum and Pedagogy	2 full-time faculty members 1 contract faculty member
Senate Appeals Committee	3 full-time faculty members
Awards	1 full-time faculty members
Tenure and Promotions Appeals Committee	1 full-time faculty members
Tenure and Promotions Committee	6 full-time faculty members

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

Cheryl Underhill
Senior Assistant Secretary of the University

University Secretariat
York University
1050 Kaneff Tower
416 736-2100 Extension 30335

To: Faculty Council, Schulich School of Business
From: Bernie Wolf, Director, Certificate in International Management (CIM)
Date: Oct. 22, 2019
Re: SB/IBUS 4200 3.00 – pre/co-requisite and calendar description change

RATIONALE:

Students who go on exchange in the Fall of their fourth year must take IBUS 4200 3.00 in their third year since the course is only offered in the Fall Term. Moreover, third year students who have taken IBUS 4200 3.00 have done very well in the course. Thus, experience has taught us that there is no need for students to be in their fourth year to take IBUS 4200 3.00.

Co-requisite should read Pre or Co-requisite since students can take IBUS 3200 3.00 either before IBUS 4200 3.00 or simultaneously.

The sentence: "SB/IBUS 3200 3.00 and completion of the Required International Experiential Component of the Schulich Certificate in International Management" should be removed because it is irrelevant.

Course Change Proposal Template

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

1. Program

Schulich, BBA/iBBA Program

2. Course Number and Credit Value

IBUS 4200 3.00

3. Course Title

a) Long Course Title

Integrative International Business Seminar

b) Short Course Title

Integrative INTL Business Seminar

4. Existing Pre-requisites/Co-Requisites

Please list any existing pre/co-requisites for this course and ensure that this information aligns with what is included on the attached course outline.

Co-requisite: SB/IBUS 3200 3.00

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

Other:

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
X	in pre/co-requisite
	expire course
X	other (please specify) Eliminate Note 1

6. Effective Session of Proposed Change(s)

Academic term in which the proposed change will take effect.
Fall 2020

7. Academic Rationale

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

Students who go on exchange in the Fall of their fourth year must take IBUS 4200 3.00 in their third year since the course is only offered in the Fall Term. Moreover, third year students who have taken IBUS 4200 3.00 have done very well in the course. Thus, experience has taught us that there is no need for students to be in their fourth year to take IBUS 4200 3.00.

Co-requisite should read Pre or Co-requisite since students can take IBUS 3200 3.00 either before IBUS 4200 3.00 or simultaneously.

The sentence: “SB/IBUS 3200 3.00 and completion of the Required International Experiential Component of the Schulich Certificate in International Management” should be removed because it is irrelevant.

8. Proposed Course Information

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Current Calendar Description:</p> <p>This course is the capstone for the Certificate in International Management. By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business.</p> <p>Co-requisite: SB/IBUS 3200 3.00</p> <p>Notes: (1) The course must be taken no earlier than in the fourth-year of the student's program. (2) Preference will be given to students enrolled in the Certificate. SB/IBUS 3200 3.00 and completion of the Required International Experiential Component of the Schulich Certificate in International Management.</p>	<p>New Calendar Description:</p> <p>This course is the capstone for the Certificate in International Management. By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business.</p> <p>Pre-requisite or Co-requisite: SB/IBUS 3200 3.00</p> <p>Note: Preference will be given to students enrolled in the Certificate in International Management.</p>

9. Consultation

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

Originator: Bernard M. Wolf, Director, Certificate in International Management (CIM)

Bernard M. Wolf
Signature

October 22, 2019
Date

Bernard M. Wolf
Name

International Business/Economics
Area or Specialization

Approvals:

Area or Specialization

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

<u>Farrokh Zandi</u>	<u>October 23, 2019</u>
Signature	Date

<u>Farrokh Zandi</u>	<u>International Business/Economics</u>
Name	Area or Specialization

Degree Program

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

<u>Mike Valente</u>	<u>November 15, 2019</u>
Signature	Date

<u>Mike Valente</u>	<u>BA/iBBA Program</u>
Name of Program Director	Program



Program Committee

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

<u>Mike Valente</u>	<u>November 15, 2019</u>
Signature	Date



<u>Mike Valente</u>	<u>BBA/iBBA Program Committee</u>
Name of Committee Chair	Committee

IBUS 4200 A - INTEGRATIVE INTERNATIONAL BUSINESS SEMINAR

 MON 14:30-17:30  SSB W257



INSTRUCTOR

Atipol Supapol

 asupapol@schulich.yorku.ca 416.736.2100 Ext. 77932 N205L SSB Mondays, 5:30-6:30 P.M.

ADMIN

Filomena Ticzon

 fticzon@schulich.yorku.ca 416.736.2100 Ext. 55068 N205B SSB

Professor Atipol Bhanich Supapol has been teaching at the Schulich School of Business since 1989. He was previously country chief and head of corporate finance for NatWest Securities Asia (Thailand), a subsidiary of NatWest Bank, U.K., and director and VP of PricewaterhouseCoopers Securities (PwC Securities) in New York, responsible for corporate debt restructuring. Professor Supapol is Executive Director of the Centre for Global Enterprise, Schulich School of Business, York University.

Note:

- TBA: In most cases, speakers have been selected, but dates are not assigned.
- Two site visits will be arranged for October and/or November. They will take place likely on Fridays, depending on site availability.
- Readings by week are TBA
- There are 9 speaker slots, but only 8 will be used.
- Please bring name cards to class.
- Students may not eat in class while a speaker is present. Having your lunch in class is unprofessional.
- Dress Code: Business casual.

BRIEF DESCRIPTION

This course is the capstone for the Certificate in International Management. By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business.

Corequisite: SB/IBUS 3200 3.00.

Notes: (1) The course must be taken no earlier than in the fourth-year of the student's program. (2) Preference will be given to students enrolled in the Certificate. SB/IBUS 3200 3.00 and completion of the Required International Experiential Component of the Schulich Certificate in International Management.

COURSE LEARNING OUTCOMES

The key learning objective of this course is for the student to be able to integrate and apply concepts and skills they will have acquired in the Certificate Program, as well as in their other courses. The seminar/practicum will continue the process of creating

the mind-set necessary to operate effectively in international business so that when employed in the field, he or she can “hit the ground running.” Considerable attention will be paid to how various industries exhibit similarities and differences in the way international business is conducted. There will a series of speakers and two site visits to real life international business operations.

The student will be able to:

1. Assimilate the examples brought by business executives, other experts and colleagues as well as their own observations in actual business establishments.
2. Engage in reflection.
3. Recognize the large amount of complexity, uncertainty and ambiguity relates to actual real-world situations.
4. Distinguish which concepts are appropriate to what industry.
5. Analyse different entry modes for carrying out international business.
6. Manage business dealings in a cross-cultural context business, both in developed and emerging economies.
7. Make use of financing instruments and institutions important to international business.
8. Identify key accounting, tax and legal issues in a variety of countries.
9. Deal effectively with co-workers, organized labour, suppliers, customers and various levels of governments in a variety of international settings.

Students must arrive punctually. They also may not eat while a speaker is present. At all times, they must show their name card so that is legible and visible from afar. We have a fantastic line-up of speakers! This course is clearly a unique opportunity. However, the degree of ultimate success of the seminar depends a lot upon the participation and enthusiasm of the students.

COURSE MATERIAL

There is no textbook; however, readings will be assigned for each class.

General Reference: J. Daniels, L. Radebaugh, D. Sullivan. International Business, 16th edition, Pearson, 2017.




Students should be reading a current affairs periodical regularly focussing on International Business such as the Economist, the Financial Times, the New York Times or the Globe and Mail (business section).



An inexpensive digital subscription to the Economist is available for (\$12 for 12 weeks).

<https://subscription.economist.com/DA/PPC/ALLALLRDCD/ALL>

(<https://subscription.economist.com/DA/PPC/ALLALLRDCD/ALL>) ?

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Briefing Notes 10%			
Briefing Notes		5%	
Briefing Notes		5%	
Reflective Journal Entries 35%			
Reflective Journal		35%	
International Business Scenario Analysis 35%			

Assignment Task	Group Individual	Total % of Final Grade	Due Date
International Business Scenario Analysis		35%	
Participation 20%			
Participation		20%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Briefing Notes

Before each of the seminars in which there is a speaker, prepare a briefing note in point form of no more than one page (11 pt. Times Roman, double spaced with 2.5 cm margins). The briefing note should:

- 1) identify the seminar topic and provide some background information about the firm and/or industry being discussed.
- 2) outline one or two themes that you think are important aspects of the topic based on the assigned readings and your own knowledge of the topic.
- 3) list at least two questions that you might want to ask the speaker based on your preparation for class and previous knowledge of the topic covered.

Bring a paper copy to class and upload on canvas.

Briefing Notes

Before each of the seminars in which there is a speaker, prepare a briefing note in point form of no more than one page (11 pt. Times Roman, double spaced with 2.5 cm margins). The briefing note should:

- 1) identify the seminar topic and provide some background information about the firm and/or industry being discussed.
- 2) outline one or two themes that you think are important aspects of the topic based on the assigned readings and your own knowledge of the topic.
- 3) list at least two questions that you might want to ask the speaker based on your preparation for class and previous knowledge of the topic covered.

Bring a paper copy to class and upload on canvas.

Reflective Journal

Journals consist of entries (point form) and essays (full sentences).

The Journals should have a minimum of 6 entries, (2 pages, 11 pt. Times Roman, double spaced in point form) three in each half of the course (plus the short essays explained below). The entries can be completed either for a speaker's visit to class or a class site visit. Each entry should have the following components:

1. A discussion of what you thought were the key takeaways from the class or site visit. What did you learn?

2. A discussion of how the speaker's story and the ensuing in-class discussion or the site visit related to your potential industry/career choice. Students will be expected to do some research on their chosen industry.

Journals should be handed in for review roughly halfway through the term (paper copy and upload to Canvas by 12 noon on Friday, October 25) and again toward the end of the term (paper copy and upload to Canvas by 12 noon on Friday, November 29). Paper copies should be left with the Economics Area, Room N205 A/B and email sent.

The first submission should include at least three entries and in addition, a 1 to 1.5 pages essay in full sentences and paragraphs discussing the similarities and differences among the speakers' stories and why that might be so.

With the final review, in addition to the remaining entries, include a 2 to 3 pages integrative discussion of your journal. These additional pages should be in full sentences and should:

- Elaborate on the two questions above from the perspective of the whole course.
- Discuss how the sessions covered in your journal have contributed to your understanding of managing in the context of an international business.

As an appendix, include a copy of the Briefing Notes.

International Business Scenario Analysis

Delivery on Monday, December 2 (class 12) and progress report on Monday, November 11 (class 9)

Presentations - 15 minutes and 10 – minutes of Q&A

Consisting of PowerPoint Slides (10 slides + Appendices + Bibliography)

Students will work in groups of 4 to 5 to analyze an international business scenario. Groups will be formed before the third class in such a way as to maximize diversity of the members. The list of topics/scenarios will be distributed at the second class. During the third class, topics will be chosen by the groups. The order of choosing will be determined by lottery. Groups are to decide themselves what approach they will take to analyze their chosen scenario. Additional assumptions about the firm and its external environment will be necessary to make the project manageable. The project will take considerable creativity and brain storming.

Group Project Scenario Topics: TBA.

Groups will be required to submit a progress report (paper copy and canvas to the instructor in class on in the first week of November. Further details will be provided.

During the last week of class, each group will make a 15-minute presentation of their analysis, which will be followed by 10 minutes of Q & A. The main part of the presentations must utilize no more than TEN clear, logical and succinct PowerPoint slides. In addition, there can be slides containing appendices and bibliography. The slide deck should be emailed to the instructor before the class and a hard copy for the instructor brought to class.

This is a challenging assignment. Groups should create an outline and start filling it in very quickly. If groups do not start immediately, they will miss valuable insights which can be gleaned from the speakers, classroom discussion and readings.

Groups are to decide themselves what approach they will take to analyse their chosen scenario.

Participation

Grades will be based on the quality, not the quantity of students' participation. To facilitate participation, students should prepare thoroughly for class. Briefing notes include potential questions to ask each speaker.

(At all times, student name cards must be displayed!)

CALCULATING COURSE GRADE

The course grading scheme for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

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

(Students are reminded that they must maintain a cumulative GPA of at least 5.0 to remain in good standing and continue in the BBA/IBBA Program, and to qualify for their degree. Schulich grading guidelines mandate a section GPA of between 5.5 and 7.0. For graduation with the Certificate in Management, a 6.0 CPA is required.)

The translation to specific letter grades will be as follows:

A+ =	90 – 100
A =	80 – 89
B+ =	75 – 79
B =	70 – 74
C+ =	65 – 69
C =	60 - 64
D+ =	55 – 59
D =	50 - 54
F =	Below 50

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction to the course: International Management: Managing Across Borders and Cultures - example: China-US Tariffs and Brexit

Sep 9/19

Overview: Introduction to the Course

Introduction to the course: International Management: Managing Across Borders and Cultures.

Class 2 - Visiting Speaker - Michael Sasarman

Sep 16/19

Overview: Visiting Speaker- Michael Sasarman

Visiting Speaker: Michael Sasarman, 6S Solutions, CEO

“Beginning a 6-month international assignment”

Class 3 - Visiting Speaker - Kevin Sullivan, EDC

Sep 23/19

Overview: Visiting Speaker- Kevin Sullivan

Kevin Sullivan, Export Development Corporation (EDC)

EDC's role in the changing landscape of international trade.

Assigned Readings and Assigned Work Due:

Please read the six files from Speaker, Kevin Sullivan posted in this module.

Class 4 - Visiting Speaker - Professor Alan Middleton, Executive Director of Schulich Executive Education Centre (SEEC)

Sep 30/19

Overview: Visiting Speaker - Professor Alan Middleton, Executive Director of Schulich Executive Education Centre (SEEC)

Class 5 - Visiting Speaker - Warrington Ellacott, IE Canada and Whirlpool Canada

Oct 7/19

Overview: Visiting Speaker- Warrington Ellacott

Visiting Speaker - Ellacott Warrington, IE Canada and Whirlpool Canada

Global Trade volatility - insights from the Canadian import export community.

Oct 14 - Thanksgiving - NO CLASS

Class 6 - Visiting Speaker -Lorrie King, Deloitte and Hatch International



Overview: Visiting Speaker -Lorrie King, Deloitte and Hatch International



Reflective Journal



Briefing Notes

Class 7 - Visiting Speaker - Anatol von Hahn



Overview: Visiting Speaker-Anatol von Hahn, MindBridge AI; formerly Group Head, Canadian Banking, Scotiabank



Briefing Notes

Class 8 - Visiting Speaker: Jeanette Patel

Nov 4/19

Overview: Visiting Speaker - Jeanette Patel, Vice President, Government Affairs & Policy, GE Canada

Visiting Speaker: Jeanette Patel

Class 9 - TBA

Nov 11/19

Overview: Visiting Speaker- Class 9

Visiting Speaker: TBA

Class 10 - Visiting Speaker: TBA

Nov 18/19

Overview: Visiting Speaker - Class 10

TBA

Class 11- Visiting Speaker: Richard Ross

Nov 25/19

Overview: Richard Ross, Schulich Inmet Chair in Global Mining Management

Richard Ross, Schulich Inmet Chair in Global Mining Management; Director, Global Mining Management – “The Ok Tedi Mine: A Case Study in Mining Strategy”

Class 12 - Student presentations and wrap-up

Dec 2/19

Overview: Student Presentations and Wrap-Up

Student presentations and wrap-up

Final Exam - There is no Final Exam in this course



Composition of Final Grade

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Class Participation (contribution)

Grades will be based on the quality, not the quantity of students' participation. To facilitate participation, students should prepare thoroughly for class. Briefing notes include potential questions to ask each speaker.

(At all times, student name cards must be displayed!)

GENERAL SCHULICH ACADEMIC POLICIES: GRADING, ACADEMIC HONESTY, ACCOMMODATIONS AND EXAM

Grading

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

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/> (<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://accessibility.students.yorku.ca/> (<http://accessibility.students.yorku.ca/>) .

Exams (Absence from)

Mid-term.

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

Final.

Within 24 hours of missing a final 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 final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For a copy of this document, visit: <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf> (<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>)

** Please note that academic policies specific to this course may be contained in other parts of this course outline.*

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

To: Faculty Council, Schulich School of Business
From: M. Valente, Undergraduate Programs Director
Date: Sept. 25, 2019
Re: SB/MKTG 3150 3.00 – Course Rubric Change

RATIONALE:

The objective is to change the rubric of the course from MKTG to MGMT. This course provides students with the skills they need to develop solutions for business cases. It aims to improve presentation skills for the purpose of successfully participating in case competitions. It also helps students develop skills related to problem solving, story-telling and managing group dynamics. Given that this course is not specific to any functional area, including marketing, it makes more sense to label this course with a MGMT rubric. More importantly, students expecting to take a marketing elective would likely be disappointed given the course objectives while students looking for a course like this will unlikely look to the marketing rubric.

Course Change Proposal Template

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

1. Program

BBA, iBBA Programs

2. Course Number and Credit Value

SB/MKTG 3150 3.00

3. Course Title

a) Long Course Title

Business Case Analysis and Presentation Skills Development

b) Short Course Title

Business Case Skills Development

4. Existing Pre-requisites/Co-Requisites

Please list any existing pre/co-requisites for this course and ensure that this information aligns with what is included on the attached course outline.

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

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

6. Effective Session of Proposed Change(s)

Fall 2020

7. Academic Rationale

The objective is to change the rubric of the course from MKTG to MGMT. This course provides students with the skills they need to develop solutions for business cases. It aims to improve presentation skills for the purpose of successfully participating in case competitions. It also helps students develop skills related to problem solving, story-telling and managing group dynamics. Given that this course is not specific to any functional area, including marketing, it makes more sense to label this course with a MGMT rubric. More importantly, students expecting to take a marketing elective would likely be disappointed given the course objectives while students looking for a course like this will unlikely look to the marketing rubric.

8. Proposed Course Information

Please insert approved course information on the left, and proposed course information on the right.

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p><i>Course Number: MKTG 3150 3.00</i></p> <p>Calendar Description: This course familiarizes students with key elements related to analyzing and developing comprehensive solutions for business cases with the goal of improving participants' ability to present their arguments in a compelling way, preparing them for job interviews, work and case competitions. Participants will also develop specific skills such as problem-solving, presentation building, story-telling and managing group dynamics. This course will require students to present frequently, coach others and reflect on their own progress based on feedback and observing their videotape performances. MBA students and former SSB will provide feedback in some sessions. The course will culminate with an In-Class Case competition.</p> <p>Pre-requisite: Successful completion of all Year 1 and 2 core courses.</p>	<p><i>Course Number: MGMT 3150 3.00</i></p> <p>Calendar Description: This course familiarizes students with key elements related to analyzing and developing comprehensive solutions for business cases with the goal of improving participants' ability to present their arguments in a compelling way, preparing them for job interviews, work and case competitions. Participants will also develop specific skills such as problem-solving, presentation building, story-telling and managing group dynamics. This course will require students to present frequently, coach others and reflect on their own progress based on feedback and observing their videotape performances. MBA students and former SSB <i>students</i> will provide feedback in some sessions. The course will culminate with an In-Class Case competition.</p> <p>Pre-requisite: Successful completion of all Year 1 and 2 core courses.</p>

9. Consultation

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

Originator

Mike Valente

Signature

October 3, 2019

Date

Mike Valente

Name

UG Program Director

Area or Specialization

Approvals:

Area or Specialization

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

Theodore Noseworthy
Signature

Sept. 4, 2019
Date

Theodore Noseworthy
Name

MKTG
Area or Specialization

Degree Program

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

Mike Valente
Signature

Oct 3, 2019
Date

Mike Valente
Name of Program Director

Undergraduate Program
Program

Program Committee

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

Mike Valente
Signature

Nov. 15, 2019
Date

Mike Valente
Name of Committee Chair

BBA/iBBA Program Committee
Committee

Course Outline

Mondays, 2:30 – 5:30 p.m., beginning on September 9th, 2019

Room: W256

Instructor

Jane-Michèle Clark

N304M

416.424.6644 (*I check my voice mail frequently during regular business hours. Please leave a message and a phone number where you can be reached and I will return your call.*)

E: jmc@theQgroup.com

or jmclark@schulich.yorku.ca

Assistant

Maria Rizzuto

N304A

416-736-5077

mrizzuto@schulich.yorku.ca

About the Instructor

Jane-Michèle Clark is the founder and CEO of The Q Group, author of soon-to-be-published *Point of Distinction™*, a qualitative research expert, and speaker on business matters at world conferences, on BNN, etc. Concurrently, Jane-Michèle has been teaching in the i/BBA, Master of Management and MBA programs at the Schulich School of Business for the past 20 years, where she is also a Strategy Field Study Chair and Director of the Marketing Communications Leadership program for SEEC (Schulich Executive Education Centre).

The Q Group, which has been in business for over 25 years, helps clients develop effective business strategies, as well as customer retention and integrated marketing programs for B2B and B2C companies in multiple sectors in Canada, the US, the Caribbean and further afield. The Q Group also conducts, or directs, the research required for the development of new business.

Jane-Michèle's strength and passion: Determining what will give a company a strong, sustainable competitive advantage today and tomorrow along with the best ways of making this a reality... including how to leverage partnerships to advantage, how to create outstanding customer experiences, and how to motivate employees to realize the vision.

She has also helped raise millions of dollars in VC funding for companies in various stages of development – which means presenting the strengths of these firms to many investors. The elements that led to successful presentations in these areas will be shared in the course.

Brief Description

This course familiarizes students with key elements related to analyzing and developing comprehensive solutions for business cases with the goal of improving participants' ability to present their arguments in a compelling way, preparing them for the business world and case competition. Participants will also develop specific skills such as problem-solving, presentation building, story-telling and managing group dynamics. This course will require students to present frequently, coach others and reflect on their own progress based on feedback and observing their videotaped performances. MBA mentors will provide feedback for some sessions. The course will culminate with an In-Class Case competition. On the two main case presentation days, classes will run a little late to accommodate all teams; starts will be staggered so that each class is the same length as other classes.

Contents

Course Learning Outcomes	1
Deliverables at a Glance.....	3
Course Material.....	3
Student Preparation for Class and Class Participation: Expectations.....	4
Class-by-Class Syllabus	4
Written Assignments/Projects and Exam: Descriptions	10
Calculation of Course Grade	14
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams	14
Quick Reference: Summary of Classes, Activities and Deliverables	14

Course Learning Outcomes

Welcome to the Business Case Skills Development Course!!

I look forward to meeting all of you in class. This course will provide the tools you need to...

- analyze cases for class work and competition participation,
- better determine the root cause of various types of business problems,
- develop strategies for the business as a whole, that will encompass the product offering, target audience(s), supply-chain, HR and operations,
- design integrated marketing communications plans,
- determine the financial implications of decisions made,
- identify risk and develop risk mitigation strategies,
- create effective PowerPoint presentations, and
- present your findings cogently and succinctly and your recommendations engagingly and compellingly.

For each of the topics, you will receive enough of a grounding that you will be able to address most case-related situations. As this course does not go into any one topic in depth; enhanced understanding will be gained by drawing on models and frameworks from other courses.

You will also receive a series of templates that can be used as a starting point for all case-based presentations in class, competition and the business world.

This course will require a high degree of participation, but you will also receive a lot of coaching throughout the term. In other words, this is a highly-interactive, hands-on course.

I am able to meet with you at school either before or after class, or at another time at a mutually convenient location. Either way, please *phone* me if you have any questions or concerns; I am *always* happy to answer questions and always welcome your input. You can also call on your mentors at any time throughout the course and beyond.

Here's looking forward to a great semester!
Jane-Michèle Clark

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Peer Coaching	1	15%	15%	Individual	Throughout
Group Presentation #1: Graham's Pharmacy. Purchase from Ivey (# 9B16A047) or HBR	1	15%	15%	Group	Class 7: Oct. 28 th
Group Pressure Tank Case – In Class	1	25%	25%	Group	Class 10: Nov. 18 th Class runs until 7:00 pm
Final Presentation: Class Case Cup	1	20% +10%	30%	Group (20%) + Individual presentation grade (10%)	Class 12: Dec. 2 nd Class runs until 8:00 pm
Reflection Papers	1	15%	15%	Individual	5:00 p.m. on Friday, December 6 th
			100%		

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

Course Material

The course consists of a mix of lectures, discussions, videos, case analyses and presentations. Active participation is essential if you are to get the most out of this course.

1) No Textbook and No Course Kit

This course has been developed based on feedback from case competitions entered by Schulich students and their coaches as a result no textbook has been recommended. Instead, course/class content, usually in the form of PowerPoint slides, will be posted on Canvas, the course database, by mid-afternoon each Friday (or sooner, if possible); occasionally articles will accompany these posts. I will also be posting supplementary material on the session slides before some classes that I will expect you to have read as a precursor to the class discussion, even though I will not cover all the content in class.

For most sessions you will be required to prepare a case for presentation ahead of time. These cases, shown below, will also be posted on the course database.

Case	Presentation Date
• The Dater (root cause assessment)	September 16 th , 2019 & September 24 th 3 rd
• Negative Calorie Chocolate (Case on Canvas – no advance prep required, but you will need to read it before class)	October 21 st , 2019
• Graham's Pharmacy (must be purchased)*	October 28 th , 2019
• Evans Consulting	November 4 th , 2019

*As indicated above, you will need to purchase the following case for one of the in-class presentations (date): ***Graham's Pharmacy: Traditional Care, Modern Solutions, Ivey Case # 9B16A047***

Instructions for purchasing this case can be found on Canvas, the Course Database.

2) Canvas

You may be used to using the *Course Materials Database (CMD)*, which has been created within Schulich's Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. This course will, however, use the Canvas portal. Please refer to your student notes and messages for information on how to access and use Canvas.

All the readings, or links to them, will be posted on the class database before your class – so please make sure you check it regularly. As mentioned, this will include slide content that I may want you to read and understand ahead of time as background for what we'll be covering in class.

Student Preparation for Class and Class Participation: Expectations

In terms of preparing for class, I expect that you will read the class slides ahead of time – every time, as well as any articles I post on Canvas, including SlideShare presentations, videos, etc.

Also, please check what is required in terms of prep on the calendar below as there are presentations that you will be required to prepare BEFORE class that are to be delivered at the beginning of each class – all of which counts towards your final grade.

You will need to attend every lecture (health permitting, of course) and actively participate in class discussions, and provide coaching input to your peers, to enjoy this course and get the most out of it.

In order to fully engage, it is important you be fully present – which means no surfing the internet, texting, responding to emails, etc. during class.

Each session you will learn a concept, apply that concept in class using a mini case. These presentations will receive feedback and coaching from the instructor, classmates and, occasionally, MBA student coaches. The sessions will be videotaped using your phones as tools to help you with improvement and completion of your reflection papers.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. If changes to this schedule become necessary, notifications will be posted on, and sent via, Canvas.

Class #1 **Course Overview + Discussion: Intro to Case Elements + The Importance of Story Telling** **Sept. 9th**

What Will be Covered:

- Comportment: How create a good impression and be a good Schulich Brand Ambassador
- Case Elements (How to Dissect a Case) and Presentation Components – Part 1
- Storytelling Basics → Engaging Audience from the Get Go, Pacing and Progression, Compelling Conclusions + “It’s not what you said; it’s how you said it.”

Prep:

1. Create a 10-15 second intro that positions you in a special way, and distinguishes you from other BBA candidates at Schulich. Tell us something interesting about you that is not work or school related. Think: “How can I stand out from the crowd?” Practice so you can introduce yourself in a memorable way without reading your notes.
2. Learn the tale of “Goldilocks and the Three Bears”
3. Complete Student Profile Sheet (available on Canvas), email to prof and bring to class.
4. Add your name and company experience to the list on Canvas, under “Discussion”.

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
2. Anything else posted on Canvas.

In Class:

1. Get into groups of 3 before end of class, to prepare for next week’s “The Dater” case

**Class #2 Case Elements (Part 2) + How to Determine the Main Problem in a case or Business Problem
Sept. 16th and its “Root Cause”**

What Will be Covered:

- Story telling – Part 2: Putting Class #1 into practice + What Makes a Dynamic Presenter
- Managing the Presentation (where and how to stand, how to interact with room and each other, use of floor space, etc.)
- Case Elements and Presentation Components – Part 2
- Root Cause Analysis: How you to determine what questions are actually being asked in the case, how do you identify the primary challenge and how do you determine the root cause of problems presented.
- Clues in a case: What’s important and how to identify the red herrings

Prep:

- In a group of 3, prepare for hand in: A 3 or 4-slide/ 3-minute PowerPoint for hand in, using the Dater Case (can be found on Canvas). It is to include:
 - Imaginative intro
 - Introduction of team members (while agenda is displayed on screen)
 - A single-sentence statement describing the root cause of the Dater’s problem in the case (can be found on Canvas), with rationale.
- Complete Student Profile Sheet, email to prof and bring to class + Add your name and company experience to the list on Canvas– if you have not done so already.

Read:

- “The Dater” case (case is on Canvas)
- Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
- Anything else posted on Canvas
- All materials related to Class #1 if you joined the course late
-

In Class:

Get into groups of 4 before end of class, to prepare for next week’s “The Dater” case

**Class #3 Research and Analysis Tools
Sept. 23rd**

What Will be Covered:

1. How to approach research required for “Prep Ahead” cases
2. Secondary research + When to use What
3. Review of Porter’s 5 Forces, SWOT, etc. as analysis tools + How to include in Presentation

Prep:

1. In a group of 5, use the coaching from last class to create a new 5-minute, presentation for “The Dater” Case. The elements you will be presenting: A compelling intro, problem statement that addresses the root cause with rationale/supporting evidence, solution (NO alternatives, risks, finances). The presentation must be emailed to the instructor before class and brought to class on a USB key.

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
2. Anything else posted on Canvas

Class #4 Segmentation and Business Strategy

Sept. 30th

What Will be Covered:

1. The Strategy Framework (B2B, B2B, B2G, Social Sector)
2. Offering the right product to the right person, at the right time, in the right manner, through the right channels
3. How to identify and get to the right person (for the business and the case challenge) + Lifetime Value LTV

Prep:

1. No advance Prep needed, but you will be required to create a short deck for presentation in class

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
2. Anything else posted on Canvas

Class #5 Collaboration, Joint Venturing and Partnering

Oct. 7th

What Will be Covered:

- An introduction to Mergers and Acquisitions (M&A) and what to address in case competition.
- The difference between Partnering, Collaborating and Preferred Vendor Agreements.
- How to identify strong potential partners based on the business challenge presented.

Prep:

1. No advance prep is required for this class. Instead, you will be divided into groups when you get to class, to complete your first mini Pressure Tank Case.

Note: The first Pressure Tank Challenge will not be graded; it's for coaching and practice purposes only.

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
2. Anything else posted on Canvas

Please Note: There are no classes on Monday, October 14th as the University is closed for Thanksgiving

Class-by-Class Syllabus (cont'd)

Class #6 Branding and Positioning + Marketing Communications

Oct. 21st

What Will be Covered: Elements to consider in case analysis and preparation related to...

- Branding and Positioning
- The Brand Planning Wheel
- Repositioning and Relaunching
- New Product Considerations
- Marketing Communications Strategy (employees, clients, supply chain, customers, prospects)
- Marketing Communications (MarCom) Vehicles, including Social Media
- Integrating all Elements: How to create an Integrated Marketing Communications (IMC) Campaign – and how to integrate into strategy developed for case-based presentations

Prep:

- Read the new Negative Calorie Chocolate case (on Canvas)

In-Class:

- 8 groups to be formed for next week's Graham's Pharmacy Case presentation

Class # 7 Use of Resources – Part I: HR + Operations

Oct. 28th

What Will be Covered: Elements to consider in case analysis and preparation related to...

- Employee Acquisition and Retention
- Employee Engagement and Culture
- Operations, logistics, systems and other topics related to executing the overarching strategy.

Prep:

1. Buy *Graham's Pharmacy: Traditional Care, Modern Solutions*, Ivey Case # 9B16A047. You can purchase either from Ivey or Harvard Business Review; please see instructions on Canvas.
2. 8 Groups: Prepare a 7-minute presentation with a captivating intro, solid problem statement, overarching strategy, solution with rationale and collaboration/JV options, and wrap-up. You will be presenting this in the first half of the class. Please see "Written Assignments" for more detail; this is **worth 10%** of your grade.

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
2. Anything else posted on Canvas

Class #8 Use of Resources – Part II: Financials

Nov. 4th

What Will be Covered:

- Financial Model building for Non-Finance Folk
- Financial considerations related to Business Strategy – and where to look for clues in cases (SKU/ Service, lost opportunity costs, O/H, etc.)
- How to approach Strategy and Return on Investment (ROI) + Customer Life Time Value in cases

Prep:

1. Download the financial model template from Canvas; bring your laptop to class.
2. Groups of 4: Prepare a 10-minute presentation on Evans Consulting (case is on Canvas) with a captivating intro, solid problem statement, overarching strategy and creative solution, with rationale, ensuring HR and Ops are addressed. **Will not be graded.**

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.

Class #9 Risk: Identification, Mitigation and Management
Nov. 11th

What Will be Covered:

- An introduction to Risk Identification, Mitigation and Management
- Scenario Modelling
- Turn Arounds
- How to tie all elements together → Wrap-up templates and presentation options

Prep: In Groups of 4 or 5, prepare a 2-minute presentation of the **risk slides** for the new Negative Calorie Chocolate

Read:

1. Lecture slides (on Canvas); acquaint yourself with any concepts unfamiliar to you.
2. Anything else posted on Canvas

Class #10 Integrating It All in a Pressure Tank Simulation
Nov. 18th

Prep:

- No advance prep is required for this class. You will be divided into groups to complete your Pressure Tank Case; you will not choose your own groups.
- There will be a staggered start
- Please review your Financial Model template and bring a calculator to class.
- **This class will run until at least 6:30 pm**

Class #11 Tying It All Together – A Hands-On Practical Application
Nov. 25th

What Will be Covered:

- Pulling apart a case now that you know how and making sure all elements re integrated seamlessly

Prep: Read the case that will be posted on Canvas and consider how you might solve the case.

Class #12 Class Case Competition – Presentations Will Run Until 8:00 pm
Dec. 2nd

Prep:

1. Create your own teams of four.
2. The case will be posted at end of day on Canvas on Friday, November 22nd
3. Prepare a 20-minute presentation according to the instructions on page 12, Written Assignments.
4. Make sure you coordinate your business attire with your team members.
5. Sleep well the night before

Written Assignments/Projects and Exam[s]: Descriptions

There will be more group work in this course than in any other courses you will taking your undergrad journey. Part of succeeding in case competition situations, or effectively working in corporations, is learning how to work as a member of a self-directing team. To maximize your learning, and ability to work with various types of people, you will be working with different teams for each of the cases. For some of the cases you select your own team; for others, the teams will be selected by the instructor.

There will also be one – ungraded – “surprise/pressure tank” during the term.

Not surprisingly, you may encounter conflict. The best time to deal with discord within a group is when it appears, rather than during the case analysis or presentation. If team members experience disagreement(s) that they cannot resolve themselves, they should speak with the instructor.

a) Class Contribution + Peer Coaching and Evaluation (15% Total)

In this course you are expected to present something each and every session, and answer questions related to that presentation. You will also be asked to provide feedback to the presenters. Quality is far more important than quantity; simply repeating what a classmate has said, or saying something very superficial (i.e. “I liked your slides” or “There was good flow”, etc.) will cause you to forgo marks.

When you are working in breakout sessions with mentors, you will be expected to coach each other, too. Your mentors will be keeping track of how well you help your team mates and other during these sessions. Every time we have a presentation, 5 people will be assigned to provide feedback to the groups presenting before the whole class. For some presentations, there will be written feedback sheets for you to complete.

There will also be in-class exercises designed to help you apply the material being taught; you will learn most by participating fully. Some of these exercises will include a written hand-in part that will also count towards your contribution grade.

Note: If you never speak in class, you will receive zero for this component, even if you attend 100% of classes. Ditto if you surf the net, text and return emails and otherwise distract your classmates.

b) Group presentation – “Graham’s Pharmacy” (Ivey Case number #9B16A047): Class 7: Oct. 28th (15%)

- Students will split themselves into 8 even groups (+/- 5 members). Each group will create and deliver a seven-minute presentation on “Graham’s Pharmacy”. This case will need to be purchased from Ivey; instructions are on Canvas. Presentation must include the following elements – and NOT include anything else:
 - creative and captivating introduction of case,
 - introduction of team members over the agenda,
 - solid problem statement,
 - overarching strategy,
 - solution that the pharmacy could implement on its own with supporting rationale, and
 - at least one potential collaboration with supporting rationale,
 - wrap-up.
- The presentation will be timed and halted the moment the seven-minute mark is reached. Following the presentation, at least 5 questions will be posed; each student must answer one of the questions in 30 seconds or less. A follow-up question might be posed if the answer requires clarification.

b) Group presentation – “Graham’s Pharmacy” : Class 7: Oct. 28th (15%) (cont'd)

- *Required Hand-in:* 4 hard-copies (one for each of the coaches: your instructor plus up to three MBA coaches) of your presentation slides with your talking points included in the Notes section. All group members’ names and student numbers must be included on the title page on the version submitted to the instructor; student numbers should not be included on the coaches’ versions.
- Please note that you will be graded equally on the calibre of your content and the calibre of your presentation, including the Q&A.
- A scoring rubric will be provided for the case on Canvas.
- You will complete a peer evaluation for the other presentations.

d) In-class Pressure Tank Case – (Worth 25%) – Class 10: November 18th

This exercise is designed to simulate actual case competition. You will be assigned teams and given a case in class on November 18th. **Please note this class will run one hour longer than normal and you will need to stay until at least 7:00 p.m. – without exception.**

The Pressure Tank Case Rules

- Each team will be assigned a breakout room and given two hours to read, discuss and solve the case and create a 15-minute presentation.
- To ensure all teams have the same amount of time, case prep study start times will be staggered.
- You will not be allowed to access the Internet for this case; cell phones will also be “confiscated” during the two-hour period.
- You will be assigned an “ambassador”; this person will remain in the room with you at all times.
- You are expected to bring a USB key with you on this day. The key will be used for presenting to the room and will be retained until your presentation can be graded. Your key will be returned the following day/week.
- On this day, there will be no break; you will proceed directly from the breakout room to the presentation room – just the way you would do in an actual competition. Please ensure you take whatever bio-break you need before the 2-hour mark.
- In between the breakout room and the presentation room, there is to be no discussion; teams will wait in the hall until it is their turn to present.
- Once a team has presented, its members will all stay in the room to watch the next three presentations. The last three teams presenting will provide feedback by watching videos of the first three groups.
- Rankings will be posted the following day and written feedback provided to each team individually.

Written Assignments/Projects and Exam[s]: Descriptions (cont'd)

e) Group Class Case Cup Presentation: December 2nd – Worth 30% Total (20% for group solution and presentation + 10% for individual presentation delivery)

There will be a Class Case Cup Competition in last class; it will be evaluated by a panel of judges. You are expected to dress the part in complementing business attire, and comport yourselves as though participating in a real case competition.

Students will work in groups of four; you will choose your own groups. Each group will create a 20-minute presentation answering the main question posed in the case. The case will be posted at end of day on Canvas on Friday, November 22nd.

- All presentations must include:
- A creative and captivating introduction
- A succinct problem statement
- A solid situational analysis – with emphasis on the word analysis
- An overarching strategy
- All remaining Required Case Components
- A “Killer” Conclusion

The presentation will be followed by a 10-minute Q&A; each presenter must participate in the session. All students must attend – no exceptions. A scoring rubric will be provided along with the case.

Hand-In Requirements

- 5 hard-copies (one for each of the judges/coaches) of your presentation slides with your talking points included in the Notes section. Failure to include your talking points will result in a one grade penalty.
- Slides are to be printed one slide per page, and one-sided only.
- All group members' names and student numbers must be included on the title page on the version submitted to the instructor; student info is not to be included on coaches' versions.

f) Individual Reflection Papers and Final Assessment – (15%)

Due 5:00 p.m. on Friday, December 6th, 2018

The final assignment is a report providing you with an opportunity to reflect on what you have learned from the training, coaching and competitions and how you can integrate these skills into your overall learning in the BBA program.

The questions must all be answered *as part of* your reflection response:

- Where do you see the biggest changes in your presentation skills?
- What helped you make progress?
- What were the biggest insights you got that helped you improve your ability to make a solid business presentation?
- What were the biggest hurdles and/or fears you had to overcome – and what did you learn in this course that helped you do so?
- What skills were you able to integrate into your overall learning from the BBA – and how will this help you in the future?
- What worked well for you in the course?
- What would you like to change?

Total length: 1,800 minimum – 2,000 words maximum

Calculation of Course Grade

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.

Letter Grade:	A+	A	B+	B	C+	C	D+	D	F
Index Value:	9	8	7	6	5	4	3	2	0
Mark:	90+	80- 89	75- 79	70- 74	65- 69	60- 64	55- 59	50- 54	< 50

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.

Grading System for this Course

Students' final mark will be derived by weighting each grading component according to the proportions described above. Grades will be converted using the following scale:

A+ 90% - 100%	B- 65% - 69%
A 85% - 89%	C+ 60% - 64%
A- 80% - 84%	C 55% - 59%
B+ 75% - 79%	C- 50% - 54%
B 70% - 74%	F below 50%

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

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

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

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

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

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

Notify instructor: As a courtesy you should inform the instructor on the day PRIOR to the class if you will not be attending, and identify the appropriate accommodation requested. An alternate to the Participation grade for that week can be provided as appropriate.

Mid- term test: Students who miss a mid- term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence.

Students are required to email the instructor an electronic copy of their documentation to facilitate reporting to student services. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	What will be Covered	In-Class Case/Exercise	Reading Preparation (excluding cases)	Written Preparation Required
Class #1 Sept. 9th Course Intro + Discussion: The Importance of Storytelling	<ul style="list-style-type: none"> Course Overview Comportment Case Elements (How to Dissect a Case) and Presentation Components – Part 1 Storytelling Basics → Engaging Audience from the Get Go 	<ul style="list-style-type: none"> Introducing yourself to the class – with coaching Present “Goldilocks” → focus on story-telling in-class coaching Get into groups of 3 before end of class, to prepare for next week’s “The Dater” case 	<ul style="list-style-type: none"> Class slides on Canvas 	<ol style="list-style-type: none"> 10-15 second intro of you talking about something interesting that is NOT work or school related. Student Profile Sheets Canvas Posting of Work History Learn the tale of “Goldilocks and the Three Bears”
Class #2 Sept. 16th Case Elements + ID of Main Problem and Root Cause	<ul style="list-style-type: none"> Case Elements and Presentation Components – Part 2 Root Cause Analysis Clues in a case: What’s important and how to identify the red herrings Story telling – Part 2 → Engaging Audience from the Get Go Managing the Presentation (where and how to stand, etc.) 	<ul style="list-style-type: none"> Exercise: How to ID root cause of problem exercise using “The Dater” case. Coaching from mentors of “The Dater” Peer Feedback Get into groups of 5 before end of class, to prepare for next week’s iteration of “The Dater” <p><i>Note: Will not be graded; for coaching only</i></p>	<ul style="list-style-type: none"> Read “The Dater” case on Canvas Class slides on Canvas 	<ol style="list-style-type: none"> In a group of 3, prepare a 3-4 slide/ 3-minute PowerPoint for hand in. It is to include: <ul style="list-style-type: none"> Imaginative intro Introduction of team members (while agenda being shown) A single-sentence statement describing the root cause of the Dater’s problem (i.e. what is really preventing the person from finding “someone special”?) + rationale (can add a slide or two for this)
Class #3 Sept. 23rd Research and Analysis Tools	<ul style="list-style-type: none"> How to approach research required for “Prep Ahead” cases Primary and Secondary Research Porter’s 5 Forces, SWOT, etc. as analysis tools 	<ul style="list-style-type: none"> In a group of 5, prepare a 5-minute presentation of “The Dater” Peer + Mentor Feedback <p><i>Note: Will not be graded; for coaching only</i></p>	<ul style="list-style-type: none"> Class slides on Canvas 	<ol style="list-style-type: none"> 5-minute presentation, from intro through solution, of “The Dater” → PowerPoint slides must be submitted to prof via email before class and brought to class on USB.
Class #4 Sept. 30th Segmentation & Business Strategy	<ul style="list-style-type: none"> The Strategy Framework The right product to the right person, at the right time, in the right manner, through the right channels How to identify and get to the right person + LTV 	<ul style="list-style-type: none"> In-class strategy-related mini case: Murnot Beads You will be required to create a short deck for presentation in class 	<ul style="list-style-type: none"> Class slides on Canvas 	n/a
Class #5 Oct. 7th Collaboration, JV and Partnering	<ul style="list-style-type: none"> M&As Collaboration and Joint Venturing ID of good “partners” 	<ul style="list-style-type: none"> Flash prep in-class mini cases → Collaboration-related strategy 	<ul style="list-style-type: none"> Class slides on Canvas 	<p>MINI IN-CLASS PRESSURE TANK #1</p> <p>(follows lecture)</p> <p><i>Note: Will be videotaped, but not graded; for coaching only</i></p> <p>Class runs until 6:00 pm</p>

Please Note: There are no classes on Monday, Oct. 14th as the University is closed for Thanksgiving

Quick Reference: Summary of Classes, Activities and Deliverables (cont'd)

Class No., Title and Date	What will be Covered	In-Class Case/Exercise	Reading Preparation (excluding cases)	Written Preparation Required
Class #6 Oct. 21st Branding and Positioning + Marketing Communications	<ul style="list-style-type: none"> Branding and Positioning The Brand Planning Wheel Repositioning and Relaunching New Product Considerations Marketing Communications Strategy (employees, clients, supply chain, customers, prospects) Marketing Communications (MarCom) Vehicles, including Social Media Integrating all Elements: How to create an IMC Campaign – and how to integrate into strategy developed for case-based presentations 	<ul style="list-style-type: none"> Considerations for an IMC based on the Negative Chocolate Launch case 8 groups to be formed for next week's Graham's Pharmacy Case presentation 	<ul style="list-style-type: none"> Negative Chocolate Launch (case on Canvas) 	n/a
Class #7 Oct. 28th Use of Resources – Part I: HR + Operations	<ul style="list-style-type: none"> Employee Acquisition and Retention Employee Engagement and Culture Operations 	<ul style="list-style-type: none"> 7- minute presentation: Graham's Pharmacy (solo strategy + JVs) – with coaching Peer Feedback 	<ul style="list-style-type: none"> Class slides on Canvas 	<ol style="list-style-type: none"> Buy and read "Graham's Pharmacy: Traditional Care, Modern Solutions", Ivey Case number 9B16A047) 8 Groups: Prepare a 7-minute presentation to be delivered today, with a captivating intro, solid problem statement, strategy, solution with rationale and collaboration/JV options <p style="color: red; text-align: center;">This case is worth 10%</p>
Class #8 Nov. 4th Use of Resources – Part II: Financials	<ul style="list-style-type: none"> Straightforward Financial Modelling Financial considerations related to Business Strategy. ROI and Proposed Solution Lifetime Value (LTV) 	<ul style="list-style-type: none"> 10-minute presentation: Evans Consulting Peer Feedback In class: How to assess financial magnitude of problem and impact of solution Step-by-Step process to build a solid, yet simple financial model 	<ul style="list-style-type: none"> Class slides on Canvas 	<ul style="list-style-type: none"> Groups of 4: Read and prepare Evans Consulting Case (HR, Operations and ROI) Note: Will not be graded; for coaching only Download the financial model template from Canvas; bring your laptop to class.

Quick Reference: Summary of Classes, Activities and Deliverables (cont'd)

Class No., Title and Date	What will be Covered	In-Class Case/Exercise	Reading Preparation (excluding cases)	Written Preparation Required
Class #9 Nov. 11th Risk: Identification, Mitigation and Management	<ul style="list-style-type: none"> • Risk: Identification, Mitigation and Management • Scenario Modelling • How to tie all elements together • Using the presentation templates • Wrap-up templates and presentation options • Turn Arounds 	<ul style="list-style-type: none"> • Groups of 4 or 5: 2-minute presentations of the risk slides for the new Negative Calorie Chocolate • Peer Feedback with mentors 	<ul style="list-style-type: none"> • Class slides on Canvas 	
Class #10 Nov. 18th Pressure Tank Simulation	n/a	<ul style="list-style-type: none"> • Presentations • Peer Feedback from observers 	See →	<ul style="list-style-type: none"> • No advance prep required <p>Class runs until at least 7:00 pm</p>
Class #11 Nov. 25th	<ul style="list-style-type: none"> • Tying all elements together 	<ul style="list-style-type: none"> • Practical Application of course learnings via case 	Read the case that will be posted on Canvas and consider how you might solve the case.	← See
Class #12 Dec. 2nd Class Case Competition	<ul style="list-style-type: none"> • Final Class Competition with outside judges 	<ul style="list-style-type: none"> • Create your own teams of 4 for Class Competition (Final Assignment) 		<ul style="list-style-type: none"> • Presentation Slides, in colour, with all talking points in the Notes Section. Slides are to be printed one per page, one-sided. • Please see Written Assignment, page 12, for details. • Coordinate your business attire with your team members. Sleep well the night before. <p>Class runs until at least 8:00 pm</p>

Note: There is no Final Exam for this Course

MEMORANDUM

TO: Faculty Council

FROM: Jim Clayton, Director, Brookfield Centre in Real Estate and Infrastructure

DATE: January 16, 2020

RE: Program Changes to the Master of Real Estate and Infrastructure (MREI)

Motion: *That Faculty Council approve the following program changes to the Master of Real Estate and Infrastructure.*

Rational: The following proposed changes to the curriculum are intended to enhance the MREI program's course offerings and student experience as well as separate out the MREI courses from the MBA real estate and infrastructure (RE&I) elective courses.

These changes are being proposed for two reasons: Firstly, MBAs have the benefit of the first-year core curriculum and are more advanced in certain topic (e.g. Finance). The variation in basic knowledge and skills across a cohort of combined MREI/MBA students is significant, disadvantaging both groups in a combined class setting.

Secondly, based on the feedback regarding the first three years of the MREI program (from students, faculty, and sessional instructors), the course load for the MREI is too great. Indeed, it exceeds that of comparable one-year master's programs at the Schulich School of Business. Further, in addition to the greater course demand than that in comparable programs, the MREI students are also strongly encouraged to complete a 3-day per week internship during the third semester (Summer), further adding to the workload. This is in addition to the recommended co-curricular activities such as participation in the student group, volunteerism in the industry, participation in case competitions, and participation in the student trip over reading week in the Winter term. A review of the curriculum indicates that a reduction to some content will allow increased focus on specific areas needed to better meet the programs aims.

Given the above reasons, we propose the following curriculum changes:

1. To add *PROP 6400 3.00 Infrastructure Finance and Investment* as a required course for the MREI. This proposed new course would combine the content of PROP 6750 3.00 and PROP 6350 3.00. PROP 6400 3.00 would be a required course and restricted to MREI students.
2. To remove *PROP 6350 3.00 Investing in Infrastructure* as an elective course for the MREI. The proposed new course above (PROP 6400 3.00) would cover the content from PROP 6350 3.00. PROP 6350 3.00 would continue to be offered as an elective for MBA and be removed as an elective for MREI.
3. To remove *PROP 6750 3.00 Finance for Large Scale Infrastructure* as a required course for the MREI. The proposed new course (PROP 6400 3.00) will cover the curriculum from PROP 6750 3.00. PROP 6750 will be retired.
4. To remove *PROP 6600 3.00 Real Estate Portfolio Management* as an elective course for the MREI. It is proposed that the content from PROP 6600 3.00 be merged into PROP 6650 3.00 which is currently an elective course for the MREI. PROP 6600 3.00 would remain only as an elective for MBA students.

These changes would result in a decrease to the total number of credits in the MREI program from 42.00 to 39.00 through a removal of (1) 3.00 elective course as seen in the following figure.

	<i>Fall</i>	<i>Winter</i>	<i>Summer</i>	<i>Total Credits Req.</i>
<i>Existing</i>	15.0 Req'd	12.0 Req'd./3.0 Elec.	9.0 Req'd/3.0 Elec.	42.0
<i>Proposed</i>	12.0 Req'd	15.0 Req'd	9.0 Req'd/3.0 Elec.	39.0

The number of courses offered in a term would also be restructured to balance out the student workload. The fall term would be reduced from 6 courses (15.00 credits) to 5 courses (12.00 credits), and the winter term would see 1 elective course (3.00 credits) changed to 1 required course (3.00 credits). The full MREI program calendar with proposed changes is included as Appendix 1.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

1. Program/Graduate Diploma: Master of Real Estate and Infrastructure (MREI)

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

3. Proposed Change(s) and Rationale

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

The following proposed changes to the curriculum are intended to enhance the MREI program's course offerings and student experience as well as separate out the MREI courses from the MBA real estate and infrastructure (RE&I) elective courses.

These changes are being proposed for two reasons: Firstly, MBAs have the benefit of the first-year core curriculum and are more advanced in certain topic (e.g. Finance). The variation in basic knowledge and skills across a cohort of combined MREI/MBA students is significant, disadvantaging both groups in a combined class setting.

Secondly, based on the feedback regarding the first three years of the MREI program (from students, faculty, and sessional instructors), the course load for the MREI is too great. Indeed, it exceeds that of comparable one-year master's programs at the Schulich School of Business. Further, in addition to the greater course demand than that in comparable programs, the MREI students are also strongly encouraged to complete a 3-day per week internship during the third semester (Summer), further adding to the workload. This is in addition to the recommended co-curricular activities such as participation in the student group, volunteerism in the industry, participation in case competitions, and participation in the student trip over reading week in the Winter term. A review of the curriculum indicates that a reduction to some content will allow increased focus on specific areas needed to better meet the programs aims.

Given the above reasons, we propose the following curriculum changes:

1. To add *PROP 6400 3.00 Infrastructure Finance and Investment* as a required course for the MREI. This proposed new course would combine the content of PROP 6750 3.00 and PROP 6350 3.00. PROP 6400 3.00 would be a required course and restricted to MREI students.
2. To remove *PROP 6350 3.00 Investing in Infrastructure* as an elective course for the MREI. The proposed new course above (PROP 6400 3.00) would cover the content from PROP 6350 3.00. PROP 6350 3.00 would continue to be offered as an elective for MBA and be removed as an elective for MREI.
3. To remove *PROP 6750 3.00 Finance for Large Scale Infrastructure* as a required course for the MREI. The proposed new course (PROP 6400 3.00) will cover the curriculum from PROP 6750 3.00. PROP 6750 will be retired.
4. To remove *PROP 6600 3.00 Real Estate Portfolio Management* as an elective course for the MREI. It is proposed that the content from PROP 6600 3.00 be merged into PROP 6650 3.00 which is currently an elective course for the MREI. PROP 6600 3.00 would remain only as an elective for MBA students.

These changes would result in a decrease to the total number of credits in the MREI program from 42.00 to 39.00 through a removal of (1) 3.00 elective course as seen in the following figure.

	Fall	Winter	Summer	Total Credits Req.
<i>Existing</i>	15.0 Req'd	12.0 Req'd./3.0 Elec.	9.0 Req'd/3.0 Elec.	42.0
<i>Proposed</i>	12.0 Req'd	15.0 Req'd	9.0 Req'd/3.0 Elec.	39.0

The number of courses offered in a term would also be restructured to balance out the student workload. The fall term would be reduced from 6 courses (15.00 credits) to 5 courses (12.00 credits), and the winter term would see 1 elective course (3.00 credits) changed to 1 required course (3.00 credits). The full MREI program calendar with proposed changes is included as Appendix 1.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The proposed modifications would not negatively impact the learning outcomes/objectives as all content would still be covered through redistribution in the courses that are offered. This is for two reasons. First, most of the impacted courses are electives (including all the courses for the MBA RE&I specialization), and therefore while they add value to the program, they are not mapped into program learning outcomes. Second, in the case of the new course creation and associated removal of the one existing required course, the learning objectives were mapped as exact matches (same objectives addressed at the same level). This is unsurprising as the content from the removed required course (PROP 6750) is included in the new required course (PROP 6400). Please see Appendix 2 for the existing and proposed learning objectives curriculum map for the MREI, and the figure at the bottom of this section for changes to the MREI program (also available in greater detail in Appendix 1).

1. To add *PROP 6400 3.00 Infrastructure Finance and Investment* as a required course for the MREI: The creation and addition of this required course to the MREI curriculum does not change the MREI program learning outcomes as all program learning outcomes that are currently supported in required course PROP 6750 (which is being removed, see point 3 below) would be supported by PROP 6400, and at the same level. The addition of PROP 6400 to the curriculum also does not add any new program learning outcomes.

The two courses differ only slightly in terms of subject matter content and structure, as the new course encapsulates the existing course and adds additional content currently covered in elective course PROP 6350 (also being removed, see point 2 below). The new course PROP 6400 will cover the same program learning outcomes as PROP 6750 related to the development of complex problem-solving skills, effective professional written communication, ethical leadership and social responsibility, and global perspective development (please see the existing and proposed MREI curriculum maps in Appendix 2). The new course supports the global perspective learning outcome through explicit exposure to infrastructure deals in the developing world. For example, the final exam tests students on their qualitative and quantitative ability to analyze the complications of infrastructure in emerging market countries, as learned about from both content-specific texts and related guest speakers.

2. To remove *PROP 6350 3.00 Investing in Infrastructure* as an elective course for the MREI: The removal of this course would not negatively impact the learning outcomes/objectives of the MREI program as it is an elective course, and therefore not mapped into the program learning outcomes. While this content still contributes to the program, as it is not required, its exclusion will not impact the program. Further, subject matter content from this course is being incorporated into the new, required course, PROP 6400. Therefore, the most important content from this course is now becoming required learning for all MREI students, improving the guaranteed minimum program quality.

3. To remove *PROP 6750 3.00 Finance for Large Scale Infrastructure* as a required course for the MREI: The removal of this course would not negatively impact the learning outcomes/objectives of the MREI program as the course content is being incorporated into the new, required course, PROP 6400. The learning objectives from the existing required course PROP 6750 map exactly to the new required course PROP 6400, with only changes to subject matter content happening. These subject content changes are in line with what faculty has determined are the most important concepts the students should know upon entering the industry following completion of the MREI.
4. To remove *PROP 6600 3.00 Real Estate Portfolio Management* as an elective course for the MREI: The removal of this course would not negatively impact the learning outcomes/objectives of the MREI program as it is an elective course, and therefore not mapped into the program learning outcomes. While this content still contributes to the program, as it is not required, its exclusion will not impact the program. Further, the most important subject matter content from this course is being incorporated into another existing elective course, PROP 6650. Therefore, this change will enhance the quality of an existing elective.

Existing vs. Proposed MREI Program Summaries

EXISTING

<u>Fall (15 credits)</u>	<u>Winter (15 credits)</u>	<u>Summer (12 credits)</u>
6001 Leadership (0)	6002 Leadership (0)	6003 Leadership (3)
6100 RE Finance (3)	6050 Historical Pers (3)	6080 Capstone (6)
6200 Dev Prototypes (3)	6450 Life of a Project (3)	
6300 Ptnrship Models (3)	6550 Sustainable Cities (3)	
6150 Urban Econ (3)	6850 Struct Dev Trans (3)	
6750 Financing for Infra (3)	6600 RE Port Mgmt (3)	6650 CREAM (3)
	6350 Investing in Infra (3)	6780 Case Studies in Infra (3)

PROPOSED

<u>Fall (12 credits)</u>	<u>Winter (15 credits)</u>	<u>Summer (12 credits)</u>
6001 Leadership (0)	6002 Leadership (0)	6003 Leadership (3)
6100 RE Finance (3)	6050 Historical Pers (3)	6080 Capstone (6)
6200 Dev Prototypes (3)	6450 Life of a Project (3)	
6300 Infrastructure Delivery Models (3)	6550 Sustainable Cities (3)	
6150 Urban Econ (3)	6850 Struct Dev Trans (3)	6650 CRE Asset & Prot Mgmt (3)
	6400 Infra Finance & Investment (3)	6780 Case Studies in Infra (3)

Required for Program (existing 36.00, proposed 33.00)

Elective for Program (existing 6.00, proposed 3.00)

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

The other program that would be impacted is the MBA, through modification and restriction of the electives offered in the field of RE&I. PROP 6300 3.00, PROP 6750 3.00 and PROP 6650 3.00 would no longer be offered to MBA students, but PROP 6350 3.00, PROP 6600 3.00 and a new course proposal for PROP 6500 3.00 would cover the content from those courses previously offered. These modifications would not impact the learning outcomes/objectives of the MBA program as they are all elective courses.

The number of students in the MBA taking the RE&I specialization is rather small (approximately 25 per year), and 4 electives are required for completion (2 of which are requisite for the specialization: PROP 6100 and PROP 6200). However, many MBA students take some of the RE&I courses individually while not pursuing the specialization, with most of the courses currently

reaching enrolments between 30 and 60 students each. It should also be noted that while the course group represents real estate and infrastructure courses, these two subcategories are usually pursued separately by students. That is, they either pursue real estate courses, or infrastructure courses, creating different demand sources for the two course categories.

Prior to the creation of the MREI (now in its 3rd year), 7 MBA RE&I elective courses were offered, all dedicated to the MBA students. Currently, while there are 11 RE&I elective courses available for MBA students, only 2 courses are for MBA students only, resulting in many MBA students being waitlisted or unable to join their desired RE&I elective courses (as the courses are often required for MREI students, who are therefore given enrolment priority). Following the proposed changes, there would be 9 MBA RE&I elective courses available, 5 of which would be dedicated to MBA students, with the remaining 4 also offered to MREI students. This is an acceptable number as it blends courses dedicated to MBAs, allowing for a higher probability of students to gain enrolment in their desired courses, while ensuring class sizes are large enough to run as scheduled.

Therefore, these changes would result in a net increase in the courses available to MBA students over pre-MREI conditions, and a net increase in the courses dedicated to MBA students thereby increasing the probability that MBA students would be able to obtain a spot in their desired course. The MBA Program Director was consulted on these changes and is in agreement. See changes in the figure below:

Existing vs. Proposed MBA RE&I Specialization Summaries

EXISTING

<u>Fall</u>	<u>Winter</u>	<u>Summer</u>
6100 RE Finance (MBA only)	6550 <i>Sustainable Cities</i>	6650 <i>CREAM</i>
6200 Dev Prototypes (MBA only)	6850 <i>Struct Dev Trans</i>	6780 <i>Case Studies in Infra</i>
6300 <i>Partnership Models</i>	6600 <i>RE Port Mgmt</i>	
6150 <i>Urban Econ</i>	6350 <i>Investing in Infra</i>	
6750 <i>Financing for Infra</i>		

PROPOSED

<u>Fall</u>	<u>Winter</u>	<u>Summer</u>
6100 RE Finance (MBA only)	6550 <i>Sustainable Cities</i>	6780 <i>Case Studies in Infra</i>
6200 Dev Prototypes (MBA only)	6850 <i>Struct Dev Trans</i>	
6500 <i>Infra Delivery & Finance (MBA only)</i>	6600 <i>RE Port Mgmt (MBA only)</i>	
6150 <i>Urban Econ</i>	6350 <i>Investing in Infra (MBA only)</i>	

Required for Specialization (6.00 total)

Need 2 additional for Specialization (6.00 total)
(all courses 3.00)

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

There are limited implications on resources. First, 60% of the RE&I courses are taught by industry expert sessional instructors, given the small faculty compliment and the applied nature of the coursework. This ratio is likely to remain unchanged in the near future. Second, while the net impact to the number of courses and sections offered is generally unaltered, the area's flexibility with respect to the demand for courses and creation of additional sections may add up to another 2 sections. This has already been observed this year regarding PROP 6850, as the demand from the MBA students was enough to fill a dedicated section alongside the MREI cohort (for whom the course is required). There is the possibility of this happening in a second course (PROP 6550) in the future. At the same time, the RE&I group would not run any elective courses that fail to meet the minimum enrolment threshold, a possibility for one summer course (PROP 6780), resulting in a

possible decrease in resource demand. It should be noted that the group has committed to admitting MBA students interested in pursuing the RE&I specialization into MREI-only courses on a case-by-case basis in the situation where such an elective course was cancelled due to low enrolment, thereby protecting the MBA students from being unable to complete their specialization due to course demand implications.

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

There are no implications for current students in the MREI, as this change will take effect upon the new cohort in 2020-2021.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>MASTER OF REAL ESTATE & INFRASTRUCTURE</p> <p>The Graduate Program in Real Estate & Infrastructure is a one-year, three-term master's program offered by the Schulich School of Business that provides students with a comprehensive understanding of, and a broad skill base in, real estate and infrastructure management.</p> <p>The curriculum emphasizes leadership as well as development, investment and finance in both the real estate and infrastructure industries. It also provides a set of co-curricular activities, including field trips, mentoring and career planning that supports the curriculum and the student's professional development. The result is an intense academic and industry interaction, with experiential learning driving the curriculum. Students take a common set of courses in the first two terms and select either real estate or infrastructure electives in the final term. Courses in the final term are scheduled to facilitate an optional part-time internship.</p> <p>The program starts in Fall of each year. For more information, please visit: http://schulich.yorku.ca/programs/mrei/</p> <p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> Applicants normally should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. Applicants with two to five years of relevant full-time work experience are strongly preferred. 	<p>MASTER OF REAL ESTATE & INFRASTRUCTURE</p> <p>The Graduate Program in Real Estate & Infrastructure is a one-year, three-term master's program offered by the Schulich School of Business that provides students with a comprehensive understanding of, and a broad skill base in, real estate and infrastructure management.</p> <p>The curriculum emphasizes leadership as well as development, investment and finance in both the real estate and infrastructure industries. It also provides a set of co-curricular activities, including field trips, mentoring and career planning that supports the curriculum and the student's professional development. The result is an intense academic and industry interaction, with experiential learning driving the curriculum. Students take a common set of courses in the first two terms and select either real estate or infrastructure electives in the final term. Courses in the final term are scheduled to facilitate an optional part-time internship.</p> <p>The program starts in Fall of each year. For more information, please visit: http://schulich.yorku.ca/programs/mrei/</p> <p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> Applicants normally should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. Applicants with two to five years of relevant full-time work experience are strongly preferred.

- The Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) are not required upon submission of applications. However, submission of these test scores:
 - is optional should the applicant wish to provide further evidence of academic potential.
 - may be requested by the Admissions Committee if further evidence of academic performance is required.
- Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component score of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the BA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- Completion of the online application including submission of essays, an up-to-date résumé and two references.

DEGREE REQUIREMENTS

Students must successfully complete:

- **42** credits of course work, consisting of:
- 36 credits of core courses, and,
- **6** credits of electives

All other requirements are identical to those of Schulich's other master's programs

- The Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) are not required upon submission of applications. However, submission of these test scores:
 - is optional should the applicant wish to provide further evidence of academic potential.
 - may be requested by the Admissions Committee if further evidence of academic performance is required.
- Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component score of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the BA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- Completion of the online application including submission of essays, an up-to-date résumé and two references.

DEGREE REQUIREMENTS

Students must successfully complete:

- **39** credits of course work, consisting of:
- 36 credits of core courses, and,
- **3** credits of electives

All other requirements are identical to those of Schulich's other master's programs

Appendix 1: MREI Calendar Copy

<u>Existing Program Information (change from)</u>		<u>Proposed Program Information (change to)</u>		<u>Changes</u>
Term 1	(Fall)	Term 1	(Fall)	
15.00 Course Credits		12.00 Course Credits		decreased credit load
<u>Mandatory for all students</u>		<u>Mandatory for all students</u>		
PROP 6001 0.00	LEADERSHIP IN REAL ESTATE AND INFRASTRUCTURE I	PROP 6001 0.00	LEADERSHIP IN REAL ESTATE AND INFRASTRUCTURE I	
PROP 6100 3.00	REAL ESTATE FINANCE & INVESTMENT	PROP 6100 3.00	REAL ESTATE FINANCE & INVESTMENT	
PROP 6150 3.00	ECONOMIC FORCES SHAPING THE CITY	PROP 6150 3.00	ECONOMIC FORCES SHAPING THE CITY	
PROP 6200 3.00	DEVELOPMENT PROTOTYPES	PROP 6200 3.00	DEVELOPMENT PROTOTYPES	
PROP 6300 3.00	PARTNERSHIP MODELS FOR INFRASTRUCTURE DELIVERY	PROP 6300 3.00	INFRASTRUCTURE DELIVERY MODELS	course title change
PROP 6750 3.00	FINANCING LARGE SCALE INFRASTRUCTURE			course removed from program
Term 2	(Winter)	Term 2	(Winter)	
15.00 Course Credits (1 elective and 5 core courses)		15.00 Course Credits		shifted 3 credits from elective to required (see below)
<u>Mandatory for all students</u>		<u>Mandatory for all students</u>		
PROP 6002 0.00	LEADERSHIP IN REAL ESTATE AND INFRASTRUCTURE II	PROP 6002 0.00	LEADERSHIP IN REAL ESTATE AND INFRASTRUCTURE II	
PROP 6050 3.00	CHANGING LANDSCAPES	PROP 6050 3.00	CHANGING LANDSCAPES	
PROP 6450 3.00	LIFE OF A PROJECT	PROP 6450 3.00	LIFE OF A PROJECT	
PROP 6550 3.00	SUSTAINABLE CITIES	PROP 6550 3.00	SUSTAINABLE CITIES	
PROP 6850 3.00	STRUCTURING DEVELOPMENT TRANSACTIONS	PROP 6850 3.00	STRUCTURING DEVELOPMENT TRANSACTIONS	
		PROP 6400 3.00	INFRASTRUCTURE FINANCE AND DEVELOPMENT	new required course
<u>Elective</u>	<u>Choose one of:</u>			removed elective course
PROP 6350 3.00	INVESTING IN INFRASTRUCTURE			
PROP 6600 3.00	REAL ESTATE PORTFOLIO MANAGEMENT			
Term 3	(Summer)	Term 3	(Summer)	
15.00 Course Credits (1 elective and 2 core courses)*		15.00 Course Credits (1 elective and 2 core courses)*		
<u>Mandatory for all students</u>		<u>Mandatory for all students</u>		
PROP 6003 3.00	LEADERSHIP IN REAL ESTATE AND INFRASTRUCTURE III	PROP 6003 3.00	LEADERSHIP IN REAL ESTATE AND INFRASTRUCTURE III	
PROP 6080 6.00	CREATIVE WORKSHOP	PROP 6080 6.00	CREATIVE WORKSHOP	
<u>Elective</u>	<u>Choose one of:</u>	<u>Elective</u>	<u>Choose one of:</u>	
PROP 6650 3.00	COMMERCIAL REAL ESTATE ASSET MANAGEMENT	PROP 6650 3.00	COMMERCIAL REAL ESTATE ASSET AND PROTFOlio MANAGEMENT	course title change, added content
PROP 6780 3.00	CASE STUDIES IN INFRASTRUCTURE	PROP 6780 3.00	CASE STUDIES IN INFRASTRUCTURE	

* Courses taken during Term 3 will be offered predominantly on evenings and weekends. Students will be encouraged to pursue internships or undertake research during Term 3 to enhance experienced-based learning.

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

	Term 1						Term 2				Term 3		
Program Level Goals & Learning Objectives	PROP 6001 0.00 Leadership in Real Estate and Infrastructure I	PROP 6100 3.00 Real Estate Finance and Investment	PROP 6200 3.00 Development Prototypes	PROP 6050 3.00 Changing Landscapes: Historical Perspectives	PROP 6300 3.00 Partnership Models for Infrastructure Delivery	PROP 6150 3.00 Economic Forces Shaping the City	PROP 6002 0.00 Leadership in Real Estate and Infrastructure II	PROP 6450 3.00 Life of a Project	PROP 6550 3.00 Sustainable Cities	PROP 6850 3.00 Structuring Development Transactions	PROP 6750 3.00 Financing Large Scale Infrastructure	PROP 6003 3.00 Leadership in Real Estate and Infrastructure III	PROP 6080 6.00 Creative Workshop
Goal 1: Develop Complex Problem Solving Skills													
1.1 Apply critical thinking and creative problem solving skills in order to arrive at informed decisions in the field of real estate and infrastructure.	I	I	I		I	I	R	R	D	R		R	A
1.2 Evaluate and analyze scenarios in the field of real estate and infrastructure using analytical frameworks to address issues pertaining to financing, investment and development		I	I		I	I		D	D	D	R	R	A
Goal 2: Effective Communication													
2.1 Engage in active listening and negotiations with a range of stakeholders affecting the development, financing and investment to develop relationships and foster consensus in the field of real estate and infrastructure	I		I	I	I		D			D		R	A
2.2. Clearly and persuasively communicate written analysis and recommendations appropriate for the target audience			I	I	I	I	D	D	D	D	R	R	A
2.3 Prepare and deliver effective oral presentations.	I		I	I	I		D	D	D	D		R	A
Goal 3: Ethical Leadership & Social Responsibility													
3.1 Identify and respond to ethical, social or environmental issues arising in real estate and infrastructure decision making	I		I	I	I		D	D	D	D	D	R	A
Goal 4: Global Perspective													
4.1 Analyze and evaluate issues and potential approaches to real estate and infrastructure decision-making in the global context.				I	I	I	R	R	R		D	R	A

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

	Term 1					Term 2						Term 3	
Program Level Goals & Learning Objectives	PROP 6001 0.00 Leadership in Real Estate and Infrastructure I	PROP 6100 3.00 Real Estate Finance and Investment	PROP 6200 3.00 Development Prototypes	PROP 6300 3.00 Infrastructure Delivery Models	PROP 6150 3.00 Economic Forces Shaping the City	PROP 6002 0.00 Leadership in Real Estate and Infrastructure II	PROP 6050 3.00 Changing Landscapes: Historical Perspectives	PROP 6400 3.00 Infrastructure Finance and Investment	PROP 6450 3.00 Life of a Project	PROP 6550 3.00 Sustainable Cities	PROP 6850 3.00 Structuring Development Transactions	PROP 6003 3.00 Leadership in Real Estate and Infrastructure III	PROP 6080 6.00 Creative Workshop
Goal 1: Develop Complex Problem Solving Skills													
1.1 Apply critical thinking and creative problem-solving skills in order to arrive at informed decisions in the field of real estate and infrastructure.	I	I	I	I	I	R			R	D	R	R	A
1.2 Evaluate and analyze scenarios in the field of real estate and infrastructure using analytical frameworks to address issues pertaining to financing, investment and development.		I	I	I	I			R	D	D	D	R	A
Goal 2: Effective Communication													
2.1 Engage in active listening and negotiations with a range of stakeholders affecting the development, financing and investment to develop relationships and foster consensus in the field of real estate and infrastructure.	I		I	I		D	D				D	R	A
2.2. Clearly and persuasively communicate written analysis and recommendations appropriate for the target audience.			I	I	I	D	D	R	D	D	D	R	A
2.3 Prepare and deliver effective oral presentations.	I		I	I		D	D		D	D	D	R	A
Goal 3: Ethical Leadership & Social Responsibility													
3.1 Identify and respond to ethical, social or environmental issues arising in real estate and infrastructure decision making.	I		I	I		D	D	D	D	D	D	R	A
Goal 4: Global Perspective													
4.1 Analyze and evaluate issues and potential approaches to real estate and infrastructure decision-making in the global context.				I	I	R	R	D	R	R		R	A

MEMORANDUM

TO: Faculty Council

FROM: Jim Clayton, Director, Brookfield Centre in Real Estate and Infrastructure

DATE: January 16, 2020

RE: New Course PROP 6400 3.00

Motion: *That Faculty Council approve the following new course for the Master of Real Estate and Infrastructure.*

Rational: This new course combines the content of PROP 6750 3.00 and PROP 6350 3.00, both required courses for MREI's. PROP 6400 3.00 is a required course for MREI students, and program-restricted to MREI students. The course content restructuring has been undertaken primarily to separate MBA students in the real estate and infrastructure specialization and the MREI student cohort. This is done for two reasons. First, MBAs have the benefit of the first-year core curriculum and are more advanced in certain topic (ex. Finance). The variation in basic knowledge and skills across a cohort of combined MBA/MREI students is significant, disadvantaging both groups in a combined class setting. Second, combined MREI/MBA class are too large given the growth in enrolment in both degree programs.

The learning outcomes are described in-depth above in Point 9, and they represent the compilation of the Learning Outcomes previously ascribed to PROP 6750 3.00 and PROP 6350 3.00. This course does not overlap existing courses in the program, as we have removed the two courses which offer similar content at the same time, we create this course.

New Course Proposal Form

1. **Program:** Master of Real Estate and Infrastructure (MREI)
2. **Course Number:** PROP 6400
3. **Credit Value:** 3.00
4. **Long Course Title:** Infrastructure Investment and Finance
5. **Short Course Title:** Infrastructure Investment and Finance
6. **Effective Session:** Fall 2020
7. **Calendar (Short) Course Description:** This course examines project viability and risk, ownership and contractual structures, funding sources, and financial structuring for infrastructure projects. It also introduces infrastructure as an asset-class and provides an overview of the international infrastructure market with focus on the demand for infrastructure assets and expected capital requirements. Prerequisites: PROP 6300 3.0; Program Restriction: MREI students only.
8. **Expanded Course Description:** One of the greatest challenges facing public and private sector actors in the 21st century relates to the funding and financing of large-scale infrastructure projects. A central question involved when addressing the growing infrastructure deficit is how public and private actors can generate sufficient funds to develop and manage large-scale infrastructure projects that are commercially viable and fulfill underlying needs. This course focuses on the debt and equity sources for infrastructure development.

Project finance is broadly defined as a method of raising funds on a limited recourse or non-recourse basis to finance an economically separable capital investment project in which the providers of the funds look primarily to the cash flow from the project to service their loans and provide a return. This course examines the key elements involved in project finance and explores the various business models available when using debt financing for large-scale infrastructure projects.

Infrastructure has also attracted the attention of a range of equity investors. There is a growing acceptance of the view that infrastructure constitutes a distinct asset class, but investors often have their own definitions of the heterogeneous set of assets that are broadly considered “infrastructure”. The misrepresentation of infrastructure has led to considerable confusion among investors regarding the wide variety of risk-return and cash flow profiles of these investments. Experience with this alternative asset class is still very much limited to specialist developers, fund managers and a few large institutional funds.

9. **Course Learning Outcomes:** The content-specific learning outcomes are:
 1. **Understanding the key elements of project finance**

What is project finance, when is it used, for what reasons, by whom, and to what level of success? This learning outcome covers the key quantitative and qualitative elements of project finance including the techniques that are essential to evaluating project cash-flow and structuring debt financing in order to address and mitigate a project’s risk profile. Familiarity with the working parts of the project finance model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its applications to a wide range of asset classes.

2. Appreciate the world-wide growth of infrastructure as an alternative asset for equity investors.

Students will assess the arguments for defining infrastructure as a distinct asset class, and will understand the nature of risks and opportunities in specific sub-sectors. Students will appreciate the factors that contribute to, and constrain, opportunities for equity investments in infrastructure in North America and internationally.

3. Assess how government participation and public-private interaction affects financing and investment in infrastructure.

Students will recognize the intrinsic roles that governments play in many infrastructure developments as grantor, regulator, contractual counterparty, funding partner and provider of public services. The importance of proactive debt and equity participation in managing public-private interactions will be emphasized. Students will understand the approaches that government can use to preserve the public interest and demonstrate accountability, while leveraging private sector capital and expertise.

4. Evaluate the investment decision-making process in infrastructure.

Students will have a clear view of the role of equity in governing and managing risk in infrastructure projects and will recognize the role of the bank debt and capital markets in financing infrastructure transactions. Students will be able to apply financial and commercial evaluation processes involved when engaging in direct investment in infrastructure assets. Students will be able to identify the considerations involved in determining the capital structure of infrastructure projects, and the various kinds of capital and financing instruments that are used.

The program-specific (MREI) learning outcomes associated with this course are as follows. Greater detail on how these are assessed both within this course and within the program is available in the syllabus and the Expected Learning Outcomes, respectively.

- 1.1 Apply critical thinking and creative problem solving skills in order to arrive at informed decisions in the field of real estate and infrastructure.
- 2.2. Clearly and persuasively communicate written analysis and recommendations appropriate for the target audience.
- 3.1 Identify and respond to ethical, social or environmental issues arising in real estate and infrastructure decision making.
- 4.1 Analyze and evaluate issues and potential approaches to real estate and infrastructure decision-making in the global context.

10. Rationale: This new course combines the content of PROP 6750 and PROP 6350, both required courses for MREI's. PROP 6400 is a required course for MREI students, and program-restricted to MREI students. The course content restructuring has been undertaken primarily to separate MBA students in the real estate and infrastructure specialization and the MREI student cohort. This is done for two reasons. First, MBAs have the benefit of the first-year core curriculum and are more advanced in certain topic (ex. Finance). The variation in basic knowledge and skills across a cohort of combined MBA/MREI students is significant, disadvantaging both groups in a combined class setting. Second, combined MREI/MBA class are too large given the growth in enrolment in both degree programs.

The learning outcomes are described in-depth above in Point 9, and they represent the compilation of the Learning Outcomes previously ascribed to PROP 6750 and PROP 6350. This course does not overlap existing courses in the program, as we have removed the two courses which offer similar content at the same time we create this course.

- 11. Evaluation:** Below is the breakdown of course requirements, all of which are to be completed within the period of the course. Further details are available in the included syllabus.

Graded Item	Weight
Participation (I)	15%
Ex. 1: Case Study Analysis I (G)	20%
Ex. 2: Individual Assignment (I)	20%
Ex. 3: Case Study Analysis II (G)	20%
Ex. 4: Final Exam (I)	25%

- 12. Integrated Courses:** This is not an integrated course.
- 13. Crosslisted Courses:** This is not a cross-listed course.
- 14. Faculty Resources:** This course will be offered once each year in the Winter semester. Sherena Hussain on our faculty can teach this course, but as with many of our courses, it may also be taught by sessional instructors that are experts within the field (we have five such sessionals teaching infrastructure in our program currently). This course replaces a similar course, resulting in no net change in the demand on faculty resources.
- 15. Physical Resources:** This course replaces a similar course, therefore creating no new or additional demand on physical resources.
- 16. Bibliography and Library Statement:** The course bibliography can be found in under “Course Materials” section of the attached syllabus. The support letter from the Bronfman librarians is attached.

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

17. Instructors and Faculty Coordinator

Initial instructor:

TBD

Alternative instructors:

Sherena Hussain, Arsalan Zargar, Damian Joy

Course coordinator:

Sherena Hussain

18. Specializations

Primary area or specialization:

Masters in Real Estate and Infrastructure

Secondary areas or specializations:

None.

19. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

40

Evidence for enrolment expectations:

This is a required course in the Masters in Real Estate and Infrastructure. Enrolment will mirror program size, which is currently 37 students.

20. Human Participants Research:

N/A

21. Conditions for Approval:

N/A – required course.

Course Originator

Avis Devine
Signature

January 10, 2020
Date

Avis Devine
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.

<u>Sherena Hussain</u>	<u>James McKellar</u>
<u>Marcia Annisette</u>	<u>Ashwin Joshi</u>
<u>Irene Henriques</u>	<u>Charles Cho</u>

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>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre in Real Estate & Infrastructure</u>
Name of Coordinator or Director	Area or Specialization

Degree Program

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Master of Real Estate and Infrastructure</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.

Ashwin Joshi
Signature

January 16, 2020
Date

Ashwin Joshi, Acting Chair
Name of Committee Chair

MPC-PCC
Committee

Course Outline Winter 2021

Thursdays, 7-10pm, beginning on XXX
Classroom: TBD

Instructors

Arsalan Zargar
azargar@infrastructureontario.ca

Damian Joy
djoy@ca.ey.com

Course Administrator

Bryna Abtan
MB G330
416-736-5967
babtan@schulich.yorku.ca

Office hours by appointment

Brief Description

This course examines project viability and risk, ownership and contractual structures, funding sources, and financial structuring for infrastructure projects. It also introduces infrastructure as an asset-class and provides an overview of the international infrastructure market with focus on the demand for infrastructure assets and expected capital requirements.

Prerequisites: PROP 6300 3.0 Partnership Models for Infrastructure Delivery.
Program Restriction: This course is for MREI students only.

Course Description

One of the greatest challenges facing public and private sector actors in the 21st century relates to the funding and financing of large-scale infrastructure projects. A central question involved when addressing the growing infrastructure deficit is how public and private actors can generate sufficient funds to develop and manage large-scale infrastructure projects that are commercially viable and fulfill underlying needs. This course focuses on the debt and equity sources for infrastructure development.

Project finance is broadly defined as a method of raising funds on a limited recourse or non-recourse basis to finance an economically separable capital investment project in which the providers of the funds look primarily to the cash flow from the project to service their loans and provide a return. This course examines the key elements involved in project finance and explores the various business models available when using debt financing for large-scale infrastructure projects.

Infrastructure has also attracted the attention of a range of equity investors. There is a growing acceptance of the view that infrastructure constitutes a distinct asset class, but investors often have their own definitions of the heterogeneous set of assets that are broadly considered “infrastructure”. The misrepresentation of infrastructure has led to considerable confusion among investors regarding the wide variety of risk-return and cash flow profiles of these investments. Experience with this alternative asset class is still very much limited to specialist developers, fund managers and a few large institutional funds.

Contents

Course Learning Outcomes	2
Deliverables at a Glance	3
Course Material	3
Class-by-Class Syllabus	3
Student Preparation for Class and Class Participation: Expectations	7
Evaluation of Assignments/Projects	7
Written Assignments/Projects	8
Calculation of Course Grade	7
General Academic Policies: Grading, Academic Honesty, Accommodations	8
Quick Reference: Summary of Classes, Activities, and Deliverables	9

Course Learning Outcomes

The learning objectives for this course are four-fold:

1. Understanding the key elements of project finance

What is project finance, when is it used, for what reasons, by whom, and to what level of success? This learning outcome covers the key quantitative and qualitative elements of project finance including the techniques that are essential to evaluating project cash-flow and structuring debt financing in order to address and mitigate a project's risk profile. Familiarity with the working parts of the project finance model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its applications to a wide range of asset classes.

2. Appreciate the world-wide growth of infrastructure as an alternative asset for equity investors.

Students will assess the arguments for defining infrastructure as a distinct asset class, and will understand the nature of risks and opportunities in specific sub-sectors. Students will appreciate the factors that contribute to, and constrain, opportunities for equity investments in infrastructure in North America and internationally.

3. Assess how government participation and public-private interaction affects financing and investment in infrastructure.

Students will recognize the intrinsic roles that governments play in many infrastructure developments as grantor, regulator, contractual counterparty, funding partner and provider of public services. The importance of proactive debt and equity participation in managing public-private interactions will be emphasized. Students will understand the approaches that government can use to preserve the public interest and demonstrate accountability, while leveraging private sector capital and expertise.

4. Evaluate the investment decision-making process in infrastructure.

Students will have a clear view of the role of equity in governing and managing risk in infrastructure projects and will recognize the role of the bank debt and capital markets in financing infrastructure transactions. Students will be able to apply financial and commercial evaluation processes involved when engaging in direct investment in infrastructure assets. Students will be able to identify the considerations involved in determining the capital structure of infrastructure projects, and the various kinds of capital and financing instruments that are used.

The learning outcomes for the course are as follows. Individual assessment of each learning outcome is achieved in the indicated Exercise:

- 1.1 Apply critical thinking and creative problem solving skills in order to arrive at informed decisions in the field of real estate and infrastructure [Ex. 2, 4]
- 2.2 Clearly and persuasively communicate written analysis and recommendations appropriate for the target audience. [Ex. 2]
- 3.1 Identify and respond to ethical, social or environmental issues arising in real estate and infrastructure decision making [Ex. 2, 4]
- 4.1 Analyze and evaluate issues and potential approaches to real estate and infrastructure decision-making in the global context [Ex. 2, 4]

Deliverables at a Glance

All Exercises are graded individually, and the Project is graded as group work. For details see "Assignments/Projects: Descriptions" and "Evaluation of Assignments/Projects."

Graded Item	Weight
Participation (I)	15%
Ex. 1: Case Study Analysis I (G)	20%
Ex. 2: Individual Assignment (I)	20%
Ex. 3: Case Study Analysis II (G)	20%
Ex. 4: Final Exam (I)	25%

Course Materials

Course Texts:

- Gatti, Stefano. Project Finance in Theory and Practice: Designing, Structuring, and Financing Private and Public Projects. 2nd Ed. (2013) Associated Press.
- Sawant, Rajeev J., Infrastructure Investing: Managing Risks & Rewards for Pensions, Insurance Companies & Endowments. (2010) Wiley.
- Weber, Barbara, Staub-Bisang, Mirjam, Alfen, Hans Wilhelm, Infrastructure as an Asset Class: Investment Strategy, Sustainability, Project Finance and PPP, 2nd Edition (2016) Wiley.
- Altmann, Jeffrey (Ed.) Best Practice in Infrastructure Asset Management. (2010) PEI Media.
- Grimsey, D. and Lewis M. K. Global Developments in Public Infrastructure Procurement. (2017) Edward Elgar Publishing.

The following textbooks are also an excellent resource, although not a required except as otherwise specified.

- Yescombe, E. R. Principles of Project Finance. (2016) Associated Press.
- Esty, Benjamin. Modern Project Finance: A Casebook. (2004). John Wiley & Sons, Inc.**

** Weekly case studies are contained in this text. A copy of this text has been placed on Reserves in the Bronfman library. Alternatively, individual cases can be purchased from Harvard Business School Press.

Other Reference Materials:

Sources providing insights and details on the topic of infrastructure and project financing may be made available as PDF files on Canvas, or through posted Internet sites. Additional readings may be posted on Canvas from time to time.

The Bronfman Library makes available a range of librarian-curated research guides designed to point students to key online resources. See <http://www.library.yorku.ca/web/bbl/guides/>

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. Additional reading will be assigned in class. If any changes in this schedule become necessary, notifications will be posted on the course Canvas site, and when changes need to be announced between classes, an email will be sent to students' accounts, notifying of the change.

1. TBD	<p>Global Infrastructure Needs, Sub-Sectors and Investment Opportunities</p> <ul style="list-style-type: none"> • A definition for the course: what is infrastructure and what is not? • Discussion of infrastructure characteristics and how they shape investment opportunities. <p>Readings</p> <ul style="list-style-type: none"> • Sawant, Rajeev J. Infrastructure Investing: Managing Risks & Rewards for Pensions, Insurance Companies & Endowments. (2010) Wiley. Chapters 1 & 2. • Weber, Barbara; Staub-Bisang, Mirjam; Alfen, Hans Wilhelm. Infrastructure as an Asset Class: Investment Strategy, Sustainability, Project Finance and PPP, 2nd Edition (2016) Wiley. Chapters 1 & 2.
2. TBD	<p>Infrastructure and Project Finance: Overview of Project Design & Structures I</p> <ul style="list-style-type: none"> • Role of debt and equity in infrastructure • Corporate Finance versus Project Finance • Rationale for Project Finance • Concept of Recourse • Basic Project Finance Structures (BF, DBF, DBFM, DBFOM, BOT, BOOT, etc.) <p>Readings</p> <ul style="list-style-type: none"> • Gatti, Stefano. Project Finance in Theory and Practice: Designing, Structuring, and Financing Private and Public Projects. 2nd Ed. (2013) Associated Press. Chapter 1.
3. TBD	<p>Infrastructure and Project Finance: Overview of Project Design & Structures II</p> <ul style="list-style-type: none"> • Participants and Objectives • Procurement Methodologies • Competition and Structuring a Bid <p>Readings</p> <ul style="list-style-type: none"> • Gatti, Stefano. Project Finance in Theory and Practice: Designing, Structuring, and Financing Private and Public Projects. 2nd Ed. (2013) Associated Press. Chapter 2. <p>Sawant, Rajeev J. Infrastructure Investing: Managing Risks & Rewards for Pensions, Insurance Companies & Endowments. (2010) Wiley. Chapter 4.</p>
4. TBD	<p>Initiation, Procurement and the Role of the Public Sector</p> <ul style="list-style-type: none"> • The multiple roles of government as grantor, regulator, contractual counterparty, funding partner and provider of public services. • Procurement of infrastructure with accountability, transparency and in the public interest. <p>Readings</p> <ul style="list-style-type: none"> • Weber, Barbara; Staub-Bisang, Mirjam; Alfen, Hans Wilhelm. Infrastructure as an Asset Class: Investment Strategy, Sustainability, Project Finance and PPP, 2nd Edition (2016) Wiley. Chapter 3. • Association of Chartered Certified Accountants (2012) Summary of Research Report 126 – Taking Stock of PPP and PFI Around the World. pp 5-25. • Lawrence National Centre for Policy and Management, Ivey Business School, Western University. The Procurement of Public Infrastructure: Comparing P3 and Traditional Approaches (2015).

5. TBD	<p>Lender Risk Analysis and Risk Frameworks in Project Finance</p> <ul style="list-style-type: none"> • Sources of Risk in Project Lifecycle • Approaches to Risk Management • Ratios, Accounts, and Control <p>Readings</p> <ul style="list-style-type: none"> • Gatti, Stefano. Project Finance in Theory and Practice: Designing, Structuring, and Financing Private and Public Projects. 2nd Ed. (2013) Associated Press. Chapters 3 and 7. • DBRS Rating Methodology for Public Private Partnerships • Group Case Study #1 due
6. TBD	<p>Investment Risks: Analysis, Mitigation and Management</p> <ul style="list-style-type: none"> • Risks for direct investors in infrastructure – generic, sectoral and project-specific risks. • Evaluating risk and return expectations at project level. <p>Readings</p> <ul style="list-style-type: none"> • Sawant, Rajeev J. Infrastructure Investing: Managing Risks & Rewards for Pensions, Insurance Companies & Endowments. (2010) Wiley. Chapters 5 & 6. • Weber, Barbara; Staub-Bisang, Mirjam; Alfen, Hans Wilhelm. Infrastructure as an Asset Class: Investment Strategy, Sustainability, Project Finance and PPP, 2nd Edition (2016) Wiley. Chapter 5. • BBGI SICAV S.A. investment prospectus dated 19 November 2013, as updated by a supplement dated October 2014. pp 16-39 • In Class Case Study
7. TBD	<p>Valuation: Methodologies</p> <ul style="list-style-type: none"> • Valuation of Infrastructure Assets • Evaluating Risk and Return Expectations at Project and Portfolio Level <p>Readings</p> <ul style="list-style-type: none"> • In class Case Study
8. TBD	<p>Project Documentation and Investment Risk</p> <ul style="list-style-type: none"> • Allocation of risk in standardized contracts and between consortium members • Important areas of focus for equity investors in Project Agreements, Development Agreements, Shareholder Agreements, Subcontracts and Financing Document (i.e. Term Sheet) • Methods for securing performance of contractual obligations <p>Readings</p> <ul style="list-style-type: none"> • Standardization of PFI Contracts Version 4 (March 2007). HM Treasury. • PA Templates – Infrastructure Ontario, Partnerships BC, PPP Canada. • Case Study – MTA briefing note and appendices, project agreement, schedules and rating reports • Individual Assignment Due

9. TBD	<p>Capital Markets and Financing Instruments</p> <ul style="list-style-type: none"> Investor relationships with commercial banks, development banks, government funding and guarantees, underwriters and book-runners in financing infrastructure How investors access and employ: senior and subordinated forms of debt; broadly marketed bonds; private placements; bond proceeds reinvestment; swaps and options; guarantees and insurance <p>Readings</p> <ul style="list-style-type: none"> Weber, Barbara; Staub-Bisang, Mirjam; Alfen, Hans Wilhelm. Infrastructure as an Asset Class: Investment Strategy, Sustainability, Project Finance and PPP, 2nd Edition (2016) Wiley. Chapter 7. Bond prospectus and rating agency report Bank term sheet
10. TBD	<p>Investment Analysis I: Developer/ Investor</p> <ul style="list-style-type: none"> Analysis of investment opportunities, evaluation of key risks and mitigations, contractual mechanisms and financial structuring Presentation of relevant information in investment committee papers that form the basis of an investment decision <p>Readings</p> <ul style="list-style-type: none"> In-Class Case Study
11. TBD	<p>Investment Analysis II: Infrastructure Fund</p> <ul style="list-style-type: none"> Analysis of investment opportunities of publicly listed or widely held infrastructure funds and pension funds Accountability in investment decision-making The growth of responsible investment/ ESG <p>Readings</p> <ul style="list-style-type: none"> Altmann, Jeffrey (Ed.) Best Practice in Infrastructure Asset Management. (2010) PEI Media, Chapter 9 Group Case Study #2 due
12. TBD	<p>Asset Management – Technical and Commercial Issues</p> <ul style="list-style-type: none"> Contractual and relationship management of privately financed infrastructure assets Managing compliance with financing covenants Managing major changes and interventions Coruse Review and Exam Preparation <p>Readings</p> <ul style="list-style-type: none"> Altmann, Jeffrey (Ed.) Best Practice in Infrastructure Asset Management. (2010) PEI Media, Chapters 1, 13 In Class Case Study
TBD	Final Exam

Student Preparation for Class and Class Participation: Expectations

The course is organized in a series of sequential topics and relies on readings and assignments. Guest lectures supplement the lecture materials. Students are required to read the assigned readings and cases before class and come to class well prepared for discussion. The organization of the course requires completion of the necessary readings, case analysis and assignments as the basis for class discussion.

Evaluation of Assignments/Projects

Class Participation

Class participation is a key part of the learning experience. Preparation for the class and involvement in class discussions are essential to learning. Participation grades will be based on your individual contributions to creating and maintaining a positive learning environment in the class.

Participation grades will be assigned for each student after every class. In general, unless an absence from class is granted by prior written permission from the instructor, a student who misses a class will receive a zero grade for participation for that class. Students who attend the entire class and appear to be attentive will receive a participation grade of 50%. Students who engage actively and effectively will receive a grade between 60% and 100% depending on the value of their contributions. The highest marks will go to those who consistently engage effectively and bring insights to class discussions and the individual grades may be adjusted from the evaluation for each class $\pm 10\%$ based on overall impression of the value that each student contributed to the course as a whole.

Readings and Case Studies

It is the expectation that students will review each assigned reading and case study prior to class. Each week 2-3 students will be selected (and notified one week in advance) to make a 15-minute presentation to the whole class summarizing the key points in that week's readings and case studies as well as moderating the class discussion.

Examination

The final examination will include a combination of qualitative and quantitative short answer questions and essay-style questions.

Calculation of Course Grade

The final course grades will be determined by weighting each component according to the assigned proportions as described in "Deliverables at a Glance." All Exercises are individually graded, and all Project work will be graded as group work.

Written Assignments/Projects

Unless stated otherwise in the assignment, the following format will apply to all written submissions:

Hard copy, paper size, 8 1/2" x 11"	Font size, 11pt, (tables can be 10pt)
Margins, top/bottom/left/right 1" minimum	Font style, Arial, Helvetica or Calibri
Spacing - double spacing	Page numbers, lower right corner
Name, date and student number will be included on each page in the heading bar.	

All visual presentations will be submitted in PowerPoint format to the prescribed length and an electronic copy shall be filed with the instructor.

General Academic Policies: Grading, Academic Honesty, Accommodations

Grade	Grade Point/ Index Value	Percentage Points	Description	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 Masters-level courses, sections of required core courses are normally expected to have a mean grade of between 4.7 and 6.1 grade points, and between 5.2 and 6.2 grade points for electives. Each grade component will be curved to meet this requirement, if necessary.
A+	9	90-100	Exceptional	
A	8	85-89	Excellent	
A-	7	80-84	Very Good	
B+	6	75-79	Good	
B	5	70-74	Competent	
B-	4	65-69	Fairly Competent	
C+	3	60-64	Passing	
C	2	55-59	Barely Passing	
C-	1	50-54	Marginally Failing	
F	0	0-49	Failing	

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 also be found in the Student Handbook and on the Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>

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

Quick Reference: Summary of Classes, Activities, and Deliverables

Date	Class Content	Assignments Due
Week 1:	TBD	
Week 2:		
Week 3:		
Week 4:		
Week 5:		
Week 6:		
Week 7:		
Week 8:		
Week 9:		
Week 10:		
Week 11:		
Week 12:		

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for PROP 6400
Infrastructure Investment and Finance

FROM: Angie An
Business Librarian

DATE: December 11, 2019

PROP 6400: Infrastructure Investment and Finance

York Universities Libraries (YUL) are well positioned to support the proposed course PROP 6400: *Infrastructure Investment and Finance*, which examines project viability and risk, ownership and contractual structures, funding sources, and financial structuring for infrastructure projects.

All the required course readings are available at the Bronfman Business Library. It is advised to fill out the request form at <http://reserves.library.yorku.ca/> to place titles on reserve for this course.

A relevant circulating collection of print and electronic books will support this course. Keyword searching of the library catalogue shows that the collection contains materials with relevant subject headings, such as Capital Investments; Finance; Financial risk management; Infrastructure (Economics); Investments; Public-private sector cooperation; Public works, and Project finance. It should be noted that due to the interdisciplinary nature of this course, the hardcopy publications are scattered across Peter F. Bronfman Business Library, Scott library, Steacie Science and Engineering Library, and Osgoode Hall Law School Library. E-books are available via *Ebook Central*, *Scholars Portal Books*, and *Springer E-books*, and students may access them anytime anywhere by authenticating with a valid Passport York account.

YUL focuses on collecting electronic journals rather than print journals to provide the York community with 24/7 on and off-campus access. The demand for periodicals, especially electronic journals, is increasingly fulfilled through our involvement and memberships in the Ontario Council of University Libraries' consortial purchase agreements. The primary databases and indexes of relevance are: *Business Source Complete*, *Proquest Business*, *Scholars Portal Journals*, and *LexisNexis Academic*. Students can search thousands of full-text scholarly journals, trade publications, magazines and newspaper articles through these databases. Full-text linking and link resolver technology is available in most of YUL's periodical databases, which allows students to connect to the full-text of the journal within a few clicks, or to an interlibrary loan (ILL) form if the library does not subscribe to the journal. The Business Library maintains a Finding Business Articles guide with details of databases, types of articles and search strategies at <http://researchguides.library.yorku.ca/businessarticles>

The following is a list of some of the journal titles YUL subscribes to that will support this course: *Infrastructure*, *Infrastructure Finance*, *Infrastructure Investor*, *Infrastructure Today*, *Journal of Infrastructure Development*, and *Information Infrastructure & Policy*, *Project Finance*.

It should be noted that MREI students have access to the following two specialized databases to support their research and study in the program: IJGlobal and Preqin. Students are encouraged to contact a Bronfman librarian or reference assistant with questions related to accessing and using these databases.

A wide selection of current and historical newspaper databases further support research in this course. YUL offers access to databases such as *Factiva*, *Lexis Nexis Academic*, *Canadian Newsstand Major Dailies*, *Financial Times Historical Archive*, and *Proquest Historical Newspapers*. For a detailed guide to newspaper sources available at YUL please consult: <http://researchguides.library.yorku.ca/news>

The Bronfman Library offers a number of research guides which will serve as helpful resources for students in the MREI program. In particular, the company research, industry research, marketing research, and finance research guides. These guides and more can be found on the following webpage: <http://www.library.yorku.ca/web/bbl/guides/>. Furthermore, a more comprehensive listing of all of the business resources available at YUL can be accessed on the following page: <http://www.library.yorku.ca/web/bbl/collections/businessonline/>

Additionally, the Business Library has developed a suite of online learning resources called 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.

The Libraries, through their information literacy programming, can play an important role in teaching students about engaging in effective research. Such sessions can focus on the range of relevant information resources available at the Libraries to support research on topics relevant to this course and student assignments, including strategies for effective searching and retrieval of research sources, criteria for evaluating information sources and tools the Libraries offer for effective management and citation of resources. Assistance with research and information resources is available from reference staff at the Bronfman Library. Reference service is provided in-person, by phone, by e-mail, and by virtual chat reference.

MEMORANDUM

TO: Faculty Council

FROM: Jim Clayton, Director, Brookfield Centre in Real Estate and Infrastructure

DATE: January 16, 2020

RE: New Course PROP 6500 3.00

Motion: *That Faculty Council approve the following new course for the Master of Business Administration, Real Estate and Infrastructure specialization.*

Rationale: This new course combines the content of PROP 6750 and PROP 6300, both elective courses for MBA students. PROP 6500 is an elective course for MBA students, and program-restricted to MBA students. The course content restructuring has been undertaken primarily to separate MBA students in the real estate and infrastructure specialization and the MREI student cohort. This is done for two reasons. First, MBAs have the benefit of the first-year core curriculum and are more advanced in certain topic (ex. Finance). The variation in basic knowledge and skills across a cohort of combined MBA/MREI students is significant, disadvantaging both groups in a combined class setting. Second, combined MREI/MBA class are too large given the growth in enrolment in both degree programs.

New Course Proposal Form

1. **Program:** Master of Business Administration (MBA)
2. **Course Number:** PROP 6500
3. **Credit Value:** 3.00
4. **Long Course Title:** Infrastructure Delivery and Finance
5. **Short Course Title:** Infrastructure Delivery and Finance
6. **Effective Session:** Fall 2020
7. **Calendar (Short) Course Description:** Infrastructure is an international business of increasing scope, complexity and scale that typically involves both the public and private sectors in various partnership arrangements. This course examines the many “moving parts” of this rapidly expanding business and explores the various delivery and financing models that are employed to address social and economic infrastructure needs. Prerequisites: All 5000-series Foundations Core Courses.
8. **Expanded Course Description:** One of the greatest challenges facing public and private sector actors alike in the 21st century relates to the development and finance of large-scale infrastructure projects. Infrastructure is an enabler of economic, social, and environmental growth and sustainability for urban and rural centres across all corners of the globe. While infrastructure is largely crippling in mature economies, emerging economies are faced with the prospect of building new infrastructure for emerging megacities, often with limited financial, human, and institutional resources. In both instances, there is a central question about how public and private actors can generate sufficient funds to develop and manage large-scale infrastructure projects that are commercially viable and fulfill underlying needs.

This course will introduce students to the complexity of infrastructure delivery and offer a framework for appreciating the different models that exist to better introduce and/or redevelop infrastructure to meet growing global demand. It will also cover the topic of project finance as a method used to raise funds on a limited recourse or non-recourse basis to finance an economically separate capital investment, much like an infrastructure project. This course examines the key elements involved in project finance and explores the various business models available when using debt financing for large-scale infrastructure projects.
9. **Course Learning Outcomes:** As this is an elective course it does not need to meet program-specific learning objectives. The content-specific learning outcomes are:
 1. **Comprehend the potential for delivering large scale infrastructure world-wide:** Sources of demand both in developed and emerging economies, the scope and scale of the opportunities; and the various challenges faced around the globe in delivering infrastructure solutions. This also covers the key players in the process from large private firms on the delivery side through global investment funds on the investment side.
 2. **Critically analyze the “generic” P3 model:** This is essentially a partnership model predicated on risk allocation and pricing formulas that must endure with a high level of certainty, over long periods of time. Familiarity with all of the working parts of the model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its variants.

3. **Understand the key elements of Project Finance:** What is project finance, when is it used, for what reasons, by whom, and to what level of success? This learning outcome covers the key quantitative and qualitative elements of project finance including the techniques that are essential to evaluating project cash-flow and structuring debt financing in order to address and mitigate a project's risk profile. Familiarity with the working parts of the project finance model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its applications to a wide range of asset classes.
 4. **Understand emerging delivery mechanisms:** There are untold opportunities in many infrastructure sectors, but also challenges that were not foreseen just a few short years ago. The challenges today include the possibility of counterpart defaults, growing political resistance in some countries to so-called "privatization" of public assets, and the increasing global competition for funds. Many positive drivers remain that will propel the evolution of various partnership models across core sectors of the infrastructure market.
- 10. Rationale:** This new course combines the content of PROP 6750 and PROP 6300, both elective courses for MBA students. PROP 6500 is an elective course for MBA students, and program-restricted to MBA students. The course content restructuring has been undertaken primarily to separate MBA students in the real estate and infrastructure specialization and the MREI student cohort. This is done for two reasons. First, MBAs have the benefit of the first-year core curriculum and are more advanced in certain topic (ex. Finance). The variation in basic knowledge and skills across a cohort of combined MBA/MREI students is significant, disadvantaging both groups in a combined class setting. Second, combined MREI/MBA class are too large given the growth in enrolment in both degree programs.
- 11. Evaluation:** Below is the breakdown of course requirements, all of which are to be completed within the period of the course. Further details are available in the included syllabus.

Assignment/Task	Total %
Discussion Paper – Individual	20%
Case Assignment – Team (Report and Debate)	15%
Mid-Term Exam	20%
Final Project – Team (Final Report and Presentation)	35%
Class participation	10%
TOTAL	100%

- 12. Integrated Courses:** This is not an integrated course.
- 13. Crosslisted Courses:** This is not a cross-listed course.
- 14. Faculty Resources:** This course will be offered once each year in the Fall semester. Sherena Hussain on our faculty can teach this course, but as with many of our courses, it may also be taught by sessional instructors that are experts within the field (we have five such sessionals teaching infrastructure in our program currently). This course replaces a similar course, resulting in no net change in the demand on faculty resources.
- 15. Physical Resources:** This course replaces a similar course, therefore creating no new or additional demand on physical resources.
- 16. Bibliography and Library Statement:** The course bibliography can be found in under "Course Materials" section of the attached syllabus. The support letter from the Bronfman librarians is attached.

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

17. Instructors and Faculty Coordinator

Initial instructor:

TBD

Alternative instructors:

Sherena Hussain, Arsalan Zargar

Course coordinator:

Sherena Hussain

18. Specializations

Primary area or specialization:

Real Estate and Infrastructure Specialization in the MBA

Secondary areas or specializations:

None.

19. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

45

Expected enrolment:

30

Evidence for enrolment expectations:

This elective course in the MBA RE&I Specialization replaces (2) existing elective courses (PROP 6300 and PROP 6750). Each of these courses has been populated by between 15 and 35 MBA students for the past several years.

20. Human Participants Research:

N/A

21. Conditions for Approval:

The Area is deleting courses with at least the same total number of credits. PROP 6750 is being expired and removed.

Course Originator

Avis Devine
Signature

January 10, 2020
Date

Avis Devine
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.

Sherena Hussain

James McKellar

Marcia Annisette

Ashwin Joshi

Irene Henriques

Charles Cho

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.

Jim Clayton

Signature

January 10, 2020

Date

Jim Clayton

Name of Coordinator or Director

Brookfield Centre in Real Estate & Infrastructure

Area or Specialization

Degree Program

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

Jim Clayton

Signature

January 10, 2020

Date

Jim Clayton

Name of Program Director

Master of Real Estate and Infrastructure

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.

Ashwin Joshi
Signature

January 16, 2020
Date

Ashwin Joshi, Acting Chair
Name of Committee Chair

MPC-PCC
Committee

Course Outline

Fall Term 2020

TBD, beginning September XX, 2020

Classroom: TBD

Instructors

Professor Sherena Hussain

MB G338

sherenah@schulich.yorku.ca

Office Hours: By Appointment

Twitter: @RenaHussain1

Course Administrator

Bryna Abtan

MB G330

416-736-5967

babtan@schulich.yorku.ca

Brief Description

Infrastructure is an international business of increasing scope, complexity and scale that typically involves both the public and private sectors in various partnership arrangements. This course examines the many “moving parts” of this rapidly expanding business and explores the various delivery and financing models that are employed to address a variety of social and economic infrastructure needs.

Prerequisites: All 5000-series Required Foundations of Management Core Courses

Course Description

One of the greatest challenges facing public and private sector actors alike in the 21st century relates to the development and finance of large-scale infrastructure projects. Infrastructure is an enabler of economic, social, and environmental growth and sustainability for urban and rural centres across all corners of the globe. While infrastructure is largely crippling in mature economies, emerging economies are faced with the prospect of building new infrastructure for emerging megacities, often with limited financial, human, and institutional resources. In both instances, there is a central question about how public and private actors can generate sufficient funds to develop and manage large-scale infrastructure projects that are commercially viable and fulfill underlying needs.

This course will introduce students to the complexity of infrastructure delivery and offer a framework for appreciating the different models that exist to better introduce and/or redevelop infrastructure to meet growing global demand. It will also cover the topic of project finance as a method used to raise funds on a limited recourse or non-recourse basis to finance an economically separate capital investment, much like an infrastructure project. This course examines the key elements involved in project finance and explores the various business models available when using debt financing for large-scale infrastructure projects.

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance.....	3
Course Material.....	3
Preparation for Class and Class Participation: Expectations.....	4
Class-by-Class Syllabus.....	4
Written Assignments/Projects.....	9
Evaluation of Written Assignments/Projects.....	10
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	10
Quick Reference: Summary of Classes, Activities, and Deliverables	11

Course Learning Outcomes

The learning outcomes for the course are fourfold:

1. Comprehend the potential for delivering large scale infrastructure world-wide: Sources of demand both in developed and emerging economies, the scope and scale of the opportunities; and the various challenges faced around the globe in delivering infrastructure solutions. This also covers the key players in the process from large private firms on the delivery side through global investment funds on the investment side.
2. Critically analyze the “generic” P3 model: This is essentially a partnership model predicated on risk allocation and pricing formulas that must endure with a high level of certainty, over long periods of time. Familiarity with all of the working parts of the model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its variants.
3. Understand the key elements of Project Finance: What is project finance, when is it used, for what reasons, by whom, and to what level of success? This learning outcome covers the key quantitative and qualitative elements of project finance including the techniques that are essential to evaluating project cash-flow and structuring debt financing in order to address and mitigate a project's risk profile. Familiarity with the working parts of the project finance model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its applications to a wide range of asset classes.
4. Understand emerging delivery mechanisms: There are untold opportunities in many infrastructure sectors, but also challenges that were not foreseen just a few short years ago. The challenges today include the possibility of counterpart defaults, growing political resistance in some countries to so-called “privatization” of public assets, and the increasing global competition for funds. Many positive drivers remain that will propel the evolution of various partnership models across core sectors of the infrastructure market.

The course complements electives in real estate but is intended for those students who may contemplate moving into what is a rapidly emerging international business with many career opportunities that span a myriad of private, quasi-public, and public organizations across the globe. The course relies on class participation, readings, case studies and the completion of assignments. Guest lectures supplement the lecture materials. Students are required to come to class well prepared for discussion. The organization of the course requires completion of assignments as the basis for class discussion.

Deliverables at a Glance

Assignment/Task	Total %
Discussion Paper – Individual	20%
Case Assignment I – Team (Report and Debate)	15%
Mid-Term Exam	20%
Final Project Part I– Team (Report Deck)	Pass/Fail
Final Project Part II– Team (Final Report and Presentation)	35%
Class participation	10%
TOTAL	100%

Course Material

Course Text:

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Available in eBook format from York University Libraries.
- Yescombe, E. R. Principles of Project Finance. (2016) Associated Press. Available in eBook format from York University Libraries.

The following text is also an excellent resource and, although not a required text, a number of articles are recommended readings.

- Hodge, Greve and Boardman (ed). International Handbook on Public –Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Available in eBook.
http://www.e-elgar.com/shop/international-handbook-on-public-private-partnerships?__website=uk_warehouse

Students are also encouraged to sign up for free daily infrastructure updates from the following websites:

- <https://www.renewcanada.net/>
- www.infrastructureinvestor.com
- <https://realassets.ipe.com/>
- <https://irei.com/institutional-investing-infrastructure/>
- <https://www.preqin.com/insights/infrastructure>

Other Reference Materials:

Sources providing insights and details on the topic of infrastructure partnerships and P3s may be made available as PDF files on Canvas or through posted Internet sites. Additional readings may be posted on Canvas from time to time.

The Bronfman Library makes available a range of librarian-curated research guides designed to point students to key online resources. See <http://www.library.yorku.ca/web/bbl/guides/>

Preparation for Class and Class Participation: Expectations

Preparation

The course is organized in a series of sequential topics and relies on readings, assignments, discussion and experiential learning. Guest lectures supplement the lecture materials. Students are required to read the assigned readings before class and come to class well prepared for discussion. The organization of the course requires completion of the case assignments as the basis for class discussion.

Class Participation

Class participation is a key part of the learning experience. Preparation for the class and involvement in class discussions are essential to learning. Class contribution will be evaluated in terms of attendance in class, participating in class activities, and the evidence of sound reasoning and positive contribution to class discussion.

Students will be granted one class absence without penalty. Unless further absence is granted by prior written permission from the instructor, the participation grade will then be lowered by one bucket (e.g. A to A-) for each recorded absence. It will be the student's responsibility to sign the attendance sheet.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying of the change.

1. Global Perspective on Infrastructure TBD

Throughout the world there is a growing demand for infrastructure and this topic has attracted the attention of political leaders, government agencies and investors. Perhaps it is this convergence of interests that makes implementation difficult. Where there is agreement is that infrastructure has a positive effect on the economic growth of countries, regions and cities; can improve quality of life; and contribute to the sustainability challenge. This is true of both developing and mature economies.

- What is infrastructure and what does it encompass?
- What is happening with infrastructure world-wide and why?
- Why are governments increasingly turning to public-private partnership arrangements?
- Are there differences in approach across countries?
- What are the perceived advantages and disadvantages of a partnership approach to infrastructure delivery?
- What are the barriers to market acceptance?

Required Readings:

- McKellar, J. and Hussain S. (2012), Understanding Public Private Partnerships: Emerging Issues in Canadian Infrastructure Delivery. Discussion Paper Prepared for the National Executive Forum on Public Property 2012 National Symposium, Vancouver, May, 2012.
-

-
- McKellar, J. and Hussain, S. (2017), Thinking of Infrastructure Beyond the PPP Model, Discussion Paper Prepared for the National Executive Forum on Public Property 2017 National Symposium, Vancouver, May, 2017.
 - Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 1.

Recommended Readings:

- Hodge, Greve, and Boardman. (2010). "Mixes and partnerships through time". Hodge, Greve and Boardman (ed). International Handbook on Public –Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 2. P: 17-42

2. Models of Infrastructure Implementation

TBD

Public-private partnerships (P3s) are but one potential delivery model. Emerging models of infrastructure delivery are characterized by a number of factors including risk transfer, longevity, complex legal agreements, creation of and subsequent operation and maintenance of a capital asset, access to a combination of public and private investments in equity and debt, and revenue generating mechanisms. Models include:

- Privatization of public assets
- Delivery models
- Business models
- Contractual models
- Financing models

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 3.

3. Selected Infrastructure Sectors and Sub-Sectors

TBD

Anyone interested in infrastructure must familiar themselves with the characteristics of the various sectors and sub-sectors that determine the risk/reward profile and prospects for success. Each sector and sub-sector will differ in organization of the partnership, financing and value added, competition and regulation, and the possible roles for private sector involvement.

- The cross-sector characteristics
- Distinguishing features between transportation, water, sewage, and energy
- Sources of revenue for each and the influence on the business model
- Influences of competition and regulation
- Privatization, private sector involvement, and PPPs

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 4.

Assignment One Due

4. The P3 Model

TBD

Over the past several decades, Australia, the UK, Europe and Canada have refined and applied what is called the P3 (PPP) model. The key characteristics of P3s are the lifecycle approach and integrating the outsourcing of planning, construction, financing and operation of public infrastructure assets to the private sector for a determined period of time.

- What is the P3 model?
- What is a 'Sponsor' or Special Purpose Vehicle (SPV)?
- Why is this model standardized across industry sectors and the globe?
- What are the principles of risk transfer that drive the model?
- How is performance measured?
- What are the steps in implementing the P3 model?
- Who pays, or gets paid, for doing what, and how do they get paid?
- Who are the key players and what are their respective roles?

Readings

- Yescombe, Public Private Partnerships: Principles of Policy and Finance, 2007: Chapters 1 and 2 [accessible by eBook through York University Libraries].
- Kwak, Chih and Ibbs (2009). "Towards a Comprehensive Understanding of Public Private Partnerships for Infrastructure Development". California Management Review Winter 2009, Vol 51. No. 2.

Recommended Readings:

- Boardman and Vining. (2010). "P3s in North America: renting the money (in Canada), selling the roads (in the USA)". Hodge, Greve and Boardman (ed). International Handbook on Public-Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 16. P 354-398.
- Bettingnies and Ross. (2010) "The economics of public-private partnerships: some theoretical contributions". Hodge, Greve and Boardman (ed). International Handbook on Public-Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. P. 132-158.
- Duffield, Colin. (2010). "Different delivery models." Hodge, Greve and Boardman (ed). International Handbook on Public-Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 9. P. 187-215.

5. Risk, Uncertainty and Subjectivity with Delivery Models

TBD

Risk transfer and risk management are at the heart of infrastructure partnership models and have wide-ranging consequences that affect the efficiency and sustainability of P3 projects over the long-term. Risk is defined and experienced differently by the various players and while all most benefit from positive outcomes, incentives, typically in the form of higher returns, are required to prevent negative threats and outcomes.

- Sources of risk in infrastructure projects.
 - What risks can public partners potentially transfer and which ones are they likely to retain?
 - What are the main strategies for risk mitigation?
 - How is risk allocation embodied in a Project Agreement?
-

- How are agreements monitored to maintain the balance of risks and promote accountability?
- What happens if circumstances change, default occurs, or early termination is necessary?

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 5.

Recommended Readings:

- Monteiro, Rui Sousa. (2010). "Risk management". Hodge, Greve and Boardman (ed). International Handbook on Public–Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 12. P262-291.

6. Assessing the Value of P3s TBD

Governments across the globe are using various forms of public-private partnerships to provide infrastructure with the allure that these arrangements can offer the prospect of public control and ultimate ownership, while providing the benefits of private sector efficiencies and private sector capital. Despite spending billions of dollars on infrastructure, to date there has been little meaningful evaluation of their economic value and increasing questions as to their efficacy.

- Why might a public-private partnership be more efficient than the 'public sector alternative'?
- What criteria/methodologies are typically used to evaluate the economic benefits of P3s?
- Are P3s storing up huge costs for future generations and distorting resource allocations?
- How are net social benefits accounted for?
- What other models are being used around the world to obtain the benefits associated with P3s?

Readings:

- Infrastructure Ontario Track Record Report 2017, Infrastructure Ontario, Hanscomb.
- Assessing Value for Money: An Updated Guide to Infrastructure Ontario's Methodology, March 2015, Queen's Printer for Ontario.

Recommended Readings:

- Boardman and Vining. "Assessing the economic worth of public-private partnerships." (2010). Hodge, Greve and Boardman (ed). International Handbook on Public–Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. P. 132-158. Chapter 8. P159-186.

Case Assignment Due (Report and Debate)

Reading Week, October 23, 2019

7. Financing Large Scale Infrastructure

TBD

Project finance has evolved over the past century to finance large-scale infrastructure although its roots go back centuries. This form of finance is defined as the financing of a standalone, clearly demarcated economic unit (project) with particular characteristics that set it apart from corporate and real estate finance. In the realization of a P3, this form of financing has political relevance and impacts life-cycle costs, risk structure, and risk allocation, and is a key factor in structuring any partnership arrangement.

- What is project finance?
- What are the features of this type of financing and how does it differ from other forms of financing?
- What are the benefits for public authorities and private investors of project financing?
- What is the risk structure of project finance?
- What is the contractual framework for project finance who are stakeholders?
- Who are key players in supplying equity and debt and in what forms?

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 6.

Final Project Part I Due

8. Infrastructure and Project Finance: Overview of Project Design & Structures

TBD

- Role of debt and equity in infrastructure
- Corporate Finance versus Project Finance
- Rationale for Project Finance
- Concept of Recourse
- Participants and Objectives

Readings

- Yescombe. Chapters 1-3.

9. Lender Risk Analysis and Risk Frameworks in Project Finance

TBD

- Sources of Risk in Project Lifecycle
- Approaches to Risk Management
- Ratios, Accounts, and Control
- Competition and Structuring a Bid

Readings

- Yescombe. Chapters 4-7.
DBRS Rating Methodology for Public Private Partnerships
-

10. Capital Markets and Financing Instruments

TBD

- Investor relationships with commercial banks, development banks, government funding and guarantees, underwriters and book-runners in financing infrastructure
- How investors access and employ: senior and subordinated forms of debt; broadly marketed bonds; private placements; bond proceeds reinvestment; swaps and options; guarantees and insurance

Readings

- Weber, Barbara; Staub-Bisang, Mirjam; Alfen, Hans Wilhelm. Infrastructure as an Asset Class: Investment Strategy, Sustainability, Project Finance and PPP, 2nd Edition (2016) Wiley. Chapter 7.
- Bond prospectus and rating agency report.

Mid-Term Exam

11. Valuation Methodologies and Emerging Partnership Models

TBD

- Valuation of Infrastructure Assets
- Evaluating Risk and Return Expectations at Project and Portfolio Level
- Can the original idea of forming partnerships be revisited in future infrastructure delivery models?
- What areas of further study are necessary to be better informed about current and future infrastructure delivery models?
- Where is the nexus between real estate and infrastructure?

Readings

- In class Case Study

12. Final Project Part II – In Class Presentations

TBD

TBD	Exam Week – Final Project Part II- Report Submissions Due TBD
-----	---

Written Assignments/Projects

Unless stated otherwise in the assignment, the following format will apply to all written submissions:

Hard copy, paper size, 8 1/2" x 11"

Margins, top/bottom/left/right -1" minimum

Spacing - single spacing

Name, date and student number will be included on each page in the heading bar.

Font size, 11pt, (tables can be 10pt)

Font style, Arial, Helvetica or Calibri

Page numbers, lower right corner

All visual presentations will be submitted in PowerPoint format to the prescribed length and an electronic copy shall be filed with the instructor.

Evaluation of Written Assignments/Projects

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

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 Masters-level courses, sections of required core courses are normally expected to have a mean grade of between 4.7 and 6.1 grade points, and between 5.2 and 6.2 grade points for electives. Each grade component will be curved to meet this requirement, if necessary.

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 also be found in the Student Handbook and on the Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>

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

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](#).

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

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

Quick Reference: Summary of Classes, Activities, and Deliverables

Date	Class Content	Assignments Due
Week 1:	TBD	
Week 2:		
Week 3:		
Week 4:		
Week 5:		
Week 6:		
Week 7:		
Week 8:		
Week 9:		
Week 10:		
Week 11:		
Week 12:		

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for PROP 6500
Infrastructure Delivery and Finance

FROM: Angie An
Business Librarian

DATE: December 11, 2019

PROP 6500: Infrastructure Delivery and Finance

York Universities Libraries (YUL) are well positioned to support the proposed course PROP 6500: *Infrastructure Delivery and Finance*, which examines the many “moving parts” of this rapidly expanding business and explores the various delivery and financing models that are employed to address a variety of social and economic infrastructure needs.

All the required course readings are available at the Bronfman Business Library. It is advised to fill out the request form at <http://reserves.library.yorku.ca/> to place titles on reserve for this course.

A relevant circulating collection of print and electronic books will support this course. Keyword searching of the library catalogue shows that the collection contains materials with relevant subject headings, such as Capital Investments; Finance; Financial risk management; Infrastructure (Economics); Investments; Public-private sector cooperation; Public works, and Project finance. It should be noted that due to the interdisciplinary nature of this course, the printed publications are scattered across Peter F. Bronfman Business Library, Scott library, Steacie Science and Engineering Library, and Osgoode Hall Law School Library. E-books are available via *Ebook Central*, *Scholars Portal Books*, and *Springer E-books*, and students may access them anytime anywhere by authenticating with a valid Passport York account.

YUL focuses on collecting electronic journals rather than print journals to provide the York community with 24/7 on and off-campus access. The demand for periodicals, especially electronic journals, is increasingly fulfilled through our involvement and memberships in the Ontario Council of University Libraries' consortial purchase agreements. The primary databases and indexes of relevance are: *Business Source Complete*, *Proquest Business*, *Scholars Portal Journals*, and *LexisNexis Academic*. Students can search thousands of full-text scholarly journals, trade publications, magazines and newspaper articles through these databases. Full-text linking and link resolver technology is available in most of YUL's periodical databases, which allows students to connect to the full-text of the journal within a few clicks, or to an interlibrary loan (ILL) form if the library does not subscribe to the journal. The Business Library maintains a Finding Business Articles guide with details of databases, types of articles and search strategies at <http://researchguides.library.yorku.ca/businessarticles>

The following is a list of some of the journal titles YUL subscribes to that will support this course: *Infrastructure*, *Infrastructure Finance*, *Infrastructure Investor*, *Infrastructure Today*, *Journal of Infrastructure Development*, and *Information Infrastructure & Policy*, *Project Finance*.

It should be noted that MREI students have access to the following two specialized databases to support their research and study in the program: IJGlobal and Preqin. Students are encouraged to contact a Bronfman librarian or reference assistant with questions related to accessing and using these databases. A wide selection of current and historical newspaper databases further support research in this course. YUL offers access to databases such as *Factiva*, *Lexis Nexis Academic*, *Canadian Newsstand Major Dailies*, *Financial Times Historical Archive*, and *Proquest Historical Newspapers*. For a detailed guide to newspaper sources available at YUL please consult: <http://researchguides.library.yorku.ca/news>

The Bronfman Library offers a number of research guides which will serve as helpful resources for students in the MREI program. In particular, the company research, industry research, marketing research, and finance research guides. These guides and more can be found on the following webpage: <http://www.library.yorku.ca/web/bbl/guides/>. Furthermore, a more comprehensive listing of all of the business resources available at YUL can be accessed on the following page: <http://www.library.yorku.ca/web/bbl/collections/businessonline/>

Additionally, the Business Library has developed a suite of online learning resources called 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.

The Libraries, through their information literacy programming, can play an important role in teaching students about engaging in effective research. Such sessions can focus on the range of relevant information resources available at the Libraries to support research on topics relevant to this course and student assignments, including strategies for effective searching and retrieval of research sources, criteria for evaluating information sources and tools the Libraries offer for effective management and citation of resources. Assistance with research and information resources is available from reference staff at the Bronfman Library. Reference service is provided in-person, by phone, by e-mail, and by virtual chat reference.

Course Change Proposal Form

1. **Program:** Master of Real Estate and Infrastructure (MREI); MBA RE&I Specialization

2. **Course Number and Credit Value:** PROP 6300 3.00

3. **Course Title:**

a) **Long Course Title** Partnership Models for Infrastructure Delivery

b) **Short Course Title** Partnership Models for Infrastructure Delivery

4. **Existing Pre-requisites/Co-Requisites:** (MBA) All 5000-series Required Foundations Core Courses

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

	in course number
	in credit value
x	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in crosslisting (please provide statement of approval from other program)
	in pre/co-requisite
	expire course
x	other (please specify) → program restriction (MREI only)

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

6. **Academic Rationale:**

MREI - Title change for *PROP 6300 3.00* from *Partnership Models for Infrastructure Delivery* to *Infrastructure Delivery Models*. The existing title of the course does not communicate the course content clearly. We are adjusting the title to address this.

MBA - For MBA's specializing in Real Estate and Infrastructure, content from PROP 6300 will be included in a new, MBA-only course: *PROP 6500 3.00 Infrastructure Delivery and Finance*. PROP 6300 will be program restricted to an MREI-only, required course. This change is completed as part of larger efforts to separate the MBA and MREI students, both to manage class size and ensure the courses are taught to student groups with similar knowledge bases (drawing on the core course knowledge for the MBA cohort and the MREI program require courses for the MREI cohort).

7. Proposed Course Information:

Existing Course Information (change from)	Proposed Course Information (change to)
PROP 6300 3.00 Partnership Models for Infrastructure Delivery PROGRAM RESTRICTION: None.	PROP 6300 3.00 Infrastructure Delivery Models PROGRAM RESTRICTION: MREI students only.

8. Consultation: There is no impact on integrations or crosslistings.

Originator

Avis Devine
Signature

January 10, 2020
Date

Avis Devine
Name

Brookfield Centre for Real Estate and
Infrastructure
Area or Specialization

Approvals:

Area or Specialization

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Degree Program

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name of Program Director	Program

Program Committee

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

<u>Ashwin Joshi</u>	<u>January 16, 2020</u>
Signature	Date
<u>Ashwin Joshi, Acting Chair</u>	<u>MPC-PCC</u>
Name of Committee Chair	Committee

Course Outline

Fall Term 2020

Wednesday, 7:00-10PM, beginning TBD

Classroom: MB G105

Instructor

Professor Sherena Hussain

Assistant Professor

MB G338

sherenah@schulich.yorku.ca

Office hours by appointment

Twitter: @RenaHussain1

Sherena Hussain is an Assistant Professor in the Program in Real Estate and Infrastructure at the Schulich School of Business, York University, and the Academic Director of the prestigious Sustainable Infrastructure Fellowship Program (a G7 initiative). Professor Hussain is an accomplished legal professional having practiced tax and infrastructure law at a first-tier North American business law firm. She actively researches, publishes, trains, and advises governments and investors alike on infrastructure globally. Professor Hussain holds a combined Juris Doctor-Master of Business Administration degree, Graduate Master Diploma in Real Estate and Infrastructure, Bachelor of Business Administration, with a forthcoming PhD in infrastructure development and financing. She is the recipient of numerous accolades and is a Canadian media personality.

Brief Description

Infrastructure is an international business of increasing scope, complexity and scale that typically involves both the public and private sectors in various partnership arrangements. This course examines the many “moving parts” of this rapidly expanding business and explores the various partnership models that are employed to address a variety of social and economic infrastructure needs.

Prerequisites: All 5000-series Required Foundations of Management Core Courses

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance.....	2
Course Material.....	3
Preparation for Class and Class Participation: Expectations.....	3
Class-by-Class Syllabus	4
Written Assignments/Projects.....	9
General Academic Policies: Grading, Academic Honesty, Accommodations	10

Course Learning Outcomes

The learning outcomes for the course are fourfold:

1. Comprehend the potential for delivering large scale infrastructure world-wide: Sources of demand both in developed and emerging economies, the scope and scale of the opportunities; and the various challenges faced around the globe in delivering infrastructure solutions. This also covers the key players in the process from large private firms on the delivery side through global investment funds on the investment side.
2. Understand the “generic” P3 model: This is essentially a partnership model predicated on risk allocation and pricing formulas that must endure with a high level of certainty, over long periods of time. Familiarity with all of the working parts of the model, the relationships among the parts, the legal agreements, and the roles and responsibilities of the various players is necessary to grasp the full potential of the model and its variants.
3. Assess the world-wide growth of infrastructure as an alternative asset for equity investors: This includes the growth of the large international equity funds, the role of the bank debt and the bond markets, and the burgeoning role of institutional direct investment, particularly the extensive involvement of large pension funds. An understanding is required as to what attracts investment funds to this sector from fees to fund structures.
4. Understand emerging delivery mechanisms: There are untold opportunities in many infrastructure sectors, but also challenges that were not foreseen just a few short years ago. The challenges today include the possibility of counterpart defaults, growing political resistance in some countries to so-called “privatization” of public assets, and the increasing global competition for funds. Many positive drivers remain that will propel the evolution of various partnership models across core sectors of the infrastructure market.

The course complements electives in real estate but is intended for those students who may contemplate moving into what is a rapidly emerging international business with many career opportunities that span a myriad of private, quasi-public, and public organizations across the globe.

The course relies on class participation, readings, case studies and the completion of assignments. Guest lectures supplement the lecture materials. Students are required to come to class well prepared for discussion. The organization of the course requires completion of assignments as the basis for class discussion.

Deliverables at a Glance

Assignment/Task	Total %
Discussion Paper – Individual	20%
Case Assignment I – Team (Report and Debate)	15%
Case Assignment II – Individual (Pitch Deck)	20%
Final Project Part I– Team (Committee Report Deck)	10%
Final Project Part II– Team (Final Report and Presentation)	25%
Class participation	10%
TOTAL	100%

Course Material

Course Text:

Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Available in eBook format from York University Libraries.

<https://www.library.yorku.ca/find/Record/3664645>

The following text is also an excellent resource and, although not a required text, a number of articles are recommended readings.

- Hodge, Greve and Boardman (ed). International Handbook on Public –Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Available in eBook.
http://www.e-elgar.com/shop/international-handbook-on-public-private-partnerships?__website=uk_warehouse

Students are also encouraged to sign up for free daily infrastructure updates from the following websites:

- www.Infrastructureinvestor.com
- <https://realassets.ipe.com/>
- <https://irei.com/institutional-investing-infrastructure/>
- <https://www.preqin.com/insights/infrastructure>
- <https://www.renewcanada.net/>

Other Reference Materials:

Sources providing insights and details on the topic of infrastructure partnerships and P3s may be made available as PDF files on Canvas or through posted Internet sites. Additional readings may be posted on Canvas from time to time.

The Bronfman Library makes available a range of librarian-curated research guides designed to point students to key online resources. See <http://www.library.yorku.ca/web/bbl/guides/>

Preparation for Class and Class Participation: Expectations

Preparation

The course is organized in a series of sequential topics and relies on readings, assignments, discussion and experiential learning. Guest lectures supplement the lecture materials. Students are required to read the assigned readings before class and come to class well prepared for discussion. The organization of the course requires completion of the case assignments as the basis for class discussion.

Class Participation

Class participation is a key part of the learning experience. Preparation for the class and involvement in class discussions are essential to learning. Class contribution will be evaluated in terms of attendance in class, participating in class activities, and the evidence of sound reasoning and positive contribution to class discussion.

Students will be granted one class absence without penalty. Unless further absence is granted by prior written permission from the instructor, the participation grade will then be lowered by one bucket (e.g. A to A-) for each recorded absence. It will be the student's responsibility to sign the attendance sheet.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying of the change.

-
1. Global Perspective on Infrastructure
- 11.09.19 Throughout the world there is a growing demand for infrastructure and this topic has attracted the attention of political leaders, government agencies and investors. Perhaps it is this convergence of interests that makes implementation difficult. Where there is agreement is that infrastructure has a positive effect on the economic growth of countries, regions and cities; can improve quality of life; and contribute to the sustainability challenge. This is true of both developing and mature economies.
- What is infrastructure and what does it encompass?
 - What is happening with infrastructure world-wide and why?
 - Why are governments increasingly turning to public-private partnership arrangements?
 - Are there differences in approach across countries?
 - What are the perceived advantages and disadvantages of a partnership approach to infrastructure delivery?
 - What are the barriers to market acceptance?

Required Readings:

- McKellar, J. and Hussain S. (2012), Understanding Public Private Partnerships: Emerging Issues in Canadian Infrastructure Delivery. Discussion Paper Prepared for the National Executive Forum on Public Property 2012 National Symposium, Vancouver, May, 2012. (PDF)
- McKellar, J. and Hussain, S. (2017), Thinking of Infrastructure Beyond the PPP Model, Discussion Paper Prepared for the National Executive Forum on Public Property 2017 National Symposium, Vancouver, May, 2017.
- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 1.

Recommended Readings:

- Hodge, Greve, and Boardman. (2010). "Mixes and partnerships through time". Hodge, Greve and Boardman (ed). International Handbook on Public-Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 2. P: 17-42

-
2. Models of Infrastructure Implementation
- 18.09.19 Public-private partnerships (P3s) are but one potential partnership model. Emerging models of infrastructure delivery are characterized by a number of factors including risk transfer, longevity, complex legal agreements, creation of and subsequent operation and maintenance of a capital asset, access to a combination of public and private investments in equity and debt, and revenue generating mechanisms. Models include:
- Privatization of public assets
 - Partnership models

-
- Business models
 - Contractual models
 - Financing models

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 3.

-
3.
25.09.19
- Selected Infrastructure Sectors and Sub-Sectors
- Anyone interested in infrastructure must familiar themselves with the characteristics of the various sectors and sub-sectors that determine the risk/reward profile and prospects for success. Each sector and sub-sector will differ in organization of the partnership, financing and value added, competition and regulation, and the possible roles for private sector involvement.
- The cross-sector characteristics
 - Distinguishing features between transportation, water, sewage, and energy
 - Sources of revenue for each and the influence on the business model
 - Influences of competition and regulation
 - Privatization, private sector involvement, and PPPs

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 4.

Assignment One Due

-
4.
02.10.19
- The P3 Model
- Over the past several decades, Australia, the UK, Europe and Canada have refined and applied what is called the P3 (PPP) model. The key characteristics of P3s are the lifecycle approach and integrating the outsourcing of planning, construction, financing and operation of public infrastructure assets to the private sector for a determined period of time.
- What is the P3 model?
 - What is a 'Sponsor' or Special Purpose Vehicle (SPV)?
 - Why is this model standardized across industry sectors and the globe?
 - What are the principles of risk transfer that drive the model?
 - How is performance measured?
 - What are the steps in implementing the P3 model?
 - Who pays, or gets paid, for doing what, and how do they get paid?
 - Who are the key players and what are their respective roles?

Readings

- Yescombe, Public Private Partnerships: Principles of Policy and Finance, 2007: Chapters 1 and 2 [accessible by eBook through York University Libraries).
- Kwak, Chih and Ibbs (2009). "Towards a Comprehensive Understanding of Public Private Partnerships for Infrastructure Development". California Management Review Winter 2009, Vol 51. No. 2.

Recommended Readings:

- Boardman and Vining. (2010). "P3s in North America: renting the money (in Canada), selling the roads (in the USA)". Hodge, Greve and Boardman (ed). International Handbook on Public–Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 16. P 354-398.
- Bettingnies and Ross. (2010) "The economics of public-private partnerships: some theoretical contributions". Hodge, Greve and Boardman (ed). International Handbook on Public–Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. P. 132-158.
- Duffield, Colin. (2010). "Different delivery models." Hodge, Greve and Boardman (ed). International Handbook on Public–Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 9. P. 187-215.

5. Risk, Uncertainty and Subjectivity with Partnership Models

09.10.19 Risk transfer and risk management are at the heart of infrastructure partnership models and have wide-ranging consequences that affect the efficiency and sustainability of P3 projects over the long-term. Risk is defined and experienced differently by the various players and while all most benefit from positive outcomes, incentives, typically in the form of higher returns, are required to prevent negative threats and outcomes.

- Sources of risk in infrastructure projects.
- What risks can public partners potentially transfer and which ones are they likely to retain?
- What are the main strategies for risk mitigation?
- How is risk allocation embodied in a Project Agreement?
- How are agreements monitored to maintain the balance of risks and promote accountability?
- What happens if circumstances change, default occurs, or early termination is necessary?

Readings

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 5.

Recommended Readings:

- Monteiro, Rui Sousa. (2010). "Risk management". Hodge, Greve and Boardman (ed). International Handbook on Public–Private Partnerships. (2010). Edward Elgar, Cheltenham, United Kingdom. Chapter 12. P262-291.

6. Assessing the Value of P3s

16.10.19 Governments across the globe are using various forms of public-private partnerships to provide infrastructure of public control and ultimate ownership, while providing the benefits of private sector efficiencies and infrastructure, to date there has been little meaningful evaluation of their economic value and increasing que

- Why might a public-private partnership be more efficient than the 'public sector alternative'?
 - What criteria/methodologies are typically used to evaluate the economic benefits of P3s?
 - Are P3s storing up huge costs for future generations and distorting resource allocations?
 - How are net social benefits accounted for?
 - What other models are being used around the world to obtain the benefits associated with P3s?
-

Readings:

- Infrastructure Ontario Track Record Report 2017, Infrastructure Ontario, Hanscomb.
- Assessing Value for Money: An Updated Guide to Infrastructure Ontario's Methodology, March 2015,

Recommended Readings:

- Boardman and Vining. "Assessing the economic worth of public-private partnerships." (2010). *Hodgson's Handbook of Private Partnerships*. (2010). Edward Elgar, Cheltenham, United Kingdom. P. 132-158. Chapter 8. P15

Assignment Two Due (Report and Debate)

7. Infrastructure as an Asset Class

30.10.19 Infrastructure constitutes a distinct asset class, as does real estate, but unfortunately the term asset class is used all too frequently without adequate precision. The misrepresentation of infrastructure assets has led to considerable confusion among investors by raising expectations and offering a wide variety of risk-return and cash flow profiles from which to choose. Experience with this alternative asset class is still very much limited to the large institutional funds and large private investment funds.

- What do we mean by the term asset class?
- What are the economic characteristics of infrastructure assets?
- Do investors view infrastructure from a portfolio perspective?
- Why does infrastructure require the bulk of the investment up-front?
- Why are economies of scale crucial to financial success?
- What explains the high operating margins and free cash flows?
- Does infrastructure produce relatively stable and predictable cash flows?
- What is ESG and how is it influencing global investment patterns?

Required Readings:

- Weber, Barbara and Alfen, Hansa Wilhelm. (2016). *Infrastructure as an Asset Class*. John Wiley and Sons Ltd. United Kingdom. Chapter 2.
- Brookfield Asset Management, *Brookfield Real Assets Real Diversification*, 2016: Pages 6-13, 17-21.
- Florence Chong, *The Investor: IFM and the "Pension-Public Partnership," IPE Real Assets* September/October 2017
- Pauline Fiastre, *ESG: The Foundation for Responsible Infrastructure Investment*, IPE Real Assets January/February 2019

8. Financing Large Scale Infrastructure

06.11.19 Project finance has evolved over the past century to finance large-scale infrastructure although its roots go back centuries. This form of finance is defined as the financing of a standalone, clearly demarcated economic unit (project) with particular characteristics that set it apart from corporate and real estate finance. In the realization of a P3, this form of financing has political relevance and impacts life-cycle costs, risk structure, and risk allocation, and is a key factor in structuring any partnership arrangement.

- What is project finance?
 - What are the features of this type of financing and how does it differ from other forms of financing?
 - What are the benefits for public authorities and private investors of project financing?
-

-
- What is the risk structure of project finance?
 - What is the contractual framework for project finance who are stakeholders?
 - Who are key players in supplying equity and debt and in what forms?

Readings

Weber, Barbara and Alfen, Hansa Wilhelm. (2016). Infrastructure as an Asset Class. John Wiley and Sons Ltd. United Kingdom. Chapter 6.

Final Project Part I Due

-
9. Brownfield Infrastructure Redevelopment and Asset Management
13.11.19 In contrast to the focus placed on the development of greenfield infrastructure, many existing infrastructure assets are attracting the attention of many large, institutional investors as a redevelopment opportunity. Redevelopment is undertaken as a way that unlocks the value of existing assets by viewing infrastructure as operating businesses.

Readings

- Tedesco, Theresa and Shecter, Barbara, Inside the Risky Strategy that Made Canada's Biggest Pension Plans the New 'Masters of the Universe,' Financial Post, October 14, 2016.
- McKinsey and Company, Financing Change: How to Mobilize Private Sector Financing for Sustainable Infrastructure, January 2016.

Assignment Three Due

-
10. Case Study: Pan-Am Games 2015- Athletes' Village
20.11.19 Infrastructure Ontario and Waterfront Toronto, on behalf of TO2015, are undertaking the section of West Don Lands that will be home to the Athletes' Village during the Toronto 2015 Pan/Parapan American Games. Design and construction of the Athletes' Village will provide accommodations for athletes and officials during the Games. This is a design-build-finance project with a budget of \$514 million. The project involves construction of new roads and services, such as hydro, sewer and water infrastructure and conversion of the Athletes' Village into its post-Games legacy state: a modern and sustainable neighbourhood that includes market and affordable housing on Toronto's waterfront. This will be compared to different case studies related to infrastructure, value creation, city building, and new business models.

-
11. Future Infrastructure Partnership Models
27.11.19 The performance of infrastructure projects using the P3 model and its variations has been mixed. As governments become increasingly pressed to deliver complex and politically sensitive infrastructure projects, lessons that can be drawn from previous projects can be instrumental to structuring future partnership models for infrastructure delivery.
- What are the opportunities to improve the conventional delivery models for infrastructure delivery?
 - Is the current P3 model achieving its stated objectives or is it a merely a means to amortize project costs over a long term period?
 - Can the original idea of forming partnerships be revisited in future infrastructure delivery models?
-

- How do we protect the public interest over the long term?
- What issues are critical to the future of P3s or variants thereof?
- What areas of further study are necessary to be better informed about current and future infrastructure delivery models?
- Where is the nexus between real estate and infrastructure?

12. Final Project Part II – In Class Presentations
04.12.19

TBD Exam Week – Final Project Part II- Report Submissions Due TBD in Room MB G330

Written Assignments/Projects

Unless stated otherwise in the assignment, the following format will apply to all written submissions:

Hard copy, paper size, 8 1/2" x 11"

Margins, top/bottom/left/right -1" minimum

Spacing - single spacing

Font size, 11pt, (tables can be 10pt)

Font style, Arial, Helvetica or Calibri

Page numbers, lower right corner

Name, date and student number will be included on each page in the heading bar.

All visual presentations will be submitted in PowerPoint format to the prescribed length and an electronic copy shall be filed with the instructor.

Due Date	Assignment
25.09.19	Assignment One - Individual Discussion Paper
16.10.19	Assignment Two - Team Case Assignment Report and Debate
06.11.19	Final Project Part I – Team Committee Report Deck
13.11.19	Assignment Three – Individual Case Assignment Pitch
04.12.19	Final Project Part II – Team Presentation
11.12.19	Final Project Part II – Team Report Submission

General Academic Policies: Grading, Academic Honesty, Accommodations

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

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 Masters-level courses, sections of required core courses are normally expected to have a mean grade of between 4.7 and 6.1 grade points, and between 5.2 and 6.2 grade points for electives. Each grade component will be curved to meet this requirement, if necessary.

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 also be found in the Student Handbook and on the Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>

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

Course Change Proposal Template

1. Program: Master of Real Estate and Infrastructure (MREI); MBA RE&I Specialization

2. Course Number and Credit Value: PROP 6600 3.00

3. Course Title:

a) **Long Course Title** Real Estate Portfolio Management

b) **Short Course Title** Real Estate Portfolio Management

4. Existing Pre-requisites/Co-Requisites: PROP 6100 3.00

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

<input type="checkbox"/>	in course number
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
<input type="checkbox"/>	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
<input type="checkbox"/>	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
<input type="checkbox"/>	in integration (please provide statement of approval from other program)
<input type="checkbox"/>	in crosslisting (please provide statement of approval from other program)
<input type="checkbox"/>	in pre/co-requisite
<input type="checkbox"/>	expire course
<input checked="" type="checkbox"/>	other (please specify) → Program Restriction (MBA only)

5. Effective Session of Proposed Change(s): Fall 2020

6. Academic Rationale: PROP 6600 remains as an elective for MBA students and is removed as an elective course for MREI students. For MREI students, elective course PROP 6650 will be expanded to contain material from PROP 6600. This change is completed as part of larger efforts to separate the MBA and MREI students, both to manage class size and ensure the courses are taught to student groups with similar knowledge bases (drawing on the core course knowledge for the MBA cohort and the MREI program require courses for the MREI cohort).

7. Proposed Course Information:

Existing Course Information (change from)	Proposed Course Information (change to)
PROGRAM RESTRICTION: None.	PROGRAM RESTRICTION: MBA students only.

8. Consultation: There is no impact on integrations or crosslistings.

Originator

<u>Avis Devine</u>	<u>January 10, 2020</u>
Signature	Date
<u>Avis Devine</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Approvals:

Area or Specialization

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Degree Program

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name of Program Director	Program

Program Committee

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

<u>Ashwin Joshi</u>	<u>January 16, 2020</u>
Signature	Date
<u>Ashwin Joshi, Acting Chair</u>	<u>MPC-PCC</u>
Name of Committee Chair	Committee

Course Change Proposal Template

1. **Program:** Master of Real Estate and Infrastructure (MREI); MBA RE&I Specialization

2. **Course Number and Credit Value:** PROP 6650 3.00

3. **Course Title:**

- a) **Long Course Title** Commercial Real Estate Asset Management
- b) **Short Course Title** Commercial Real Estate Asset Management

4. **Existing Pre-requisites/Co-Requisites:** SB/PROP 6100 3.0 and SB/PROP 6200 3.0.

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

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

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

6. **Academic Rationale:**

MREI - Content from elective course PROP 6600 will be merged into the existing elective course PROP 6650. The title and course description for PROP 6650 will be modified to reflect this added content. An analysis of the course content for existing 6600 and 6650 elective courses within the MREI program indicates the content in both classes which is unique within the program can be accomplished together within a single course (rather than the current two courses). This is due to some material being presented in other requisite courses throughout the MREI program. PROP 6600 remains as an elective for MBA students. Therefore, PROP 6650 will be program-restricted to MREI students only (so duplicate content will not be available to MBAs attempting to take both PROP 6600 and PROP 6650).

MBA Specialization - PROP 6650 is being revised to include content from PROP 6600, and will be program restricted to MREI students only. PROP 6600 will remain an elective course for MBA students, and will be program-restricted to MBA students. As PROP 6650 will now contain content from PROP 6600 (which is now an MBA-only class), PROP 6650 must be removed as an elective course option for the MBA program.

7. Proposed Course Information:

Existing Course Information (change from)	Proposed Course Information (change to)
<p>TITLE:</p> <p>Commercial Real Estate Asset Management</p> <p>COURSE DESCRIPTION:</p> <p>This course examines strategies for adapting to change so as to optimize the performance of commercial real estate assets during the investment holding period. It addresses leasing, capital expenditure planning, revenue enhancement, re-positioning, re-development and the hold/sell decision. Attention is paid to the four major property types. Students will conduct primary research and learn from real-world case studies.</p> <p>PROGRAM RESTRICTION:</p> <p>None.</p>	<p>TITLE:</p> <p>Long: Commercial Real Estate Asset and Portfolio Management</p> <p>Short: CRE Asset and Portfolio Management</p> <p>COURSE DESCRIPTION:</p> <p>This course examines strategies for adapting to change to optimize the performance of commercial real estate assets and portfolios thereof. It addresses leasing, capital expenditure planning, revenue enhancement, and the hold/sell decision, as well as the structures/strategies employed in both public and private institutional real estate investment portfolios. Students will conduct primary research and learn from real-world case studies.</p> <p>PROGRAM RESTRICTION:</p> <p>MREI students only.</p>

8. Consultation: There is no impact on integrations or crosslistings.

Originator

Avis Devine
Signature

Avis Devine
Name

January 10, 2020
Date

Brookfield Centre for Real Estate and Infrastructure
Area or Specialization

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.

Jim Clayton
Signature

January 10, 2020
Date

Jim Clayton
Name of Coordinator or Director

Brookfield Centre in Real Estate & Infrastructure
Area or Specialization

Degree Program

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

Jim Clayton
Signature

January 10, 2020
Date

Jim Clayton
Name of Program Director

Master of Real Estate and Infrastructure
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.

Ashwin Joshi
Signature

January 16, 2020
Date

Ashwin Joshi, Acting Chair
Name of Committee Chair

MPC-PCC
Committee

PROP 6650: Commercial Real Estate Asset Management



Course Outline (revised draft January 9, 2020)
Summer 2020

Instructors

Luke Chisholm
416-323-2570

lcchisholm@schulich.yorku.ca

Professor Avis Devine
adevine@schulich.yorku.ca

Course Administrator

Bryna Abtan
MB G330

416-736-5967

babtan@schulich.yorku.ca

Brief Description

This course examines strategies for adapting to change to optimize the performance of commercial real estate assets and portfolios thereof. It addresses leasing, capital expenditure planning, revenue enhancement, and the hold/sell decision, as well as the structures/strategies employed in both public and private institutional real estate investment portfolios. Students will conduct primary research and learn from real-world case studies.

Prerequisites: PROP 6100 and PROP 6200

Program Restriction: This course is for MREI students only.

Course Description

This course examines strategies for managing property assets, with an emphasis on adapting to change so as to optimize performance over the holding period. At the individual asset level, it addresses key asset management concepts, including leasing, capital expenditure planning, revenue enhancement, re-positioning, re-development and the hold/sell decision within the context of a property level business plan. It also covers the structures and strategies employed in the creation and management of institutional real estate investment portfolios in both the private and public markets. This includes a review of portfolio theory in a real estate context; examination of the concepts of risk, return and diversification, and how they influence portfolio planning decisions; consideration of the advantages and disadvantages of various investment vehicles.

Commercial real estate investors seek to optimize return throughout the investment holding period. On average returns are driven primarily by operating performance rather than capital gains. Because operating performance is related to the ability of the asset to satisfy user demand, achieving investor return goals requires each asset to be actively managed in a way that responds to its particular attributes as well as the challenges and opportunities posed by changing market conditions. This course aims to provide students with the following: an understanding of the processes involved in managing commercial properties; a disciplined approach to formulating and evaluating asset management strategies; an appreciation of how such strategies are being executed in practice; and the role of asset management within the broader portfolio management function and strategy.

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance.....	3
Course Material.....	3
Student Preparation for Class and Class Participation: Expectations.....	3
Class-by-Class Syllabus.....	4
Written Assignments: Descriptions	7
Evaluation of Written Assignments	7
Calculation of Course Grade	7
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	7

Course Learning Outcomes

The course focuses on asset management, the “micro-level” pertaining to individual properties, and also incorporates its increasingly important connection to “macro-level” portfolio and investment management considerations. The perspective is primarily be that of “institutional” real estate decision making (e.g., banks, life insurance companies, pension funds, REITs), regarding large-scale commercial property, the level at which an MBA is often most useful. At this the course seeks to integrate the “Wall Street” (mainstream securities and corporate investment establishment) and “Main Street” (local, traditional real estate business community) perspectives.

The learning outcomes for the course are as follows:

- 1) Understand the role of the asset manager within a commercial real estate enterprise or an institutional real estate portfolio and how the role relates to complementary disciplines
- 2) Develop skills in evaluating the competitive strengths and weaknesses of commercial real estate assets
- 3) Acquire insight into the strategic options available to the asset manager: lease structuring, capital expenditure planning, revenue enhancement, positioning and re-positioning, re-development and the hold/ sell decision; and how these may be applied in practice
- 4) Strengthen the ability to apply appropriate financial analytic tools to the evaluation of value creation strategies
- 5) Deepen awareness of the diversity of the real estate asset class and the particular dynamic context within which each asset operates
- 6) Learn to recognize and anticipate the impact that changes in technology, demographics, demand and other macro factors may have on user demand and the operation and economic viability of a commercial real estate asset over the course of its useful life
- 7) Evaluate a variety of investment vehicles and strategies from a strategic risk-return perspective at the portfolio level.

Deliverables at a Glance

Students are expected to contribute actively to the learning environment, complete written assignments on time and participate during class. In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Assignments/Mini-cases	2	20%	40%	Individual
Asset Repositioning Case	1	25%	25%	Group
Pension Fund Portfolio Strategy Case	1	25%	25%	Group
Participation	1	10%	10%	Individual
			100%	

For details, see “Written Assignments: Descriptions” and “Evaluation of Written Assignments.”

Course Material

There is no textbook for this course. Most of the reading material is to be downloaded from the internet or posted on the course Canvas page. Other material may be handed out in class. Readings will also be taken from the following texts which will be made available at the Bronfman Library:

1. Commercial Real Estate Analysis and Investments by David M. Geltner, Norman G. Miller, Jim Clayton and Piet Eichholtz, Third Edition, 2014 (CREAI)
2. S. Michael Brooks. Canadian Commercial Real Estate: Theory, Practice and Strategy. The Real Property Association of Canada. 2016.
3. Richard B. Peiser and David Hamilton. Professional Real Estate Development. Urban Land Institute. 3rd Edition, 2012.

Reserved readings at the library have been selected from periodicals and journals. Go to <http://www.library.yorku.ca>, click on the “Reserves” tab and type in “<Course Code>” to access these readings. Cases authored by the instructor will be made available, while those from Harvard can be purchased from Harvard Business Publishing. A link to the Harvard website will be posted to the Canvas site.

Student Preparation for Class and Class Participation: Expectations

Preparation. This course relies heavily on guest speakers, case discussions and other interaction within the classroom. Students should be well prepared to engage with the instructors, guest speakers and other students. That means doing the readings, researching guest speakers, bringing notes and working papers to class for reference and rehearsing presentations.

Class Participation (contribution). Because of the emphasis on discussion, presentation and Q & A with guest speakers, participation is weighted in the final grade. Evaluation is based on what we perceive as your contributions to the learning environment in the class. To contribute you must be present in body, mind and spirit. We expect students to attend every class, to be on time, to be respectful, to be prepared, to be constructive and to engage. Expect to be called on.

As part of each case discussion we will ask several students to summarize their analysis and recommendations in brief (two minute maximum) live presentations to the class. To assist with these,

each student must prepare one to four PowerPoint slides of their findings and recommendations. Hard copies are to be appended to the written submissions and an electronic file must be brought to class.

You have the opportunity to self-assess your contributions after every class by submitting a self-reflection in the form posted to Canvas. The self-reflections are voluntary. To be considered they must be submitted (by email) within three days of each class. We recommend that you take advantage of this opportunity for self-reflection and as a means of giving us valuable feedback.

Class-by-Class Syllabus

Each class is dedicated to one or more topics as per the schedule below. The format may include our lectures, guest presentations, student presentations and/ or discussion of case assignments, readings and current events. Our lectures are designed to contextualize and link the guest lectures and assignments. We will usually post our lecture slides the day before class and we will post guest speakers' materials when available.

One half of each class in which a case assignment is due will be dedicated to an in-depth discussion of the case. These discussions are great learning opportunities. To ensure that you are able to participate fully in these discussions, you are expected to bring a copy of the original case, and/or submission and/or working papers to class, along with an electronic file of your presentation slides (in case you are asked to present).

Please note that this outline is in draft form and will be amended to incorporate additional readings, guest speakers and prep materials and/ or to correct errors and omissions. In that event, you will be notified in class or by email and the amended outline will be posted to Canvas

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

Session One	<u>1. Course Introduction & Real Estate as an Asset Class in Canada: A Brief History</u> - the roles of asset management and portfolio management within the real estate investment process; the evolution of asset and portfolio management strategies - the institutionalization of the real estate investment industry Read: 1. PREA Why Real Estate? (www.prea.org)
Session Two	<u>2. The Role of the Asset Manager</u> Read: 1. Brooks text, Chapter 12 2. "Defining Real Estate Asset Management" By Dustin Read, Journal of Property Management, May/June 2017 3. McAllister, P., (2011) Why do research on commercial property management? Somebody HAS to! Working Papers in Real Estate & Planning. 16/11. Working Paper. University of Reading, Reading. pp10

Session Three	<p><u>3. Market Fundamentals – Knowing Your Asset</u></p> <p>Read:</p> <ol style="list-style-type: none"> 1. Brooks text, Chapters 1 & 7 2. Canada Quarterly Statistics – Q2 2018, CBRE Canada 3. Canadian Cap Rates & Investment Insights – Q2 2018, CBRE Canada <p>Guest Speaker: Paul Morassutti, EVP & Executive Managing Director, CBRE Valuation & Advisory Services</p>
Session Four	<p><u>4. Institutional Investment in Real Estate</u></p> <p>Read:</p> <ol style="list-style-type: none"> 1. CREAI, Chapters 11, 21 and 22 2. MacKinnon, Greg, "Private Real Estate Allocations in Multi-Asset Investment Portfolios", PREA Research Report, November 2011 (CMD) 3. MacKinnon, Greg, "Is Real Estate Really a Low-Volatility Asset Class?", PREA Quarterly, Winter 2011 (CMD) <p>Assignment Due:</p> <p>Guest Speaker: Rob Douglas, Managing Director – Real Estate Investments</p>
Session Five	<p><u>5. Leasing and Space Marketing</u></p> <p>Read:</p> <ol style="list-style-type: none"> 1. Brooks text, Chapters 6 and 9 2. CREAI, Chapter 30
Session Six	<p><u>6. Green buildings</u></p> <p>Read:</p> <p>Brooks text, Chapter 5</p> <p>Devine, Avis and Kok, Nils, "Green Certification and Building Performance: Implications for Tangibles and Intangibles", The Journal of Portfolio Management, Special Real Estate Issue 2015</p> <p>Guest speaker: Green building industry expert</p>
No Class	READING WEEK
Session Seven	<p><u>7. Real Estate Investment Trusts & Real Estate Operating Companies</u></p> <p>Read:</p> <ol style="list-style-type: none"> 1. CREITH, Chapter 11 2. MacKinnon, Greg, "REITs and Real Estate: Is There Room for Both in a Portfolio?", PREA Research Report, October 2010 (CMD) 3. "REITs: Real Estate With A Return Premium", NAREIT 2015 (CMD) <p>Assignment Due:</p>

Guest Speaker: Michael Smith, Managing Director and Analyst, RBC Capital Markets

Session Eight	<p>8. Property Specific Format Evolution and Repositioning Concepts</p> <ul style="list-style-type: none">- Industrial & Retail: e-commerce, logistics- Office – co-working and city growth dynamics- Multifamily <p>Readings to be assigned</p> <p>Guest speaker from Research/Strategy function at major investor</p>
Session Nine	<p><u>9. Is technology changing the role of the asset manager?</u></p> <p>Guest speaker</p>
Session Ten	<p><u>10. The Hold / Sell Decision</u></p> <p>Read:</p> <ol style="list-style-type: none">1. Brooks text, Chapter 82. CREAI, Chapters 10 & 11 <p>Assignment Due:</p> <ol style="list-style-type: none">3. VIPERS Case due
Session Eleven	<p><u>11. Capital Investment and Repositioning Concepts</u></p> <p>Read:</p> <ol style="list-style-type: none">1. Brooks text, Chapter 112. CREAI, Chapters 28 & 29 <p>Guest Speaker: Greg Spafford, Managing Director & Senior Portfolio Manager, Manulife Real Estate</p>
Session Twelve	<p><u>12. Asset Repositioning Project Presentations</u></p> <p>Assignment Due:</p> <ul style="list-style-type: none">▪ Asset Repositioning Proposal (Group)

Written Assignments: Descriptions

Unless stated otherwise in the assignment, the following format will apply to all written submissions:

Hard copy, paper size, 8 1/2" x 11"	Font size, 11pt, (tables can be 10pt)
Margins, top/bottom/left/right 1" minimum	Font style, Arial, Helvetica or Calibri
Spacing - double spacing	Page numbers, lower right corner
Name, date and student number will be included on each page in the heading bar.	

All visual presentations will be submitted in PowerPoint format to the prescribed length and an electronic copy shall be filed with the instructor.

Evaluation of Written Assignments

Our expectations with regard to case assignments are covered in the general Case Preparation Guidelines, which will be posted to Canvas. In brief, good case analysis boils down to three things - identification of the core problem; a persuasive argument in support of a set of recommendations that address the problem; and a neat, clean and ideally graphic presentation. Our approach to marking the cases is to assess the overall quality and impact of the argument put forward.

If you cannot attend class on the day an assignment is due, please make arrangements with the instructors to deliver it electronically before the start of class. We will want to know the reason why.

Calculation of Course Grade

The final course grades will be determined by weighting each component according to the assigned proportions as described in "Deliverables at a Glance."

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

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

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 Masters-level courses, sections of required core courses are normally expected to have a mean grade of between 4.7 and 6.1 grade points, and between 5.2 and 6.2 grade points for electives. Each grade component will be curved to meet this requirement, if necessary.

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 also be found in the Student Handbook and on the Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>

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

Course Change Proposal Template

1. Program: Master of Real Estate and Infrastructure (MREI); MBA RE&I Specialization

2. Course Number and Credit Value: PROP 6350 3.00

3. Course Title:

- a) **Long Course Title** Investing in Infrastructure
- b) **Short Course Title** Investing in Infrastructure

4. Existing Pre-requisites/Co-Requisites: PROP 6300 3.00

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

	in course number
	in credit value
	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
	in integration (please provide statement of approval from other program)
	in crosslisting (please provide statement of approval from other program)
	in pre/co-requisite
	expire course
x	other (please specify) → Program Restriction (MBA only)

5. Effective Session of Proposed Change(s): Fall 2020

6. Academic Rationale: The MBA elective course PROP 6350 becomes an MBA-only course. For the MREI, the content from this course is being merged with 6750 into the new course *6400 3.00 Infrastructure Finance and Investment*. This change is completed as part of larger efforts to separate the MBA and MREI students, both to manage class size and ensure the courses are taught to student groups with similar knowledge bases (drawing on the core course knowledge for the MBA cohort and the MREI program require courses for the MREI cohort).

7. Proposed Course Information:

Existing Course Information (change from)	Proposed Course Information (change to)
PROGRAM RESTRICTION: None.	PROGRAM RESTRICTION: MBA students only.

8. Consultation: There is no impact on integrations or crosslistings.

Originator

<u>Avis Devine</u>	<u>January 10, 2020</u>
Signature	Date
<u>Avis Devine</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Approvals:

Area or Specialization

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Degree Program

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name of Program Director	Program

Program Committee

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

<u>Ashwin Joshi</u>	<u>January 16, 2020</u>
Signature	Date
<u>Ashwin Joshi, Acting Chair</u>	<u>MPC-PCC</u>
Name of Committee Chair	Committee

Course Change Proposal Form

1. **Program:** Master of Real Estate and Infrastructure (MREI); MBA RE&I Specialization

2. **Course Number and Credit Value:** PROP 6750 3.00

3. **Course Title:**

a) **Long Course Title** Finance for Large Scale Infrastructure

b) **Short Course Title** Finance for Large Scale Infrastructure

4. **Existing Pre-requisites/Co-Requisites:** PROP 6300 3.00

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

	in course number
	in credit value
	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in crosslisting (please provide statement of approval from other program)
	in pre/co-requisite
<input checked="" type="checkbox"/>	expire course
	other (please specify)

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

6. **Academic Rationale:**

MREI - This required course is deleted, and much of its course material is merged with course material from PROP 6350 into a new, MREI-only course: *6400 3.00 Infrastructure Finance and Investment*.

MBA Specialization - This elective course is deleted, and much of its course material is merged with course material from PROP 6300 into a new, MBA-only course: *PROP 6500 3.00 Infrastructure Delivery and Finance*.

7. **Proposed Course Information:**

Existing Course Information (change from)	Proposed Course Information (change to)
PROP 6750 3.00 Finance for Large Scale Infrastructure	

8. **Consultation:** There is no impact on integrations or crosslistings.

Originator

<u>Avis Devine</u>	<u>January 10, 2020</u>
Signature	Date
<u>Avis Devine</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Approvals:

Area or Specialization

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name	Area or Specialization

Degree Program

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

<u>Jim Clayton</u>	<u>January 10, 2020</u>
Signature	Date
<u>Jim Clayton</u>	<u>Brookfield Centre for Real Estate and Infrastructure</u>
Name of Program Director	Program

Program Committee

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

<u>Ashwin Joshi</u>	<u>January 16, 2020</u>
Signature	Date
<u>Ashwin Joshi, Acting Chair</u>	<u>MPC-PCC</u>
Name of Committee Chair	Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Murat Kristal

Date: November 10, 2019

Re: Minor Program Change to MBAN

Motion: That Faculty Council approve the replacement of MBAN 6300 3.00 Case Analysis & Presentation Skills with a new core course, MBAN 6200 3.00 Realizing Value from AI and Analytics in Organizations.

Rationale: MBAN 6300 (also offered in the MBA program as MGMT 6300) was originally added to the MBAN curriculum as a result of the course's success with MBA students. After running in the MBAN for the past five years, it is clear that the course does not meet the needs of the program or student body. As a result, we are proposing to take MBAN 6300 out of the MBAN curriculum and replace it with MBAN 6200, a new course that will 1) enable MBAN students to continue to develop their professional communication skills, and 2) better understand the business applications of Analytics and AI in organizations, an area that was lacking in the existing curriculum. This course will be better tailored to the needs of the MBAN program as it will be delivered by an instructor who is highly experienced within the analytics field.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

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

1. Program/Graduate Diploma: Master of Business Analytics, Schulich School of Business

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

3. Proposed Change(s) and Rationale

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

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

That Faculty Council approve the replacement of MBAN 6300 3.00 Case Analysis & Presentation Skills with a new core course, MBAN 6200 3.00 Realizing Value from AI and Analytics in Organizations.

MBAN 6300 (also offered in the MBA program as MGMT 6300) was originally added to the MBAN curriculum as a result of the course's success with MBA students. After running in the MBAN for the past five years, it is clear that the course does not meet the needs of the program or student body. As a result, we are proposing to take MBAN 6300 out of the MBAN curriculum and replace it with MBAN 6200, a new course that will 1) enable MBAN students to continue to develop their professional communication skills, and 2) better understand the business applications of Analytics and AI in organizations, an area that was lacking in the existing curriculum. This course will be better tailored to the needs of the MBAN program as it will be delivered by an instructor who is highly experienced within the analytics field.

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

The removal of MBAN 6300 from the curriculum does not change the MBAN program learning outcomes as all program outcomes that MBAN 6300 supported are supported by MBAN 6200. The addition of MBAN 6200 to the curriculum also does not add any new program learning outcomes.

While the two courses differ in terms of content and structure, the new course MBAN 6200 will cover the same program learning outcomes as MBAN 6300 related to professional communication, strategic thinking, and ethics (please see the existing and proposed MBAN curriculum maps in Appendix 1). The new course supports the communication learning outcomes through explicit training in and assessment of presentation skills, as well as additional development of skills related to report-writing and teamwork. For example, Week 4 in the course syllabus is dedicated to storytelling and selling ideas through presentation skills.

The course also contains two presentation assignments (one assessed individually, so students will receive feedback specific to their strengths and areas for improvement), as well as a team project that comprises a written deliverable. Week 10 of the syllabus focuses on the ethical use of AI and checking models for bias, and the course tasks students with being able to design data privacy, security and consent into their AI projects.

The new course also contains additional learning outcomes that MBAN 6300 did not cover, related to financial management of AI projects, creating strategic roadmaps, and applying change management strategies. It provides a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. It will equip students with the knowledge of how business pain points can be addressed through AI and analytics solutions, the processes used to sell and deliver project ideas, and the skills needed to transform an organization into an innovative, efficient and data driven company of the future.

Overall, this course will better enable students to develop highly relevant communication skills as they will learn and practice these skills in the context of creating strategic advantage through the use of AI.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

Consultation for this change has been undertaken between the program director, course instructors, the OMIS area coordinator and the Associate Dean Academic. Support for the new course proposal for MBAN 6200 can be found in the signatures section on the proposal form.

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

No additional resources are needed.

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

The MBAN is a one-year (3-term program), starting in May each year. This change would therefore be implemented for a new cohort of students. No current students would be impacted.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - <http://gradstudies.yorku.ca/current-students/regulations/program-requirements/>.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/diploma section, not just text that is being revised.

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

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
--	--

N/A	N/A
-----	-----

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

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

APPENDIX 1:
ORIGINAL CURRICULUM MAP

Graduates of the MBAN program are able to:

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

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

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

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

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

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

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

APPENDIX 1 (cont):
REVISED CURRICULUM MAP

Graduates of the MBAN program are able to:

	Term 1					Term 2				Term 2-3	Term 3	
Program Level Learning Outcomes	MBAN 5110 Predictive Modeling	MBAN 5120 Data Management & Programming	MBAN 5140 Visual Analytics	MBAN 6110 Data Science I	MBAN 6200 Realizing Value from AI & Analytics	MBAN 5210 Predictive Modeling II	MBAN 6120 Data Science II	OMIS 6350 Advanced Spreadsheet Modeling & Programming for Business	GS/PHIL 5340 Ethics of AI	MBAN 6090 Analytics Consulting Project	MBAN 5330 Big Data Fundamentals and Application	MBAN 6400 Multivariate Methods for Business Analytics
1. Analytical Skills & Enhanced Decision-Making												
1.1 Apply big data analysis tools and techniques to enhance business decision-making.	I			D		R	D			R	A	R
1.2 Design data-science solutions for problems commonly found in business.	I	I		D	D	A	D	D		R		R
1.3 Manage a business analytics project through all phases of the data science lifecycle.		I		I	D	R	A	R		R		R
1.4 Apply mathematical, statistical, and machine learning foundations of AI in the context of an evidence-based business decision support process.	I	I	I	I	R	D	A			R		

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

	Term 1					Term 2				Term 2-3	Term 3	
Program Level Learning Outcomes	MBAN 5110 Predictive Modeling	MBAN 5120 Data Management & Programming	MBAN 5140 Visual Analytics	MBAN 6110 Data Science I	MBAN 6200 Realizing Value from AI & Analytics	MBAN 5210 Predictive Modeling II	MBAN 6120 Data Science II	OMIS 6350 Advanced Spreadsheet Modeling & Programming for Business	GS/PHIL 5340 Ethics of AI	MBAN 6090 Analytics Consulting Project	MBAN 5330 Big Data Fundamentals and Application	MBAN 6400 Multivariate Methods for Business Analytics
1.5 Apply strategic thinking skills for managerial decision making.		I	I	R	D	R	R		D	R	A	
1.6 Recognize the limitations of theoretical models, techniques and empirical findings.	I	I	I	I		D	D	D		R		A
2. Professional Communication												
2.1 Prepare and deliver an effective and engaging oral presentation for both technical and non- technical audiences.			I		A			R		R		
2.2 Prepare an effective and engaging written report for both technical and non-technical audiences.			I		R	A	R			R		
2.3 Apply strategies to work effectively in interdisciplinary teams.			I		R		R	R		A	R	

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

	Term 1					Term 2				Term 2-3	Term 3	
Program Level Learning Outcomes	MBAN 5110 Predictive Modeling	MBAN 5120 Data Management & Programming	MBAN 5140 Visual Analytics	MBAN 6110 Data Science I	MBAN 6200 Realizing Value from AI & Analytics	MBAN 5210 Predictive Modeling II	MBAN 6120 Data Science II	OMIS 6350 Advanced Spreadsheet Modeling & Programming for Business	GS/PHIL 5340 Ethics of AI	MBAN 6090 Analytics Consulting Project	MBAN 5330 Big Data Fundamentals and Application	MBAN 6400 Multivariate Methods for Business Analytics
3. Ethics & Social Responsibility												
3.1 Identify the ethical and social responsibilities related to the collection, analysis, and reporting of data.					I				A	R	R	
3.2 Describe, analyze, and devise solutions for ethical and social issues that arise in business analytics.					I				A	R	R	

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Murat Kristal

Date: November 10, 2019

Re: New Course Proposal MBAN 6200 3.00: Realizing Value from AI and Analytics in Organizations

Motion: That Faculty Council approves the new course MBAN 6200 3.00 Realizing Value from AI and Analytics in Organizations

Rationale: MBAN 6300 (also offered in the MBA program as MGMT 6300) was originally added to the MBAN curriculum as a result of the course's success with MBA students. However, despite our best attempts over the last 5 years, the course has not resonated with the MBAN student body. As a result, we are proposing to take MBAN 6300 out of the MBAN curriculum and replace it with this new course that will 1) enable MBAN students to continue to develop their professional communication skills, and 2) better understand the business applications of Analytics and AI in organizations, an area that was lacking in the existing curriculum.

New Course Proposal Form

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

1. Program: Schulich Master of Business Analytics

2. Course Number: MBAN 6200

3. Credit Value: 3.00

4. Long Course Title:

Realizing Value from AI and Analytics in Organizations

5. Short Course Title:

Realizing Value from AI & Analytics

6. Effective Session: Summer 2020

7. Calendar (Short) Course Description:

This course provides a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. Students will learn how to address business pain points through AI and analytics solutions and how to sell and deliver project ideas. Students will gain skills needed to transform an organization into an innovative, efficient and data driven company of the future.

Prerequisite(s): NONE

8. Expanded Course Description:

Technology is at the heart of all business. There is very little that goes on in any organization that does not rely on technology to run well or drive the business forward. You might say that, more and more, “technology is the business”. As a key emerging technology, Artificial Intelligence is becoming more and more important to enable the business strategy. Companies that excel in this discipline thrive and create new value for their organization and customers.

The course makes the link between the practice of data science and the value delivered to organizations. The course will provide the tools and frameworks to lead informed, strategic decision-making processes, and augment business performance by integrating key AI management and leadership insights into the way an organization operates. This course will bridge the divide between the data scientists and the senior management of the organization, enabling data scientists to develop and sell their ideas into the organization, change the way the organization does business, and enable their organization to realize value for their investments in data and AI.

Prerequisite(s): NONE

9. Course Learning Outcomes

After completing this course, students should be able to:

- Explain how to gain strategic advantage through the use of Artificial Intelligence
- Explain the categories of business problems and the appropriateness of each class of AI techniques
- Craft and present a story to sell your ideas
- Explain the enablement processes: pilots, business cases, data acquisition and delivery of AI projects
- Demonstrate the Financial Management require to enable AI projects and teams
- Develop Change management strategies that reflect the impact of AI on the organization
- Understand ethical use of AI and Design data privacy, security and consent into AI projects
- Develop a strategic AI roadmap for your organization

10. Rationale:

We propose to replace the core course MBAN 6300 3.00 Case Analysis & Presentation Skills with this new course.

MBAN 6300 (also offered in the MBA program as MGMT 6300) was originally added to the MBAN curriculum as a result of the course's success with MBA students. However, despite our best attempts over the last 5 years, the course has not resonated with the MBAN student body. As a result, we are proposing to take MBAN 6300 out of the MBAN curriculum and replace it with this new course that will 1) enable MBAN students to continue to develop their professional communication skills, and 2) better understand the business applications of Analytics and AI in organizations, an area that was lacking in the existing curriculum.

As described in the accompanying program change, the removal of MBAN 6300 from the curriculum does not change the MBAN program learning outcomes as all program outcomes that MBAN 6300 supported are also supported by MBAN 6200. The addition of MBAN 6200 to the curriculum also does not add any new program learning outcomes.

While the two courses differ in terms of content and structure, the new course MBAN 6200 will cover the same program learning outcomes as MBAN 6300 related to professional communication, strategic thinking and ethics (please see the existing and proposed MBAN curriculum maps in Appendix 1). The new course supports the communication learning outcomes through explicit training in and assessment of presentation skills, as well as additional development of skills related to report-writing and teamwork. For example, Week 4 in the course syllabus is dedicated to storytelling and selling ideas through presentation skills. The course also contains two presentation assignments (one assessed individually, so students will receive feedback specific to their strengths and areas for improvement), as well as a team project that comprises a written deliverable. Week 10 of the syllabus focuses on the

ethical use of AI and checking models for bias, and the course tasks students with being able to design data privacy, security and consent into their AI projects.

The new course also contains additional learning outcomes that MBAN 6300 did not cover, related to financial management of AI projects, creating strategic roadmaps, and applying change management strategies. It provides a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. It will equip students with the knowledge of how business pain points can be addressed through AI and analytics solutions, the processes used to sell and deliver project ideas, and the skills needed to transform an organization into an innovative, efficient and data driven company of the future.

Overall, this course will better enable students to develop highly relevant communication skills as they will learn and practice these skills in the context of creating strategic advantage through the use of AI.

11. Evaluation:

Assignment/Task	Quantity	% Weight	Total %	Author
Class Participation	1	10	10	Individual
Assignments	2	10	20	Individual
Project 1	1	20	20	Group
Project 2	1	20	20	Group/Individual
Final Exam	1	30	30	Individual
			100%	

12. Integrated Courses:

N/A

13. Crosslisted Courses:

N/A

14. Faculty Resources:

This course will not impact faculty resources.

15. Physical Resources:

No additional physical resources are needed.

16. Bibliography and Library Statement:

Please see attached.

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

17. Instructors and Faculty Coordinator

Initial instructor

David Markwell, part-time instructor

Alternative instructors

Murat Kristal

Course coordinator

Murat Kristal, Director, MBAN Program

18. Specializations

Primary area or specialization

Master of Business Analytics

Secondary areas or specializations

N/A

19. Student Contact and Enrolment

Contact hours

36 hours

Maximum enrolment

55 students

Expected enrolment

45 students

Evidence for enrolment expectations

Expectation based on size of MBAN cohort.

20. Human Participants Research

N/A

21. Conditions for Approval

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

We are retiring MBAN 6300 3.00 Case Analysis and Presentation Skills and introducing this course into the MBAN program in its place.

b) Provide a convincing case for the proposed course.

N/A

Course Originator

David Markwell
Signature

Nov. 10, 2019
Date

David Markwell
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.

David Johnston

Zhepeng Li

David Rice

Theodoros Peridis

James Darroch

Markus Biehl

Marcia Annisette

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.

Richard Irving
Signature

November 25th, 2019
Date

Richard Irving
Name of Coordinator or Director

OMIS
Area or Specialization

Degree Program

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

Murat Kristal
Signature

November 10th, 2019
Date

Murat Kristal
Name of Program Director

MBAN
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.

Ashwin Joshi
Signature

January 16, 2020
Date

Ashwin Joshi, Acting Chair
Name of Committee Chair

MPC-PCC
Committee

Course Outline Fall 2020

Time: Wednesdays 4-7pm
Room: TBD

Instructor
Name: David Markwell
Mobile Phone #: 1.416.571.9708
Office hours: By Request

Brief Description

This course provides a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. Students will learn how to address business pain points through AI and analytics solutions and how to sell and deliver project ideas. Students will gain skills needed to transform an organization into an innovative, efficient and data driven company of the future.

Long Description

Technology is at the heart of all business. There is very little that goes on in any organization that does not rely on technology to run well or drive the business forward. You might say that, more and more, "technology is the business". As a key emerging technology, Artificial Intelligence is becoming more and more important to enable the business strategy. Companies that excel in this discipline thrive and create new value for their organization and customers.

The course makes the link between the practice of data science and the value delivered to organizations. The course will provide the tools and frameworks to lead informed, strategic decision-making processes, and augment business performance by integrating key AI management and leadership insights into the way an organization operates. This course will bridge the divide between the data scientists and the senior management of the organization, enabling data scientists to develop and sell their ideas into the organization, change the way the organization does business, and enable their organization to realize value for their investments in data and AI.

Prerequisite(s): NONE

Course Learning Outcomes

After completing this course, students should be able to:

- Explain how to gain strategic advantage through the use of Artificial Intelligence
- Explain the categories of business problems and the appropriateness of each class of AI techniques
- Craft and present a story to sell your ideas
- Explain the enablement processes: pilots, business cases, data acquisition and delivery of AI projects
- Demonstrate the Financial Management require to enable AI projects and teams
- Develop change management strategies that reflect the impact of AI on the organization
- Understand ethical use of AI and Design data privacy, security and consent into AI projects
- Develop a strategic AI roadmap for your organization

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Class Participation	1	10	10	Individual
Assignments	2	10	20	Individual
Projects	2	20	40	Group/Individual
Final Exam	1	30	30	Individual
			100%	

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

Course Material

Required Materials

- Articles from journals and periodicals such as Harvard Business Review, all available through AU Library Services databases.
- Selected materials from online resources including Wikipedia and NLP Tutorials:
 - Going Digital: General Electric and its Digital Transformation; Buvat, J; Capgemini Consulting, 2015

- Podium Data: Harnessing the Power of Big Data Analytics; Applegate, L, Lakhani, K, Bucala, N; Harvard Business School; July 22, 2015
- Selected contents from a list of relevant books:
 - Human and Machine: Reimagining Work in the Age of AI; Daugherty, Paul, Wilson, James; Harvard Business Review Press; Boston; 2018
 - Weapons of Math Destruction; O’Neil, Cathy; Crown Books; Washington DC; 2016

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

Student Preparation for Class and Class Participation: Expectations

Preparation. Students should come prepared to class having read the assigned materials and with any pre-work completed as indicated in the Course Materials Database (CMD).

Class Participation (contribution). Students earn participation marks evenly throughout the term, through participating in in-class discussions, presentations, and reflection submissions

Class-by-Class Syllabus

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

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

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
	Overview of the syllabus, expectations for the course.
Week #1	<p>Group formation - Each week two groups will present an analysis of an AI use case in use in industry (first current time one they find, the second time one they propose for an organization) and submit a two-page summary. These two assignments will constitute the group assessment of the course.</p> <p>Schedule to be published after week 1.</p> <p>Lecture - Strategy and AI as an Enabler</p>
Week #2	2 Group Presentations.

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
	Lecture – Man and Machine – Which work is best suited for each, and where they can collaborate
Week #3	2 Group Presentations.
	Lecture – Types of business problems and how Analytics and AI can help solve them
Week #4	2 Group Presentations.
	Lecture - Storytelling and selling your ideas
	2 Group Presentations.
Week #5	Lecture – Data Acquisition, Cleansing and Operational Data Governance
	Individual Assignment #1 Due at the start of class.
Week #6	2 Group Presentations.
	Lecture – Enabling AI Projects: pilots, business cases, delivery of AI projects
Week #7	2 Group Presentations.
	Lecture – Financial Management of AI Projects and Benefits Tracking
Week #8	2 Group Presentations.
	Lecture – Preparing the Organization for AI and the Future of Work
Week #9	2 Group Presentations.
	Lecture - Data Privacy, Security and Consent
Week #10	2 Group Presentations.
	Lecture – Ethical use of AI and checking models for bias
	2 Group Presentations.
Week #11	Lecture – Developing an Analytics and AI roadmap for your organization
	Individual Assignment #2 Due at the start of class.
Week #12	2 Group Presentations.
	Lecture – Review and Overview of Final Exam
Final Exam	

Written Assignments/Projects and Exam[s]: Descriptions

Due Date

Weeks 5 & 11 Assignments

Due Date

The assignments require students to leverage the frameworks discussed in the class and apply them to an organizational context to achieve an outcome. The readings and prior lectures provide all the information students need to complete the assignments. Students must submit assignments at the beginning of the lecturing session on the due date.

Value: 2 x 10% = 20%

2 weeks for
each group
To be assigned
in week 1

Group Projects

Students need to form project teams of size 3– 4, and complete the projects within a specified time period by submitting a project report and preparing a presentation to be delivered to the class in their assigned weeks. Students will be assessed individually on their presentation skills in either project 1 or project 2.

Value: 2 x 20% = 40%

Final Exam
Schedule

Final Exam

The material for the final exam incorporates all the materials discussed in the course and will involve an open-book case analysis. The three-hour exam will take place at a time and place to be announced.

Value: 30%

Evaluation of Written Assignments/Projects and Exams

Mark breakdowns for individual assignment are as indicated with the assignments themselves.

Late Delivery: The students will lose 5% of their assignment grade for every day an assignment is delayed.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: The instructor will assign numerical mark to each assignment or test. Each component will be multiplied by its weight, and then a letter grade for the course is assigned according to the following table:

A+	9	90-100
A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74

B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49%

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Exams (Absence from)

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the

Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

MEMORANDUM

Peter F. Bronfman Business Library

TO: Associate Professor Mehmet Murat Kristal, Operations Management and Information Systems, Director of Master of Business Analytics (MBAN) Program, Schulich School of Business

SUBJECT: Library Statement for **MBAN 6200 3.00: Value Creation through AI and Analytics**

FROM: Xuemei Li, Business Librarian, Bronfman Business Library

DATE: December 16th, 2019

This proposed Value Creation through AI and Analytics course provides students a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. This course will equip them with the knowledge of business pain points addressable through AI solutions, the processes to sell and deliver their project ideas, and the confidence they need to transform their organization into an innovative, efficient and data driven company of the future. The Libraries can support this course with a good collection including print and electronic books, print and electronic journals, together with various databases in subject areas relevant to this course.

Keyword searching of the York University Libraries' catalogue reveals relevant subject headings such as: Artificial intelligence, Machine learning, Distributed artificial intelligence, Big data, Data warehousing, Business intelligence, Data mining, Decision making>>Mathematical models and Decision making>>Computer programs etc. Relevant print books are located primarily at the Steacie Science and Engineering Library. The print academic book collection is supplemented nicely by a range of different practitioner e-book collections, e.g. *Proquest Ebook Central*, *Springer E-Books* and *Ebooks at Scholars Portal*. Streaming videos are also available on the topics covered by this course through the *Films on Demand* platform.

Relevant databases include *Factiva*, *Proquest Business*, *Business Source Complete*, *Web of Science*, *Scholars Portal*, and *Engineering Village*. Students can use these databases to identify articles on themes taught in this course to supplement pre-assigned reading materials. In particular, *Gartner IntraWeb* and *Statista* are very useful for topics covered in this course.

Students can also consult the library's research guides: www.library.yorku.ca/web/bbl/guides for resources of relevance to this course. *BRYT (Business Research at York Toolkit)* – bryt.library.yorku.ca/ - is recommended as it offers short videos and step-by-step PDF instructions which guide students through conducting effective research.

Assistance with research and information resources is available from reference staff at library locations on campus. Reference service is provided in-person, by phone, by e-mail, and by virtual chat reference.

Course Change Proposal Template

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

1. Program

Schulich MBAN Program

2. Course Number and Credit Value

MBAN 6300 3.00

3. Course Title

a) Long Course Title

Case Analysis and Presentation Skills

b) Short Course Title

Case Analysis and Presentation Skills

4. Existing Pre-requisites/Co-Requisites

Please list any existing pre/co-requisites for this course and ensure that this information aligns with what is included on the attached course outline.

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

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

6. Effective Session of Proposed Change(s)

Summer 2020

7. Academic Rationale

MBAN 6300 Case Analysis and Presentation has been part of the MBAN curriculum for five years. However, despite its popularity in the MBA program (where it is offered as MGMT 6300), the course has not resonated with MBAN students. As a result, we are proposing to take the MBAN 6300 out of the MBAN curriculum and replace it with a new course, MBAN 6200 3.00 Realizing Value from AI & Analytics, that will cover the same program learning outcomes related to professional communication and strategic thinking in addition to others in the business applications of Analytics and AI in organizations, an area that was lacking in the existing curriculum.

8. Proposed Course Information

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

(left column), bold, underlining, colours, etc. (right column).

Existing Course Information (Change from)	Proposed Course Information (Change to)
N/A	N/A

9. Consultation

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

Originator

Murat Kristal

Signature

December 19, 2019

Date

Murat Kristal, PhD

Name

MBAN

Area or Specialization

Approvals:

Area or Specialization

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

Ric Irving

Signature

December 19, 2019

Date

Ric Irving

Name

OMIS

Area or Specialization

Degree Program

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

Murat Kristal

Signature

December 19, 2019

Date

Murat Kristal

Name of Program Director

MBAN

Program

Program Committee

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

Ashwin Joshi

Signature

January 16, 2020

Date

Ashwin Joshi, Acting Chair

Name of Committee Chair

MPC-PCC

Committee

Course Change Proposal – Global Corporate Restructuring

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

1. Program

Kellogg-Schulich Executive MBA Program

2. Course Number and Credit Value

EMBA 6260 2.00

3. Course Title

a) Long Course Title

Global Corporate Restructuring

b) Short Course Title

Global Corporate Restructuring

4. Existing Pre-requisites/Co-Requisites

EMBA 6520 Financial Instruments & Capital Markets

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

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

6. Effective Session of Proposed Change(s)

Winter 2020

7. Academic Rationale

This is fundamentally the same course as before, but many of the topics will be developed in greater depth, which justifies the increase in credit value. The revised workload and assignments for the students are commensurate with a four-credit course.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<i>Course Credits: 2</i>	<i>Course Credits: 4</i>

9. Consultation
N/A

Originator

_____ Signature	_____ Date
_____ José María Liberti Name	_____ Area or Specialization

Approvals:

Area or Specialization

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

_____ Signature	_____ Date
_____ Matthias Kipping Name	_____ Kellogg-Schulich Executive MBA Area or Specialization

Degree Program

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

_____ Signature	_____ Date
_____ Matthias Kipping Name of Program Director	_____ Kellogg-Schulich Executive MBA Program

Program Committee

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

Signature

Date

Detlev Zwick
Name of Committee Chair

Kellogg-Schulich Executive MBA
Committee

Required Attachments

- ☐ For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).
- ☐ For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.

Send to

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

Kellogg School of Management Northwestern University

FINCX 448: Global Corporate Restructuring (GCR)

Winter 2020

José María Liberti

COURSE SYLLABUS

[Updated 20191029]

A. Aims and Objectives

This course is designed to intersect *three* areas of interest: (a.) Entrepreneurial Finance and Private Equity; (b.) Family and Closely Held Firms, and; (c.) Corporate Restructuring with special emphasis on cross-border valuation and access to finance. The course is, by nature, a finance course that deals with ventures, family, and closely held firms in an international context. The core question behind GCR is: “How do entrepreneurial managers, family firms, closely held firms and those who finance them design and execute ventures that effectively match opportunities and resources in an international context?” An overreaching insight of the GCR course is that the notions of risk and reward are as important in privately held as in publicly held firms. In privately held firms, however, entrepreneurs and financiers are often forced to make assumptions based on incomplete data. The course will provide you with the tools necessary to value these ventures domiciled in countries around the world.

Let me first describe the three main building-blocks in which the course is built upon:

Building-Block I: *Entrepreneurial Finance and Private Equity*

GCR examines how entrepreneurial managers, family firms, closely held firms, and those who finance them design and execute ventures that effectively match opportunities and resources in an international context. To address this question and to make sensible decisions one needs to apply the analytical lenses of entrepreneurial and international finance. First, one needs to determine the optimal venture structure considering the constraints of the national context. This requires a detailed understanding of the opportunity at hand and the resources potentially available to the venture. Next one needs to define an action plan to bring the venture to life and to grow it domestically and across borders. Third, one needs to think about contingency plans if the initial scenario for the venture does not work out. Specifically, this course covers:

- A wide variety of successful and unsuccessful ventures and highlights a broad range of challenges that entrepreneurs and managers working in family firms and/or closely held firms face.
- Ventures created in more than twelve countries, from some of the world’s poorest to its wealthiest and most technologically advanced.
- Ventures at different stages of development and across a broad range of industries.
- Ventures that expanded abroad and ventures that remained focused in one country.
- Classic issues in entrepreneurship research, including the dynamics of starting a venture,

of dealing with risk and uncertainty, of staging commitments, and of managing growth.

The course's distinct contribution resides primarily in its consideration of these issues in an international context, as it examines how entrepreneurial opportunities, resources, and challenges differ across national contexts and how entrepreneurial ventures take new forms as they expand across borders. This adds nuance and richness to contextual and cross-border aspects of existing frameworks and, through the development of new frameworks, helps entrepreneurs and scholars better understand the phenomenon of international entrepreneurship.

A key insight of GCR is that analysis of contextual differences across countries is critical to learning about companies in an international context. Such differences can occur on many dimensions, including the nature of the entrepreneurial opportunity, accessibility of resources, property rights and institutional environment and the quality of the local legal context. None of the cases in this course is *purely* an entrepreneurship, an international business case, or a family business case; rather, I have chosen cases that are located where these areas of study intersect. Each case requires students to think about complex trade-offs that involve not just business forecasts, but also the people who generated and are expected to execute them, as well as the incentives behind these decisions. It is by design that the selected cases span such a variety of entrepreneurs, families, industries, sponsors, countries, and stages in the life-cycle of a company. Students are expected to learn from the variance of the course and develop their own views of the spectrum of country contexts and different companies' challenges.

GCR introduces students to analytical frameworks and constructs that enable students to thoroughly analyze venture opportunities in an international context and increase the likelihood of success in ventures they join or start throughout their careers. These frameworks and constructs include:

- A framework for analyzing country context;
- A strategy map to support the pursuit of entrepreneurial opportunities in challenging country contexts;
- A framework for describing and managing cross-border expansion of ventures, family firms and companies.
- A framework to appreciate the challenges and opportunities of doing business in different countries and across borders.

Building-Block II: *Managing Family and Closely Held Firms*

Most companies around the world are controlled by their founding families, including more than half of all public corporations in Europe, and more than two thirds of those in Asia. Even in the United States, where ownership dispersion is at its highest, founding families exercise a significant degree of control over more than half of all public corporations. In fact, entire industries are family controlled. For example in United States, six of the seven largest cable system operators, including Comcast, Cox, Cablevision, and Charter Communications, are controlled and actively managed by their founders or their heirs. Eight of the ten largest newspapers companies remain fully-family controlled despite being publicly traded. The same is true for many other media conglomerates and entertainment business around the world as well as for beer and hotel chains. Countries where family conglomerates are prevalent include Argentina, Italy, Philippines, Russia and Indonesia,

among others.

The course provides students with exposure to the unique finance, governance, and management issues faced by family firms, and ways in which these issues can be addressed. GCR provides students with a framework for analyzing how family ownership, control, and management affect value, and whether and how more value can be created for the various stakeholders. GCR brings an integrated financial and managerial perspective to the study of family firms focusing on the financial and corporate governance aspects of family control and their managerial implications. There are two empirical facts that motivate the study of family firms in the course: (a.) the worldwide prevalence of family firms, and; (b.) the uniqueness of the financial and governance issues they face.

Empirical evidence suggests that family companies outperform non-family companies. Common arguments to support this are:

- Long-term growth of family business ensures future security to the family
- Less reactive to short term pressures – implementation of longer-term vision rather than actions focused on short-term results
- No conflict of interest between benefit to owners and benefit to business
- By taking care of their business, families take care of themselves
- Generally concentrate on well-defined core businesses and focus on niche markets
- Families are aware that business and personal reputation are related
- Family businesses are more likely to care about managerial decisions and about long-term customer satisfaction

First, founding families' preferences often differ from those of other owners –particularly as these preferences relate to finance and investment. For instance, family firm owners tend to exhibit a strong penchant for control. While this may also be the case for other types of owners, founding families are likely to place a uniquely high value on control due to psychological factors such as pride in having a family member running the business, emotional attachment to the company, or the desire to “maintain the family heritage.” Moreover, in widely held firms, owners are typically interested in cash flow, not in control, which they are unable to exercise with their small equity stakes. Founding families also tend to have longer time horizons than other investors when making strategic and investment decisions

Second, as a result of their owners' preferences, family firms face a unique set of financial and governance issues. For instance, families' strong preference for control will often conflict with the need to raise capital to finance the firm's growth and investment opportunities. It may also conflict with families' liquidity needs, and/or with their ability to diversify their personal risk by investing outside of the family firm.

The governance problem that is or should be of greater concern for minority shareholders and financial regulators is also different in family and non-family firms. In non-family firms, the key agency conflict is the one between owners and managers, among others: Managers may seek to maximize their own objectives, which are not perfectly aligned with those of shareholders. But because ownership is dispersed among a large base of shareholders, none of them will be willing or able to prevent managers' self-interested behavior. In family firms, this conflict is mitigated by

one of two facts: either the family is a controlling shareholder, with serious incentives to monitor (non-family) managers because a large fraction of its wealth is at stake, or the family is both shareholder and manager, in which case there is no principal-agent separation. On the other hand, family firms are likely to face a different agency conflict: that between controlling and minority shareholders, who may also differ in their objectives. CEO succession by a family member is a case in point: what may seem like an ideal appointment to the family can be perceived as nepotism by non-family shareholder. The risk of conflict between the two shareholder groups is of course compounded when controlling owners are also managers with few external control systems in place.

Third, the choices made by family firms' decision-makers in response to those financial and governance issues are often a reflection of their owners' preferences and further distinguish family firms from others.

Fourth, family firms' unique choices often result in structural characteristics (in particular, financial and governance characteristics) that are also systematically different from those of non-family firms. Family firms are smaller, riskier, and pay lower dividends than their peers, which is consistent with founding families' reluctance to raise outside capital, even when doing so may compromise firm growth. Compounding the problem is the fact that families are also reluctant to share control with banks or bond-holders.

The different nature of the governance problems that plague family and non-family firms is also reflected in these firms' structural characteristics: use of dual-class stock affecting differentially founding family members. For example, among Fortune 500 corporations, those that are led by their founders are more valuable than non-family firms, which in turn are more valuable than descendant-led family firms. The differences in performance are attenuated when families use control-enhancing mechanisms like dual-class stock. It is also important to know that standard valuation concepts and techniques must be adapted substantially to account for some the unique characteristics of family firms. In summary, family firms face distinctive financial and governance issues that influence their strategy and performance.

Many of these issues can be alleviated through a number of mechanisms, if appropriately designed for the specific context. On the other hand, failure to recognize the unique issues may result in inadequate governance, illegal action, excessive tax payments, unnecessary conflict among the various parties, naïve forecasts of behavior, and wrong measures of performance. The issues are analyzed from the perspective of the different stakeholders for whom these issues are important, recognizing that students may be involved with family firms in a variety of roles. Hence, it should be useful to learn how these companies are owned, controlled, and managed, to decide why or why not they may want be involved with them, and if they do, to know how to make the most out of their association with these companies in whatever role they choose to play.

The following figure summarizes the main dimensions along which family firms differ from non-family firms and how they fit into the structure of the course:

FAMILY FIRMS	NON-FAMILY FIRMS
---------------------	-------------------------

Owners' Preferences	
Control rights and cash flow rights Private benefits of control Long investment and profit horizons	Cash flow rights No private benefits of control Short investment and profit horizons
Financial and Governance Issues	
Trade-offs between control, liquidity and growth Agency conflicts between controlling (family) and minority (non-family) shareholders	No such trade-offs Agency conflict between shareholders and managers
Management Decisions	
Investment decisions with long payback periods Setting up a dual-class share structures and use of ADRs	Cutting costs to maximize short-term profits Adopting anti-takeover provisions
Structural Characteristics	
Smaller Lower dividend payout Lower leverage Control rights > Cash flow rights (often?) Less-anti takeover provisions	Larger Higher dividend payout Higher leverage Control rights = Cash flow rights More anti-takeover provisions
Firm Performance	
Higher if founder is CEO or Chairman, especially with dual class stock Lower if descendant is CEO or Chairman	Lower than in founder-led firms Higher than in descendent-led family firms

Building Block C: Corporate Restructuring

The last building block of the course is the corporate restructuring aspect of the cases. Corporate restructuring--far from being a rare or episodic event that happens to "someone else"--is a common and important event in the professional lives of many managers. Since 1980, U.S. public companies with more than a trillion dollars in assets have filed for Chapter 11 bankruptcy or restructured their debt out of court. Over the same period, over 400 companies have spun-off businesses with a combined equity capitalization of more than \$200 billion. And by some estimates, as many as 10 million employees have been laid off in the U.S. under corporate downsizing programs.

The "reach" of corporate restructuring is far greater than these statistics simply when one considers the web of relationships between restructured companies and their corporate customers, suppliers, and competitors. Through its impact on firms' market values, restructuring impacts literally millions of investors, lenders and shareholders who provide capital to these firms. The scope of corporate restructuring has also become increasingly global, as heightened competition in international product, capital, and labor markets puts tremendous pressure on companies worldwide to increase their competitiveness and maximize their market value.

Analysis of the cases is framed in terms of the following questions:

- When does it make sense to restructure a firm?
- What kind of restructuring is most appropriate for addressing the particular problems or challenges the firm faces?
- To implement a restructuring, what key decisions must managers make, and what barriers must they typically overcome?
- How much value will the restructuring create?
- What actions can managers take to ensure the capital markets fully credit the firm for the value created by restructuring?

This building block emphasizes that restructuring affects firm value because of market frictions and institutional rigidities that make it difficult to renegotiate when the economic fortunes of a corporation change. These factors include transactions costs, taxes, agency costs, and information gaps between firms and the capital markets. These factors affect how much value restructuring creates, and what kind of restructuring managers should choose. The course also emphasizes that choosing the "right" restructuring approach often requires managers to understand the fundamental business and strategic problems facing their companies.

Who Should Take This Course? GCR is aimed at students who plan to start a business at some point in their careers, students who plan to work for or finance an entrepreneurial firm, and students who plan to work for an established firm. GCR is helpful not just for students who plan to work in international firms; even students who plan to work in their home countries can learn a great deal by comparing and contrasting opportunities, financing contexts, and legal structures across different countries.

The course is also designed for students who may be involved in family firms and closely held companies in a variety of roles, including founders, shareholders, or managers of their own family's firm, as well as non-family managers and employees, investors or business partners (e.g. private equity investors, strategic buyers or financial buyers), and advisors of various kinds (e.g., investment bankers, board members or consultants).

Finally, the course is also designed for future senior executives that manage global financial operations, the general managers working within these firms, and the intermediaries advising or providing capital to these firms.

The aim of the course is for students to understand the motivations, decision processes, transaction execution, and valuation consequences of financial, business, and organizational restructuring done by ventures, family firms and closely held firms in an international context. The course facilitates developing the ability to plan, evaluate, and execute ventures using financial modeling and quantitative techniques. In addition, the objective of this course is to enable students to appreciate the fundamental issues involved in the structure and functioning of markets across the world within the framework of finance theory. The course is designed so as to create an interface or link between the academic and the practitioner perspectives of various dimensions on this particular type of organizational forms: ventures, family and closely held firms.

B. Focus of Study: Topics and Outline of Course

The course is divided into 4 parts. For a summarized description of each of the topics, please refer to the course outline:

- Part A:** Valuation Methods. Where Is Enterprise Value Coming From?
Reconciliation of Valuation Methods
- Part B:** Creating Value through Corporate Restructuring
- Part C:** Valuation and Risk Assessment: Entrepreneurial Buy-Outs
- Part D:** Family and Closely-Held Firms

For many of you, Part A will allow you to review material from your core courses (Finance I/Finance II). We will spend time reviewing how to create value in ventures reconciling the different valuation methods. By the end of this module, you will be able to construct different cash flows such as unlevered cash flows, levered cash flows and equity cash flows, analyze various discount rates, and perform relative valuation techniques (including the venture capital method).

C. Course Materials

The reading material for the course is contained in:

- A digital case and article packet. The digital package contains all the cases and copyrighted material you will need for the class during the course. All the other necessary material including slides, lecture notes and articles will be uploaded in Dropbox. I will not distribute this material in class, so you should therefore print this material or just read the material on-line before class and for each assignment. I will **only** distribute in class the case solution(s) for the case(s) we are discussing and solving in that specific session.

I highly recommend a small, practical and inexpensive but surprisingly comprehensive dictionary defining over 5,000 terms:

- Downes, J. and Jordan Elliott Goodman, “Dictionary of Finance and Investment Terms,” Ninth Edition, Prentice Hall, 2014.

As reference material for basic corporate finance topics you may want to use any of the usual graduate textbooks:

- Berk, J. and Peter DeMarzo (BDeM), “Corporate Finance,” First Edition, Pearson Addison Wesley, 2006. The Second Edition of this book will be released on January 25, 2010. Use this textbook as a reference book. You can also use any other textbook you used in your *core* corporate finance classes.
- Brealey, R., Stewart Myers and Franklin Allen (BMA), “Principles of Corporate Finance,” 9th Edition, McGraw-Hill/Irwin, 2007. This is another textbook you may find useful in case you want to review core topics that were taught in your corporate finance classes.

- Grinblatt, M and Sheridan Titman, “Financial Markets and Corporate Strategy,” 2nd Edition, Irwin/McGraw Hill, 2001. Use this textbook as a more advanced reference textbook in case you are interested.

In addition (most of) the material will be uploaded in Dropbox during the course (subject to copyright regulations). I will also hand out teaching slides and additional reading material as well as case solutions. In some cases I will e-mail my valuation model, so you can compare to the valuation your group produced. All materials I distribute in class will be uploaded in Dropbox, except for the solutions of the cases. If you are missing any material, you should contact me via e-mail. I will be happy to provide it.

There are several other books on the market covering corporate finance to various degrees of depth. We will not use these books in this course, but if you wish to consult other textbooks, here are some good useful textbooks. You should also feel free to ask me for book recommendations in other topics if you are interested.

- “Corporate Finance – Theory and Practice,” 2nd Edition, by Aswath Damodaran, John Wiley & Sons, Series in Finance, 2001.
- “The New Corporate Finance: Where Theory Meets Practice,” 3rd Edition by Donald H. Chew Jr., McGraw-Hill/Irwin, 2000.

For valuation purposes *four* good references are:

- Castillo, J.J and Peter J. McAniff, “The Practitioner’s Guide to Investment Banking, Mergers & Acquisitions, Corporate Finance,” First Edition, Circinus Business Press, 2007.
- Damodaran, A., “Damodaran on Valuation: Security Analysis for Investment and Corporate Finance,” Second Edition, John Wiley and Sons, Inc., 2006.
- Damodaran, A., “Investment Valuation: Tools and Techniques for Determining the Value of *Any* Asset,” Second Edition, John Wiley and Sons, Inc., 2002.
- Koller, T., M. Goedhart and D. Wessels “Valuation: Measuring and Managing the Value of Companies”, Fourth Edition, McKinsey & Company Inc., John Wiley and Sons, Inc., 2005.
- Rosenbaum, J. and Joshua Pearl, “Investment Banking: Valuation, Leveraged Buyouts, and Mergers & Acquisitions,” John Wiley and Sons, Inc., 2009.

I highly recommend the two valuation books since they are unique source of reference when dealing with particular topics in valuation.

The following list of books is those which I have found interesting as well as informative (bed-time reading). If after my class you are interested in additional reading, please, let me know. This list is meant to be my suggestions of where you can start looking.

- Anders, G., Merchants of Debt: KKR and the Mortgaging of American Business, Beard Books, 2002. An insider Wall Street Journal reporter explores the leveraged-buyout operations of Kohlberg Kravis Roberts. The LBOs of Safeway, Beatrice, Duracell and RJR Nabisco are explained in an easy way.
- Bernstein, P., Capital Ideas: The Improbable Origins of Modern Wall Street, Wiley, 2005. This book is a history of modern finance. If you read this book you will notice how closely academic and practical finance are intertwined.
- Chew Jr., D.H., The New Corporate Finance. Where Theory Meets Practice, McGraw-Hill Irwin, 3rd Edition, 2001. This is a good source of readings on applied corporate finance classic papers.
- Koller, T. Marc Goedhart, and David Wessels, Valuation: Measuring and Managing the Value of Companies, McKinsey & Company, 4th Edition, 2005. A reasonable reference on valuation, more practical and less analytical than BMA and GT. This is a practitioner guide to valuation, and is on the whole correct.
- Milgrom, P. and John Roberts, Economics, Organization & Management, Prentice Hall, 1992.
- Schwager, J.D., The New Market Wizards: Conversations with America's Top Traders, Harper, 1994. This book is a series of interviews with very successful traders. These are people who have beaten their respective markets.

D. Course Procedures: Group Case Write-Ups

Deadlines are non-negotiable. Under special circumstances, you may arrange to turn in your work *early*, but late submissions will not be accepted

There will be **3** group case write-ups (Ducati, Kohler and Sun Brewing (A) and (B)). **Case write-ups must be submitted before the beginning of each lecture.** I will grade the cases on a scale from 0 to 10 (including decimals places) and give you as much feedback as possible in the corrections. I have a very particular way of grading, it is tough but it is very detailed and, most important, you will learn from your mistakes. The Case-Study Questions for each of the 3 graded cases are available in Dropbox.

You are allowed and encouraged to meet in groups outside of class to discuss and analyze the cases. In the past, students have found that these groups complement the class discussion well. Groups should be composed by **exactly 5 students**. If you have any problems finding with a group, please let me know. I will be happy to assist you in finding a group.

Diversity in group composition will be rewarded (strong and weak finance students, men and women, single and married...) and you can describe on the cover page of your first assignment how your group is diverse. You are allowed to change groups during the term (although I do not prefer this situation). Also, bear in mind that it may be helpful to choose groups according to the home address of the group members since most likely you will be meeting during the weekends to

solve and discuss the cases.

Each group will submit a **three-page** (NOT a single page more) memorandum of analysis and recommendations covering the case study questions plus any accompanying tables, models, graphs and exhibits you wish to include as appendices. Tables should be well organized and labeled. Include whatever exhibits you deem necessary, but I suggest not to waste the reader's time with exhibits that do not add value to the analysis. For example, do not use two similar exhibits that do not add much to the analysis and understanding of the case, or do not repeat what is written on the case. Be sure to indicate how you arrived at your conclusions. I care about your thinking process and the logic behind the answers rather than the correctness of the answer. I will accept one memorandum from the group and count it for all students in the group. Be sure to address in each paragraph of the memorandum the questions you are being asked in the case-study questions. I urge you to start each paragraph with a number referring to the question you are answering.

Each group should also submit (via e-mail) the excel file that contains the (professional, neat, complete, and clear) analysis. This way is easier for me to grade your quantitative analysis. The excel file should be named **FirstName_LastName_CASENAME.xls**. The first and last name can correspond to any member of the group.

The main point of the cases is to help you learn by ensuring that you prepare for class and think about the material to cover each week. Reading the material assigned for each week is crucial and preparing for the cases is the best way to enjoy and learn from this course. My advice about the cases is: do your best in working through them, but recognize that they are hard and you will not always get it right. They will get harder as the course progresses.

Keep a copy of your answers as you will be expected to contribute to the class discussion based on your written answers. The cases are your opportunity to apply the concepts you have learned thus far to messy, not-so-clear, and complex real-world problems. Understanding the ideas is important and being able to explain them to your boss and co-workers is equally important. Thus, your case write-ups will be graded both on your answers as well as how well you defend your proposed solution.

The readings and articles, which I have assigned and will hand out as the course progresses or upload in Dropbox, are largely non-technical in nature and summarize the findings of academic and business research in corporate finance in the recent past. These articles are meant to be background material, which will help you to analyze the cases. The readings should not necessarily be cited in the case discussion; I do not want a summary of my reference material! You should try to argue as if you were in a corporate boardroom rather than in a doctoral seminar. The goal is to have an open and interactive class-case discussion, where the process of arriving at the answer is as important as getting the answer.

Because of the nature of this course (and its grading criteria), it is extremely important that you attend every class, arrive on time, and are prepared to participate. To help me remember who said what, it is important that you **always sit** in the same places. Also, if your picture is not in the Kellogg directory/roaster face book, I recommend that you come and introduce yourself to me on the first day of class.

E. Grading

The weighting for the final grade is given by:

Class Participation	35%
Group Case Write-Ups	45%
Peer Review Evaluation	20%

As a strict rule, there is **no** make-up days for material due. It is your responsibility to schedule the rest of your activities such that you are able to attend comply with the rules of the class.

Class Participation: This is a case-based course and class participation is an *indispensable* part of the learning experience. I will judge your performance based both on the quality and the number of your comments. Because so much of the learning in this course occurs in the classroom, it is very important that you attend every class. Low class participation combined with several absences can lead to a lower grade. If you are uncomfortable with such a heavy weight on class participation, this class may not be for you. I will grade for each case your class participation using a discrete scale of 1, 2 and 3. For the best (or bests) student(s) in terms of class participation for each session, I will assign only one numerical value of 5 per class.

Group Case Write-Ups: As mentioned in Section D, this grade will be based on the 3 group case write-ups. Grading is very seriously done and I expect from all the groups high-quality write-ups.

Peer-Review Evaluation: I will distribute and post a peer-review evaluation which you will have to complete individually evaluating each member of the group. In addition you may submit an attached hard-copy letter to the peer-review evaluation describing each team members' performance and contribution to the group, and an assessment of "how the process went." Please, remember to put your name on the letter. I recommend you hand me in the peer-review evaluation and your letter in a sealed signed envelop in class on the last class of the quarter.

F. Dropbox

Dropbox is intended as the main information dissemination mechanism. When you have a question, you should consult Dropbox first, as in most cases; you will find the answer there. If it is not the case, then contact me. In particular: lecture notes, teaching slides, handouts, announcements, frequently asked questions (and their answers) and supporting material will all be uploaded in Dropbox.

From Dropbox you will be able to download excel spreadsheets and case questions for the 3 graded cases. Each workspace, in turn, contains one or more of the exhibits in the case. This will make it easier for you to spend time on the analysis, rather than punching in numbers. From the portal you will also be able to download most of the handouts I supply throughout the course as well as teaching material and slides. Anything I hand-out in class will also be uploaded Dropbox (unless it is copyright material).

G. Office Hours and Contact Information

The best way to get in touch with me is via email: j-liberti@kellogg.northwestern.edu . I follow an open door policy. You can also call or come to my office. You can call me at 847.467.4524. I will also be available for individual meetings by appointment at times that are mutually convenient. Please e-mail me to make appointments. If you come, I will stay until student exhaustion or midnight whichever comes first.

As a rule to follow, I will **NOT** discuss any question related to the cases before they are solved in class. After they are solved I will be more than happy to discuss them with you. I am happy to discuss anything you want regarding the course material, job offers, projects, careers, etc.

H. Finance Review and Reference Material

One of the challenges of GCR is that students' background is generally very different, specifically coming from different programs and careers and having taken different courses at different times in their MBAs careers. For some of you some of the finance material will be fresh, but for some others it will be rusty (or even very rusty since the last time you took a finance course was at College). For those of you who feel you need to review some of the "old" material I am providing you with some of material from core corporate finance courses (FINC 430/440/441). I have been writing these notes during the last 5 years now. I am still updating them. Feel free to let me know about typos or things that are unclear. I will be more than happy to correct them. You will **NOT** need the 15 chapters for this class. I will let you know which the relevant chapters are for each session. You should check the Reading Material for that particular week.

Feel free to browse the specific issues and chapters for each of the relevant cases as indicated in the assigned Weekly Readings. I will assume that you are acquainted with this material; I will **NOT** lecture this material during the course. Use these slides as a reference material in case you need so and obviously feel free to download them as reference material for upcoming courses.

I. Tips On How To Engage The Course

Diversify. The course offers a number of learning modes. **Engage them all!** The plan for the course shows that regular case studies will be the focus of all the class meetings.

Follow Your Interest. This is a "self-tailoring" course in that it leaves much of the technical reading to the discretion of the student. The two books, articles and slides will give you the framework of terminology and tools in M&A. Consider reading carefully where you find interesting topics.

Join a Learning Team to Prepare For Class. The ideas in the cases and readings for class are deep; the analysis can get complex. You will learn more from the course, and perform better in class participation by discussing these cases together in a learning team. I will serve as a clearinghouse for those students who have been unable to join a learning team.

Commit to Your Write-Ups and Learning Teams. Team-based work makes a large contribution to the course. The Group work accounts for 45% of the final grade. High performance teams show a number of common attributes:

- Members commit to the success of the team.
- The team plans ahead, leaving time for contingencies.
- The team meets regularly.
- Team members show up for meetings and are *prepared* to contribute.
- There may or may not be a formal

J. Academic Integrity Policy

As a condition of their enrollment in this course, All students enrolled in a course offered by the Kellogg School of Management agree to abide by the Kellogg Honor Code as outlined in http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm. A violation of the Honor Code will result in sanctions, including a failing grade for the course.

K. Course Reading List and Course Outline

The course reading list is divided by Sessions and classified in *Required Readings*, *Business Readings* and *Supplementary Readings*. You do not need to read the *Supplementary Readings*. This supplementary material is provided to expand you knowledge in the particular topic we are covering. It is more to suffice your curiosity in the specific topic we are covering that day. If you want any additional information please do not doubt to let me know. I will be happy to provide you with any additional material or readings.

Session 0

[Before First Meeting]

Capital Markets and M&As in Emerging Markets

The Role of the Legal Environment

Recommended Readings

Required Readings on Capital Markets and M&As in Emerging Markets

- Bases, D., “Emerging Market M&A Deal Volume at Record Low in 2013: Survey,” *Reuters*, March 26, 2014.
- Böhme, M., Daniele Chiarella, and Matthieu Lemerle, “The Growing Opportunity for Investment Banks in Emerging Markets,” *McKinsey on Corporate & Investment Banking*, Number 7, September 2008.
- Cogman, D., “Global M&A: Fewer Deals, Better Quality,” *McKinsey on Finance*, June 2014.
- Cogman, D., Paul Gao, and Nick Leung, “Making Sense of Chinese Outbound M&A,” *McKinsey on Finance*, June 2017.
- Cogman, D., Patrick Jaslowitzer, and Marc Steffen Rapp, “Why Emerging-Market Companies Acquire Abroad,” *McKinsey*, Corporate Finance Practice, July 2015.
- *McKinsey & Company*, “Deepening Capital Markets in Emerging Economies,” Banking and Finance, April 2017.

Required Podcasts to Listen

- Planet Money, “The Invisible Wall,” Episode 599, May 31, 2017. [Link](#)

Hernando de Soto's parents always talked about Peru as he was growing up. His family had moved to Switzerland after a coup. They were kicked out of the country, and for many years de Soto thought of Peru as this magical place. When he was 38, de Soto moved back to Peru. He knew the country was poor, but he didn't really understand the extent of the poverty until he got there. He wanted to figure out what was trapping people in poverty. "There's gotta be an invisible wall someplace," he thought. "Let's find the wall."

- Planet Money, “When CEO Pay Exploded,” Episode 682, February 5, 2016. [Link](#)

Politicians have argued for decades that CEOs are overpaid. But there's this precise moment in the 1990s when CEO pay suddenly shot up. We find out what happened. It involves Bill Clinton's campaign promises, and Silicon Valley workers taking to the streets to protest an accounting rule.

In relation to these two podcasts, read the following article:

- Matsusaka, J.G., “Turning Corporations into Democracies,” Pro-Market: The Blog of the Stigler Center at the University of Chicago, Booth School of Business, September 8, 2017. [Link](#).

Supplementary Readings on Capital Markets and M&A in Emerging Markets

- Darragh, L., and Nurkholisoh Aman., “Impact Investing in Emerging Countries: Insights From the Due Diligence Process,” U.S. Secretary of State’s Global Impact Economy Forum, January 2012.
- Dollar, D., “China’s Investment in Latin America,” *Foreign Policy at Brookings*, Geoeconomics and Global Issues, Paper 4, January 2017.
- Pandit, V., “Private Equity in India: Once Overestimated, Now Underserved,” *McKinsey on Finance*, February 2015.

Session I

Valuation Methods Review

Where Is Enterprise Value Coming From?

Reconciliation of Valuation Methods

Recommended Readings

Required Readings on Valuation

- CA, “The Practitioner’s Guide To Investment Banking, Mergers & Acquisitions, Corporate Finance,” Part II: Valuation, Chapters 8 (The Role of Valuation) and 11 (Discounted Cash Flow Analysis).
- Liberti, J., “Valuation Methods: Discounted Cash Flow Analysis. Risk of Tax Shields: WACC vs. APV. Private vs. Public Multiples” Lecture Slides, Kellogg School of Management, 2020
[We will use these slides throughout the course. They should be reference material!]
- Liberti, J., “Summary Tables: Constructing Cash Flows EBIT and Net Income Version,” Kellogg School of Management, 2020.
- Liberti, J., “Valuation Techniques: Summary of Formulae and Concepts,” Note, Kellogg School of Management, 2020.
- Liberti, J., “Decision Framework in Family Firms: Implications for Valuation,” Lecture Slides, Kellogg School of Management, 2020
- Luehrman, T., 1997, “Using APV: A Better Tool For Valuing Operations”, *Harvard Business Review*, Volume 73, Number 3, 1997.

Supplementary Readings on Capital Structure

- Heine, R., and Fredric Harbus, “Toward a More Complete Model of Optimal Capital Structure,” *Journal of Applied Corporate Finance*, Volume 15, Number 1, 2003.
- Liberti, J., “How To Come Up With a Capital Structure Policy? Overview/Summary,” Note, Kellogg School of Management, 2020
- Myers, S.C., “Still Searching for Optimal Capital Structure,” *Journal of Applied Corporate Finance*, Volume 6, Number 1, 1993.
- Opler, T., Michael Saron, and Sheridan Titman, “Designing Capital Structure to Create

Shareholder Value,” *Journal of Applied Corporate Finance*, Volume 10, Number 1, 1997.

Supplementary Readings on Transaction and Trading Multiples

- CA, “The Practitioner’s Guide To Investment Banking, Mergers & Acquisitions, Corporate Finance,” Part II: Valuation, Chapters 9 (Comparable Company Analysis) and 10 (Comparable Transaction Analysis).
- Chadda, N., Robert S. Mc Nish and Werner Rehm, “All P/Es Are Not Created Equal,” *McKinsey on Finance*, Spring 2004.
- Esty, B., “What Determines Comparability When Valuing Firms With Multiples?,” *Journal of Financial Education*, Fall 2000.
- Goedhart, M., Timothy Koller and David Wessels, “The Right Role for Multiples In Valuation,” *McKinsey On Finance*, Spring 2005.
- Liberti, J., “The Market Approach to Value: Relative Valuation Techniques,” Lecture Slides, Kellogg School of Management, 2020.

Supplementary Readings on Valuation

- Kaplan, S., “A Note on Discounted Cash Flow Valuation Methods,” University of Chicago, Booth School of Business, 2004.
- Kaplan, S. and Richard S. Ruback, “The Market Pricing of Cash Flow Forecasts: Discounted Cash Flow vs. The Method of Comparables”, *Journal of Applied Corporate Finance*, Volume 8, Number 4, Winter 1996.
- Schroeder Salomon Smith Barney, European Credit Research, “Bond and Credit Valuation Criteria”, November 2002.

[Concentrate on Pages 11-28: Measuring Cash Flows and Free Cash Flow: A Better Measure.]

- Sloan, R.G., “Using Earnings and Free Cash Flow To Evaluate Corporate Performance”, *Journal of Applied Corporate Finance*, Volume 9, Number 1, Spring 1996.

Session II

Agency Issues: Conflict of Interests between Stake-Holders Fiduciary Duties of Board of Directors Event Studies

Corporate Restructuring Strategies: Spin-Offs, Split-Ups, Carve-Outs, Tracking Stock and Divestitures

Recommended Readings

Required Readings on Fiduciary Duties and the Role of Board of Directors

- Lafferty, W.M., Lisa A Schmidt, and Donald J. Wolfe, Jr., “A Brief Introduction to the Fiduciary Duties of Directors Under Delaware Law,” *Penn State Law Review*, Volume 166, Number 3, 2012.
- Liberti, J., “Factors Impacting Deals. Fiduciary Duties” Lecture Slides, Kellogg School of Management, 2020.
- Liberti, J., “Survey of Key Court Cases,” Note, Kellogg School of Management, 2020.

Required Readings on Legal Documentation

- Wachtell, Lipton, Rosen and Kratz, “Spin-off Guide,” March 2018.
- Wachtell, Lipton, Rosen and Kratz, “Shareholder Engagement: Succeeding in the New Corporate Governance Paradigm,” 2018.

Required Readings on Corporate Restructuring

- Annema, A., William C. Fallon, and Marc H. Goedhart, “When Carve-Outs Make Sense,” *The McKinsey Quarterly*, 2002, Number 2.
- Anslinger, P.L., Steven J. Klepper and Somu Subramanian, “Breaking Up Is Good To Do,” *The McKinsey Quarterly*, 1999, Number 1.
[Very nice article on how restructuring through spin-offs, equity carve-outs, and tracking stocks can create shareholder value.]
- Gaughan, P.A., “Mergers, Acquisitions, and Corporate Restructurings,” Fourth Edition, John Wiley and Sons, Inc., 2007. Chapter 10 (Corporate Restructuring).

- Ezekoye, Obi and Jannick Thomsen, “Going, Going, Gone: A Quicker Way to Divest Assets,” *McKinsey on Finance*, Number 67, August 2018.
- Fubini, D., Michael Park and Kim Thomas, “Profitably Parting Ways: Getting More Value from Divestitures,” *McKinsey on Finance*, February 2013.
- Liberti, J., “Corporate Restructuring: Spin-Offs, Split-Ups, Carve-Outs, Tracking Stock and Divestures,” Lecture Slides, Kellogg School of Management, 2020.

Supplementary Readings on Corporate Restructuring

- Anslinger, P.L., Sheila Bonini and Michael Patsalos-Fox, “Doing The Spin-Out,” *The McKinsey Quarterly*, 2000, Number 1.
- Anslinger, P.L., Dennis Carey, Kristin Fink, and Chris Gagnon, “Equity Carve-Outs: A New Spin on the Corporate Structure,” *The McKinsey Quarterly*, 1997, Number 1.
- Anslinger, P.L., Justin Jenk, and Ravi Chanmugan, “The Art of Strategic Divestment,” *Journal of Applied Corporate Finance*, Volume 15, Number 3, Spring 2003.
- Finegan, P.T., “A Closer Look at the Value of Split-Ups,” *Corporate Finance Review*, March-April 1998.
- Huyett, B., and Tim Koller, “Finding the Courage to Shrink,” *McKinsey Quarterly*, August 2011.
- Mankis, M.C., David Harding and Rolf-Magnus Weddigen, “How the Best Divest,” *Harvard Business Review*, October 2008.
- McKenna, M.R., “Divestitures: Breaking Up Is Hard To Do,” *The Stern Journal*, Leonard N. Stern School of Business, Spring 2000.

Session III-IV

Private Equity: Logic and Mechanics of LBOs Deal Structuring

Strategic vs. Financial Sponsors Sources of Value in LBOs

The LBO Valuation Model CCF, ECF and IRRs to Sponsors

Recommended Readings

Required Readings on Private Equity and LBOs

- Kaplan, S. and Per Strömberg, “Leveraged Buyouts and Private Equity,” *Journal of Economic Perspectives*, Volume 23, Number 1, Spring 2009.
[This is a must read article! The Section: Is Private Equity a Superior Organizational Form? [Pages 130-136] describes in detail the changes private equity firms apply to the firms in which they are investing in. This article is more concentrated in the U.S.]
- Kehoe, C. and Robert N. Palter, “The Future of Private Equity,” *McKinsey on Finance*, Spring 2009.
- Liberti, J., “Private Equity and LBOs: Equity Cash Flow, IRR and the LBO Valuation Model,” Lecture Slides, Kellogg School of Management, 2020
- Liberti, J., “Leveraged Buyout Case Studies: Transaction Overview,” Lecture Slides, Kellogg School of Management, 2020.

Supplementary Readings on Private Equity and LBOs

- Acharya, V., Julian Franks and Henri Servaes, “Private Equity: Boom or Bust?,” *Journal of Applied Corporate Finance*, Volume 19, Number 4, Fall 2007.
- Allen, J.R., “LBOs – The Evolution of Financial Structures and Strategies,” *Journal of Applied Corporate Finance*, Volume 8, Number 4, Winter 1996.
- Bain & Company, “Global Private Equity Report,” 2014.
- Butler, P., “The Alchemy of LBOs,” *The McKinsey Quarterly*, 2001, Number 2
- Denis, D.J., “The Benefits of High Leverage: Lessons From Kroger’s Leveraged Recap and Safeway’s LBO,” *Journal of Applied Corporate Finance*, Volume 7, Number 4, Winter 1995.

- Kaplan, S. N. and Jeremy C. Stein, “The Evolution of Buyout Pricing and Financial Structure (Or, What Went Wrong) In The 1980s,” *Journal of Applied Corporate Finance*, Volume 6, Number 1, Spring 1993.
- Morgan Stanley Roundtable, “The State of Global Private Equity,” *Journal of Applied Corporate Finance*, Volume 23, Number 4, Winter 2011.
- Wright, M., Luc Renneboog, Tomas Simons and Louise Scholes, “Leveraged Buyouts in the U.K. and Continental Europe: Retrospect and Prospect,” *Journal of Applied Corporate Finance*, Volume 18, Number 3, Summer 2006.

Supplementary Readings on Management Buyouts

- Easterwood, J., Anju Seth and Ronald Singer, “Limits on Managerial Discretion in Management Buyouts: The Effectiveness of Institutional, Market and Legal Mechanisms,” *Managerial and Decision Economics*, 18: 645-666, 1997.

Session V-VI

Valuation of a Private Company: Total Beta vs. Market Beta

Controlling vs. Minority Shareholders Private Benefits of Controls Lack of Marketability

The Role of Control Premium and Minority Discount

Recommended Readings

Required Readings for Private Company Valuation

- Björnberg, A., Heinz-Peter Elstrodt and Vivek Pandit, “The Family-Business Factor in Emerging Markets,” *McKinsey Quarterly*, December 2014.
- Hyde, P.R., “Which Discount and/or Premium Applies?, ” *Business Appraisal Practice*, September 2010.
- Liberti, J., “Private and Closely-Held Business Valuation,” Lecture Slides, Kellogg School of Management, 2020
- Liberti, J., “Private Business Valuation. Examples: Kristin Kandy & Intel Soft,” Note, Kellogg School of Management, 2020
- Liberti, J., “Decision Framework in Family Firms: Implications for Valuation,” Lecture Slides, Kellogg School of Management, 2020
[Same reading as in Session I.]
- Novak, N.P., “Measuring the Discount for Lack of Marketability for Non-Controlling, Non-Marketable Ownership Interests,” *Willamette Management Associates*, Gift and Estate Tax Valuation Insights, Insights, Winter 2016.
- Pratt, S., “Overview of Business Valuation Discounts and Premiums and the Bases to Which They are Applied,” Chapter 1, *Business Valuation Discounts and Premiums*, Second Edition, Wiley, John & Sons, Inc., April 2009.

Required Readings for the Debate over Public vs. Private Ownership

- Acharya, V., Conor Kehoe and Michael Reyner, “The Voice of Experience: Public vs. Private

Equity,” *McKinsey on Finance*, December 2008.

- Beroutsos, A., Andrew Freenan and Conor F. Kehoe, “What Public Companies Can Learn From Private Equity,” *McKinsey on Finance*, Number 22, Winter 2007.
- Bock, K.W. and Johannes P. Huth, “Creating Value: The Debate over Public vs. Private Ownership,” *McKinsey on Finance*, Number 21, Autumn 2006.
- McVey, H. and Jason Draho, “U.S. Family-Run Companies –They May Be Better Than You Think,” *Journal of Applied Corporate Finance*, Volume 17, Number 4, Fall 2005.

Business Readings

- “A Round with Herb Kohler,” *Business Week On-Line Golf Digest*, May 31, 2004.
- “America’s Largest Private Companies: The Importance of Being Private,” *Forbes.com*, November 29, 2004.
- “Private Equity, Private Lives: What Do Private Equity Firms Have That Public Don’t?” *CNNMoney.com*, November 27, 2006.
- “Why Dell Considered Going Private,” *IBTimes.com*, June 7, 2010.
- “The Endangered Public Company,” *The Economist*, May 19, 2012.
- “Family Firms: Business in the Blood,” *The Economist*, November 1, 2014.
- “Family Companies: Relative Success,” *The Economist*, November 1, 2014.

Supplementary Readings on Public vs. Private Ownership

- Caspar, C., Ana Karina Dias, and Heinz-Peter Elstrodt, “The Five Attributes of Enduring Family Business,” *McKinsey Quarterly*, January 2010.
- PwC, “Professionalize to Optimize: US Family Firms Are No Longer Winging It,” US Family Business Survey, 2015.
- PwC, “The ‘Missing Middle’: Bridging the Strategy Gap in Family Firms,” Global Family Business Survey, 2016.
- PwC, “The Missing Middle: Bridging the Strategy Gap in the US Family Firms,” US Family Business Survey, 2017.
- PwC, “The Values Effect,” Global Family Business Survey, 2018.

Supplementary Readings on Control Premium and Minority Discounts

- Bruner, R. F. and Miguel Palacios, “Valuing Control and Marketability,” Working Paper, University of Virginia, 2004.

[Ignore the mathematical derivations and simulations of the paper.]

- Damodaran, A., “Marketability and Value: Measuring the Illiquidity Discount,” Stern School of Business, New York University, Working Paper, July 2005.

Supplementary Readings About Private Firms - Books: Want to Know More?

There are a couple of very good books on valuation in general and specifically referred to private and closely-held firm’s valuation. Shannon P. Pratt’s books concentrate on private business valuation and the different uses of discounts for control or lack of marketability as well as premiums. Chapter 24 of Aswath Damodaran’s book covers the topic of private firm valuation. Finally, Bruner’s *Applied Mergers and Acquisitions* book covers the topics of liquidity and control in one of its chapters.

Here is an incomplete list of books covering these subjects:

- Bruner, R., “Valuing Liquidity and Control,” Chapter 15, *Applied Mergers and Acquisitions*, John Wiley & Sons, New York, 2004.
- Damodaran, A. “The Value of Control,” and “The Value of Liquidity,” Chapter 13 and 14 respectively, *Damodaran on Valuation*, Second Edition, John Wiley & Sons, New York, 2006.
- Damodaran, A., “Valuing Private Firms”, Chapter 24, *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset*, 2nd Edition. John Wiley & Sons, New York, 2002.
- Feldman, S.J., *Principles of Private Firm Valuation*, John Wiley & Sons, New York, 2005.
- Pratt, S. P., *Business Valuation Discounts and Premiums*. John Wiley & Sons, New York, 2001.
- Pratt, S.P., *Business Valuation – Body of Knowledge*, Second Edition, John Wiley & Sons, New York, 2003.
- Pratt, S.P., *The Market Approach to Valuing Businesses*, Second Edition, John Wiley & Sons, New York, 2005.
- Pratt, S. P., *Valuing a Business: The Analysis and Appraisal of Closely Held Companies*, 5th Edition, McGraw-Hill Co., 2008.

Session VII-VIII

The Family as an Internal Capital Market: Partnering with Strategic Investors

Impact of Dual-Class Stock on Voting Control The Value of a Share and the Value of a Vote Voting Premiums

Cross-Border Listings GDRs, ADRs and Rule 144a Placements

Recommended Readings

Required Readings on Family Firms, Closely-Held Firms and the Value of a Vote

- Comment, R., “Revisiting the Illiquidity Discount for Private Companies: A New (and Skeptical) Restricted-Stock Study,” *Journal of Applied Corporate Finance*, Volume 24, Number 1, Winter 2012.
- Damodaran, V., “The Value of Control: Implications for Control Premiums, Minority Discounts and Voting Share Differentials,” *NYU Journal of Law & Business*, Volume 8, 2012.
- Liberti, J., “Differences Between Family-Controlled and Non-Family Firms,” Note, Kellogg School of Management, 2020.
- Liberti, J., “Measuring and Valuing Controlling Shareholder’s Ownership, Voting and Control Rights,” Note, Kellogg School of Management, 2020.
- Nenova, T., “The Value of Corporate Voting Rights and Control: A Cross-Country Analysis,” *Journal of Financial Economics*, Volume 68, 2003.
[Skim through the tables!]
- Stumpf, A.M. and Andrew L. Cline, “Price Differentials between Voting and Non-Voting Stock,” Stout, Risi and Ross, 2012.
- Villalonga, B. and Raphael Amit, “Family Control of Firms and Industries,” *Financial Management*, Autumn 2010.

Required Readings on Cross-Listings, ADRs and GDRs

- Desai, M., “Cross Border Listings and Depositary Receipts,” Harvard Business School, HBS #9-204-022, January 2004.
- Dobbs, G. and Marc H. Goedhart, “Why Cross-Listing Shares Doesn’t Create Value,” *McKinsey on Finance*, Autumn 2008.
- Kuemmerle, W., “A Note on Depositary Receipts,” Harvard Business School, HBS #9-803-026, 2004.
- Liberti, J., “Investing Through ADRs,” Lecture Slides, Kellogg School of Management, 2020.

Supplementary Readings on Family Firms, Closely-Held Firms and the Value of a Vote

- Khanna, T. and Krishna G. Palepu, “The Future of Business Groups in Emerging Markets: Long-Run Evidence from Chile,” *Academy of Management Journal*, Volume 43, Number 3, 2000.
- Khanna, T. and Krishna G. Palepu, “Is Group Affiliation Profitable in Emerging Markets? An Analysis of Diversified Indian Business Groups,” *Journal of Finance*, Volume 55, Number 2, 2000.
- Zingales, L., “The Value of the Voting Right: A Study of the Milan Stock Exchange Experience,” *Review of Financial Studies*, Volume 7, Number 1, Spring 1994.

Supplementary Readings on Cross-Listings, ADRs and GDRs

- BNY Mellon Depositary Receipts, DR: Basics and Definitions.
- Doidge, C., Andrew Karolyi and Rene M. Stultz, “Why are Foreign Firms Listed in the U.S. Worth More?,” *Journal of Financial Economics*, 71, 2004.
- Eckbo, B.E. and Ronald W. Masulis, “Seasoned Equity Offerings: A Survey,” Published in R. Jarrow, V. Maksimovic and B. Ziemba (eds.) *Finance, North-Holland, Series of Handbooks in Operations Research and Management Science*, 1995.
- Patel, M. and Nicholas Greenacre, “New Opportunities with American Depositary Receipts,” Global Equity Organization.

Supplementary Readings on Strategy and Execution in Emerging Markets

- Khanna, T. and Krishna G. Palepu, “The Emerging Arena: An Agenda for Developing and Executing Strategy in Emerging Markets,” Harvard Business Press, 2010.
- Khanna, T. and Krishna G. Palepu, “Winning in Emerging Markets: A Road Map for Strategy and Execution,” Harvard Business Review Press, 2010.

[Amazon: Here is the [link](#).]

- Khanna, T. and Krishna G. Palepu, “Emerging Giants: Building World-Class Companies in Emerging Markets,” Harvard Business School, HBS #9-703-431, September 2005.
- Khanna, T., Krishna G. Palepu and Jayant Sinha, “Strategies that Fit Emerging Markets,” Harvard Business Review, June 2005.

Session IX

Corporate Diversification: Family vs. Non-Family Shareholders Partnering with Public Investors

Impact of Pyramidal Ownership on Control

Shareholder Value Creation: Sum-of-Parts Valuation and the Conglomerate Discount Economic Value Added (EVA[©]) Alpha and Sharpe Ratio

Recommended Readings

Required Readings on EVA[©]

- Desai, M. A., and Fabrizio Ferri, “Understanding Economic Value Added,” Harvard Business School, HBS 9-206-016, July 2006.
- Fortune Magazine, “Momentum EVA[©],” January 18, 2010.
- Liberti, J., “Economic Value Added (EVA[©]) - Executive Compensation,” Class Lecture Slides, Kellogg School of Management, 2019.

Required Readings on Pyramidal Structure and Conglomerates

- Gibson, K., “A Case for the Family-Owned Conglomerate,” *The McKinsey Quarterly*, Number 4, 2002.
- Hirt, M., Sven Smit, and Wonsik Yoo, “Understanding Asia’s Conglomerates,” *The McKinsey Quarterly*, February 2013.
- *The Economist*, “The Wallenberg Group. A Nordic Pyramid,” March 12, 2016.
- Stevenson, A., “Asian Conglomerates, Flush With Cash, Scour for U.S. Fund Deals,” *The New York Times*, February 15, 2017.

Required Readings on the Diversification-Conglomerate Discount

- Liberti, J., “The Sum-of-the-Parts Valuation,” Note, Kellogg School of Management, 2020.
- Liberti, J., “M&A Activity. Valuing Conglomerates: The Diversification or Conglomerate Discount,” Lecture Slides, Kellogg School of Management, 2020.

- Villalonga, B., “Research Roundtable Discussion: The Diversification Discount,” April 24, 2003.

[Available for download at SSRN: <http://ssrn.com/abstract=402220>]

Required Readings on Closely-Held Firms

- Holderness. C., “Blockholders Are More Common in the United States Than You Might Think,” *Journal of Applied Corporate Finance*, Volume 22, Number 4, Fall 2010.

[Skim Table 4 to get a sense of Block Ownership Around the World.]

Supplementary Readings on EVA[®]

- Citigroup, “Global Transaction Services: EVA[®] as a Performance Indicator Measure for Value Creation,” May 2006.
- Gandhok, T., A. Dwivedi and Jatin Lal, “EVALuating Mergers and Acquisitions – How to Avoid Overpaying,” *Stern Stewart Research India*, Volume 3, Issue 8, November 2001.
- O'Byrne, S.F., “EVA[®] and Its Critics,” *Journal of Applied Corporate Finance*, Volume 12, Number 2, Summer 1999.
- Stewart III, G.B., “EVA[®]: Facts and Fantasy,” *Journal of Applied Corporate Finance*, Volume 7, Number 2, 71-84, Summer 1994.

Supplementary Readings on the Diversification-Conglomerate Discount

- Cyriac, J., T. Koller and Jannick Thomsen, “Testing the Limits of Diversifications,” *McKinsey Quarterly*, February 2012
- Lins, K. and Henri Servaes, “International Evidence on the Value of Corporate Diversification,” *Journal of Finance*, Volume 54, Number 6, December 1999.
- Villalonga, B., “Does Diversification Cause the ‘Diversification Discount’?,” *Financial Management*, Volume 33, Number 2, Summer 2004.

Supplementary Readings on Structural Subordination

- Pershing Square Capital Management, L.P., “How to Save the Bond Insurers,” November 28, 2007.

Session X

Corporate Restructuring in Family Firms Impact of Family Control on Management Decisions

Controlling Family vs. Minority Shareholders

Cross-Border Listings: More on GDRs, ADRs and Rule 144a Placement

Recommended Readings

Required Readings on Business Groups and Restructuring

- Khanna, T. and Krishna Palepu, “The Right Way to Restructure Conglomerates in Emerging Markets,” *Harvard Business Review*, July-August 1999.

Required Readings on Separation of Ownership and Control

- Claessens, S., Simon Djankov and Larry H.P. Lang, “*The Separation of Ownership and Control in East Asian Corporations*,” *Journal of Financial Economics*, Volume 58, 2000.

[Skim at the Tables on Mechanisms to Enhance Control in East Asia]

Required Readings on Cross-Border Listings

Please review the material on Week VIII on ADRs and also read:

- Desai, M., “Cross Border Listings and Depositary Receipts,” Harvard Business School, HBS #9-204-022, January 2004.
- Dobbs, G. and Marc H. Goedhart, “Why Cross-Listing Shares Doesn’t Create Value,” *McKinsey on Finance*, Autumn 2008.

Supplementary Readings on Business Groups and Restructuring

- Khanna, T. and Yishay Yafeh, “Business Groups in Emerging Markets: Paragons or Parasites?,” *Journal of Economic Literature*, Volume 45, June 2007.
- Khanna, T. and Jan W. Rivkin, “Estimating the Performance Effects of Business Groups in Emerging Markets,” *Strategic Management Journal*, Volume 22, 2001.

Supplementary Readings on Cross-Border Listings

- Baker & McKenzie, “Cross-Border Listings 2012: A Survey Report,” 2012.

Course Change Proposal – Strategies for Growth

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

1. Program

Kellogg-Schulich Executive MBA Program

2. Course Number and Credit Value

EMBA 6560 2.00

3. Course Title

a) Long Course Title

Strategies for Growth

b) Short Course Title

Strategies for Growth

4. Existing Pre-requisites/Co-Requisites

N/A

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

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

6. Effective Session of Proposed Change(s)

Spring 2020

7. Academic Rationale

This is fundamentally the same course as before, but many of the topics will be developed in greater depth, which justifies the increase in credit value. The revised workload and assignments for the students are commensurate with a four-credit course.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<i>Course Credits: 2</i>	<i>Course Credits: 4</i>

9. Consultation
N/A

Originator

_____ Signature	_____ Date
_____ Mike Mazzeo & Scott Schaefer Name	_____ Area or Specialization

Approvals:

Area or Specialization

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

_____ Signature	_____ Date
_____ Matthias Kipping Name	_____ Kellogg-Schulich Executive MBA Area or Specialization

Degree Program

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

_____ Signature	_____ Date
_____ Matthias Kipping Name of Program Director	_____ Kellogg-Schulich Executive MBA Program

Program Committee

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

_____ Signature	_____ Date
_____ Detlev Zwick Name of Committee Chair	_____ Kellogg-Schulich Executive MBA Committee

Required Attachments

- ☐ For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).
- ☐ For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.

Send to

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

Strategies for Growth

London – Spring 2019

Draft Syllabus: 9 October 2019

Professors Mike Mazzeo and Scott Schaefer

Strategy Department

Kellogg School of Management

I. Course Description

This course is about effectively scaling a business. Because growth is an imperative for many organizations, it is crucial to understand the strategic fundamentals underpinning profitable growth. This course connects frameworks from economics and strategy to the experiences of firms attempting growth initiatives to illustrate why some businesses can scale successfully while others struggle.

The course will consist of both a classroom component and an experiential component:

- **Classroom Component** The cases and examples in this course will focus on “middle-market” companies – organizations that are beyond the initial startup stage and are explicitly looking to expand their business. Case materials include first-person accounts of the challenges of growth for these companies, as collected in interviews conducted during our “Roadside MBA” project (www.roadside-mba.com). **You will listen to audio recordings of these interviews as the “cases” for this course.** In the classroom component of the class, these cases will be supplemented with discussions of strategy frameworks that can be used to extrapolate from experiences of these specific firms to general insights about growth and scaling (indeed, many of the firms referenced in the background readings describing these frameworks are large companies).
- **Experiential Component** Along with a small group of fellow students, you will conduct three 60-minute interviews with middle-market companies facing growth challenges. This exercise will allow you to practice asking good questions to uncover strategic challenges,

and will also generate new first-person case material. Deliverables for the course will be based on your three subjects, which you will analyze using tools presented here and elsewhere in your coursework. Your professors are experienced at locating and interviewing middle-market companies, and we will provide insight on how to conduct an interview that will yield strategic insight and how to find good target companies. Note this activity will require you to do some significant legwork in advance to locate interview subjects.

London will make an especially interesting location for this course. The city is a major global center of finance and business, but the impending Brexit will no-doubt multiply the challenges of growth that middle-market firms face. As part of the course we will bring in local business experts to discuss how Brexit is affecting UK companies, both large and small.

II. Assignments and Assessments

Note that the first two assignments below are PRE-WORK, and must be completed in advance of our April meeting dates.

- Interview Critique: This assignment will be distributed in February 2020. Students are individually required to listen to and critique an actual Roadside MBA interview that we conducted as part of our research. We will give you considerable guidance on what makes for a successful interview, and ask you to apply these principles to offer constructive criticism of our real interview. This assignment is due Monday, April 13, and constitutes 10% of your grade.
- Interview Setup: This assignment will be distributed in February of 2020. Students are required to work with their assigned group to schedule two interviews with London-based businesses. We will give ample guidance on how to select interesting companies and how to set up interviews. This is a time-consuming activity, and you must begin in early February in order to hit the required completion date of March 15. This assignment constitutes 10% of your grade.
- Audit Sheet Exercise: Working with your assigned group, you must perform a strategy audit of one of your interview subjects. As part of this audit, you will apply concepts taught

in our classroom sessions to assess the strategy and growth potential of one of your interview subjects. This assignment is due Tuesday, April 21 at 1 pm, and constitutes 15% of your grade.

- Growth challenge presentation: Each group will also be responsible for producing a short video presentation that relates one of the economic frameworks/strategy topics for the course to a growth/scaling challenge that one of the companies you have interviewed has experienced. You may choose any of the four class topics (see below) as the basis for your presentation and will have time during the last class day to work with your group on finalizing the presentation. Some groups will be asked to give their presentations live to the full class during the last class session. Your group's video presentation (and in-class presentation, if you are selected) will represent 25% of the course grade.
- Final Exam: All students will individually complete a take-home final exam, which will be distributed after the last class session and will be due on Friday, May 15th at 5pm CDT. More details regarding the exam will be given in advance of the last class session. The final exam will be worth 25% of the course grade.
- Class Participation: **Attendance, preparation, and participation** are essential in this class, as in any class based on the case method. Obviously, you cannot participate if you are not present, so frequent absences will lead to a reduced participation grade. Learning opportunities are maximized when all students are actively engaged in class discussion. Active engagement means that you are **listening carefully** to the comments of other students and seeking opportunities to make comments that move the class discussion forward. To increase opportunities for effective participation, **we will occasionally cold call students** during the course of a discussion. If you feel that you are preparing well but that we are not calling on you often enough, please let us know so that we can address the problem.

Class participation will comprise the remaining 15% of the course grade. Your participation grade will be assigned at the end of the course based on our assessment of your contributions throughout the course. Attendance will be noted at the start of each class session. Students will earn participation points for each class session that they attend (and arrive punctually). One-third of your participation points will be awarded based on attendance. Northwestern provides exceptions for religious holidays, funeral attendance and student/dependent hospitalization; otherwise, attendance at each class session is mandatory.

III. Classroom Etiquette and Honor Code

Due to the nature of this course, there will be no need for students to have electronic devices in operation during class time. Students requesting exceptions should contact the professor prior to the first class.

Attendance at every course session is mandatory. Class will start precisely at the appointed time and that is when each student is expected to be prepared to begin. Once class starts, you may leave the classroom only in case of an emergency.

Students are expected to abide by Kellogg's Honor Code and Code of Student Etiquette at all times. Specific guidance on Honor Code issues will be provided during the quarter, as needed.

IV. Schedule of Course Activities

a. Prework

1. Identifying interview opportunities
 - Watch video
 - Schedule Company Visits for Friday afternoon and Monday morning (Due March 15)
2. Guidance for effective interviewing
 - Watch video
 - Interview critique exercise (Due Monday April 13th)

b. Residence Week Schedule

Date	Morning Session Activities	Afternoon Session Activities
Thursday, April 16	Classroom Session 1: <ul style="list-style-type: none"> Fundamentals of Growth and Scaling Cases: Vitamina, Mugshots, Silk Espresso 	Experiential Session <ul style="list-style-type: none"> Company Visit #1
Friday, April 17	Classroom Session 2: <ul style="list-style-type: none"> Sunk Costs and Industry Evolution Cases: Key Fire Hose, Energy & Meteo Systems, ProDew 	Experiential Session <ul style="list-style-type: none"> Company Visit #2
Saturday, April 18	Classroom Session: <ul style="list-style-type: none"> Product Portfolio Expansions – Capabilities and Adjacencies Cases: Conviron, Senske, Scott Turbon Mixer, Garena 	Work Session: <ul style="list-style-type: none"> Identifying Value Proposition, Capabilities and Activity Systems for Company Visited (#1 or #2) Outside Speaker: <ul style="list-style-type: none"> Brexit: How UK Business Is Adjusting
Sunday, April 19	Class Cultural Activity	Class Cultural Activity
Monday, April 20	Experiential Session <ul style="list-style-type: none"> Company Visit #3 	Classroom Session: <ul style="list-style-type: none"> Organizing for Growth Cases: River Online, Elevate, Midwest Products
Tuesday, April 21	Work Session to Prepare Presentations <ul style="list-style-type: none"> Group meetings with professors to refine ideas Work time 	Group Presentations

Individual take-home exam due by May 15

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A meeting of the Schulich Faculty Council for the 2019-2020 academic year was held on
Friday November 8th 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, J. Zemans (ret.)		
Student Council Reps	A. Sethi (GBC), K. Oyerinde (GBC)		
ACTG			
ARTM/NMLP			
BSUS			
ECON	B. Wolf (ret.)		
FINE	K.-H. Bae, M. Kamstra, Y. Larkin, M. Milevsky, Y. Tian		
MKTG	A. Joshi		
ORGS	C. Bell, R. Shao, W. Shen, K. Tasa, L. Wright		
OMIS	I. Bicer, M. Biehl, A. Diamant, R. Irving, D. Johnston		
PLCY	M. Kipping, D. Matten, R. Phillips, W. Sheremata		
PROP	A. Devine	OTHER:	H. Fadlallah (PhD)

Voting Members of Faculty Council Absent/Regrets:

I. Alul (GBC)	A. DeCarufel (ret.)	A. Kecskes	C. Oliver (ret.)	A. Sirsi
A. Ascarrunz (GBC) (regrets)	M. Dhot (GBC)	G. Kistruck	D. Oppong-Tawiah	J. Tan (regrets)
E. Auster (regrets)	D. Dimick (ret.)	M. Kristal	K. Oyerinde (GBC)	L. Thorne (regrets)
M. Bamber	M. Dong	F. Lazar	G. Packard (regrets)	A. Tsang
T. Beechy (Ret.) (regrets)	B. Eberlein	H. Kim	M. Peav (UBS)	M. Valente
R. Belk	J. Everett	M. Levesque	A. Peng (UBS)	E. Veresiu (regrets)
A. Bhanich-Supapol (regrets)	M. Farjoun	Z. Li	T. Peridis (regrets)	M. Voronov
R. Bholá (GBC) (regrets)	E. Fischer	B. Lyons	E. Prisman (regrets)	E. Waitzer
A. Campbell	P. Foroughi	I. Macdonald (ret.)	S. Quail (Library) (regrets)	S. Weiss
M. Cao	M. Giesler	A. Madhok (regrets)	M. Rice	T. Wesson
C. Chan (UBS)	B. Graham (alumni)	R. McClean (ret.)	M. Robinson (UBS)	E. Westney (ret.)
C. Cho	C. Graham (regrets)	C. McMillan	H. Rosin (Ret.)	S. Yeomans
J. Chung	I. Henriques	N. Mead	J. Rungtusanatham (regrets)	L. Zhu

J. Clayton	I. Holzinger (regrets)	G. Morgan (ret.)	A. Rzeznik	
W. Cook (ret.)	S. Hsu	N. Nayar (GBC) (regrets)	P. Sadorsky	
J. Darroch (regrets)	K. Kanagaretnam	D. Neu	G. Saxton	
Y. Deutsch	R. Karambayya (ret.)	T. Noseworthy	P. Shum	

Leaves and Sabbaticals:

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

Non-Voting Members of Faculty Council Present

A. An (guest)	S. Ly	J. Pinto
A. Banerjee (guest)	G. Klar	S. Siddik
M. Freedman	J. Mackay	S. Tenn
A. Gravel	A. Middleton	F. Zandi
K. Gray	A. Mustapha	C. Zhuang
L. Hillcoat	M. Orlan	

Non-Voting Members of Faculty Council Absent:

D. Barret	T. Fantin	M. Lefranc	C. Partland	H. Sinker
M. Bhutani	E. Farrell	R. Leonidas	B. Pasquali	N. Sutherland
S. Black	C. Ford	P. Lyman	M. Perlis	J. Thompson
E. Caprioni	F. Gorbet	R. Lynn	E. Peters	P. Tsaparis
C. Carder	C. Hantho	D. Mak	P. Pivato	E. Wang
M. Cernea	A. Harris	A. Makooie	S. Pulver	A. Welsh
G. Chen	R. Hines	K. Mapa	R. Ross	B. White
M. Cohen	B. Horowitz	R. Mayer	B. Schofield	J. Wilkins
D. Conklin	S. Hussain	T. Mcqueen	W. Schroeder	J. Wleugel
M. Cowan	T. Javed	J. Morgan	L. Serras	D. Woticky
T. D'Agostino	J. Jeyakumaran	R. Moy	A. Shaw	J. Wu
P. Deonandan	L. Kharlip	S. Nahm	S. Sigel	D. Yundt
P. Dillon	P. Laycock	C. Niederwanger	C. Sicoli	

1. Welcome & Chair's Remarks

The Chair welcomed Council members to the meeting and reviewed the agenda.

2. York Cares United Way Campaign Presentation

Stephen Childs (OIPA) and Nadia Dar (York Development office) delivered a brief presentation on the York Cares United Way Campaign for 2019, which has themes of fueling youth for success and building strong neighborhoods. A pancake breakfast, a silent auction, and a CN Tower climb are scheduled events to help raise contributions. For information, contact yucares@yorku.ca.

3. Dean's Remarks

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

- Admissions and enrolment have been strong this year, thanks to the joint efforts of SSIR and program directors.
- The Kellogg Network Dean's Summit took place in Chicago from September 23rd-24th.
- Dirk Matten has received the prestigious *Academy of Management Review* (AMR) Decade Paper Award for a paper published in 2008 with co-author Jeremy Moon titled "Implicit' and 'Explicit' CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility."
- The Schulich School and the GBC will be hosting the 2020 Graduate Business Forum in the spring of 2020.
- Fall Convocation for most Schulich programs will take place on October 16th, with 440 graduates. EMBA Convocation is scheduled for October 18th, with 43 graduates. The Dean encouraged faculty members to attend.
- The Centre for Customer Centricity led by Ajay Sirsi launched on November 5th, with over 70 attendees.
- Schulich Startup Night led by Chris Carder took place on November 7th, with over 400 registered for the event.
- An Experience Schulich event for the MBA and IMBA programs will take place on November 9th.
- A Dean's Advisory Council meeting is scheduled for November 12th.
- The Dean will visit the Hyderabad campus on November 16th. The India Advisory Council will meet on November 18th.
- Robert Krembil (CM, MBA '71, LLD '00), President & CEO, Chiefswood Investors Ltd., will receive the Bryden Alumni Award for Outstanding Contribution on November 21st.
- The International Students Holiday Luncheon is scheduled for December 3rd.
- The Schulich Enterprise Forum, coordinated by the Centre for Global Enterprise, will take place on December 4th, with keynote speaker Lt. General (ret'd) Andrew Leslie.
- The Schulich School placed 2nd in the recent Corporate Knights 2019 Better World MBA Ranking. The School's KS EMBA program placed 4th in the QS

EMBA Ranking, and the School placed 1st in Canada and 9th in the world in the 2019 Forbes MBA Ranking.

4. PhD/GBC/UBS Initiatives:

GBC:

President Kiki Oyerinde highlighted the GBC's efforts to focus on inclusion this year, given the diversity in the student body and the range of program offerings at the School. As an example, the School's Hyderabad cohort participated in this year's Culture Crawl and Dean's Cup, where they won first place. Students in this cohort report feeling welcome and excited to join the Toronto campus next year. The MBA Games will also take place in January 2020. The team has been formed and is in training to bring home the cup. Other events designed to bring together the student body will take place throughout the year. It was also noted that Aditi Narasimhan, a Master of Management student, has been selected as a Forbes Under 30 Scholar.

PhD:

No update was provided.

UBS:

No update was provided.

5. Programs Coordinating Committee

a) Motion: Changes to Schulich's Grading Policy

D. Zwick moved the motion to approve the changes to the School's grading policy. Seconded by M. Valente. D. Zwick provided an overview of the changes, which are aimed at increasing transparency in grading for students. Discussion ensued and a vote was taken.

For: 28
Opposed: 2
Abstentions: 0

The motion carried. D. Zwick noted that the ADA Office will be available to help with any needed clarification or implementation guidance.

6. Open Space

a) Presentation: A Transforming World: Changes in Management Education

Dean Horváth highlighted challenges and opportunities faced by higher education and business schools globally over the past several years, as well as the steps taken by the Schulich School to overcome these challenges.

The presentation covered the following areas:

- A historical overview and the revolutionary changes in Management Education
- Recent enrolment trends in the US, Canada, and globally
- Program development and the thought leadership landscape
- Rationale for the development of several one-year masters programs and why Schulich is well positioned to succeed with its portfolio of current and future programs
- Overview of the financial resources of the School
- Historical development of chairs and professorships from 1988 to the end of 2019
- Historical and projected percentage growth of the School's operating budget from 1988 to 2022

b) Discussion: Taking Stock of Schulich's Masters Programs Strategy: Implications and Opportunities

M. Valente chaired a committee of the whole discussion on the implications and opportunities of Schulich's masters programs strategy. Topics included academic hiring for new programs, shared sections of courses for the MBA and one-year programs, and linking the Master of Management to the School's many specializations. For more information on the discussion, contact ssbfacultycouncil@schulich.yorku.ca.

Council members thanked the organizers of the Open Space forum and reiterated the importance of such discussion as well as FC serving more broadly as a forum in which to identify key issues and opportunities for the School.

7. Adjournment

A. Joshi moved for adjournment. Seconded by D. Zwick. The meeting adjourned.

Consent Agenda

The following items were approved by consent:

1. Master Programs Committee

a) Course Change:

1. OMIS 6230 3.00 Coordinating Supply and Demand (*description*)

b) New Course Proposals:

1. MGMT 6960 3.00 Management Consulting
2. ENTR 6960 6.00 Mentorship Match: Learning to Innovate with Venture Leaders

2. Minutes of the Last Meeting (2019.10.04)