FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2020-21 academic year will be held remotely via Zoom on Friday October 2nd at 11:30am.

AGENDA

Page

1. **Welcome & Chair's Remarks**
    a) **Motion:** Removal of Summer Authority of Executive Committee

2. **Dean Search** *(President and Vice-Chancellor R. Lenton & Provost & Vice-President Academic L. Philipps)*

3. **Dean's Remarks**

4. **PhD/GBC/UBS Initiatives**

5. **Master Programs Committee** *(M. Annisette)*
    a) **Program Changes**

6. **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. **Nominating Committee** *(A. Joshi)*
    a) **Updated Nominating Slate** for 2020-2021

2. **EMBA Program Committee** *(M. Kipping / M. Annisette)*
    a) **New Course Proposals**

<u>**Upcoming Meeting Dates for 2020-2021:**</u>

Schulich Executive Committee:

Friday, October 23, 2020
Friday, November 27, 2020
Friday, January 22, 2021
Friday, February 26, 2021
Friday, April 9, 2021

Schulich Faculty Council:

Friday, October 2, 2020
Friday, November 6, 2020
Friday, December 11, 2020 (10:30am start)
Friday, February 5, 2021
Friday, March 12, 2021
Friday, April 16, 2021

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Prof. Geoffrey Kistruck, Professor, Ron Binns Chair in Entrepreneurship; Director, Social Innovation & Impact Program
Date: July 15, 2020
Re: Name change of the Graduate Diploma in Nonprofit Management and Leadership

Motion: Request that Faculty Council approve changing the name of the "Graduate Diploma in Nonprofit Management and Leadership" to "Graduate Diploma in Social Innovation & Impact"

Rationale: We request the name of the MBA graduate diploma be changed from "Graduate Diploma in Nonprofit Management and Leadership" to "Graduate Diploma in Social Innovation & Impact". The name change is proposed keeping in mind the changes in the social sector that have taken place over the past several years. The sector not only consists of nonprofit organizations that are increasingly engaged in earned income activities, but also a surge in hybrid organizations (i.e. B-corps, social entrepreneurs, etc.) that primarily pursue social goals using a for-profit legal structure. Furthermore, this sector has also seen a growth in the adoption of innovative practices and products in the pursuit of large-scale social impact and change. Thus, the name change is meant to reflect these shifts within the sector.

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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: Graduate Diploma in Nonprofit Management and Leadership

2. Effective Session of Proposed Change(s): Winter 2021

3. Proposed Change(s) and Rationale

a) A description of the proposed modification(s) and rationale, including alignment with academic plans : We request the name of the MBA graduate diploma be changed from "Graduate Diploma in Nonprofit Management and Leadership" to "Graduate Diploma in Social Innovation & Impact". The name change is proposed keeping in mind the changes in the social sector that have taken place over the past several years. The sector not only consists of nonprofit organizations that are increasingly engaged in earned income activities, but also a surge in hybrid organizations (i.e. B-corps, social entrepreneurs, etc.) that primarily pursue social goals using a for-profit legal structure. Furthermore, this sector has also seen a growth in the adoption of innovative practices and products in the pursuit of large-scale social impact and change. Thus, the name change is meant to reflect these shifts within the sector.

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: There are no proposed changes in the associated learning outcomes/objectives.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas: This name change will not affect any other program or graduate diploma as this is a standalone diploma program of the specialization.

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

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated: The current students will not be affected, as only the name of the diploma has been requested to be changed in the new academic year.

4. Calendar Copy

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Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
~~GRADUATE DIPLOMA IN NONPROFIT MANAGEMENT AND LEADERSHIP~~ Students may graduate with an MBA and Graduate Diploma in ~~Nonprofit Management~~ upon completion of the following requirements: 12 credits of courses as required by the specialization, a Management 6100 3.0: Strategy Field Study, conducted on a non-profit organization and an internship or placement, consisting of a minimum of 12 weeks in an organization in the non-profit sector.	GRADUATE DIPLOMA IN SOCIAL INNOVATION & IMPACT Students may graduate with an MBA and Graduate Diploma in Social Innovation & Impact upon completion of the following requirements: 12 credits of courses as required by the specialization, a Management 6100 3.0: Strategy Field Study conducted on a nonprofit organization or social enterprise, and an internship or placement, consisting of a minimum of 12 weeks in a nonprofit organization or social enterprise.

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Murat Kristal
Date: September 14, 2020
Re: MBAN Admission requirement changes

Motion: That Faculty Council approve the changes to the MBAN program's admission requirements.

Rationale: This proposal outlines updates to the MBAN admission requirements. The previously approved MBAN requirements did not convey the technical foundations required for the program. This sent out the wrong message to candidates who often did not grasp the highly technical nature of the programs. The changes described below would send a clear message regarding the profile of candidates the programs are looking for. These requirements are also in line with similar programs in other top Canadian business schools.

To be considered for admission to the MBAN program, applicants must have an undergraduate degree from an accredited university in one of the following subjects: Mathematics, Business, Computer Science, Economics, Engineering or Science. Undergraduate degree holders in other subject areas (Social Sciences, Arts and Humanities, Fine and Performing Arts, Education etc.) will be considered if they have completed a significant number of university courses in relevant topics (see list below).

Successful applicants will have completed at least one university course on a listed topic, in two of the following categories.

Mathematics/Statistics

- o   Introductory Statistics
- o   Calculus
- o   Data Mining and Machine Learning
- o   Introduction to Data Science
- o   Linear Algebra

Computer Science

- o   Introduction to Programming
- o   Introduction to Data Structures
- o   Algorithms
- o   Introduction to Databases
- o   Data Mining

Business

- o   Business Intelligence

- o   Data Management

- o   Data Science for Business

- o   Artificial Intelligence for Business

- o   Business Analytics

By requiring applicants to have taken courses in these areas, students will enter the program with the foundational technical skills they need to succeed. Given that the program is a one-year long program, over the years we observe that students with foundations in these areas are more successful than the student who don't have these foundational courses. We try to provide the students with the preliminary topics before we get into the more advanced AI and Analytics topics, however quantitative methodologies take time to be appropriately absorbed by the students. As a result, in order to increase student success, we highly recommend that students have some sort of exposure to these areas.

The second change concerns the current requirement for applicants to have acceptable scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). This proposal calls for the removal of this requirement. As the Program Director, I have been a strong proponent of using standardized testing to assess the candidates' ability to succeed in the program. Over the years, I have observed that we have turned down strong candidates with backgrounds in business, computer programming and statistics just because they do not have GMAT or GRE. We also accepted candidates with high GMAT and GRE scores. Not all the candidates with high GMAT or GRE scores proved to be successful in the program. As a result, we would like to target and select candidates with strong quantitative and technical background. The time and investment allocated by candidates to prepare for these tests can be better used on Program specific preparation courses such as Pyhton or R. We would still consider candidate with high GMAT and GRE scores, but we do not want to keep these tests an admission requirement.

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Change to Program/Graduate Diploma Academic Requirements Proposal Form

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

1. Program/Graduate Diploma:

Master of Business Analytics (MBAN)

2. Effective Session of Proposed Change(s):

Summer 2021

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.

This proposal outlines updates to the MBAN admission requirements. The previously approved MBAN requirements did not convey the technical foundations required for the program. This sent out the wrong message to candidates who often did not grasp the highly technical nature of the program. The changes described below would send a clear message regarding the profile of candidates the program is looking for. These requirements are also in line with similar programs in other top Canadian business schools.

To be considered for admission to the MBAN program, applicants must have an undergraduate degree from an accredited university in one of the following subjects: Mathematics, Business, Computer Science, Economics, Engineering or Science. Undergraduate degree holders in other subject areas (Social Sciences, Arts and Humanities, Fine and Performing Arts, Education etc.) will be considered if they have completed a significant number of university courses in relevant topics (see list below).

Successful applicants will have completed at least one university course on a listed topic, in two of the following categories.

Mathematics/Statistics

- o   Introductory Statistics
- o   Calculus
- o   Data Mining and Machine Learning
- o   Introduction to Data Science
- o   Linear Algebra

Computer Science

- o   Introduction to Programming

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- o   Introduction to Data Structures
- o   Algorithms
- o   Introduction to Databases
- o   Data Mining

Business

- o   Business Intelligence
- o   Data Management
- o   Data Science for Business
- o   Artificial Intelligence for Business
- o   Business Analytics

By requiring applicants to have taken courses in these areas, students will enter the program with the foundational technical skills they need to succeed. Given that the program is a one-year long program, over the years we observe that students with foundations in these areas are more successful than the student who don't have these foundational courses. We try to provide the students with the preliminary topics before we get into the more advanced AI and Analytics topics, however quantitative methodologies take time to be appropriately absorbed by the students. As a result, in order to increase student success, we highly recommend that students have some sort of exposure to these areas.

The second change concerns the current requirement for applicants to have acceptable scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). This proposal calls for the removal of this requirement. As the Program Director, I have been a strong proponent of using standardized testing to assess the candidates' ability to succeed in the program. Over the years, I have observed that we have turned down strong candidates with backgrounds in business, computer programming and statistics just because they do not have GMAT or GRE. We also accepted candidates with high GMAT and GRE scores. Not all the candidates with high GMAT or GRE scores proved to be successful in the program. As a result, we would like to target and select candidates with strong quantitative and technical background. The time and investment allocated by candidates to prepare for these tests can be better used on Program specific preparation courses such as Pyhton or R. We would still consider candidate with high GMAT and GRE scores, but we do not want to keep these tests and admission requirement.

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.*

By focusing on foundations of quantitative methods, we ensure that the Learning Objectives are met better by the candidates. Our program blends business training with analytics and AI training. We observe that candidates with strong quantitative backgrounds can do well in the business courses.

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

These proposed changes are the result of consultation between the MBAN program director and the Schulich Admissions and Recruitment team. The changes are supported by all involved, as well as the Associate Dean Academic and Associate Dean Students.

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

There are no anticipated resource implications for the proposed changes.

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

The MBAN program is a one-year program. As such, the proposed changes to the admission requirements would not affect existing cohorts, only those admitted for the effective sessions indicated above.

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)
MBAN: MASTER OF BUSINESS ANALYTICS The Master of Business Analytics is a professional degree program offered by the Schulich School of Business and designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The Business Analytics program may serve as a foundation to pursue a PhD in this field. Students gain a conceptual understanding and methodological competence of established techniques in business analytics that are used to create and interpret knowledge in various business environments. They are able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key	**MBAN:** MASTER OF BUSINESS ANALYTICS The Master of Business Analytics is a professional degree program offered by the Schulich School of Business and designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The Business Analytics program may serve as a foundation to pursue a PhD in this field. Students gain a conceptual understanding and methodological competence of established techniques in business analytics that are used to create and interpret knowledge in various business environments. They are able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key

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measurement of performance and organizational planning. Graduates of this program understand how to apply business analytics to generate solutions that balance time, resources and complexity. They possess a skill set that is both quantitative and qualitative, with the technical competence to analyze data coupled with the skills required to communicate insights effectively.

This twelve month full-time program commences in May each year and culminates in a two-term experiential capstone course in which students complete a hands-on, problem-driven analytics project and develop applicable business solutions. Students interface directly with industry leaders and develop both technical and organizational expertise. All Schulich MBAN students are awarded the much coveted SAS™ (Statistical Analysis Software) certification upon completion of the program.

Please visit http://schulich.yorku.ca for more information.

ADMISSION REQUIREMENTS

> Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. ~~Candidates are also required to have strong quantitative background demonstrated by course work in statistics, math, economics and research methods during undergraduate studies.~~

Please visit http://schulich.yorku.ca/mban for more information.

ADMISSION REQUIREMENTS

Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. Three-year degree holders who have strong results in relevant technical courses and have a year or more of professional work experience in data intensive computing may be considered for admission.

- To be considered for admission to the MBAN program, applicants must have an undergraduate degree from an accredited university in one of the following subjects: Mathematics, Business, Computer Science, Economics, Engineering or Science. Undergraduate degree holders in other subject areas (Social Sciences, Arts and Humanities, Fine and Performing Arts, Education etc.) will be considered if they have completed a significant number of university courses in relevant topics (see list

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below).

- Successful applicants will have completed at least one university course on a listed topic, in two of the following categories.

Mathematics/Statistics

- Introductory Statistics
- Calculus
- Data Mining and Machine Learning
- Introduction to Data Science
- Linear Algebra

Computer Science

- Introduction to Programming
- Introduction to Data Structures
- Algorithms
- Introduction to Databases
- Data Mining

Business

- Business Intelligence
- Data Management
- Data Science for Business
- Artificial Intelligence for Business
- Business Analytics

- Post degree work experience is recommended but not mandatory.
- Applicants are required to take Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) and obtain acceptable scores on all measures thereof.
- Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the

- Post degree work experience is recommended but not mandatory.
- Demonstration of academic ability through high GMAT/GRE scores are recommended but not 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 scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with

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condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- Completion of the online application including submission of essays, an up-to-date résumé and two references.

DEGREE REQUIREMENTS

Students must successfully complete:

- 45 credits of course work, consisting of: 33 credits of core courses;
- 6 credits of an experiential learning course (Analytics Consulting Project, ACP), and,
- 6 credits of elective courses.

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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Murat Kristal
Date: September 14, 2020
Re: MMAI Admission requirement changes

Motion: That Faculty Council approve the changes to the MMAI program's admission requirements.

Rationale: This proposal outlines updates to the MMAI admission requirements. The previously approved MMAI requirements did not convey the technical foundations required for the program. This sent out the wrong message to candidates who often did not grasp the highly technical nature of the program. The changes described below would send a clear message regarding the profile of candidates the program is looking for. These requirements are also in line with similar programs in other top Canadian business schools.

To be considered for admission to the MMAI programs, applicants must have an undergraduate degree from an accredited university in one of the following subjects: Mathematics, Business, Computer Science, Economics, Engineering or Science. Undergraduate degree holders in other subject areas (Social Sciences, Arts and Humanities, Fine and Performing Arts, Education etc.) if they have completed a significant number of university courses in relevant topics (see list below).

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By requiring applicants to have taken courses in these areas, students will enter the program with the foundational technical skills they need to succeed. Given that the program is a one-year long program, over the years we observe that students with foundations in these areas are more successful than the student who don't have these foundational courses. We try to provide the students with the preliminary topics before we get into the more advanced AI topics, however quantitative methodologies take time to be appropriately absorbed by the students. As a result, in order to increase student success, we highly recommend that students have some sort of exposure to these areas.

The second change concerns the current requirement for applicants to have acceptable scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). This proposal calls for the removal of this requirement. As the Program Director, I have been a strong proponent of using standardized testing to assess the candidates' ability to succeed in the program. Over the years, I have observed that we have turned down strong candidates with backgrounds in business, computer programming and statistics just because they do not have GMAT or GRE. We also accepted candidates with high GMAT and GRE scores. Not all the candidates with high GMAT or GRE scores proved to be successful in the program. As a result, we would like to target and select candidates with strong quantitative and technical background. The time and investment allocated by candidates to prepare for these tests can be better used on Program specific preparation courses such as Pyhton or R. We would still consider candidate with high GMAT and GRE scores, but we do not want to keep these tests an admission requirement.

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Change to Program/Graduate Diploma Academic Requirements Proposal Form

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1. Program/Graduate Diploma:

Master of Management of Artificial Intelligence (MMAI)

2. Effective Session of Proposed Change(s):

Fall 2021

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.

This proposal outlines updates to the MMAI admission requirements. The previously approved MMAI requirements did not convey the technical foundations required for the program. This sent out the wrong message to candidates who often did not grasp the highly technical nature of the program. The changes described below would send a clear message regarding the profile of candidates the program is looking for. These requirements are also in line with similar programs in other top Canadian business schools.

To be considered for admission to the MMAI programs, applicants must have an undergraduate degree from an accredited university in one of the following subjects: Mathematics, Business, Computer Science, Economics, Engineering or Science. Undergraduate degree holders in other subject areas (Social Sciences, Arts and Humanities, Fine and Performing Arts, Education etc.) if they have completed a significant number of university courses in relevant topics (see list below).

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- o Introduction to Data Structures
- o Algorithms
- o Introduction to Databases
- o Data Mining

Business

- o Business Intelligence
- o Data Management
- o Data Science for Business
- o Artificial Intelligence for Business
- o Business Analytics

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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.*

By focusing on foundations of quantitative methods, we ensure that the Learning Objectives are met better by the candidates. Our program blends business training with analytics and AI training. We observe that candidates with strong quantitative backgrounds can do well in the business courses.

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

These proposed changes are the result of consultation between the MMAI program director and the Schulich Admissions and Recruitment team. The changes are supported by all involved, as well as the Associate Dean Academic and Associate Dean Students.

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

There are no anticipated resource implications for the proposed changes.

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

The MMAI program is a one-year program. As such, the proposed changes to the admission requirements would not affect existing cohorts, only those admitted for the effective sessions indicated above.

4. Calendar Copy
Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - http://gradstudies.yorku.ca/current-students/regulations/program-requirements/.
Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/diploma section, not just text that is being revised.
Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
MASTER OF MANAGEMENT IN ARTIFICIAL INTELLIGENCE The Graduate Program in Management in Artificial Intelligence (MMAI) is designed to prepare individuals to seek and obtain meaningful employment in artificial intelligence (AI)-related management positions, whether in private, public or non-profit organizations. AI-related fields include, but are not limited to: data science, machine learning, visualizations, natural language understanding, intelligent robotics, knowledge representation, reasoning and management, intelligent agents, human computer interfaces, and recommendation systems. This graduate program addresses a growing need in post-graduate management education for programs that train students in the tasks of designing, evaluating, refining and implementing practical AI related solutions and technologies. The degree focuses on strategic thinking, tactical decision making, design	MASTER OF MANAGEMENT IN ARTIFICIAL INTELLIGENCE The Graduate Program in Management in Artificial Intelligence (MMAI) is designed to prepare individuals to seek and obtain meaningful employment in artificial intelligence (AI)-related management positions, whether in private, public or non-profit organizations. AI-related fields include, but are not limited to: data science, machine learning, visualizations, natural language understanding, intelligent robotics, knowledge representation, reasoning and management, intelligent agents, human computer interfaces, and recommendation systems. This graduate program addresses a growing need in post-graduate management education for programs that train students in the tasks of designing, evaluating, refining and implementing practical AI related solutions and technologies. The degree focuses on strategic thinking, tactical decision making, design

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techniques and ethics in AI. The objective is to produce well-rounded managers who have the potential to become leaders in AI-management.

The program achieves these objectives over the course of three terms and the completion of 45 credits, and is structured to facilitate the acquisition of AI and management knowledge and skills. A key component is the integration of the acquired knowledge through a capstone community-involved experiential learning project, the AI Consulting Project. This project takes place during the second and third terms.

ADMISSION REQUIREMENTS

The minimum admission requirements are as follows:

- an undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work;

Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. *Three-year degree holders who have strong results in relevant technical courses and have a year or more of professional work experience in data intensive computing may be considered for admission.*

- To be considered for admission to the MMAI program, applicants must have an undergraduate degree from an accredited university in one of the following subjects: Mathematics, Business, Computer Science, Economics, Engineering or Science.
- Undergraduate degree holders in other subject areas (Social Sciences, Arts and Humanities, Fine and Performing Arts, Education etc.) if they have completed a significant number of university courses in relevant topics (see list below).
- Successful applicants will have completed at least one university course on a listed topic, in two of the following categories.

Mathematics/Statistics

- Introductory Statistics
- Calculus
- Data Mining and Machine Learning

Graduate Studies, Office of the Dean
York University

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

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

- Introduction to Data Science
- Linear Algebra

Computer Science

- Introduction to Programming
- Introduction to Data Structures
- Algorithms
- Introduction to Databases
- Data Mining

Business

- Business Intelligence
- Data Management
- Data Science for Business
- Artificial Intelligence for Business
- Business Analytics

- work experience is not required, but internships or prior work experience is recommended;
- ~~Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Acceptable scores on all measures of the GMAT or GRE. To send your scores for these tests to us please use the following codes: GMAT code Z75-X8-87 or GRE code 5697~~
- proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5;
- a supplementary application form that shows strong evidence of leadership ability; and,
- two letters of recommendation, at least one of which should be from a professor.

DEGREE REQUIREMENTS

Students must successfully complete:

- 45 credits of coursework, consisting of:

- work experience is not required, but internships or prior work experience is recommended;
- Demonstration of academic ability through high GMAT/GRE scores are recommended but not required.

- proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5;
- a supplementary application form that shows strong evidence of leadership ability; and,
- two letters of recommendation, at least one of which should be from a professor.

DEGREE REQUIREMENTS

Students must successfully complete:

- 45 credits of coursework, consisting of: 39 credits from 13 required 3.0 credit

Graduate Studies, Office of the Dean
York University

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

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

39 credits from 13 required 3.0 credit courses and, • 6 credits from an experiential capstone project. All other requirements are identical to those of Schulich's other master's programs.	courses and, • 6 credits from an experiential capstone project. All other requirements are identical to those of Schulich's other master's programs.

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Prof. Geoffrey Kistruck, Professor, Ron Binns Chair in Entrepreneurship; Director, Social Innovation & Impact Program
Date: July 15, 2020
Re: Name change of the Social Sector Management specialization

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Motion: Request that Faculty Council approve changing the name of the "Social Sector Management Specialization" to "Social Innovation & Impact Specialization"

Rationale: We request the name of the MBA specialization be changed from the "Social Sector Management " to "Social Innovation & Impact". The name change is proposed keeping in mind the changes in the social sector that have taken place over the past several years. The sector not only consists of nonprofit organizations that are increasingly engaged in earned income activities, but also a surge in hybrid organizations (i.e. B-corps, social entrepreneurs, etc.) that primarily pursue social goals using a for-profit legal structure. Furthermore, this sector has also seen a growth in the adoption of innovative practices and products in the pursuit of large-scale social impact and change. Thus, the name change is meant to reflect these shifts within the sector.

Memo

To: Schulich Faculty Council
From: Ashwin Joshi, MBA Program Director & Alexandra Campbell, IMBA Program Director
Date: August 20, 2020
Re: Offering MBAN 5140 as an MBA/IMBA Elective (Winter 2021)

Motion: That Faculty Council approve offering MBAN 5140 Visual Analytics and Modelling as an elective course in the MBA/IMBA Program starting in Winter 2021.

Rationale:
Data visualization is increasingly being regarded as an essential managerial skill. Incorporation of this course in the MBA/IMBA curriculum will give MBA/IMBA students an opportunity to develop these skills.

Teaching Resources:
This course is already being taught in the MBAN program. The same instructor will teach this course to the MBA/IMBA students.

Impact on Existing Programs (e.g., MBAN and MMAI):
We do not anticipate any adverse reactions of offering this elective to MBA/IMBA students on the existing MBAN and MMAI programs.

Consultation:
The MBAN and MMAI Program Director, the MSCM Program Director, the Area Coordinator of the OMIS area, and the Associate Dean – Academic, have all been consulted and are in agreement with offering MBAN 5140 as an elective within the MBA/IMBA.

Course Change Proposal Template

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

1. **Program**
   Schulich MBA/IMBA Program

2. **Course Number and Credit Value**
   MBAN 5140 3.00

3. **Course Title**
   a) **Long Course Title**
      Visual Analytics and Modelling

   b) **Short Course Title**
      Visual Analytics and Modelling

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)
x	**in cross-listing** (provide statement of approval from other program)
	in pre/co-requisite
	expire course
	other (please specify)

6. **Effective Session of Proposed Change(s)**
   Winter 2021

7. **Academic Rationale**
   Data visualization is increasingly being regarded as an essential managerial skill. Incorporation of this course in the MBA/IMBA curriculum will give MBA/IMBA students an opportunity to develop these skills.

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)
Program: MMAI ~~only~~	Program: MMAI <mark>and MBA/IMBA</mark>

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.

The MBAN and MMAI Program Director, the MSCM Program Director, the Area Coordinator of the OMIS area, the Associate Dean Academic and the Associate Dean Students have all been consulted and are in agreement with launching the Digital Transformation Specialization within the MBA.

Originator

Ashwin Joshi & Alexandra Campbell	*September 4, 2020*
Signature	Date

	MBA Program Director & IMBA
Ashwin Joshi & Alexandra Campbell	Program Director
Name	Area or Specialization

Approvals:

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

Murat Kristal	*September 4, 2020*
Signature	Date

Murat Kristal	MBAN/MMAI Program Director
Name	Area or Specialization

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

Murat Kristal	*September 4, 2020*
Signature	Date

Murat Kristal	MBAN/MMAI Program Director
Name of Program Director	Program

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

Marcia Annisette	September 17, 2020
Signature	Date

Marcia Annisette	MPC-PCC
Name of Committee Chair	Committee

MBAN 5140 3.00: Visual Analytics and Modelling

Course Outline
Winter 2020

Wednesdays, 2:30pm-5:30pm, beginning January 15, 2020
MB G105

Instructor
David Elsner
Tel: 647-998-1587
Email: delsner@schulich.yorku.ca
Office hours: TBA

Assistant
Denise Dunbar-McFarlane
MB G230
416-736-2100 x44681
DDMcFarlane@schulich.yorku.ca

David Elsner is President of DHE Consulting and a Managing Partner at illuminaite, a data science consulting firm specializing in advanced analytics and AI to identify, analyze, and solve business problems. With over 20 years of experience as a consultant and executive, he has advised leading organizations across North America. He is also a regular lecturer in data analytics and visualization at the Rotman School of Management, the Ted Rogers School of Management, the Schulich Executive Education Centre, and CPA Ontario.

Brief Description
This course is an introduction to the fundamental theories of visual communication design applied in data visualization and visual analytics. Students become familiar with data-driven decision-making workflows and storytelling best practices. Major areas for discussion include visual design principals, data structures, data visualization models, dashboarding, presentation skills, and weekly technical tutorials using the Tableau software.

Prerequisites/Corequisites/Course Exclusions: None

Contents

Course Learning Outcomes

Upon completion of this course, students will be able to:
- Understand information design principles and theory.
- Explain how data is structured and how use datasets.
- Articulate the audience and purpose for a visualization.
- Select the correct visualization technique to share insights and answer business questions.
- Effectively present data and insights to an audience.
- Design and develop visualizations, dashboards, and stories using Tableau Software.

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
Project #1	1	10	10	Group
Project #2	1	30	30	Individual
Project #3	1	40	40	Group
Tableau Exercises	4	5	20	Individual
			100%	

Course Material

The following is a suggested reading list on the subject MBAN 5140:

1. Lankow, Jason, Infographics: The Power of Visual Storytelling. Wiley, August 2013.

2. Knaflic, Cole Nussbaumer, Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley, November 2015.

3. Evergreen, Stephanie, Effective Data Visualization: The Right Chart for the Right Data. Sage Publications, May 2019.

4. Wong, Dona M., The Wall Street Journal Guide to Information Graphics: The Do's and Don'ts of Presenting Data Facts and Figures, Reprint Edition. WW Norton, December 2013.

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

Class-by-Class Syllabus

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

Note: If any changes in this schedule become necessary during the duration of the course, an announcement will be posted on the course Canvas to notify students.

Lecture 1
Discussion
- Introductions
- Course Overview
- Projects, Exercises and deliverables
- Introduction to Information Design Theory
- Principles of Good Design
- Hot or Not Visualizations

Tableau
- Installing Tableau Desktop and Prep

Lecture 2
Discussion
- Information design principles
- Introduction to MBAN Store Database
- Assigning Class groups
- Hot or Not Visualizations

Tableau
- Introduction to Tableau Desktop
- Desktop Workflow
- Setting Up Connections and Data Sources
- In-class Tableau examples

Assignments
- Exercise 1 assigned
- Project 1 assigned

Lecture 3
Discussion
- Graphical Perception: Preaatentive attributes
- Principles of Visual Perception: Gestalt Theory
- Hot or Not Visualizations

Tableau
- Simplifying and Sorting Data
- Organizing Data
- Slicing Data by Date
- In-class Tableau examples

Assignments
- Exercise 1 due

Lecture 4
Discussion
- Why we visualize
- Data Visualization Catalogue
- Hot or Not Visualizations

Tableau
- Using Multiple Measures in a View
- Showing the Relationship Between Numerical Values
- Mapping Data Geographically
- Viewing Specific Values
- In-class Tableau examples

Assignments
- Exercise 2 assigned
- Project 1 due

Lecture 5
Discussion
- Data Modelling Techniques
- Modelling Best Practices
- Discussion of Toronto Open Data
- Hot or Not Visualizations

Tableau
- Measure Values and Measure Names
- Creating and Connecting to Data Sources
- Dashboards and Stories
- In-class Tableau examples

Assignments
- Exercise 2 due
- Project 2 assigned

Lecture 6
Discussion
- Dashboarding
- Dashboarding best practices
- Common dashboard mistakes
- Hot or Not Visualizations

Tableau
- Showing Breakdowns of the Whole
- Making Views Available
- In-class Tableau examples

Assignments
- Exercise 3 assigned

Lecture 7
Discussion
- Storytelling of Data - Part 1
- Hot or Not Visualizations

Tableau
- Analyzing Data with Quick Table Calculations
- Advanced Table Calculations
- In-class Tableau examples

Assignments
- Exercise 3 due

Lecture 8
Discussion
- Storytelling of Data - Part 2
- Business Performance Analysis
- Data VizArt Competition
- Hot or Not Visualizations

Tableau
- Highlighting Data with Reference Lines
- Viewing Distributions
- Statistics and Forecasting
- In-class Tableau examples

Assignments
- Project 3 assigned
- Project 2 due

Lecture 9
Discussion
- Analytics-based decision making
- The difference between data and metrics
- Presentation skills
- Hot or Not Visualizations

Tableau
- Customizing Data
- Using Calculations in Tableau
- In-class Tableau examples

Assignments
- Exercise 4 assigned

Lecture 10
Discussion
- Trusting the data
- Reporting vs. Analysis
- Discovering the context of data
- The future of analytics and data visualization
- Hot or Not Visualizations

Tableau
- Defining Subsets of Your Data
- Creating and Using Parameters
- Comparing Measures
- In-class Tableau examples

Assignments
- Exercise 4 due

Lecture 11
Discussion
- AMA: Guest Lecturer - Data Scientist
- Group time for Project 3
- Hot or Not Visualizations

Lecture 12
Discussion
- Group Presentations of Project 3
- Assignments
- Project 3 due

Project 1 | Value: 10% (Group)

Landscape of data visualization tools

- Students will work in groups to create a comprehensive report on at least four different examples of existing and/or emerging data visualization software, their use cases and best practices.

- Provide your perspectives of how these tools are currently our influencing our lives and an opinion of what kinds of data analysis you think could or should be possible in the future with these tools.

- Deliverable will be a report using Microsoft Word (or equivalent tool).

- Max length: 1,500 words supported by diagrams/or and screenshots.

Project 2 | Value 30% (Individual)

Developing insights using Toronto Open Data Portal

- Students will research and analyze the datasets available on The City of Toronto's Open Data Portal to a create a Tableau report for the City of Toronto.

- The Tableau report will contain up to three interactive dashboards consisting of different visualizations that generates actionable insights that can be shared with city executives.

- The objective of the project is to use Tableau to analyze data, create visualizations, and construct dashboards to drive actionable insights, while applying the data visualization techniques discussed in class.

- Deliverable will be a Tableau report with a maximum of three dashboards and a supporting executive report page in Microsoft Word (or equivalent tool) that describes the dashboards and communicates the insights found.

- Max length: 1,500 words supported by diagrams and/or screenshots.

- Marking rubric will in the lecture PPT in the week the project is assigned.

Project 3 | Value 40% (Group)

MBAN Store Business Performance Analysis

- Students will work in groups will create a Tableau report consisting of interactive dashboards and stories to understand what is driving financial performance for MBAN Store and what the company can do to improve sales and profitability.

- Groups will present their analysis, insights, and recommendations to the executive management of MBAN Store (instructor, guest lecturer and class).

- The project will leverage the MBAN Store dataset.

- There are two objectives of this project. The first objective is to use Tableau to analyze data, create advanced visualizations, and construct dashboards and stories to drive actionable insights, while applying the data visualization techniques discussed in class. The second objective is to design and deliver and effective presentation to share the insights and recommendations to executives.

- Deliverable will be:

- o Tableau report with a six dashboards and stories and a supporting executive report page in Microsoft Word (or equivalent tool) that describes the dashboards and stories and communicates the insights found.
  - o Microsoft PowerPoint presentation of insights and recommendations.
- Max length: 1,500 words supported by diagrams and/or screenshots.
- Marking rubric will in the lecture PPT in the week the project is assigned.

Tableau Exercises | Value 20% (Individual)
- An extension of the weekly in-class Tableau tutorials, these take-home exercises challenge students to further explore and employ advanced features of the Tableau software.
- These assignments will leverage the MBAN Store dataset.
- The exercise details and marking rubric will be in the lecture PPT in the week the exercise is assigned.
- Students will submit (upload) their answers in the provided Excel workbook, along with any accompanying Tableau material.
- Each exercise is worth 5% of the final grade.

Student Preparation for Class and Class Participation: Expectations

Preparation
Be prepared to review the in-class material, practice the Tableau topics, and complete the graded assignments each week. Each week's material will build on the previous week, so it is important that you have reviewed and understand the previous course material. Seek help when needed. Class slides will be posted on Canvas one week prior to each class.

Class Participation (contribution)
Class participation is not graded in this course. However, you are strongly encouraged to actively participate in class discussions, ask questions, provide relevant and current examples, or challenge the perspectives of your peers and the instructor. This is an opportunity for you to develop your communication, critical analysis, and presentation skills.

Late Assignments
Late assignments are not accepted. A late assignment will result in a zero for that assignment. Please make sure that you are aware of the deadlines and speak to the instructor in advance of any potential issues that would prevent an assignment being submitted on time.

Use of Mobile Devices, Laptops, etc. during class
Learning research shows that unexpected noises and movement divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop,

etc. makes noise or is visually distracting during class. For this reason, I ask you to put your mobile devices away during class. You may use your laptop but turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes or exploring the data on your laptop, please sit in the back row so that other students are not distracted by your screen.

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

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

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

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

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

SCHULICH SCHOOL OF BUSINESS
NOMINATING COMMITTEE SLATE FOR 2020-2021

Chair of Council: Cameron Graham
Vice Chair: Ruodan Shao

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

COMMITTEES OF FACULTY COUNCIL

Executive Committee:

Chair:	Cameron Graham
Secretary	Emily Rush
Ex Officio Voting Members:	
Interim Dean	Detlev Zwick
Vice-Chair Faculty Council	Ruodan Shao
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
AD Students	Kiridaran Kanagaretnam
Interim Executive Officer	**Anwar Mustapha**
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Dirk Matten
Nominating Committee	Ashwin Joshi
Student Affairs	Henry Kim
Tenure and Promotion	**Moren Levesque**
BBA/iBBA Program Committee	Mike Valente
EMBA Program Committee	Matthias Kipping
PhD Program Committee	Eileen Fischer
Masters Programs/Programs Coordinating Committee	Marcia Annisette
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
IMBA	Alexandra Campbell
MAcc	Viswanath Trivedi
MSCM	Dave Johnston
MMkg	David Rice
EMBA	Matthias Kipping
PhD	Eileen Fischer
MF	**Melanie Cao**
MREI	Jim Clayton
MMgt	Kevin Tasa
MBAN	Murat Kristal
MMAI	Murat Kristal
GBC President	Azra Samji
UBS President	Balaaj Durrani
PhD President	Pouyan Tabasi Nejad

Ph.D. Program

Chair:	Program Director	Eileen Fischer
	Secretary:	Stephanie Allen
	ACTG	Jeff Everett
	FINE	Yisong Tian

Sept. 23, 2020

MKTG	Ela Veresiu
OMIS	Manus Rungtusanatham
ORGS	Maxim Voronov
PLCY	Rob Phillips

Master Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Marcia Annisette
Secretary:	Laura Da Silva
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Ruodon Shao
PLCY	Anoop Madhok
BBA/iBBA	Farrokh Zandi

Sept. 23, 2020

eLearning Lead	Ingo Holzinger
MGMT 6100 Coordinator	Ingo Holzinger

Ex Officio Non-Voting Members:

Student Services Rep.	Lindsay Hillcoat
Rep IST	Mark Orlan
Rep CDC	Rob Hines
Rep Alumni	TBD
Director, Academic Affairs	Emily Rush

BBA/iBBA Programs:

Chair: Program Director	Mike Valente
Secretary:	Nikki Jagdeosingh
OMIS	Adam Diamant
ORGS	Brent Lyons
FINE	Eli Prisman
PLCY	Willow Sheremata
ACTG	Linda Thorne
MKTG	Grant Packard

Elected Student Members:

1st yr BBA rep.	TBD
2nd yr BBA rep.	**Carmine Reda**
3rd yr BBA rep.	**Tanya Anand**
4th yr BBA rep.	**Samantha Samlal**
iBBA rep.	**Oran Morris**

Ex Officio Voting Members:

Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Assoc. Director, BBA/iBBA	Farrokh Zandi

Non-Voting Members:

Director SCTE	Peter MacDonald
Student Services Rep.	**Luba Pan**
Career Centre Rep.	Phanindra Deonandan
Director, Academic Affairs	Emily Rush

Master's Admissions:

Chair:	Kiridaran Kanagaretnam
Secretary:	TBD
MREI	Jim Clayton
ACTG	Sylvia Hsu
MKTG	Yigang Pan
ECON	Perry Sadorsky
FINE	Aleksandra Rzeznik
REAL	Sherena Hussain
PLCY	Charles McMillan
PLCY	Burkard Eberlein

Student Member:

MBA rep.	TBD

Ex Officio Voting Members:

Associate Dean Students	Kiridaran Kanagaretnam

Non-Voting Members:

Assistant Director of Recruitment and Admissions	TBD

Sept. 23, 2020

Nominating:

Chair:	Ashwin Joshi
Secretary:	Nikki Jagdeosingh
PLCY	Yuval Deutsch
PLCY	Theo Peridis

Elected Student Members:
GBC President	Azra Samji
UBS President	Balaaj Durrani

Ex Officio Members:
Associate Dean Academic	Marcia Annisette

Research & Library:

Chair:	Assoc. Dean, Research	Dirk Matten
Secretary:		TBD
ENTR		Geoffrey Kistruck
MKTG		Theo Noseworthy
ORGS		Winny Shen

Elected Student Members:
MBA Rep.	TBD
BBA/iBBA Rep.	**Shirin Dinyarian**

Ex Officio Voting Members:
Bronfman Business Librarian	Stephanie Quail

Ex Officio Non-Voting Members:
Research Officer	TBD
Exec. Director IST	Mark Orlan

Student Affairs:

Chair:	Henry Kim
Vice-Chair	Moshe Farjoun
Secretary:	Rachel Ricer
ACTG	Matt Bamber
ENTR	Geoffrey Kistruck
FINE	Ambrus Kecskes
FINE	Melanie Cao
FINE	Foroughi Pouyan
MREI	Avis Devine
MKTG	Nicole Mead
OMIS	Isik Bicer
ORGS	Luke Zhu
PLCY	Steve Weiss

Elected Student Members:
Grad Rep.	TBD
Grad Rep.	TBD
Undergrad Rep.	**Mehak Shah**
Undergrad Rep.	**Meena Shanmuganathan**

Ex Officio Voting Members:
Associate Dean Academic	Marcia Annisette

Ex Officio Non-Voting Members:
Associate Dean Students	Kiridaran Kanagaretnam

Tenure & Promotions

Sept. 23, 2020

Chair:	**Moren Levesque**
Secretary	Sabine Friedrich

Core Members Continuing

ACTG	Kiridaran Kanagaretnam

Acclaimed

FINE	Moshe Milevsky
MKTG	Peter Darke

Ph.D. Rep	**Hussein Fadlallah**

Noncore Members:

OMIS	**Murat Kristal, Scott Yeomans**
ORGS	**Kevin Tasa, Ruodan Shao, Irene Henriques**
MKTG	**Eileen Fischer, Grant Packard**
PROP	**James McKellar, Jim Clayton**

Tenure & Promotions Appeals

ACTG	Dean Neu
FINE	Mark Kamstra
MKTG	**Russell Belk**

Kellogg-Schulich Executive MBA Program Committee:

Chair:	Marcia Annisette
Secretary:	Ardene Harris
Academic Program Director	Matthias Kipping
ORGS	Mike Valente
OMIS	Moren Levesque
Associate Dean, Global Programs	TBD
Director EMBA Global Network (Kellogg)	Melissa Holland
Director, Academic Affairs	**Chris Bray**
Assistant Dean, Exec MBA Programs	Su-Lan Tenn
Ex Officio Member:	
Associate Dean Academic	Marcia Annisette
Student Members:	
1st year EMBA rep.	**Simon Quick**
2nd year EMBA rep.	TBD

SENATE AND SENATE COMMITTEES

Senators:

6 Faculty including the Dean	Marcia Anisette (July 1, 2023)
	Kevin Tasa (July 1, 2022)
	Dirk Matten (July 2022)
	Cameron Graham (July 1, 2023)

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	Dean Neu (July 1, 2023)
Ex Officio	Interim Dean Detlev Zwick
Student Senators:	
Graduate Student rep.	TBD
Undergraduate Student rep.	**Shirin Dinyarian**

Senate Committees:
(* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Linda Thorne
Tenure & Promotions	Anoop Madhok
Executive*	Marcia Annisette
Sub-Committee on Honorary Degrees*	Robert Phillips
Academic Standards, Curriculum a Pedagogy (ASCP)	Tom Wesson
Sub-Committee on Coordinatio And Planning*	Tom Wesson
HPRC - Sub Committee of APPRC	TBD

FOR INFORMATION

Faculty of Grad Studies:

Ex Officio	Interim Dean Detlev Zwick
Program Directors & Representatives:	
Associate Dean Academic	Marcia Annisette
Ph.D.	Eileen Fischer
EMBA	Matthias Kipping
IMBA	Alex Campbell
MBA	Ashwin Joshi
MBAN	Murat Kristal
MAcc	Viswanath Trivedi
MFIN	**Melanie Cao**
MMKG	David Rice
MMGT	Kevin Tasa
MMAI	Murat Kristal
MSCM	Dave Johnston
MREI	Jim Clayton
Diploma Directors:	
Art, Media & Entertainment Management	Ken Rogers & Trina McQueen
Business and the Environment	Dirk Matten
Financial Engineering (Concurrent and Stand Alone)	TBD
Health Industry Management	Amin Mawani
Nonprofit Management and Leadership	Geoff Kistruck
Post-MBA Diploma in Advanced Management	Ashwin Joshi
Student Representatives:	

Sept. 23, 2020

Ph.D.	**Gulay Taltekin Guzel**
EMBA	TBD
IMBA	TBD
MBA	TBD
MBAN	TBD
MAcc	TBD
MFIN	TBD
MMAI	TBD
MMGT	TBD
MMKG	TBD
MREI	TBD
MSCM	TBD

Operating:

Chair:	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Associate Dean Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha
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MBA	Ashwin Joshi
IMBA	Alexandra Campbell
PhD	Eileen Fischer
EMBA	Matthias Kipping
Area Coordinators:	
ACTG	Dean Neu
ECON	Irene Henriques
FINE	Lilian Ng
MKTG	Theodore Noseworthy
OMIS	Manus Rungtusanatham
ORGS	Kevin Tasa
PLCY	Tom Wesson

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Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
AD Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha

IST Steering:

Chair:	Markus Biehl
Vice Chair	TBD
Secretary	Beverley Kelbert
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Associate Dean Research	Dirk Matten
Dean's Office	Sean Siddik
Alumni Relations	Aloma Gravel
Interim Executive Officer	Anwar Mustapha

Sept. 23, 2020

Information Systems and Technology	Mark Orlan
CDC	Minoo Bhutani
Marketing	Don Woticky
SSIR	Lindsay Hillcoat
SEEC	Malcolm Cowan
Faculty Rep.	**Sandy Qu**

Area Coordinators / Specialization Directors

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ARTM	Ken Rogers & Trina McQueen
BSUS	Dirk Matten
ECON	Irene Henriques
ENTR	Moren Levesque & Chris Carder
FINE	Lilian Ng
FNSV	James Darroch
HIMP	Joseph Mapa
IBUS	Farrokh Zandi
MINE	Richard Ross
MKTG	Theo Noseworthy
ORGS	Kevin Tasa
OMIS	Manus Rungtusanatham
PLCY	Tom Wesson
PROP	James McKellar
SOCM	Geoffrey Kistruck

Other Schulich/University Roles

MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	John Mueller
Centre for Global Enterprise	Atipol Bhanich-Supapol
Hennick Centre, Co-Director	Peter MacDonald
York University Pension Plan	Pauline Nolan-Shum
Executive Director, York Change	Ellen Auster

Other Academic Administrators

Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	Dirk Matten
Exec. Director, External Relations	James McKellar
Director, Schulich Centre for Teaching Excellence	Peter MacDonald
Affirmative Action Coordinator	Ashwin Joshi

Area Affirmative Action Representatives

ACTG	Viswanath Trivedi
ECON	TBD
FINE	Pauline Shum-Nolan

Sept. 23, 2020

MKTG	Ajay Sirsi
ORGS	Chris Bell
OMIS	TBD
PLCY	Justin Tan

YUFA Stewards

Jeff Everett
TBD

Graduate Studies, Office of the Dean
York University

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

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

New Course Proposal: EMBA 6155: Leader Development Models and Practice

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

2. **Course Number:** EMBA 6155

3. **Credit Value:** 2.0

4. **Long Course Title:** Leader Development Models and Practice

5. **Short Course Title:** Leader Development

6. **Effective Session:** Winter 2021

7. **Calendar (Short) Course Description:**
    This course is designed to help leaders in organizations to develop others to grow their talents and realize their potential so they can accomplish the mission and improve their organizations. Drawing on theories and frameworks related to organizations, leadership, and adult development, the course provides the concepts, experiences, and skills necessary to create an effective leader and leadership development climate.

8. **Expanded Course Description:**
    This course focuses on the broad domain of leader development. It concentrates on how we, as leaders in organizations, can develop others to realize their potential. Growing others' talents helps people to accomplish the mission and improve their organizations. This course integrates theories and frameworks associated with constructs related to organizations, leadership, and adult development in order to provide you a more complete understanding of how leaders are nurtured. At the end of the course, you should be able to more cogently analyze developmental needs and situations. You will learn how to develop effective strategies and tailor leader development experiences for subordinates. Consequently, your subordinates will more fully embody the competencies and character desired by the organization. This course also focuses on the concepts, experiences, and skills necessary to create an effective leader and leadership development climate. It draws on readings, exercises, conversations, and your experiences to explore the foundations and techniques of leader development.

9. **Rationale:**
    Leader development is critical to organizational life. However, it has acquired new significance in recent years. Leader development, as a complex organizational imperative, becomes even more important during periods of uncertainty, restructuring, and change. Such conditions are present today in our society. Additionally, as organizations in all sectors focus their energy on developing adaptive leaders, this increases the complexity associated with leader development. Development today is less about competency, and more about growing critical thinking abilities and one's character/self-awareness.

10. **Evaluation:**
    Evaluation is based on two individually based criteria each contributing 50% to the overall grade:
    <u>Class participation</u>: This includes attending and being on time for each class; preparing for each discussion section and participating actively; engaging fully with guest speakers by asking informed

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and insightful questions; and completing all requirements to the standards associated with graduate-level studies.

Leader development program paper: The requirement is to critique and recommend enhancements to an existing organizational leader development activity. To accomplish this requirement, students will need to synthesize their thoughts, experiences and observations with the concepts of leader development studied in the course.

11. Integrated Courses:

This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Bernard Banks, a noted expert on the subjects of leadership and organizational change. He is currently the Associate Dean for Leadership Development and a Clinical Professor of Management at Northwestern University's Kellogg School of Management. Professor Banks retired from the Army as a Brigadier General in 2016 after having successfully led West Point's Department of Behavioral Sciences & Leadership from 2012-2016. In addition to having studied leadership extensively, he has led multiple military units ranging in size from 10 to 500 people. A West Point graduate, Professor Banks also holds graduate degrees from Northwestern, Columbia, and Harvard Universities, and earned his Ph.D. in social-organizational psychology from Columbia University. His work has been published in a variety of outlets, including the *Harvard Business Review*, *Military Psychology*, and the *New York Times*. He has worked extensively with organizations across all sectors concerning their leader development efforts, including Procter & Gamble, Mercedes Benz, General Electric, IBM, 7-Eleven, the US Forest Service, and International Chiefs of Police.

14. Physical Resources:

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

15. Bibliography and Library Statement:

The primary text for this course is McCauley, Van Velsor, E. & Ruderman, M. (eds.) (2010) *The Center for Creative Leadership handbook of leadership development*. San Francisco: Jossey-Bass. The book as well as all other required course materials will be made available to participants by the Kellogg School of Management before and during the course through their Canvas Learning Management System, to which our students will be granted the necessary access. Further readings can be accessed remotely via the York University library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA 6155: Leader Development Models and Practice

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

DATE: March 27, 2020

Leader Development Models and Practice is a proposed new EMBA course. This course helps students develop core competencies in organizational leadership development.

Required Readings
The outline states that *The Center for Creative Leadership Handbook of Leadership development* by McCauley, Van Velsor, and Ruderman (2010) will be used as the course textbook. The library owns a print copy of the 2010 edition and an eBook copy of the 1998 edition. However, since this is an EMBA course, the students will be provided with all of the course reading materials and will not have to rely on the library's copies of the course textbook.

Additional Resources
While York University Libraries (YUL) is not required to support this course directly, the library subscribes to key online resources that students may wish to consult when they complete their leader development project. These resources are available remotely to all registered students.

The Peter F. Bronfman Business Library's Human Resource Management guide (https://researchguides.library.yorku.ca/hrm) and Organizational Behaviour guide (https://researchguides.library.yorku.ca/orgbehaviour) are useful starting points, as they highlight key online resources the library subscribes to such as:

- **eBook and electronic article content** that can be accessed through YUL's Omni search interface. This discovery layer allows for students to input keywords and locate relevant articles and eBooks. Some suggested subject headings include, *Leadership; Organizational Behavior; Leadership styles;* and *Corporate culture.*

- **Business scholarly and trade / industry article databases** such as ProQuest Business, Business Source Complete (includes Harvard Business Review articles), and Scholars Portal Journals can also be accessed remotely by students to limit their search to business-specific article content.

- **Major national and international business news articles** are available through Factiva, including the *Wall Street Journal, the Globe and Mail, the New York Times,* and *the Washington Post.* YUL also subscribes to Nexis Uni, which provides access to a wide variety of business news content.

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

KACI 930-5 LEADER DEVELOPMENT MODELS AND PRACTICE
PROFESSOR BERNARD B. BANKS
GLOBAL HUB ROOM 5196
CELL: (845) 445-5397
BERNARD.BANKS@KELLOGG.NORTHWESTERN.EDU

1. **Course Overview:**

a. Welcome to KACI 930-5, a foundational course in the leadership field that deals with a core competency and responsibility for managers: ***developing leaders***. I look forward to exploring with each of you the rich and varied issues associated with leader development in an organizational context. I am confident you will find this course interesting and relevant to your growth as an organizational leader developer.

b. KACI 930-5 focuses on the broad domain of *leader development*. In short, it concentrates on how we, as leaders in organizations, can develop others to realize their potential. Growing others' talents helps people to accomplish the mission and improve their organizations. KACI 930-5 builds upon MORS 430-0 (which examined leadership in organizations from a variety of perspectives). This course integrates theories and frameworks associated with constructs related to organizations, leadership, and adult development in order to provide you a more complete understanding of how leaders are nurtured. At the end of the semester, you should be able to more cogently analyze developmental needs and situations. You will learn how to develop effective strategies and tailor leader development experiences for subordinates. Consequently, your subordinates will more fully embody the competencies and character desired by the organization.

c. This course also focuses on the concepts, experiences, and skills necessary to create an effective leader and leadership development climate. It draws on readings, exercises, conversations, and your experiences to explore the foundations and techniques of leader development.

d. Leader development is critical to organizational life. However, it has acquired new significance in recent years. Leader development, as a complex organizational imperative, becomes even more important during periods of uncertainty, restructuring, and change. Such conditions are present today in our society. Additionally, as organizations in all sectors focus their energy on developing adaptive leaders, this increases the complexity associated with leader development. Development today is less about competency, and more about growing critical thinking abilities and one's character/self-awareness.

e. This course encourages you to ***reflect*** on your previous leadership experiences. **It will force you to examine how you and others sought to engage in leader development.** It will also force you to think about how your leadership capacity, and that of others, could have been further developed in the past. Furthermore, we will explore how it can be enhanced going forward. (It will be imperative that you reflect on your own development in recent years and what steps you can now take to enhance it as you transition from primarily acting as an entry-level professional, focused on *operating*, to a leader developer-integrator, focused on *improving* processes and people. It is helpful to bring observations and experiences from your previous assignments into the course, and to carry course concepts and experiences with you to your next professional role.

f. Many professionals have difficulty transitioning from a perspective focused solely on execution, to one incorporating a leader development focus. How leaders are developed is surely one of the more difficult aspects of organizational life to describe, explain, and communicate. Some of our theories and vocabularies on leader development remain underdeveloped. Yet, we know that most aspects of leadership can be learned. Research has verified that many leadership qualities can be acquired through experience and development 48

over a lifetime. This course is intended to facilitate that process. The challenge is to find the path that best assists you.

2. **Course Philosophy, Learning Objectives and Outline:**

    a. Your learning is a _direct product_ of your intellectual engagement, both on an individual and collaborative level, with the readings and associated research on a given topic. Learning is increased when you summarize and synthesize material, and become _actively_ and _critically_ involved in discussion.

    b. The overarching **_learning objectives_** for you in this course include being able to:

1. Use multiple concepts to understand leader development, and be able to make better sense of your past experiences (self-awareness).

2. Understand your own current strengths and weaknesses as a leader developer, and further develop your own personal approach to the practice of _leader development_ as a future executive.

3. Understand the importance of individual differences and different contexts or situations on the practice of leader development.

4. Enhance your ability to think critically, to analyze complex material, to use your reasoning and imagination to create new possibilities based on your knowledge and experience, and to communicate your ideas clearly and persuasively, both orally and in writing.

    c. The ½ credit course will consist of five three-hour sessions. Each session has an overarching focus related to the topic of leader development. Each class session will feature a guest speaker who will share their experiences and engage in a dialog with students concerning the session's topical focus.

1. Week 1: Introduction and Conceptual Foundation

2. Week 2: Understanding Coaching and Feedback Tecniques

3. Week 3: Developing Learning Agility

4. Week 4: Gender Leader Development Issues

5. Week 5: Cross-Cultural Leader Development Issues

3. **Course Goals**. There are three course goals for your study of leader development. At the completion of this course, you should be able to accomplish each of them:

- **_Analyze_** _organizational and environmental influences on the leader development process._

- **_Synthesize_** _and_ **_apply_** _the theories, models and practices presented in this, and previous courses, to help further leader development. Use the course material in service of reframing your personal leader development philosophy so that you can more adroitly modify or redesign organizational systems and processes._

4. **Course Requirements**. There are two evaluated course requirements in KACI 930-5 that serve to determine one's mastery of course goals.

    a. **Leader Development Program Paper**. The first requirement is to critique and recommend enhancements to an existing organizational or Kellogg leader development activity. To accomplish this requirement you will need to synthesize your thoughts, experiences and

observations with the concepts of leader development studied in the course. (see Annex A)

       b. **Class Participation**. The final requirement is your participation in each lesson's discussion.

5. **Course materials**. There is one primary text used in KACI 930-5, plus other supplemental readings generally issued or assigned on a per class basis. The reading assignments for each class period are listed in Appendix B.

The primary text for KACI 930-5 is:

    McCauley, Van Velsor, E. & Ruderman, M. (Eds.) (2010) *The Center for Creative Leadership handbook of leadership development.* San Francisco: Jossey-Bass.

6. **Class Meetings, Schedule, and Policies**. Classes meet in the designated classroom on Tuesday's (1:30 PM-4:30 PM) in accordance with the published schedule in Annex C. You may bring food and drinks to class in accordance with established Kellogg policies, but you are responsible for leaving the classroom in correct order. <u>You must bring the assigned readings with you to class in order to ensure proper preparation for course discussions.</u>

7. **Reading Assignments**. The reading assignments for each class meeting are designated in Annex B. The assigned readings provide a conceptual underpinning for each class session's focus. However, all of the reading material might not be explicitly addressed during every class session.

8. **Course Standards of Conduct.**

    a. **Your participation is integral to the success of this course.** Participation in this course is essential. It will deepen your learning and will increase the richness and enjoyment of the course for the entire class. Participation includes:
- attending and being on time for each class;
- preparing for each week's discussion section and participating actively;
- engaging fully with guest speakers by asking informed and insightful questions; and
- completing all requirements to the standards associated with graduate-level studies.

In terms of engaging in class discussion, the substance of your participation is more important than the frequency.

Regarding attendance, <u>you may miss one class</u> (with the exception of the first class session which is mandatory). Class attendance will be taken using a sign in sheet. <u>It is your responsibility to sign in each week.</u>

Missing more than one class session will result in a reduction of your grade. As in any professional situation, explain any projected absence in advance or as quickly as possible in person or via email. If you will miss class for religious observance or civic obligation, inform me during the first week of class. <u>Additionally, repeatedly arriving late, stepping out unexcused during class, or leaving class early will also result in a lower grade.</u>

    b. **Class participation will be graded using the following guide:**

"A" (Outstanding-46 or greater points out of 50): frequent thoughtful, incisive comments that moved the class discussion forward in exciting ways; fully engaged in class dynamics; active participant; excellent attendance

"B" (Good-42-45 points out of 50): regular thoughtful, incisive comments that moved the class discussion forward; fairly active participant; engaged; good attendance

"C or below" (Far too poor-41 or less points out of 50) Fair to poor: missed class more than was acceptable, little engagement

c. **Canvas will serve as our communications hub.** When possible, course materials including slides, assignments and additional readings will be made available on Canvas. All assignments need to be submitted on Canvas (in the assignments section).

d. **Technology in the classroom and confidentiality.** Technology use in the classroom (aside from break periods) is not permitted at any time (unless required to take notes or participate in an exercise).

You may not record course guest speakers' commentary or directly attribute quotes to them. Additionally, do not distribute class materials in any form to non-course participants.

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

e. **Information on assigning final grades.** At the Kellogg School, we seek to teach challenging courses that stretch students and assure their mastery of the course content. Assigning grades that reward excellence and reflect differences in performance is important to ensuring the integrity of our curriculum. Additionally, the only means by which Kellogg can delineate its most outstanding performers is to create a relative ranking methodology. Consequently, less than half of the students in the course can potentially achieve a final grade of "A."

To do well in this course, you need to:
- complete all assignments on time, graded and ungraded
- participate regularly and substantively in class discussions
- demonstrate mastery of and insight into course material (readings, lectures and guest speaker comments)
-

The following items will contribute to your grade:

Assignments / Participation	Date	Points
1. Class Participation/Contribution	N/A	50
2. Leader Development Project	March 13	50
3. Homework Assignments	TBD	N/A
	TOTAL	100

Detailed descriptions of assignments will be posted on Canvas prior to the start of the course.

f. **Late submission of assignments.** Late assignments will either not be accepted or will incur a 10% grade penalty daily unless due to documented serious illness or family emergency. Exceptions to this policy for reasons of religious observance or civic obligation will only be made available when the assignment cannot reasonably be completed prior to the due date and the student makes arrangements for late submission well in advance.

g. **Kellogg policy on re-grading.** The process of assigning grades is intended to be one of unbiased evaluation. This means that students are encouraged to respect the integrity of the professor's grading system. If you believe that an inadvertent error has been made in the grading of an assignment or in assessing an overall course grade, a request that the grade be re-evaluated may be submitted. Per Kellogg's policy on re-grading, you should submit your request in writing to your discussion section professor within 10 days of receiving the grade,

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including a brief written statement of why you believe that an error has been made.

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

 8. **Writing Criteria.**

   a. You are expected to write in accordance with the American Psychological Association (APA) 6th edition style of documentation. Be sure you properly document all work that is not your own.

   b. Your writing is evaluated according to the Academy established standard of effective writing, based on the four dimensions of *correctness, organization, style* and *substance.*

Leader Development Enhancement. Provide a critique and recommendations for how to improve some aspect of either an organizational or Kellogg experience/program designed to enhance leader development.

Your project must incorporate concepts discussed in the class. In examining your activity of interest, here are some of the questions you can explore:

- How could Organization X or Kellogg enhance key experiences (or create new ones) to foster more influential leader development outcomes?
- How could Organization X or Kellogg enhance the "support" component of your targeted leader development activities?
- How could Organization X or Kellogg enhance assessment or feedback for leader development activities?
- How do you evaluate the outcomes of your process? What specific measures are you going to use?
- How could Organization X or Kellogg enhance learning agility within its talent pool?
- How could Organization X managers or Kellogg's staff and faculty enhance their efforts to foster leader development?
- What are the challenges you foresee in implementing the recommendations?

The submission must incorporate how YOUR experiences have influenced the project's recommendations. It is also important to provide tangible examples of other people's experiences that support your assertions as to why changing the organization's or school's approach is important.

There is no page minimum or limit for the assignment. If you elect to use a deck versus a white paper format, the product must stand on its own (as if you would not have the ability to present it personally). A good product will provide decisions makers a clear understanding of the targeted initiative and how you would go about improving it in a way that it is informed by leader development science.

Lesson 1: Course Introduction and Core Concepts (11 FEB)

This introductory lesson will "get the discussion started." We will cover the basic course framework and the foundational leader development constructs.

Lesson Objectives

1.1 Explain course organization and requirements.

1.2 Understanding of the foundational Center for Creative Leadership Leader Development Model.

Read:

McCauley, Van Velsor, E. & Ruderman, M. (Eds.) (2010) *The Center for Creative Leadership handbook of leadership development.* Our view of leadership development (Introduction). In McCauley, Van Velsor, E. & Ruderman, M. (Eds.) (2010) *The Center for Creative Leadership handbook of leadership development*, pp. 1-28. San Francisco: Jossey-Bass.

Watch Prior to Class: https://www.youtube.com/watch?v=ZkI13xSrs8g ;
https://www.youtube.com/watch?v=NFHaHquIW0g

**Complete Prior to Class: http://angeladuckworth.com/grit-scale/
http://blog.mindsetworks.com/what-s-my-mindset**

Bring to Class (If Possible): A copy of your last organization's performance evaluation framework and talent development strategy document.

Lesson 2: Understanding Coaching and Feedback Techniques (18 FEB)

This lesson will examine techniques for strengthening course participants' ability to utilize coaching behaviors and deliver effective feedback.

Lesson Objectives

2.1 Discuss techniques leaders can use to enhance the developmental experience for individuals.

2.2 Apply Useem's framework for leading up in varied contexts.

Read:

Chapter 4 (Leadership Coaching), 125-146 in the CCL Handbook of Leadership Development.

Gabarro, J. and Kotter, J. (2005). Managing Your Boss. *Harvard Business Review,* PP. 92-99.

Eurich, T. (2017). Receiving, Reflecting On, And Responding To Difficult Or Surprising Feedback. In *Insight.* New York, NY: Currency. (PP. 174-192).

Watch Prior to Class:
https://www.youtube.com/watch?v=anA7425O2Xo
https://www.youtube.com/watch?v=mujSVH5qe18
https://www.youtube.com/watch?v=F_q0tLp5xfw
https://www.youtube.com/watch?v=B7DN_e_05wU

In this lesson, we will address the concept of learning agility and its relationship with leadership effectiveness. We will also explore how managers can enhance the learning agility of their teammates.

Lesson Objectives:
3.1 Understand and apply learning agility behaviors in a leader development context.

Read:
Mitchinson, A. and Morris, R. (2014). Learning About Learning Agility. *Center for Creative Leadership White Paper*, PP. 1-17.

Frangos, C. (2018). 3 Transitions Even The Best Leaders Struggle With. *Harvard Business Review*, PP. 1-5.

Learning Agility Case Study

Complete Prior to Class (Bring Completed Form to Class):

Learning Agility Self-Assessment Instrument

Watch:
https://www.youtube.com/watch?v=FQDobGvi1Fg (Approximately 30 min. long)

Bring a List to Class Containing Three-Five Critical Experiences You Will Need to Acquire Within Two Years of Graduating

Lesson 4: Gender Issues Influencing Leader Development (3 MAR)

The intent of this lesson is to explore gender considerations in leader development.

Lesson Objective:
4.1 Discuss and understand gender issues in leader development.

Read:
Chapter 9 (Leader development across gender), 274-281; 299-303 (12 pgs)

*Chapter is in the CCL Handbook for Leadership Development (2004 edition) and is posted on Canvas.

Diversity Best Practices, 24-34

"A Seat at the Head of the Table"
https://www.nytimes.com/interactive/2019/02/21/magazine/women-corporate-america.html

Ibarra, H., Ely, R., & Kolb, D. (2013). Women Rising: The Unseen Barriers. Harvard Business Review, PP. 1-8

Watch:
https://www.youtube.com/watch?v=qRpI2SY_3Pw ;
https://www.youtube.com/watch?v=18uDutylDa4

Scan:
Diversity Best Practices, 1-23

Lesson 5 – Cross-Cultural Issues in Leader Development (10 MAR)

This lesson explores cross-cultural considerations and influences on leader development.

Lesson Objectives:
5.1 Discuss and understand cross-cultural issues influencing leader development.

Read:
Chapter 11 (Cross-cultural issues in the development of leaders), 331-360 (30 pgs)

*Chapter is in the CCL Handbook for Leadership Development (2004 edition) and is posted on Canvas.

Molinsky, A. and Gundling, E. (2016). How to Build Trust on Your Cross Cultural Team. Harvard Business Review.

Meyer, E. (2014). Navigating the Cultural Minefield. Harvard Business Review, PP. 1-6.

Watch:
https://knowledge.insead.edu/blog/insead-blog/leading-across-cultures-learn-to-adapt-your-style
3342

Submit:
Leader Development Project NLT 13 MAR 20

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New Course Proposal: EMBA 6165 Selling Yourself and Your Ideas

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

2. **Course Number:** EMBA 6165

3. **Credit Value:** 2.0

4. **Long Course Title:** Selling Yourself and Your Ideas

5. **Short Course Title:** Selling Yourself and Your Ideas

6. **Effective Session:** Spring 2020

7. **Calendar (Short) Course Description:**
   This course is designed to force students out of their comfort zone to help them develop the knowledge, skill and discipline they need to be a powerful and influential communicator, no matter the situation in which they find themselves. It should serve them well as they layer on team communications, management and leadership, board governance and C-level communications.

8. **Expanded Course Description:**
   This course will force students out of their comfort zone to help them develop the knowledge, skill and discipline you need to be a powerful and influential communicator, no matter the situation in which they find themselves. It is designed to build a foundation for the communications that radiate out from them as an individual and serve them well as they layer on team communications, management and leadership, board governance and C-level communications. The course will combine the following elements to create a powerful learning experience for participants: (1) Frameworks that define and clarify the knowledge, skill and discipline to be a powerful communicator; and (2) Communications Dossier: Week-by-week, participants will help each other build a portfolio of prototypes and tools that are designed to support them in their most important communications: Point of View (POV); Story Matrix; Speaker introduction; Introducing You (online) introduction; Difficult conversation construct; Impact Question list; Feedback framework; UTalk (prototype for a short form presentation).

9. **Rationale:**
   It's been said that humans are "meaning making machines." More than 70,000 years ago, near the outset of the Cognitive Revolution, we created language to help protect and organize ourselves. Over the ensuing millennia, we have developed myriad ways to communicate with each other. Present day, our communications take many forms, and so we find ourselves in conversations, meetings, presentations, and even as content creators and producers. As business leaders, we move through these many forms of communications in the course of a week, and indeed we can even traverse each of them within one day. In order to be dynamic, high-performing communicators, we must do three things: (1) Be cognizant of what high performance looks like in each of these distinct modes of communication; (2) Develop a situational awareness for how to succeed in each form; and (3) Become agile in calibrating our approach.

10. **Evaluation:**
    Evaluation is based on four assignments with their respective weight indicated in brackets, three of them based on important communication tools. The individual assignments are class participation

Graduate Studies, Office of the Dean
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(27%) and Your Story Matrix (20%) and the team-based assignments are Introducing …You (20%) and Utalk (33%).

11. Integrated Courses:

This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Craig Wortmann who joined Kellogg in 2017 as a Clinical Professor of Innovation & Entrepreneurship in the Kellogg Innovation and Entrepreneurship Initiative (KIEI). His teaching covers a wide range of topics based on his experiences as a professional salesperson, CEO, founder, entrepreneur and investor. In all of his teaching, Craig attempts to create immersive experiences that help people develop into magnetic leaders who drive predictably consistent high growth, for themselves and their organizations. He is also the Founder and Executive Director of the Kellogg Sales Institute (KSI). The Institute helps leaders of all types develop the skills and disciplines they need to speak their preferred future into existence. The KSI believes that all human achievements begin as good ideas, sold to the people they serve. Thus, the KSI helps people turn their ideas into a new future for their companies and customers by activating the habits of high-impact salespeople so that they can make progress in their lives.

14. Physical Resources:

This course will be offered online by our partner, the Kellogg School of Management at Northwestern University, which will provide all the necessary physical and virtual resources before, during and after the course. These resources can be supplemented with the resources of York University Library, should this prove necessary (see attached).

15. Bibliography and Library Statement:

Students are expected to selectively read the following four books: *Five Stars* by Carmine Gallo; *Reclaiming Conversation, The Power of Talk in a Digital Age* by Sherry Turkle; *DO/STORY/How to tell your story so the world listens* by Bobette Buster; *Crucial Conversations* by Patterson, Grenny, McMillan & Switzler. The books as well as all other required course materials will be made available to participants by the Kellogg School of Management before and during the course through their Canvas Learning Management System, to which our students will be granted the necessary access. Further readings can be accessed remotely via the York University library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA 6165: Selling Yourself and Your Ideas

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

DATE: April 15, 2020

EMBA 6165: Selling Yourself and Your Ideas is a proposed new EMBA course. This course helps students develop the knowledge and skills to be effective business communicators.

Required Readings

The outline lists four books, as well as a list of articles, podcasts, TedTalks, and other video content as required course learning materials. However, since this is an EMBA course, the students will be provided with all of the course materials and will not have to rely on York University Libraries' (YUL) collections.

Additional Resources

While YUL is not required to support this course directly, the library subscribes to key online resources that students may wish to consult when they complete their Story Matrix assignment and team assignments. These resources are available remotely to all registered students.

YUL's Market Research guide (https://researchguides.library.yorku.ca/marketingresearch), Business Articles guide (https://researchguides.library.yorku.ca/businessarticles) and Business Videos guide (https://researchguides.library.yorku.ca/businessvideos) could serve as useful starting points, as they highlight key online resources the library subscribes to such as:

- **eBook and electronic article content** that can be accessed through YUL's Omni search interface. This discovery layer allows for students to input keywords and locate relevant articles and eBooks. Some suggested subject headings include, *Storytelling - business; Business communications;* and *Marketing.*

- **Business scholarly and trade / industry article databases** such as ProQuest Business and Business Source Complete (includes Harvard Business Review articles) can also be accessed remotely by students to limit their search to business-specific article content.

- **Major national and international business news articles** are available through Factiva, including the *Wall Street Journal, the Globe and Mail, the New York Times,* and *the Washington Post.*

- **Streaming video content** with a business focus is available through databases such as Films on Demand, Kanopy and Curio.

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

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SELLING YOURSELF & YOUR IDEAS EMBA VIRTUAL!
COURSE SYLLABUS

HELLO.

I hope this finds you well and safe and sound. I'm glad you're here.

Welcome to Selling Yourself & Your Ideas. This course is designed to push you up and out of your comfort zone such that you show up, stand out and break through in every room you are in. Interestingly, the meaning of "room" has changed over the past couple of months, and so we will explore what it means to show up, stand out and break through in ANY room, virtual or physical. And, lots of other stuff too.

If you have a chance, take a look at the origin story of this course.

I will look forward to meeting you on May 11…we have important work to do. Thanks for joining.
Craig

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Please note all of the images in this document are 'clickable' links.

- **Week Two** - Find Your Voice - May 19 & 21, 12:00pmCT - 1:30pmCT
    - **Day Three** - What's Your Story?
    - **Day Four** - Let's Talk
- **Week Three** - Own Every Room - May 26 & 28, 12:00pmCT - 1:30pmCT
    - **Day Five** - Presenting with Panache: Preparation & Persuasion
    - **Day Six** - Presenting with Panache: Performance
- **Week Four** - Stand & Deliver - June 2 & 4, 12:00pmCT - 2:00pmCT
    - **Day Seven** - UTalks, Part I
    - **Day Eight** - UTalks, Part II
- **Week Five** - Premium Products Have Beautiful Packaging - June 9 & 11, 12:00pmCT - 1:30pmCT
    - **Day Nine** - Running Meetings Like a Boss
    - **Day Ten** - What's Your Packaging?

CONTACT
Course Code - KACIX 930

Instructor | Craig Wortmann

Social channels | [in] | [f] | [twitter] | [instagram] (@craigwortmann)

Teaching Assistants | Ashwath Krishna Moorthy & Kalok Chu
- Ashwath | 978-850-2515 | ashwath.krishna@kellogg.northwestern.edu
- Kalok | 503-724-8918 | kalok.chu@kellogg.northwestern.edu

Classroom - Zoom!

Course Canvas site

OFFICE HOURS
Office hours with Professor Wortmann will be available during the EMBA week. Our TA Crew will communicate those dates and times at the start of the course week, and will create a sign-up process for each available session.

OVERVIEW
It's been said that humans are *"meaning making machines."* More than 70,000 years ago, near the outset of the Cognitive Revolution, we created language to help protect and organize ourselves.[1] Over the ensuing millennia, we have developed myriad ways to communicate with each other. Present day, our communications take many forms, and so we find ourselves in conversations, meetings, presentations, and even as content creators and producers.

As business leaders, we move through these many forms of communications in the course of a week, and indeed we can even traverse each of them *within one day*. In order to be dynamic, high-performing communicators, we must do three things:

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1 *Sapiens - Yuval Noah Harari*

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1. Be cognizant of what high performance looks like in each of these distinct modes of communication;
2. Develop a situational awareness for how to succeed in each form; and
3. Become agile in calibrating our approach.

Selling Yourself & Your Ideas is a course that will force you out of your comfort zone to help you develop the knowledge, skill and discipline you need to be a powerful and influential communicator, no matter the situation in which you find yourself.

This course is designed to build a foundation for the communications that radiate out from you as an individual and serve you well as you layer on team communications, management and leadership, board governance and C-level communications.

The course will combine the **following elements** to create a powerful learning experience for you:
- *Frameworks* that define and clarify the knowledge, skill and discipline to be a powerful communicator;
- *Communications Dossier:* Week-by-week, we will help each other build a portfolio of prototypes and tools that are designed to support you in your most important communications:
  - Point of View (POV)
  - Story Matrix
  - Speaker introduction
  - Introducing You (online) introduction
  - Difficult conversation construct
  - Impact Question list
  - Feedback framework
  - UTalk (prototype for a short form presentation)

The format of the course utilizes the following **methodologies:**

- *Discussion:* Based on your reading and your experience, we will construct our Zoom sessions in a way that facilitates an active and vibrant conversation that explores a wide variety of communications issues and concepts. During each discussion, I will ensure that I bring the expertise that Professor Suzanne Muchin and I have in our professional lives inside and outside of Kellogg, as well as the research behind this course that drives best practices and approaches within each method of communication;
- *Global perspective:* While the primary focus of the class is on business scenarios and human dynamics in American culture[2], we will bring in examples to demonstrate differences in the application of the frameworks (as needed) when there is data to support those differences;
- *Role Plays:* We will engage in experiential exhibitions to emphasize class concepts;
- *Videos:* We utilize videos designed that allow you to review concepts both before and after class.
- *Assignments:* All assignments have been highly curated, adapted for the EMBA format, and center around the acquisition of knowledge, skill and discipline in order to efficiently build your personal Communications Dossier outlined above; and
- *Guest Speakers:* When we have the opportunity, we will bring in individuals whose unique expertise can help illuminate key class concepts.

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[2] *The course theories are those that have application in all cultures. For example, being a good storyteller, or presenting yourself in a way that differentiates you from others, is applicable in all business settings.*

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OVERARCHING GOAL

My goal with this course is to have an immediate, positive impact on your professional and personal opportunities by equipping you with a set of critical communications skills, disciplines and tools to help you become a great communicator and influencer.

Learning Objectives

In this course, you will:

- Acquire and refine a set of *communications skills, disciplines and tools* that will make you a stronger, more powerful communicator;
- Increase your effectiveness and efficiency by developing a *situational awareness* for tailoring your methods of communications; and
- Develop the *agility to adjust your approach* to many different methods of communication.

What this course is *not*

This course does not cover the following topics:

- Board/governance communications
- Negotiations
- Presentation design (e.g. PowerPoint/Keynote presentations)

Prerequisites

None.

COURSE MEDIA

In addition to the four books assigned for this course, there is a set of articles, videos and podcasts that are recommended preparation for each day of the course. Our course Canvas site contains all the materials you will need to consume the media for the course, as well as supplementary communications tools and worksheets that Craig may mention throughout.

While all four books are excellent for different reasons (see below) and are valuable in their entirety, for the purpose of this EMBA class and in acknowledgment of time limitations you may have prior to the course, just below we have suggested you focus on the specific sections/chapters that are of most value.

BOOKS

Five Stars by Carmine Gallo

"At no time in history have interpersonal communication skills been as important as they are today. In the Agrarian Age, a farmer who ploughed the field a little better than their neighbor could not acquire significantly more wealth. In the Industrial Age, a factory worker who assembled widgets a little faster than the person next

to them could not acquire significantly more wealth. Today, anyone, anywhere in the world, who is a little better at expressing their ideas can see a sudden, massive increase in wealth that is unprecedented in human history.

*In the 21st-century knowledge economy, you are only as valuable as your ideas. The ability to convince others that your ideas matter is the single greatest skill that will give you a competitive edge at a time when the combined forces of globalization, automation, and artificial intelligence trigger a wave of anxiety across every profession in every country. In the next decade, your ideas - and the ability to articulate those ideas successfully - will count more than ever. Persuaders are irreplaceable. " - **Carmine Gallo, Five Stars***

Suggested focus for Five Stars
- *Part One: Why Great Communicators Are Irreplaceable*
- *Part Two: Section 6 (The Entrepreneurs), Section 7 (The Professionals), Section 8 (The Leaders)*
- *Part Three: Sections 10, 11, 12, 16*

Reclaiming Conversation, The Power of Talk in a Digital Age by Sherry Turkle

Reclaiming Conversation
The Power of Talk in a Digital Age

Sherry Turkle
AUTHOR OF *ALONE TOGETHER*
READ BY KIRSTEN POTTER
UNABRIDGED

"We are being silenced by our technologies - in a way, "cured of talking." These silences - often in the presence of our children - have led to a crisis of empathy that has diminished us at home, at work, and in public life. I've said that the remedy, most simply, is a talking cure. This book is my case for conversation.

I begin my case by turning to someone many people think of - mistakenly as a hermit who tried to get away from talk. In 1845, Henry David Thoreau moved to a cabin on Walden Pond in Concord, Massachusetts, to learn to live more "deliberately" - away from the crush of random chatter. But the cabin furniture he chose to secure that ambition suggests no simple "retreat." He said that in his cabin there were "three chairs - one for solitude, two for friendship, and three for society."

*These three chairs point to the point on a virtuous circle that links conversation to the capacity for empathy and for self-reflection. In solitude we find ourselves; we prepare ourselves to come to conversation with something to say that is authentic, ours. When we are secure in ourselves, we are able to listen to other people and really hear what they have to say. And then in conversation with other people we become better at inner dialogue." - **Sherry Turkle***

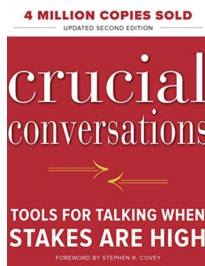*Suggested focus for Reclaiming Conversation*
- *"Even a Silent Phone Disconnects Us" in "The Flight from Conversation" chapter*
- *"I'd Rather Text than Talk" in "The Flight from Conversation" chapter*
- *"Pro-Conversation" in "The Flight from Conversation" chapter*
- *"The Three Chairs"*
- *"The Fourth Chair"*

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DO/STORY/How to tell your story so the world listens by Bobette Buster
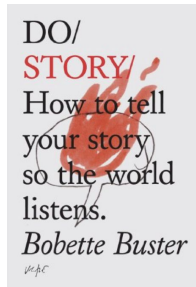
*"It would appear that we are now entering a new age: the Age of Story (back to the campfire!), or rather, the era of Content Creation. That is, whoever owns the best story will win." - **Bobette Buster***

Suggested focus for DO/STORY
- *#1 The Craft—The 10 Principles of Storytelling*
- *#2 The Tools*
- *#3 Dare to be Vulnerable*
- *#8 The Journey is the story*
- *#10 What's Your Story*

Crucial Conversations by Patterson, Grenny, McMillan & Switzler

Suggested focus for Crucial Conversations
- *#1 What's a Crucial Conversation?*
- *#2 Mastering Crucial Conversations*
- *#3 Start with Heart*

*"A growing body of evidence shows that when leaders invest in creating a Crucial Conversations culture, nuclear power plants are safer, financial services firms gain greater customer loyalty, hospitals save more lives, government organizations deliver dramatically improved service, and tech firms learn to function seamlessly across international boundaries." - **Patterson et al***

BOOK CHAPTERS

What's Your Story? by Craig Wortmann

- *Chapters 2 & 5 of What's Your Story? by Craig Wortmann*

ARTICLES
- *The Necessary Art of Persuasion by Jay Conger*
- *When Your Money Is So Tainted Museums Don't Want It by Anand Giridharadas*
- *Five Actual Things We're Doing Right Now to Fix Tech's Women's Problem by Amanda Lannert & Suzanne Muchin*
- *A Soccer Ball Can Tell a Story by Alex Morgan*
- *The End of Small Talk by Tim Boomer*
- *Kids, Would You Please Start Fighting by Adam Grant*
- *The Secret to a Happy Marriage is Knowing How to Fight by Daphne de Marneffe*
- *The Making of an Expert by K. Anders Ericsson, Michael Prietula & Edward Cokely*

PODCASTS
- *Help Me Stand Out from the Pack by Suzanne Muchin & Rachel Bellow*
- *Your Inner Hulk by Suzanne Muchin & Rachel Bellow*
- *Don't Ask to Pick My Brain by Suzanne Muchin & Rachel Bellow*

TEDTALKS
- *The Art of Being Yourself by Caroline McHugh*
- *Your Body Language May Shape Who You Are by Amy Cuddy*
- *Digital Experiences and Information Architecture by Chris How*

VIDEOS
- *Fireside Chat with Dan Pink*
- *Running High Impact Meetings*
- *Fireside Chat with Suzanne Muchin*
- *Instagram Live on virtual selling*

GRADING
The grade distribution is shown in the table below:

Assignment	Point value	Percentage
Individual Assignments		
What's Your POV?	0 points	0%
Your Story Matrix	150 points	20%
Class Participation	200 points	27%

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Team Assignments		
Introducing…You	150 points	20%
Utalk	250 points	33%

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WEEK ONE - THE PRODUCT IS YOU

THE PRODUCT IS YOU will cover two of the foundational frameworks of our course (Point of View and Your Personal Brand). Once mastered, these central ideas, and the skills to deploy them, will provide you with unexpected approaches to *show up, stand out and break through.* They are the DNA of meaningful engagement with others, and ultimately becoming effective at selling yourself and your ideas. The central theme of Week One is understanding, clarifying and driving the conversation YOU want to have.

Assignments - You can find all assignments on the course Canvas site. *Please note that there is one assignment* **due PRIOR to Day One.**

DAY ONE | The Pointy Point of View | May 12, 12:00pmCT - 1:30pmCT

> *"Developing original ideas and communicating those*
> *ideas effectively is the single greatest skill you can build*
> *today to own your future."* **Carmine Gallo**

The 3 Clear Points

1. This course is built on a set of frameworks and constructs that will provide you with knowledge, skills, and disciplines. Mastery is the result of "reps" and feedback
2. You are distinctive. So must be your point of view (POV)
3. Knowing how to deliver your point of view will ensure it engages people in the conversation you want to have

Be Prepared

You should read/hear/watch these items prior to class:
- *The Necessary Art of Persuasion by Jay Conger*
- *When Your Money Is So Tainted Museums Don't Want It. by Anand Giridharadas*
- *Five Actual Things We're Doing Right Now to Fix Tech's Women's Problem by Amanda Lannert & Suzanne Muchin*

Building Your Communications Dossier
The following communications tool(s) will be covered: *The Pointy POV*

DAY TWO | Your Personal Brand | May 14, 12:00pmCT - 1:30pmCT

> *"Your personal brand serves as your best protection*
> *against business factors you can't control."*
> ***- Dan Schawbel***

The 3 Clear Points
1. A great personal brand is developed with deliberate strategy and a POV
2. Your brand is the driver of the conversations you want to have with others

3. It is often the frequent, consistent, micro encounters with an individual's POV, attitudes, behaviors, language and "look and feel," that create the brand narrative (much more so than any macro, deliberate, managed strategy)

Be Prepared
You should read/hear/watch these items prior to class:
- *The Art of Being Yourself" TEDx Talk by Caroline McHugh*
- *Help Me Stand Out from the Pack by Suzanne Muchin & Rachel Bellow*

Building Your Communications Dossier
- The following communications tool(s) will be covered: *Brand You*

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WEEK TWO - FIND YOUR VOICE

FIND YOUR VOICE presupposes that you have begun to think more critically about the conversations you want to have, why you want to have them, and that you are practicing the skill of POV as you enter into "spaces" with more confidence to set up memorable and engaging interactions. The next set of frameworks moves us from head to heart as we explore the power of story. We will talk about why the stories we tell help people understand who we are and what we are about, and why they are one of the most powerful tools of influence we have. This week will teach you how to design great conversations and to capture, distill and tell the right story at the right time for the right reasons.

Assignments - You can find all assignments on the course Canvas site

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DAY THREE | **What's Your story?** | **May 19, 12:00pmCT - 1:30pmCT**

"Those who tell the stories rule the world."
- Hopi proverb

The 3 Clear Points
1. The ability to tell the right story at the right time for the right reasons is one of your most powerful tools of influence
2. You must create a "quiver of arrows" such that you always have the right story at your fingertips
3. You must match your stories to your desired outcomes

Be Prepared
You should read/hear/watch these items prior to class:
- *Chapters 2 & 5 of Craig Wortmann's book What's Your Story?*
- *A Soccer Ball Can Tell a Story by Alex Morgan*

Building Your Communications Dossier
The following communications tool(s) will be covered: *Your Story Matrix℠*

DAY FOUR | **Let's Talk** | **May 21, 12:00pmCT - 1:30pmCT**

"We had talk enough, but no conversation."
– Samuel Johnson, The Rambler (1752)

The 3 Clear Points
1. The fuel that drives conversation is questions. High performers ask better questions, and thus they gain more insightful, actionable information
2. We must break "listening" down into its component parts in order to build back up this critical skill and discipline

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3. We must be ready for conflict, and that means understanding the nature of a tense, difficult conversation. Self-awareness is key, which means we must understand and monitor our 'style under stress' such that we remain at our most powerful and influential

Be Prepared

You should read/hear/watch these items prior to class:
- *The End of Small Talk by Tim Boomer*
- *Your Inner Hulk by Suzanne Muchin & Rachel Bellow (NOTE: Come to class prepared to discuss YOUR "Inner Hulk." You will be cold called, and therefore should come with a "name" for your Inner Hulk for the discussion)*

Building Your Communications Dossier

The following communications tool(s) will be covered: *3 Conversation Types; Really Listen…and Ask the Right Questions*

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WEEK THREE - OWN EVERY ROOM

OWN EVERY ROOM acknowledges the fact that many of us find ourselves giving presentations in various forms and speaking to groups. This increases as we move through our career. This week, we will look more broadly at what makes up successful in-person and virtual presentations, and the key elements that set them apart from an average presentation. This class also uses the format of the "UTalk" to cohere the core frameworks of the class in order to practice finding your unique voice and deliver it in a way that helps us "show up, stand out and break through."

Assignments - You can find all assignments on the course Canvas site

----

DAY FIVE | **Presenting with Panache: Preparation & Persuasion** | **May 26, 12:00pmCT - 1:30pmCT**

"Prior proper planning prevents piss poor performance."
– The British Army

The 3 Clear Points
1. Preparation is key to showing up ready. Really ready
2. Visual impact is at your fingertips...use it
3. There are six main rules of engagement for crushing your next presentation

Be Prepared
You should read/hear/watch these items prior to class:
- *Your body language shapes who you are by Amy Cuddy*

Building Your Communications Dossier
The following communications tool(s) will be covered: *Presenting with Panache*

DAY SIX | **Presenting with Panache: Performance** | **May 28, 12:00pmCT - 1:30pmCT**

*"If your audience isn't listening, it's not their fault. It's
yours." **– Seth Godin***

The 3 Clear Points
1. Great speakers and presenters consider how the audience feels during and after the presentation. How can you plan for that?
2. Balancing boldness and humility will make your content more memorable and powerful
3. What changes when you move an in-person presentation to the web?

Be Prepared
You should read/hear/watch these items prior to class:
- *Instagram Live video on virtual selling by Craig Wortmann*

Building Your Communications Dossier

The following communications tool(s) will be covered: *UTalk*

WEEK FOUR - STAND & DELIVER

STAND & DELIVER is about YOU. Each of you will deliver your UTalk via Zoom and get real-time feedback in a private breakout room. The course starts to come together here...and you have the stage.

Assignments - You can find all assignments on the course Canvas site

----

DAY SEVEN | UTalks, Part I | June 2, 12:00pmCT - 2:00pmCT

*"You know, sometimes all you need is twenty seconds of
insane courage. Just literally twenty seconds of just
embarrassing bravery. And I promise you, something
great will come of it."* **– Benjamin Mee**

The 3 Clear Points
1.   We will take the opportunity to showcase our greatest presentation strengths
2.   Growth and improvement matter more than perfection. However, practice will save you worlds of performance anxiety related pain
3.   We will put our feedback model to work and gain insight into how we are delivering on these strengths and how we might address our weaknesses

Be Prepared
You should read/hear/watch these items prior to class:
●   *No reading for today*

Building Your Communications Dossier
The following framework will be used: *2x2 Feedback*

DAY EIGHT | UTalks, Part II | June 4, 12:00pmCT - 2:00pmCT

*"You need a big ego and small ego in the same person
at the same time." - Laszlo Bock*

The 3 Clear Points
4.   We will take the opportunity to showcase our greatest presentation strengths
5.   Growth and improvement matter more than perfection. However, practice will save you worlds of performance anxiety related pain
6.   We will put our feedback model to work and gain insight into how we are delivering on these strengths and how we might address our weaknesses

Be Prepared

You should read/hear/watch these items prior to class:
- *No reading for today*

Building Your Communications Dossier

The following framework will be used: *2x2 Feedback*

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WEEK FIVE - PREMIUM PRODUCTS HAVE BEAUTIFUL PACKAGING

PREMIUM PRODUCTS HAVE BEAUTIFUL PACKAGING acknowledges the fact that many of us find ourselves giving presentations in various forms and speaking to groups. This increases as we move through our career. In this class, we will look more broadly at what makes up a successful in person presentation, and the key elements that set it apart from an average presentation. This class also uses the format of the "UTalk" to cohere the core frameworks of the class in order to practice finding your unique voice and deliver it in a way that helps us "show up, stand out and break through." In the second part of class, guest speaker, Greg Brown, Chairman and Chief Executive Officer of Motorola Solutions, will join us in class to talk about how he learned to "own the room," and what he looks for in his executives when it comes to the skills and disciplines taught in this course.

Assignments - You can find all assignments on the course Canvas site

----

DAY NINE | Running Meetings Like a Boss | June 9, 12:00pmCT - 1:30pmCT

"Meetings suck." — Craig Wortmann

The 3 Clear Points
1. Great meetings start with preparation...asking 'what does success look like?'
2. There are many disciplines that will make your meetings stand out and break through. Use them
3. Endorsing others is a way to add credibility both to you and them. So endorse, don't introduce

Be Prepared
You should read/hear/watch these items prior to class:
- *Running High Impact Meetings by Craig Wortmann*

Building Your Communications Dossier
The following communications tool(s) will be covered: *The Perfect Sales Meeting*

DAY TEN | What's Your Packaging? | June 11, 12:00pmCT - 1:30pmCT

*"People never forget things. They just never remember
them in the first place because it was too boring."*
- Richard Saul Wurman

The 3 Clear Points
1. We are all information architects. Design and package your communications with the end user in mind
2. You are now at a point where you should be practicing how to "package" yourself using the frameworks of this class
3. You amplify the impact of your unique voice, personality, stories and point of view when both you and your audience are both clear about your purpose for doing so

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Be Prepared

You should read/hear/watch these items prior to class:
- *Digital Experiences and Information Architecture by Chris How*
- *Don't Ask to Pick My Brain by Suzanne Muchin & Rachel Bellow*

Building Your Communications Dossier

The following communications tool(s) will be covered: *Communications Dossier*

BIOGRAPHY

Founder/Entrepreneur

Craig Wortmann is a three-time entrepreneur and CEO, beginning with his first software company in 2000. After selling that firm in 2008, Craig conducted a successful turnaround of a struggling digital marketing agency, selling it to a larger French company only 11 months after joining as its CEO.

Sales Engine, Inc.

In 2009, Craig founded his current company, Sales Engine, Inc. on the core belief that sales is the engine of any business. Now in our 12th year, Craig and his team consult to the world's largest and most successful companies, as well as some of the world's fastest-growing entrepreneurial companies. His work centers around his teaching, tool-building and coaching.

Kellogg Sales Institute

In 2017, Craig founded the Kellogg Sales Institute (KSI). The Institute he runs helps leaders of all types develop the skills and disciplines they need to speak their preferred future into existence. The KSI believes that all human achievements begin as good ideas, sold to the people they serve. Thus, the KSI helps people turn their ideas into a new future for their companies and customers by activating the high-impact habits of magnetic salespeople so that they can make progress in their lives.

Investor

Craig currently serves as an Operating Partner at Pritzker Group Venture Capital, based in Chicago. As Operating Partner, Craig helps the portfolio CEOs and CROs build and tune their sales engines to maximize growth.

Craig is also an active angel investor, solely focused on companies that help people develop healthy habits. His portfolio currently includes sleep and food companies.

Author

Craig's is the author of _What's Your Story?_, a book that helps people tell the right story at the right time for the right reasons. In his book, Craig developed a tool called the Story Matrix℠, designed to help people capture, distill and tell their stories. The Story Matrix℠ is now an app available on the Apple App Store and Google Play.

Teacher

Craig's teaching covers a wide range of topics based on his experiences as a professional salesperson, CEO, founder, entrepreneur and investor. In all of his teaching, he attempts to create immersive experiences that help people develop into magnetic leaders who drive predictably high growth, for themselves and their organizations.

Craig's teaching topics include:

- High Performance Selling
- Building a Strong, Positive and Powerful Sales Culture
- Sales Leadership
- Entrepreneurship
- Leadership
- Management
- Coaching
- Design Thinking
- Prototyping
- Communications
- Presenting With Panache
- Storytelling
- Writing
- Networking
- Life Hacks
- Intentional Practice
- Habit Development

Craig teaches four MBA and Executive MBA courses that he designed and built both at Chicago Booth and Kellogg, all of which are among the most in-demand courses at each school, requiring additional faculty to be brought in to teach them. He has also designed and built three online courses that have reached tens of thousands of students all over the world. These courses include:

- **Entrepreneurial Selling (MBA)** - This 10-week course helps entrepreneurs survive and thrive in the "wonderful chaos" from time-zero to break even by acquiring their first critical customers.
- **Selling Yourself & Your Ideas (MBA & Executive MBA)** - This 5 to 10-week course helps students develop a "situational awareness" of the communication skills and disciplines they need to show up, stand out and break through in every room they enter.
- **Phase 0 (Executive MBA)** - This 4.5-day "sprint" course demystifies the fuzzy front end of starting businesses. Craig and his teaching partner, Professor David Schonthal, guide their students through an intense, 4.5-day journey where they design and launch a business in one week
- **Getting Good at Getting Great (Executive MBA)** - This 2.5-day course helps leaders scale themselves and their businesses by developing the knowledge, skill, discipline and habits of elite performers. Craig and his teaching partner, Professor Andrew Sykes, take their students on a journey helping them get good at getting great
- **Art of Sales (online Coursera course)** - Upon Craig's move to Kellogg, this course was ramped down in favor of his new Kellogg online courses. Within a year, this MOOC, "Massive Open Online Course", enrolled 40,000+ students with one of the highest ratings in the Coursera catalog
- **Art of Sales (online Coursera specialization)** - Over three months in the [Art of Sales: Mastering the Selling Process](#), participants learn how to segment customers, prospect, engage them in conversation, move them through the sales process and close. Along the way, learners build a powerful sales toolkit such that they always have the right tool for the right challenge
- **Mastering Sales: A Toolkit for Success (online Emeritus course)** - Craig and his Kellogg team recently launched a powerful online course that has shot to the top ranking and ratings in the online world. [Mastering Sales: A Toolkit for Success](#) debuted at the end of 2019, and is a 10-week, certificate-earning online course led by Program Leaders trained by Craig. Throughout the online experience, participants build a 32-Tool Sales Toolkit to tackle any challenge they face

Tool Builder

In addition to his teaching, Craig has created more than 100 Sales Tools, ranging from apps to editable PDFs to worksheets, templates, and hundreds of videos. Just as a master carpenter or artist has a customized set of tools, we believe that every salesperson, leader and entrepreneur must be equipped with the tools they need to perform in any situation.

From our "Story Matrix App" that helps people tell the right story at the right time for the right reasons, to the simplest of tools like a well-designed voicemail, Craig and his team are tool-builders. Just a few of the tools in this large Sales Toolkit include:

- The Art of the Sales Conversation
- Story Matrix
- What's Your Story: Story Canvas
- Prospecting Script
- Breakthrough Email Blueprint
- Objections Matrix
- Visual Impact
- Team Selling for Impact
- Teach It Forward
- Win/Loss Debrief
- Client Delight Index
- Quarterly Dashboard
- Weekly One-on-One

Awards & Recognition
Craig is an award-winning course designer and professor, having won multiple teaching awards at two of the top 10 business schools in the world; Chicago Booth and now Kellogg.

1. In 2008, his *Entrepreneurial Selling* MBA course was named by Inc. Magazine as one of the top ten courses in the United States
2. In 2012, Craig was awarded the "Faculty Excellence" Award given by the Chicago Booth students to the one professor who had the most impact on them
3. In 2019, Craig was named on Chicago Inno's "50 on Fire" list for his contributions as a thought leader in entrepreneurship and innovation in the Chicago Tech community.

Graduate Studies, Office of the Dean
York University

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

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

New Course Proposal: EMBA 6215 Strategy and Structure

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

2. **Course Number:** EMBA 6215

3. **Credit Value:** 2.0

4. **Long Course Title:** Strategy and Structure

5. **Short Course Title:** Strategy and Structure

6. **Effective Session:** Spring 2020

7. **Calendar (Short) Course Description:**
   This course is about designing organizations (as well as the groups and teams within them, and alliances and partnerships between them) to execute on strategy. Its guiding framework involves applying principles of complex systems and network architecture to mobilize the necessary resources to pursue one's strategic objectives and create value.

8. **Expanded Course Description:**
   This course is not about designing strategy, per se (though this important task will not be ignored), but rather designing organizations (as well as the groups and teams within them, and alliances and partnerships between them) to execute on strategy. Our guiding framework involves applying principles of complex systems and network architecture to mobilize the necessary resources to pursue one's strategic objectives and create value. I will use a combination of teaching and learning techniques, including hands-on data analysis, lectures, case studies, and direct interaction with outside organizations (presumably your own). It will cover the following topics: (1) What is Strategy? (2) What is an Organization? (3) Alignment, Metrics, & Measurement; (4) The Company Behind the Chart; (5) Learning, Knowledge Management, Ecosystems.

9. **Rationale:**
   Two-thirds of business and corporate strategies fail not due to poor strategy or flawed logic but poor execution. However smart a new strategy may be, it takes clear vision (of oneself, of one's team, of one's resources and capabilities, and of one's market), informed managers, and enlightened organizational design to turn good strategy into successful, sustainable strategy.

10. **Evaluation:**
    Evaluation is entirely individual and will be based on three equally weighted components: (1) class attendance, full preparation and active participation, (2) a take-home exam near the end of the course, and (3) an outreach project, which consists of providing 3 hours or more of strategic and/or managerial counselling to a non-profit of the student's choice, using concepts from the course (with confirmation and feedback to the instructor from a member of the non-profit).

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

12. **Crosslisted Courses:**
    This course is not crosslisted.

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gradstudies.yorku.ca

13. Faculty Resources:

This course will be taught by Ned Smith, who is an Associate Professor of Management and Organizations at the Kellogg School of Management, Associate Professor (by courtesy) of Sociology, core faculty member of the Northwestern Institute for Complexity (NICO), and faculty associate at the Northwestern Institute for Policy Research. Prior to joining Northwestern, he was the NBD Bancorp Assistant Professor of Strategy at the University of Michigan Stephen M. Ross School of Business. He received his Ph.D. from the University of Chicago in 2010 (specializing in sociology and economics) and BAs in Political Science and Chinese literature & language from Yale University in 2003. Professor Smith conducts research on (i) the effects of social structure on the behavior and decision-making of individuals and organizations, (ii) how people utilize (and squander) the resources available to them in their social networks, and (iii) collective intelligence and the "wisdom of crowds". He has published this research in leading management and sociology journals and is currently a senior editor at *Organization Science* and a member of the editorial board at *Administrative Science Quarterly*. His MBA and executive courses are consistently among the highest evaluated courses at Kellogg and for his doctoral-level teaching, he received the 2019 Kellogg Research Mentorship Award. In 2019 he launched a highly successful online executive-level course on leading change.

14. Physical Resources:

This course will be offered online by our partner, the Kellogg School of Management, which will provide all the necessary physical and virtual resources before, during and after the course. These resources can be supplemented with the resources of York University Library, should this prove necessary (see attached).

15. Bibliography and Library Statement:

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

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA 6215: Strategy and Structure

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

DATE: April 17, 2020

EMBA 6215: Strategy and structure is a proposed new EMBA course. This course prepares students to design organizations that are positioned to execute business strategy effectively.

Required Readings
Because this is an EMBA course, the students will be provided with all of the course materials and will not have to rely on York University Libraries' (YUL) collections. The course outline does not provide a list of required readings. Instead, students will be expected to review the course slides and additional readings such as cases and articles will be provided in Canvas.

Additional Resources
While YUL is not required to support this course directly, the library subscribes to key online resources that students may wish to consult when they complete their Non-profit Outreach assignment. These resources are available remotely to all registered students.

YUL's Non-profit Research Guide (https://researchguides.library.yorku.ca/NonprofitResearch), Company Research Guide (https://researchguides.library.yorku.ca/companyresearch), and Business Articles guide (https://researchguides.library.yorku.ca/businessarticles) could serve as useful starting points, as they highlight key online resources the library subscribes to such as:

- **eBook and electronic article content** that can be accessed through YUL's Omni search interface. This discovery layer allows for students to input keywords and locate online content. Some suggested subject headings include, *Strategic management, Corporate culture,* and *Organizational learning.*

- **Business scholarly and trade / industry article databases** such as ProQuest Business and Business Source Complete (includes Harvard Business Review articles) can be accessed remotely to limit searches to business-specific article content.

- **Major national and international business news articles** are available through Factiva, including the *Wall Street Journal, the Globe and Mail, the New York Times,* and *the Washington Post.*

- **Company research databases** such as Hoovers and Mergent Intellect can be used for non-profit research, while **industry research databases** such as IBISworld can be used to locate industry reports on non-profits in Canada and the United States.

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

Strategy & Structure

Northwestern University Kellogg School of Management
EMBA 2020-S
Professor: Ned Smith, ned-smith@kellogg.northwestern.edu, www.ned-smith.com
Teaching Assistant: Yuan (Tanya) Tian, y-tian@kellogg.northwestern.edu

Two-thirds of business and corporate strategies fail not due to poor strategy or flawed logic but poor execution. However smart a new strategy may be, it takes clear vision (of oneself, of one's team, of one's resources and capabilities, and of one's market), informed managers, and enlightened organizational design to turn good strategy into successful, sustainable strategy.

This class is not about designing strategy, per se (though this important task will not be ignored), but rather designing organizations (as well as the groups and teams within them, and alliances partnerships between them) to execute on strategy. Our guiding framework involves applying principles of complex systems and network architecture to mobilize the necessary resources to pursue one's strategic objectives and create value.

I will use a combination of teaching and learning techniques, including hands-on data analysis, lectures, case studies, and direct interaction with outside organizations (presumably your own).

Evaluation will be based on class preparation and active participation, an exam, and an outreach project.

The core reading and review material for the course will be the slide deck. Case and other readings will be on the course canvas page.

Course Overview

(detailed information on each class session on pages to follow)

Session:	1	2	3	4	5
Topic:	**What is Strategy?**	**What is an Organi-zation?**	**Alignment, Metrics, & Measure-ment**	**The Company Behind the Chart**	**Learning, Knowledge Manage-ment, Ecosystems**
In-class cases, examples, & exercises:	BIC, United Sound, G-S-L, Strategy Flywheel	Lehman Brothers, 6DoS	(bad) HBR advice; Domino's Amer. Airlines Boeing	Networks, Brokerage & Closure, Pentagon	BP-X, Toyota, Samsung vs. MSFT
Prep for next session:	Lehman Brothers	S-A-R-C-E Survey	Network Survey	BP-X	Non-Profit Outreach

Session Detail

Session:	1	2	3	4	5
Topic:	**What is Strategy?**	**What is an Organi-zation?**	**Alignment, Metrics, & Measure-ment**	**The Company Behind the Chart**	**Learning, Knowledge Manage-ment, Ecosystems**
Detail:	We will define strategy from many new perspectives and at multiple levels. We will complete several in-class exercises and examples to hone your skills.	Your definition of "organization" needs an update, and with it, an entirely new approach to management.	Measurement is more important and more complex than ever before. What should we measure and why?...and when?...and how?	There is complex social structure underlying your organization. Significant value is locked in that structure. What is that value? How can you unlock it?	What does organizational learning mean? What is agility? Why is achieving both a key to achieving competitive advantage?

Bonus Session: 6 (asynchronous only)	**Strategic and Organizational Agility**	Move over "synergy." "Agility" is everyone's newest favorite buzzword. So….what is it? How do I get it? How is it related to competitive advantage?

Requirements & Grading

Etiquette

You are expected to adhere to the general principles of Kellogg's Classroom Etiquette Policy, as described on the Office of Student Life website: http://www.kellogg.northwestern.edu/stu_aff/policies/etiquette.htm. You are expected to adhere to the Kellogg Honor Code, as described on the Office of Student Life website: http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm.

Course Requirements

1 – *Attendance.* This course is light on reading and out-of-class assignments. *There is no substitute to being in class.*

2 – *Preparation.* Full preparation and participation at all weekly meetings. I will know if you haven't prepared for class. It's far more obvious than you might want to believe. Worse, your classmates will know. You will look bad and your reputation will suffer accordingly. Reputations are very sticky. Don't screw this up.

3 – *Quiz/Exam.* There will be one take-home exam near the end of the course.

4 – *Non-Profit Outreach.* Organizations of all types have been severely affected by the coronavirus epidemic. Non-profits have been among the most heavily impacted. (Because the best way to learn something is to teach it to someone else…) Your assignment is to provide 3 hours (or more if you like) of strategic and/or managerial counseling to a nonprofit of your choice, using concepts from this course. You are required to have someone from the non-profit email me directly confirming that you have completed the work, and sharing any feedback, if they are so inclined.

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 4.00

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)

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

7. **Academic Rationale**
   The originally planned double course had to be cancelled because of COVID19 related travel restrictions and was scaled down again to a single, 2-credit course, now being offered online.

8. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
Course Credits: 4	*Course Credits: 2*

V. November 2016

9. **Consultation**
N/A

Originator

Signature	Date

Mike Mazzeo	
Name	Area or Specialization

Approvals:

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

Signature	Date

Matthias Kipping	Kellogg-Schulich Executive MBA
Name	Area or Specialization

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

Signature	Date

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

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

V. November 2016

Signature	Date

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

Required Attachments

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

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

Send to

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

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: • Fundamentals of Growth and Scaling • Cases: Vitamina, Mugshots, Silk Espresso	Experiential Session • Company Visit #1
Friday, April 17	Classroom Session 2: • Sunk Costs and Industry Evolution • Cases: Key Fire Hose, Energy & Meteo Systems, ProDew	Experiential Session • Company Visit #2
Saturday, April 18	Classroom Session: • Product Portfolio Expansions – Capabilities and Adjacencies • Cases: Conviron, Senske, Scott Turbon Mixer, Garena	Work Session: • Identifying Value Proposition, Capabilities and Activity Systems for Company Visited (#1 or #2) Outside Speaker: • Brexit: How UK Business Is Adjusting
Sunday, April 19	Class Cultural Activity	Class Cultural Activity
Monday, April 20	Experiential Session • Company Visit #3	Classroom Session: • Organizing for Growth • Cases: River Online, Elevate, Midwest Products
Tuesday, April 21	Work Session to Prepare Presentations • Group meetings with professors to refine ideas • Work time	Group Presentations

Individual take-home exam due by May 15

Course Change Proposal – Human and Machine Intelligence

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 6600 2.00

3. **Course Title**
   a) **Long Course Title**
      Human and Machine Intelligence

   b) **Short Course Title**
      Human and Machine Intelligence

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

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

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

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

7. **Academic Rationale**
   The new course title more accurately reflects the evolving content of the course, as AI has become more important for business and value creation.

8. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
Title: Human and Machine Intelligence	*New Title: Human and Machine Intelligence: Creating Business Value Through Artificial Intelligence*

9.   Consultation
   N/A

Originator

Signature	Date

Mohan Sawhney	
Name	Area or Specialization

<u>**Approvals:**</u>

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

Signature	Date

Matthias Kipping	Kellogg-Schulich Executive MBA
Name	Area or Specialization

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

Signature	Date

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

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

V. November 2016

Signature	Date

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

Required Attachments

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

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

Send to

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

V. November 2016

Adam Pah a-pah@kellogg.northwestern.edu
Office hours: TBD
Chambers Hall, Room 110B

Description

Human and Machine Intelligence covers cutting edge research on machine-learning and artificial intelligence and its applications for business leaders. Machines help solve complex problems, lessen decision bias, scale human effort, and spot hidden patterns in big data. However, they lack the creativity and insight that top executives possess. Together, executives and machines have the potential to make powerful "thought partnerships." Using hands-on cases and applications --- including IBM's Deep Blue and Google's AlphaGo that beat Chess and Go Grand Masters --- this course shows how to use a critical set of machine learning decision tools, such as natural language processing, sentiment analysis, and pattern recognition to discover new competitive strategies, turn raw numbers into convincing stories, and make less biased judgments. The overarching goal is to enable you to confidently lead data science and design teams, know the expansiveness and limits of machine-learning complex decision support tools, and be capable of applying human+machine thought partnerships to grow businesses or disrupt Grand Masters in any field.

Grading

Assignments (70%) A series of individual and group assignments will give you first-hand experience in understanding how machine-learning is used to make business decisions.

Attendance and Participation (10%) Sharing insights and participating in class discussions is integral to success in the course. Attendance will be randomly taken, while participation will be recorded every class.

Final exam (20%) A final exam will test your cumulative understanding of the course material. The exam is a take-home exam and will be turned in through Canvas on the date provided.
FINAL EXAMS WILL NOT BE ACCEPTED LATE

Honor Code

As with all Kellogg courses, by enrolling in this course you agree to abide by the Kellogg Honor Code (http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm). In this course you may (and are encouraged to) discuss both the individual assignments and group assignment with your fellow students; however, the finished product that you submit should be entirely your own work. If you have any questions regarding how the honor code applies to this course, please ask.

Summary of Assignments

All assignments are due by 11:59pm on the day indicated.

		Title	Distributed	Due	Percentage
1	*Group*	*Personality Prediction*	May 1 (Monday)	May 7 (Sunday)	10%
2	*Group*	*Who are you hiring?*	May 4 (Thursday)	May 7 (Sunday)	10%
3a	*Individual*	*Hiring your replacement*	May 8 (Monday)	May 10 (Wednesday)	5%
3b	*Individual*	*Hiring your replacement*	May 11 (Thursday)	May 14 (Sunday)	5%
4	*Individual*	*National Park Service*	May 11 (Thursday)	May 14 (Sunday)	10%
5	*Group*	*Narrative Science case*	May 18 (Thursday)	May 27 (Saturday	20%
6	*Individual*	*Automated Futures*	June 1 (Thursday)	June 6 (Tuesday)	10%
7	*Individual*	*Final Exam*	June 1 (Thursday)	June 6 (Tuesday)	20%

Warning: This schedule is subject to change

Week 1 — Knowledge

Session 1. What is machine-learning?

What is machine-learning? Where can you use it? Why should we use it? What benefits does it have over other traditional methods of analysis, prediction, and decision-making?
Video: From hacking the iPhone to self-driving – Comma.ai's maiden voyage

Homework 1. You are who you are, but who am I? Machine-learning and inference of personality characteristics.

Session 2. What is knowing? How does knowledge affect decisions?

How do the limitations of machine-learning compare to traditional knowledge building. Are these limitations different, or a new version of an old problem? What does 'knowing' mean in the context of machine-learning? The differences between correlation and causation.
Guest Speaker. Youyou Wu, *Northwestern Institute on Complex Systems (NICO)*

Homework 2. Top performers: who are you hiring?

Week 2 — The Fault in Our Stars

Session 1. Be a better decision-maker – when genius doesn't fail

Using machine-learning to augment decision-making and understanding problems. Overcoming biases that make geniuses fail.

Homework 3a. Hiring your replacement

Session 2. bias – who are we serving?

Mating behavior on-line and the gaps. Predicting beauty from the web. Machines as a reflection of humans. Training data creation and usage. Predicting recidivism. Tay's filthy mouth.
Guest Speaker. Jackie Milhans, *Northwestern Research Computing Services*

Homework 3b. Hiring your replacement
Homework 4. Improving the National Park Service's Reach

Week 3 — Automated Knowledge Building

Session 1. Deep Blue, Watson, and AlphaGo: Machine Intelligence
The development of artificial intelligence and its limits. Where are the current boundaries. What is the difference between algorithmic game intelligence and algorithmic intelligence? What can Watson do for us now?
Video. Jeopardy
Video. AlphaGo

Session 2. Text as data – transforming an unstructured world into a data-driven one
How do you quantify text? What does quantified text mean? How can it be used? When should it be a part of data-driven decision-making? When is there too little information to know what it means?
Guest Speaker. Jason Childers, MarketLogic

Homework 5. Narrative Science Funnel Case

Week 4 — Text as Data

Session 1. Data as text – Narrative science
Why numbers lie. Automating consistent stories. How to transform data to text. When are words more reachable than numbers. Growth opportunities.

IMPORTANT!!!! Class will be on Wednesday, May 24!!!
Session 2. Field Trip to Narrative Science HQ
Narrative Science HQ – How do we implement machine-learning? What does delivery on-demand look like?

Week 5 — Disrupting Frontiers

Session 1. The soul of machines
How can machines augment human creativity? How can machines be used in creative processes today? Does optimization approximate coaching?
Video. Watson's Morgan Trailer
Video. Sunspring

(Optional additional watch) Black Mirror – S02E01

Session 2. An automated future
How do we cope in a world of streaming information? How do we use it to deliver services on-demand? Predictive maintenance on wind farms. Boeing and the difficulty in streaming data.
Guest Speaker. Mike Stringer, Datascope Analytics

Final Project. Define a business opportunity that you could execute with the appropriate team to deliver sustainable value (i.e. deliver services at a profit) in one of the following areas:
- Deploying in an automated future – define a business area that already has or could be monitored continuously with sensors.
- Automating art – what creative processes could be disrupted and improved in a sustainable manner with machine-learning.

Memo

From: **Mike Valente, Director of Undergraduate Programs**

To: **Faculty Council**

Re: **BBA/iBBA Program Committee Work Plan for 2020-2021**

Date: **September 11th, 2020**

1. Finalize UG competitive analysis and present to committee
2. Develop and seek approval of undergraduate program objectives
3. Develop draft strategy document for UG program
4. Explore opportunities to improve curriculum structure especially in response to draft strategy document and program objectives
5. Review new course proposals as well as change proposals for existing courses
6. Continue to explore innovative opportunities to strengthen the program
7. Be an active voice representing UG students in the diversity and inclusion working group
8. Review of academic policies and guidelines, as appropriate
9. Meet with the Undergraduate Business Society on a regular basis

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Schulich
School of Business

Schulich
School of Business
York University

Memo

From: **Marcia Annisette, Associate Dean, Academic**

To: **Faculty Council**

Re: **MPC-PCC Committee Work-plan**

Date: **September 17, 2020**

The Committee's work plan for 2020-2021 includes the following.

- Review of new course and program proposals as well as change proposals for existing courses and programs (MPC, PCC).
- Review of academic policies and guidelines, as appropriate (MPC/PCC)
- Review of the policy/practice on mechanisms for approving advanced standing for the MBA program for specialized master program graduates. (MPC)
- Review, discussion and approval of program-level Expected Learning Outcomes and Assessment Plans. (MPC)
- Master of Heath Management Program initiative (MPC)
- Discussion and recommendations on the role of experiential and co-curricular education (PCC)
- Provide input to and support for the GBC's/UBS's mental health initiative

Additional items by program:

MBA, Ashwin Joshi
- Development of a Specialization in Digital Transformation
- On-going program review
- Formalization of Program Learning Outcomes
- Ensuring alignment of program with Program Learning Outcomes

IMBA, Alexandra Campbell

- Based on the 2019-2020 review of IMBA program changes in 2018-2019, improve the integration/coordination of core courses in both semesters and re-balance the workload between first and second semester courses.
- Align IMBA and MBA equivalence for core IMBA courses.
- Ongoing work with Student Services to increase the number of domestic IMBA students by improving potential students' and recruiting staff's knowledge and understanding of the IMBA differentiation and value proposition.

MBA/JD, Peter McDonald

- Continue focused recruitment efforts to maintain robust enrolment in Program (enrolment for 2020-2021 has increased significantly from 2019-2020)
- Enhance operational synergies between Schulich and Osgoode through new concurrent Directorship roles on behalf of both schools
- Encourage ongoing, active alumni involvement in Program through guest-speaking engagements in Mgmt 5500, Annual MBA/JD Conference and other student-alumni events
- Assist MBA/JD Student Association in planning and implementing various internal and external events with leading businesses and law firms throughout the year
- Maintain outstanding Program reputation through high quality MBA/JD course delivery and Program-related extra-curricular activities (including events sponsored by the Hennick Centre for Business and Law)

MF, Melanie Cao

- changing the compulsory structure for each stream into a more flexible one which allows students to choose among a list of electives, in addition to core requirements;
- adding existing Schulich courses into the list of electives;
- expanding the current 2 streams into 6 streams;
- adding an internship component.

MBAN & MMAI, Murat Kristal

- Introduction of Digital Transformation Specialization for the MBA Program
- Change of teaching schedule for the MBAN and MMAI Programs.

- Retiring OMIS 6350 ADVANCED SPREADSHEET MODELLING & PROGRAMMING FOR BUSINESS from the MBAN Program.
- Introducing new course MBAN 6500 Pricing Analytics for the MBAN Program
- Introducing an accelerated path in the MBAN Program for those MBA Students who took the Digital Transformation Specialization.

MMgt, Kevin Tasa

- Expand the Entrepreneurship Stream
- Implement the third cohort
- Plan for blended learning for Winter 2021
- Plan for potential India MMgt cohort

MMKG, David Rice

- Schulich recently launched the **Future of Marketing Institute (FOMI)** **https://futureofmarketinginstitute.com/**

The **Future of Marketing Institute** aims to be the premier global forum on teaching, research, and outreach on future of marketing topics. During the 2020-2021 academic year, the Institute plans to integrate MMKG students into **FOMI** activities. Specifically, MMKG students will be invited to write articles for **FOMI**. In addition, MMKG students will both participate and volunteer in various online workshops and seminars to be held throughout the academic year.

BBA/iBBA, Mike Valente

- Finalize UG competitive analysis and present to committee
- Develop and seek approval of undergraduate program objectives
- Develop draft strategy document for UG program
- Explore opportunities to improve curriculum structure especially in response to draft strategy document and program objectives
- Review new course proposals as well as change proposals for existing courses
- Continue to explore innovative opportunities to strengthen the program
- Be an active voice representing UG students in the diversity and inclusion working group
- Review of academic policies and guidelines, as appropriate
- Meet with the Undergraduate Business Society on a regular basis

Memo

From:	**Marcia Annisette & Matthias Kipping**
To:	**Schulich Faculty Council**
Re:	**Kellogg-Schulich EMBA Committee Work Plan for 2020-2021**
Date:	**8 September 2020**

In addition to conducting routine matters, such as approving new courses taken by our students, both within the KS EMBA program and at the global partner schools, or deciding requests for extensions to a Leave of Absence, the committee will:

1. Address any major issues that might arise from the impact of the Covid pandemic on the program and discuss and decide any (temporary) adjustments necessary to ensure the viability of the program and its academic quality.

2. Consider revisions to the core courses as well as the rules governing elective choices in line with attempts to systematize and standardize our offerings with the Kellogg Global EMBA network, while keeping in mind the need to improve competitiveness locally, among others, by reducing the number of days students have to be away from work.

3. Discuss the discrepancies that were discovered between the program's rules and regulations approved by the York University Senate and those published in the Student Guide and resolve these in a way that aligns as much as possible with both the partner schools and other programs at Schulich.

Memo

From: **Eileen Fischer, Chair of Ph.D. Committee**

To: **Faculty Council**

Re: **Ph.D. Committee Work-plan**

Date: **September 10, 2020**

Over the course of this academic year, the committee plans to

- Refine PhD recruitment procedures
- Continue to update PhD curriculum
- Update the PhD website for both functionality and layout improvement, as well as updating content for consistency and accuracy
- Identify ways in which the Ph.D. program and support to students can be further improved.
- Encourage students to apply for major awards
- Review and rank students' applications for various awards (OGS, SSHRC, etc.), as is required by FGS
- Engage in the admissions process in Spring 2021 for Fall 2021

Memo

From: **Giri Kanagaretnam**

To: **Schulich Faculty Council**

Re: **Master's Admissions Committee Work Plan for 2020-2021**

Date: **September 10, 2020**

The primary mandate of the Master's Admissions Committee is to review files of applicants to Masters Programs (except for EMBA applicants) who do not meet standard Schulich admission requirements and to decide whether to admit, admit on probation, or reject the applications.

The committee has already adjudicated 14 admission files since July 2020 for the September 2020 admissions. It plans to continue reviewing admission files of candidates for January 2021 admissions.

Memo

From: **Ashwin Joshi**

To: **Faculty Council**

Re: **Nominating Committee Work-plan 2020-2021**

Date: **September 03, 2020**

The Nominating Committee will bring forth for approval a slate of names to serve on the various committees of the Faculty Council and Senate. The slates will be presented in a timely manner to ensure a smooth succession. The Committee will also make adjustments as needed to comply with any changes with the Faculty's various committees during the year.

Memo

From: **Henry Kim, Chair, Student Affairs Committee**

To: **Faculty Council**

Re: **Student Affairs Committee Work Plan for 2020-2021**

Date: **September 9, 2020**

Student Affairs Committee
Work Plan 2020 – 2021

The mandate of the Student Affairs Committee (SAC) is to hear appeals from undergraduate and graduate students (excluding EMBA and PhD students) requesting approvals for policy exemptions, including but not limited to, promotion standards, deferred exams, extended leaves of absence, etc.

SAC will endeavor to meet monthly, (or more frequently during peak periods), to ensure timely resolution to student cases. We are also committed to informing Committee members of human rights policies that should be considered when making decisions.

The Student Affairs Committee also adjudicates cases where a breach of academic honesty occurred and was not resolved in the exploratory meeting. We currently anticipate significant changes in the volume and type of cases heard this year given online learning. The Committee continues to monitor its structure and mandate to ensure student needs are met.

Memo

From: **Moren Lévesque**
To: **Schulich Faculty Council**
Re: **T&P Committee Work Plan for 2020-2021**
Date: **9 September 2020**

The T&P Committee will review candidacy, tenure and promotion files throughout the year as these are presented to the committee. In addition, the committee will evaluate and respond to guidelines and/or queries that may arise from the Senate T&P Committee.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Marcia Annisette
Date: August 20, 2020
Re: Update membership of MPC

Motion: That Faculty Council approve to update the mandate of MPC to reflect the following changes in committee membership: Program Director of the MBA/JD; Program Director of the MBA/MFA/MA; Student Services representative; and Director, Academic Affairs.

Rationale: Given their intimate knowledge of their respective programs including the Program Director of the MBA/JD and Program Director MBA/MFA/MA in the MPC-PCC would ensure for a better liaison and coordination between these programs and other programs within the School. The added ex-officio members need access to the details at MPC as they act as the liaison for their respected units.

York University
Schulich School of Business
Master Programs Committee
Mandate

Purpose and Responsibilities

To provide a forum for collegial discussion and coordination by program stakeholders, including faculty members, students, staff, and academic and administrative support providers.

To review, discuss and recommend to Faculty Council curricular, program regulatory, pedagogical and other academic issues concerning Schulich's masters programs (except EMBA).

Recommendations on the following issues would be discussed, approved, and forwarded to Faculty Council for final approval:
- Curricular reviews and changes
- Masters-level policies and regulations
- New course proposals and substantive changes (e.g., course number, course title) to existing courses
- Issues related to teaching and learning in masters courses

Note: When substantive issues are discussed and decided upon that also affect the Undergraduate programs, the committee's membership may be expanded to include the UG Program Director and Associate Director plus two UG student representatives. In this case, the Committee will meet as the Programs Coordinating Committee (rather than Master Programs Committee).

Committee Membership

Ex Officio Voting Members:
- Degree Program Directors of all Schulich master programs and joint MBA programs; ~~the MBA director will represent all joint MBA programs.~~
- Associate Dean, Academic (Chair, casting vote only)
- Associate Dean, Students
- Director, Schulich Centre for Teaching Excellence
- Faculty E-Learning and Experiential Education Leads
- 1 student representative from each 1 year-program; 2 student representatives from each 2year program (nominated to the Committee by the Graduate Business Council

Elected Voting Members:
- 1 faculty representative from each functional area other than a program director; the representative should teach in at least one of the masters programs.

Ex-Officio Non-Voting Members:
- ~~Assistant Dean, Students~~

- Student Services representative
- Executive Director, IS&T
- Executive Director, Career Development Centre
- Executive Director, Alumni Relations
- Director, Academic Affairs

Meeting Schedule and Quorum

Monthly during the Fall and Winter semesters or at the call of the chair; quorum: 10 voting members

Sub-Committees

The Master Programs Committee comprises a sub-committee for each Schulich masters program to ensure that issues of particular importance to an individual program receive adequate and detailed attention. The results of discussions may be brought to the Committee for a wider discussion or decision-making.

Membership consists of the following individuals, plus any additional members as determined by the sub-committee. The additional membership may be specific to the issues discussed by the subcommittee.

Ex Officio Voting Members:
- Program Director (Chair)
- At least 1 faculty representative who is a member of the committee
- At least 1 student representative from the relevant program who is a member of the committee

Meeting Schedule and Quorum

Meetings at the call of the chair; quorum: 3 voting members

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A special meeting of the Schulich Faculty Council for the 2020-2021 academic year was held on Friday August 7th at 10:00 – 11:30am via Zoom.

In Attendance:

Chair: C. Graham
Vice-Chair: R. Shao
Secretary: E. Rush
Admin Support: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin.	D. Zwick, M. Annisette, K. Kanagaretnam
ACTG	C. Cho, L. Thorne, V. Trivedi
ARTM	K. Rogers
BSUS	
ECON	I. Henriques
FINE	P. Foroughi, M. Kamstra, L. Ng, M. Milevsky, E. Prisman
MKTG	E. Fischer
ORGS	C. Bell, B. Lyons, R. Shao, W. Shen, M. Valente, L. Wright (ret.), L. Zhu
OMIS	A. Diamant, D. Johnston, M. Levesque, D. Oppong-Tawiah, J. Rungtusanatham
PLCY	J. Darroch, M. Kipping, A. Madhok, T. Peridis, W. Sheremata
PROP	A. Devine	OTHER:
Voting CPM's & Director of 601	L. Hillcoat, I. Holzinger, A. Mustapha
Student Council Reps	B. Durrani (UBS)

Voting Members of Faculty Council Absent/Regrets:

P. Aulakh	A. DeCarufel (ret.)	R. Karambayya (ret.)	T. McQueen	A. Sirsi
E. Auster	Y. Deutsch	A. Kecskes	D. Neu	J. Tan
K.-H. Bae	D. Dimick (ret.)	H. Kim	T. Noseworthy	K. Tasa (regrets)
M. Bamber (regrets)	B. Eberlein	G. Kistruck	C. Oliver (ret.)	Y. Tian
T. Beechy (ret.)	J. Everett	M. Kristal	G. Packard	E. Veresiu (regrets)
R. Belk	M. Farjoun	Y. Larkin	Y. Pan	M. Voronov
A. Bhanich-Supapol	B. Gainer (ret.)	F. Lazar	R. Phillips	S. Weiss
I. Bicer	M. Giesler	G. Li	S. Qu	T. Wesson
M. Biehl	B. Graham (alumni)	I. Macdonald (ret.)	S. Quail (Library)	E. Westney (ret.)
A. Campbell	I. Hideg (regrets)	D. Matten	M. Rice	B. Wolf (ret.)
M. Cao	L. He (PhD)	A. Mawani	H. Rosin (Ret.)	S. Yeomans
J. Chung	D. Horváth	R. McClean (ret.)	A. Rzeznik	J. Zemans (ret.)
J. Clayton	S. Hsu	J. McKellar (ret.)	P. Sadorsky	
W. Cook (ret.)	R. Imanirad	C. McMillan	A. Samji (GBC)	
A. Coutts	R. Irving	N. Mead	G. Saxton	
P. Darke	A. Joshi (regrets)	G. Morgan (ret.)	P. Shum	

Leaves and Sabbaticals:

M. Dong	Z. Li		

Non-Voting Members of Faculty Council Present

D. Barret	M. Lefranc	L. Pan	N. Sutherland
M. Bhutani	J. Morgan	J. Pinto	F. Zandi
C. Carder	C. Mueller (guest)	L. Serras	
A. Kuzmicki	M. Orlan	H. Sinker	

Non-Voting Members of Faculty Council Absent:

S. Black	E. Farrell	P. Laycock	C. Partland	S. Tenn
O.P. Bhatt	C. Ford	R. Leonidas	B. Pasquali	J. Thompson
E. Caprioni	F. Gorbet	A. Leslie	M. Perlis	P. Tsaparis
M. Cernea	P. Grant	S. Ly	E. Peters	E. Wang
G. Chen	A. Gravel	R. Lynn	P. Pivato	A. Welsh
M. Cohen	C. Hantho	D. Mak	S. Pulver	B. White
D. Conklin	A. Harris	A. Makooie	E. Roman	J. Wilkins
M. Cowan	R. Hines	K. Mapa (regrets)	R. Ross	J. Wleugel
T. D'Agostino	B. Horowitz	R. Mayer	B. Schofield	D. Woticky
P. Deonandan	T. Javed	D. McCuaig	W. Schroeder	J. Wu
L. De Wilde	J. Jeyakumaran	A. Middleton	A. Shaw	D. Yundt
P. Dillon	B. Kha	R. Moy	S. Siddik	C. Zhuang
T. Fantin	L. Kharlip	S. Nahm	S. Sigel	
A. Faiella	G. Klar	C. Niederwanger	C. Sicoli	

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

   The Chair called the meeting to order at 10:01am and thanked council members for attending.

2. **Motion to Temporarily Suspend Summer Authority of Executive Committee**

   The Chair explained the need for a motion to suspend Executive Committee's summer authority for the duration of the meeting. The motion was moved by E. Fischer and seconded by M. Levesque. The motion carried unanimously.

3. **Motion to Move to a Committee of the Whole**

   The Chair explained the rationale for moving to a committee of the whole to discuss the issue of anti-Black and anti-Indigenous racism. The motion was moved by C. Bell and seconded by F. Zandi. The motion carried unanimously.

4. **Committee of the Whole Discussion on Anti-Black and Anti-Indigenous Racism**

After a brief preface by the Chair, committee members broke out into 5 smaller discussion groups for approximately 30 minutes to discuss one of the following topics (based loosely around the priority areas listed in the mandate given to the recently struck Schulich working group on Diversity, Equity and Inclusion). Groups were also given full latitude to discuss whatever aspects of racism they wished.

1. Identify ways to create greater Black and Indigenous representation among our students;
2. Identify ways to create greater Black and Indigenous representation among staff and faculty;
3. Integrate Black and Indigenous perspectives into our curriculum and learning;
4. Strengthen our engagement with external stakeholders to overcome systemic anti-Black and anti-Indigenous racism; and
5. Foster a culture of active allyship with Black and Indigenous communities at Schulich.

5.   Reports from Breakout Room Discussions:

At the end of the breakout period, council members reunited in the main meeting room and a spokesperson from each group provided a summary to Faculty Council of the ideas discussed.

Group 1

Topic: Identify ways to create greater Black and Indigenous representation among our students (L. Hillcoat)

The group identified a number of opportunities related to this priority area, including:

- The provision of scholarships and increased access to financial support;
- Unconscious bias training for those serving on Schulich's admissions committee.
- Enabling students to see themselves in the Schulich community. Schulich's student associations could play an important role in this, as could the Ontario Business School Consortium, which is currently examining issues such as how to better engage Black and Indigenous high school students and whether the GMAT and other standardized tests are useful predictors of academic success (or whether they rather serve as barriers to entry).

Group 2

Topic: Identify ways to create greater Black and Indigenous representation among staff and faculty (W. Shen)

The group proposed the following ideas to address this priority area:

- The creation of a feeder pipeline through the recruitment of more Black and Indigenous Ph.D. students;
- The creation of a chaired position open to any area that could bring in high-caliber Black or Indigenous faculty members. The School should facilitate more cross appointments in case these scholars' expertise is more interdisciplinary in nature.

The following challenges were also discussed:
- The tension between hiring for merit vs. not wanting candidates to feel as though they were hired for their background. Should identity-conscious or identity-blind procedures be used? What are the unintended consequences of both?
- How can Schulich create both a long-term solution (such as through the creation of a pipeline) as well as address a more immediate short-term need?
- What advantages does Schulich have to recruit in-demand scholars? Toronto's multi-culturalism could be used to our advantage to become an employer of choice.
- How can Schulich create an inclusive environment once the scholars are here? One possible solution includes asking senior faculty to mentor junior faculty.

The group noted that these issues are not only important for full-time tenure track positions, but also for formalizing the hiring processes for part-time instructors so that the School is less dependent on program directors' own personal networks when identifying candidates.

Group 3

Topic: Integrate Black and Indigenous perspectives into our curriculum and learning (M. Valente)

The group raised the following issues in relation to this priority area:

- A multipronged approach will be needed. The School needs to determine what we want to achieve in the short, medium, and long term. A long-term goal might be to have recognition of the issues so ingrained in the School's culture that instructors are naturally thinking through this lens. In the short term, the School could identify the avenues of least resistance in terms of where content related to these issues fits naturally into existing courses.
- Should curricular learning outcomes be created to help address this priority, and if so, at what level – the program or the course?
- Our approach may also be determined by how we define education – is it about the curriculum in particular or should education be viewed more as an experience? The latter offers more flexibility and opportunities to guide students in relation to their personal development.
- What approach should we use to engage students around this priority – push vs. pull? The School could offer certifications or specializations in this area. We need to ensure that students who want to gain expertise have the means to do so, but there are challenges associated with formal certifications as the content would deal with intangible concepts and personal reflection, which are not easily measured.
- It will be important to clearly define the outcomes to be achieved up front (where we want to end up as a school) so we can build our response to align to those outcomes.

Group 4:

Topic: Strengthen our engagement with external stakeholders to overcome systemic anti-Black and anti-Indigenous racism (C. Mueller)

The group raised a number of questions in relation to this topic, including:

- What are we currently doing at Schulich to address this priority?
- Who are our stakeholders, and which ones should we focus on? Local vs. global, universities, business councils, businesses, etc.
- What are our current relationships? Who is already operating in this area at Schulich? We need to build on what we already have.
- Who are the right people who can help us understand the issues, both inside and outside Schulich and York?

The following considerations were also raised:

- The way to engage is to listen. This needs to be our main approach at the beginning to get a better understanding of the issues.
- An internal resource, structure or process will be needed to ensure this priority doesn't fizzle out (i.e., a designated person to think about the initiatives daily). It is also the personal responsibility of all members of the community to learn about the issues. Many of us are not up to date with our knowledge.

Group 5

Topic: Foster a culture of active allyship with Black and Indigenous communities at Schulich (B. Durrani)

The group examined the following ideas:

- What is allyship? No one of us can self-proclaim we are allies. It's up to the marginalized communities to decide. We need to work every day to foster a culture of allyship.
- To be effective allies, we need to understand the struggles that take place. Many of us are not educated about the issues as we haven't had the opportunities to understand the challenges that these communities and individuals are facing. We need to take responsibility to learn more.
- How do we foster this culture? At the undergrad level, we are creating a Black students' association where students can speak about their lived experiences and how they can feel welcome in the business environment.
- What is the overarching goal? What do we want to portray ourselves as to these communities? Schulich's student body should reflect the make-up of the outside community and students should view the school as an institution that welcomes individuals of their backgrounds and gives them what they need to succeed in the world of business.
- Financial and other forms of support will be important. Many racialized people live in communities where there are fewer reszources. Full ride scholarships may be a useful approach to encourage students to join Schulich's programs.
- To truly be allies, we need to cast aside thoughts such as "But what about my group?". We need to recognize why we are focusing on Black and Indigenous issues in particular.

6.   Plenary Discussion

B. Lyons, faculty lead for the newly created working group, thanked council members for sharing their ideas and noted that the group will be eager to get going on addressing these priorities.

7.   **Motion to End the Committee of the Whole**

M. Valente moved to end the committee of the whole discussion. Seconded by A. Madhok. The motion carried unanimously.

8.   **Motion to Reinstate the Summer Authority of Executive Committee**

J. Rungtusanatham moved to reinstate the authority of Executive Committee for the summer period. Seconded by R. Shao. The motion carried unanimously.

9.   **Adjournment**

The Chair thanked everyone for their participation and the meeting ended at approximately 11:32am.

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A special meeting of the Schulich Faculty Council for the 2020-2021 academic year was held on Friday September 25th at 11:30am via Zoom.

In Attendance:

Chair: C. Graham
Vice-Chair: R. Shao
Secretary: E. Rush
Admin Support: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin.	D. Zwick, M. Annisette, K. Kanagaretnam, D. Matten
ACTG	M. Bamber, C. Cho, L. Thorne, V. Trivedi
ARTM	K. Rogers, J. Zemans (ret.)
BSUS	
ECON	A. Bhanich-Supapol, I. Henriques, P. Sadorsky
FINE	K.-H. Bae, M. Cao, P. Foroughi, M. Kamstra, M. Milevsky, L. Ng, P. Shum, Y. Tian
MKTG	A. Campbell, P. Darke, E. Fischer, A. Joshi, N. Mead, T. Noseworthy, G. Packard, M. Rice, A. Sirsi, E. Veresiu
ORGS	C. Bell, I. Hideg, R. Karambayya (ret.), B. Lyons, R. Shao, W. Shen, K. Tasa, M. Valente, L. Zhu
OMIS	I. Bicer, M. Biehl, A. Diamant, R. Irving (ret.), D. Johnston, H. Kim, M. Kristal, M. Levesque, Z. Li (sab.), D. Oppong-Tawiah, J. Rungtusanatham
PLCY	P. Aulakh, J. Darroch, B. Eberlein, M. Kipping, A. Madhok, T. Peridis, W. Sheremata, S. Weiss
PROP	J. Clayton, A. Devine, J. McKellar (ret.) OTHER:
Voting CPM's & Director of 601	L. Hillcoat, I. Holzinger, A. Mustapha
Student Council Reps	B. Durrani (UBS), L. He (PhD), M. Micucci (UBS), O. Morris (UBS)

Voting Members of Faculty Council Absent/Regrets:

E. Auster	J. Everett	Y. Larkin	C. Oliver (ret.)	M. Voronov
T. Beechy (ret.)	M. Farjoun	F. Lazar	Y. Pan	T. Wesson (regrets)
R. Belk	B. Gainer (ret.)	G. Li	R. Phillips	E. Westney (ret.)
J. Chung	M. Giesler	I. Macdonald (ret.)	E. Prisman	B. Wolf (ret.)
W. Cook (ret.)	B. Graham (alumni)	A. Mawani	S. Qu	L. Wright (ret.)
A. Coutts	D. Horváth	R. McClean (ret.)	S. Quail (Library)	S. Yeomans
A. DeCarufel (ret.)	S. Hsu	C. McMillan	H. Rosin (Ret.)	
Y. Deutsch	R. Imanirad	G. Morgan (ret.)	A. Rzeznik	
D. Dimick (ret.)	A. Kecskes	T. McQueen	A. Samji (GBC)	
S. Dinyarian (UBS)	G. Kistruck	D. Neu	J. Tan	

Leaves and Sabbaticals:

M. Dong	G. Saxton		

Non-Voting Members of Faculty Council Present

D. Barret	B. Kha	R. Mayer	L. Serras	A. Welsh
M. Bhutani	M. Lefranc	C. Niederwanger	N. Sutherland	D. Woticky
C. Carder	S. Ly	M. Orlan	S. Tenn	E. Wright
R. Hines	D. Mak	L. Pan	E. Wang	F. Zandi
J. Jeyakumaran	Y. Massop (guest)	J. Pinto	K. Welsby	C. Zhuang

Non-Voting Members of Faculty Council Absent:

S. Black	A. Faiella	A. Kuzmicki	C. Partland	S. Siddik
O.P. Bhatt	E. Farrell	P. Laycock	B. Pasquali	H. Sinker
E. Caprioni	C. Ford	R. Leonidas	M. Perlis	S. Sigel
M. Cernea	F. Gorbet	A. Leslie	E. Peters	J. Thompson
G. Chen	P. Grant	R. Lynn	P. Pivato	P. Tsaparis
M. Cohen	A. Gravel	A. Makooie	S. Pulver	N. Verma (regrets)
D. Conklin	C. Hantho	K. Mapa	E. Roman	B. White
M. Cowan	A. Harris	D. McCuaig	R. Ross	J. Wilkins
T. D'Agostino	B. Horowitz	A. Middleton	B. Schofield	J. Wleugel
P. Deonandan	T. Javed	J. Morgan	W. Schroeder	J. Wu
L. De Wilde	L. Kharlip	R. Moy	A. Shaw	D. Yundt
P. Dillon	G. Klar	S. Nahm	C. Sicoli	

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

   The Chair called the meeting to order at 11:32am and thanked council members for attending.

2. **Motion to End Summer Authority of Executive Committee**

   A motion was put forward by T. Peridis to end the summer authority of Executive Committee. Seconded by B. Durrani. The motion carried unanimously.

3. **Motion to Move to a Committee of the Whole**

   A motion was put forward by P. Shum to move to a committee of the whole for the purposes of the budget presentation and discussion. Seconded by M. Annisette. The motion carried unanimously.

4. **Committee of the Whole Presentation & Discussion**

   A committee of the whole discussion, chaired by FC Vice-Chair R. Shao, took place in which Interim Dean D. Zwick and Executive Officer A. Mustapha presented Schulich's budget situation and answered questions from Council members.

After the presentation and Q&A session ended, no report back to Faculty Council was made.

5.   Adjournment

The Chair and Vice-Chair thanked the presenters, noting the many positive comments about the presentation and subsequent discussion from Council members in the Zoom chat window. A motion to adjourn was made by D. Johnston and seconded by M. Kipping. The meeting ended at 12:59pm.