

**EXECUTIVE COMMITTEE  
SCHULICH SCHOOL OF BUSINESS**

A meeting of the Executive Committee of Faculty Council for the 2020-21 academic year will be held remotely (via Zoom) on Friday April 9<sup>th</sup> at 11:30am.

**AGENDA**

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1. <b>Welcome &amp; Chair's Remarks</b>	
2. <b>Appeals</b>	
3. <b>Dean's Remarks</b>	
4. <b>PhD/GBC/UBS Initiatives</b>	
5. <b>Agenda for Regular Meeting of Faculty council on 16<sup>th</sup></b>	
6. <b>Adjournment</b>	

**PROPOSED FACULTY COUNCIL 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.*

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1. <b>Enquiries &amp; Communications</b>	
a) <b>For Information:</b> Senate Synopsis (2021.03.25)	<b>3-7</b>
b) <b>Calls for Expression of Interest: Senate Committees and Other positions</b> (2021.03.23)	<b>8-9</b>
2. <b>BBA/iBBA Program Committee</b>	
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• SB/INTL 2020 3.00 - French Work Culture I	
• SB/INTL 2021 3.00 - French Work Culture II	
• SB/INTL 3020 3.00 - Culture, Marketing, Operations in French	
• SB/INTL 3021 3.00 - Culture, Marketing, Strategy in French	
b) <b>Motion: Minor Program Change</b>	<b>84-116</b>
• Curriculum Change: SB/MGMT 2040 3.00 - Ethics, Social Resp & Sustainability in Bus (course retirement)	
• New Course: SB/MGMT 2060 3.00 - Business and Society	
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a) <b>Master of Business Administration (MBA)</b>	
i. <b>Motion:</b> New Course Proposal: FINE 6280 3.0 Fintech ( <i>P. Nolan</i> )	<b>117-130</b>
ii. <b>Motion:</b> Course Change Proposal: ECON 5100 3.00 ( <i>description &amp; learning outcomes</i> ) ( <i>A. Joshi</i> )	<b>131-142</b>

iii.	<b>Motion:</b> Course Change Proposal: FINE 5200 3.00 ( <i>description</i> ) (A. Joshi)	<b>143-163</b>
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**4. Programs Coordinating Committee**

a)	<b>Motion:</b> Procedural Update to Grade Appeal Policy ( <i>language used for deadline</i> )	<b>226-229</b>
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**5. Other Business**

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**Upcoming Meeting Dates for 2020-2021:**

**Schulich Faculty Council:**

April 16<sup>th</sup>, 2021

# The Senate of York University

## Synopsis

The 674<sup>rd</sup> Meeting of Senate held on Thursday, March 25, 2021 via Zoom

### Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and extended a special acknowledgement to all who have been impacted by the pandemic, especially those who have been ill, and those who have lost loved ones.

Comments made by President Lenton included the following:

- a report on the recent release of the 2021 Ontario Budget which is focused on pandemic recovery. Highlights include the government's commitment to the investment of over \$500 million to support healthcare research initiatives undertaken in universities, colleges and academic hospitals, an additional \$7 million to help postsecondary students during COVID-19 to increase access to mental health and addiction services, and a new Ontario Jobs Training Tax Credit which would provide up to \$2,000 towards eligible training expenses.
- an update that the Ontario government is expanding the Ontario Student Assistance Program (OSAP) to include nearly 600 micro-credential programs. Through this initiative, the province is ensuring loans and grants will be available to more learners looking to rapidly upskill and reskill for the in-demand jobs of today and tomorrow.
- an update on campus planning for fall 2021 and the partial return to campus in September beginning with the gradual reopening of the campus over the summer while keeping consistent with government and public health guidelines and prioritizing the health and safety of the community.
- acknowledgement of the significant challenges for students and faculty in the context of the pandemic in reference to a recent student accommodation matter, and emphasis that York University is committed to upholding and promoting the values of respect, equity, diversity, and inclusion across its campuses and in communications.

# The Senate of York University

## Synopsis

- acknowledgement of the open letter to the President and the Board of Governors from the *York University Fossil Free Campaign* advocating for divestment in fossil fuels and York's leadership, in addition to its investment strategies, in lowering its carbon emissions to advance its institutional Sustainable Development Goals.
- an announcement that in recognition of all the efforts of faculty and units across the university in continuing to advance the priorities of the university in the context of the ongoing impacts of the pandemic, a special York Wellness Day will be instituted on Friday, July 2, to provide an extended 4-day long weekend.
- highlights from the "Kudos" report including three major research projects led by York researchers Professors Eric Hessels, Derek Wilson, and George Zhu, which have received more than \$9 million in research infrastructure funding from the Canada Foundation for Innovation (CFI).

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

## Reports

### Academic Colleague to the Council of Ontario Universities (COU)

Speaking to the written report included in the agenda, the Academic Colleague to COU, Senator Brenda Spotton Visano, reported on the February COU meetings in which members engaged in conversation with Dr. Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of "Online Learning: Lessons Learned and the Future of Education after the Pandemic." In addition, a number of updates were provided on policy matters and initiatives under discussion at the provincial level, including the advocacy of the OCAV Micro-credential Working group regarding the Ministry's emerging micro-credential framework.

### Vice-President Research and Innovation Annual Report

Under the auspices of the Academic Policy, Planning and Research Committee, Vice-President Research & Innovation Amir Asif presented the Vice-President Research and Innovation Annual Report.



# The Senate of York University

## Synopsis

### Academic Policy, Planning and Research (APPRC) / Academic Standards, Curriculum and Pedagogy (ASCP)

Speaking to the written report included in the agenda, APPRC Chair Senator Brenda Spotton Visano, reported on joint meeting with ASCP in late February to discuss the academic programming for the Markham Centre Campus, highlighting how the planning is animating the campus vision and focused on providing students a rich experience at the new site. Professor Alice Pitt, Senior Advisor for Markham Academic Strategic Planning, led the discussion.

### Approvals

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

- Change in the name of the Department of Communication Studies to the *Department of Communication and Media Studies*

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

- change in the name of the BA and Honours iBA programs in Communication Studies to *Communication and Media Studies*, housed within the Faculty of Liberal Arts & Professional Studies, effective FW 2021-2022
- change to the Osgoode Hall Law School Academic Rules governing the Indigenous and Aboriginal Law Requirement for the Osgoode Hall Law School Juris Doctor Program to accommodate a waiver of the requirement in specific circumstances, effective immediately
- changes to the requirements for the Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate housed within the Faculty of Environmental and Urban Change, effective FW 2021-2022
- changes to the requirements for the Sustainable Energy Undergraduate Certificate, housed within Faculty of Environmental and Urban Change, effective FW 2021-2022
- amendments to the *Senate Policy on Letters of Permission* related to the new grading scheme implementation, effective FW2023-2024

# The Senate of York University

## Synopsis

- amendments to the *Senate Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions* related to the new grading scheme implementation, effective FW2023-2024
- amendments to the *Undergraduate Certificate Guidelines and Procedures* related to the new grading scheme implementation, effective FW2023-2024

## Committee Information Reports

### Executive

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities including a decision on online proctoring of examinations and further actions pertaining to the disruption outlined in its written Report
- the Senate consultation process pertaining to the renewal of the President's term
- the launch of the call for Expressions of Interest in membership on Senate committees and other positions elected by Senate
- its review of the Faculty Council rules and procedures of the School of Arts, Media, Performance & Design, and Glendon.
- the launch of the search for York's next Chancellor

### Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- its ongoing monitoring of UAP Implementation including the spring planning forum session on the UAP teaching priorities focusing on ways to take up Experiential Education opportunities that took place on 11 March 2021.

### Academic Standards, Curriculum and Pedagogy (ASCP)

ASCP's information the following following minor changes that were approved by the Committee, effective FW2021-2022 unless otherwise noted:

#### *Faculty of Health*

Minor changes to the requirements for the degree options in the BSc program in Global Health

# The Senate of York University

## Synopsis

Minor changes to the requirements for the degree options in the BSc programs in Kinesiology

Minor changes to the requirements for the Specialized Honours BSc Program in Neuroscience

Minor changes to the requirements for the degree options in the BSc programs in Psychology

### *Faculty of Science*

Minor changes to Degree Requirements for the BSc programs in the Department of Biology

### *Lassonde School of Engineering*

Minor change to complementary studies requirement for BEng degree programs

### *Schulich School of Business*

Establishment of a Specialization in Digital Transformation within the MBA program

Minor changes to degree requirements for the Bachelor of Business Administration (BBA) and International Bachelor of Business Administration (iBBA) programs

### *Glendon / FGS*

Changes to admissions requirements for the MA in Translation Studies program (related to the new grading scheme implementation), effective FW2023-2024

### *Faculty of Graduate Studies*

Changes to the Graduate Courses and Grading Regulations (related to the new grading scheme implementation), effective FW2023-2024

Changes to English Language Proficiency requirements, effective immediately (related to the changes to undergraduate and graduate admission requirements (Language Proficiency))

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

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, Marh 25, 2020 meeting for details about these items.

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

### **April Meeting of Senate**

Senate's next meeting will be held at 3:00 pm on Thursday, April 22, 2021.

Michelle Machado

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From: Senate Secretaries/Faculty Council Secretaries Info. <SENATE-S@YORKU.CA> on behalf of Cheryl Underhill <underhil@YORKU.CA>  
Sent: Tuesday, March 23, 2021 4:01 PM  
To: SENATE-S@YORKU.CA  
Subject: Call for Expressions of Interest: Senate committees and other positions

COUNCIL SECRETARIES: The Executive Committee has issued its annual call for expressions of personal interest in, and suggestions for, nominations for membership on Senate committee members and other positions elected by Senate. For details, please see the dedicated "Elections" page accessible from the Senate Website at: <https://secretariat.info.yorku.ca/senate/senate-elections/>

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

Colleagues are asked by the Executive Committee to consider encouraging nominations.

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

Senate Committee or Position*	Vacancies for terms beginning July 1, 2021
Senator on the Board of Governors	1 full-time tenure-stream faculty or full-time tenure-stream librarian or archivist
Vice-Chair of Senate	1 full-time faculty member
Academic Standards, Curriculum & Pedagogy	3 full-time faculty members 1 contract faculty member
Appeals Committee	2 full-time faculty members
Awards	2 full-time faculty members
Joint Sub-Committee on Quality Assurance	5 full-time faculty members
Tenure and Promotions Appeals Committee	4 full-time faculty members
Tenure and Promotions Committee	5 full-time faculty members

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

Many thanks,

Cheryl Underhill  
Senior Assistant Secretary of the University



To: Faculty Council, Schulich School of Business  
From: Farrokh Zandi  
Date: March 9, 2021  
Re: SB/INTL 2020 3.0 - New Course Proposal

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**MOTION:**

Approve SB/INTL 2020 3.0 – French Work Culture I

**RATIONALE:**

*SB/INTL 2020 3.0 is the first of two 3-credit courses that replaces - AP/FR 1060 6.0- which has recently been rescinded by York Department of French Studies. AP/FR 1060 6.0 was the first in the series of BUSINESS -FRENCH COURSES (18 credits in total) that were mounted on the initiative of professor Christian Marjollet and Professor Elsa Michael from LAPS, for the iBBA program when it was launched in 2000. In order for iBBA students to fulfil the program language requirement they must meet the third-level competency in a language of their choice. Among 12 languages currently offered by York, French has by far been the most popular and most in demand. As such, the absence of AP/FR1060 6.0 is clearly a serious problem for our present as well as our future iBBA cohorts.*

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

*SB/INTL 2020 3.0*

**2. Long Course Title:**

*French Work Culture I*

**3. Short Course Title:**

*French Work Culture I*

**4. Effective Session:**

*Fall 2021*

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

*This course is designed to introduce the basic business French communication skills and the cultural context associated to French language. It provides exposure to major French-Canadian companies and to some aspects of contemporary French-Canadian culture. It encourages students to explore the social and cultural roles of French society.*

**6. Pre-requisites**

*Successful completion of AP/FR 1030 6.0 or Placement test/permission of course director*

**Course Credit Exclusion:** *AP/FR 1080 6.0*

**7. Rationale:**

*SB/INTL 2020 3.0 is the first of two 3-credit courses that replaces - AP/FR 1060 6.0- which has recently been rescinded by York Department of French Studies. AP/FR 1060 6.0 was the first in the series of BUSINESS -FRENCH COURSES (18 credits in total) that were mounted on the initiative of professor Christian Marjollet and Professor Elsa Michael from LAPS, for the iBBA program when it was launched in 2000. In order for iBBA students to fulfil the program language requirement they must meet the third-level competency in a language of their choice. Among 12 languages currently offered by York, French has by far been the most popular and most in demand. As such, the absence of AP/FR1060 6.0 is clearly a serious problem for our present as well as our future iBBA cohorts.*

**Instructors and Faculty Coordinator:**

*Professor Farrokh Zandi*

**Initial Instructor**

*Professor Elsa Michael*

**Alternative Instructors**

**Course Coordinator**

*Professor C. Marjollet*

**8. Specializations:**

**Primary Area or Specialization**

INTL

**Secondary Areas or Specializations**

N/A

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

*3 hours a week*

**10. Maximum enrolment**

*45 students*

**11. Expected Student Enrolment:**

20 students

**12. Evidence for enrolment expectations:**

**13. Human Participants Research**

*N/A*

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

*N/A*

**15. Course Outline:**

See Attached

**16. Library Statement:**

See Attached





**Program:**

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

Mike Valente  
Signature

March 19, 2021  
Date

Mike Valente  
Name of Program Director

## Course Outline

### Instructor

Professor Elsa Michael  
emicahel@yorku.ca

### Assistant

.....

Professor Michael is an instructor in Department of French Studies at York University.

### Brief Description:

This is the first half of a two-term sequence course designed to introduce the basic business French communication skills and the cultural context associated to French language. It provides exposure to major French-Canadian companies and to some aspects of contemporary French-Canadian culture. It encourages students to explore the social and cultural roles of French society.

### Prerequisites/Eligibility/Preparation

*Successful completion of AP/FR 1030 6.0 or Placement test/permission of course director*

**Course Credit Exclusion:** AP/FR 1080 6.0

### Course Learning Objectives

The course will consolidate and expand language skills and cultural awareness. All language activities involved will cover the following four areas: listening, speaking, reading, and writing. French business vocabulary will be introduced. Review of some grammar points will be presented through various authentic documents on French culture and businesses and business practice. Students will be asked to participate in the following activities: regular online exercises mainly for grammar and vocabulary; in-class active discussions and participation to develop oral skills. We will use a variety of strategies to help students become fluent and feel at ease in speaking French with self-confidence.

## Course Learning Outcomes

By the end of this course, students will be able to:

- maintain conversation on topics that are familiar or of personal interest
- present French culture topics and French companies
- read and understand general information on business-related texts
- use grammar effectively
- understand the main points of clear speech in everyday conversation and grasp the main points of extended discussion around Business French

## Methodology

This course is taught entirely in French. There will be one group presentation and one individual interview with the prof. Students will develop strategies to introduce themselves and work successful collaboratively as team players. Reading authentic business articles using internet and media resources throughout the course will give students a new perspective on how to approach business with a French lens.

## Assessment

Online quizzes for grammar and vocabulary	20 %
One listening comprehension test	15 %
One group presentation	15 %
One individual interview - final exam	15 %
Two written comprehension tests	20 %
Class participation	15 %

## Plan du cours

**NB / Please Note.** Le travail à préparer pour le prochain cours sera annoncé en classe et/ou via Canvas et sera bien évidemment repris en cours, sans que cela n'apparaisse dans le plan du cours qui suit. De même n'apparaissent pas :

- les exposés faits par les étudiants
- les reprises de discussion sur internet
- les exercices de grammaire et les quizz

**NB/ Please Note.** The work to be prepared for the following lesson will be announced in class and / or via Canvas and will of course be repeated in class. It does not appear in the course plan below. Other components that do not appear in the course plan include:

- student presentations
- online discussions
- grammar exercises and quizzes

Week 1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Language learning strategies</li> <li>• Assessments: some activities like grammar will be online, comprehension will be take-home.</li> <li>• Being ready : present yourself , talk about education, future plan</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Group discussion: Bilingualism in Canada</li> <li>• French-Canadian culture in Canada, particularly in Québec</li> <li>• Group discussion: What do you know about “la belle Province”: Québec?</li> <li>• Vocabulary/grammar</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Introduction main Canadian companies where French is main working language or bilingual</li> <li>• Introducing some business vocabulary</li> <li>• Strategies of making oral presentation in French</li> <li>• Vocabulary/grammar</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Studying cultural differences through varies advertisements</li> <li>• Vocabulary/grammar</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> workshop to make oral presentation (present advertisement in French for French speaking Canadians)</li> <li>• Vocabulary/grammar</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Written assessment (Comprehension, vocabulary, and Grammar)</li> </ul>

	<ul style="list-style-type: none"> <li>• Groupe discussion: what is business culture?</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Basic understand of cultural difference: greetings practices, expected dress standards and</li> <li>• Sensitive topics to avoid, attitudes toward humor, punctuality, and gestures</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Basic understand of cultural difference: sensitive topics to avoid, attitudes toward humor punctuality and gestures</li> </ul>
Week 9	
Week 10	<ul style="list-style-type: none"> <li>• Final presentation – group work</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Final presentation – group work</li> </ul>

#### Course materials to buy

- La grammaire progressive du français niveau intermédiaire, Maiä Grévoire, Odile Thievenaz, 4<sup>e</sup> édition, CLE International, Paris

#### Reading to be provided from:

- Reading from varies newspapaers, magazines,
- Reading business content in French Canada - <https://www.lesaffaires.com/>
- Others Internet listening/reading :
  - <https://lactualite.com/>
  - <http://www.tou.tv/> (**Radio Canada**) Ce site de Radio Canada contient des vidéos de toutes les sortes.
  - <https://curio.ca/fr/>
  - <https://www.tv5unis.ca/collections/tv5mondeplus> (**TV5 MONDE PLUS**)
  - <https://tfo.org/fr/>
  - <http://www.francetvinfo.fr/images/videos/>
  - <https://www.onf.ca/>

#### Grades and Grading Schemes

- Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the Grading information available in your Faculty's section of the Calendar.
- Note: Only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

<b>Grade Point</b>	<b>Grade</b>	<b>Per Cent Range</b>	<b>Description</b>
9	A+	Notes entre 90 et 100	<i>Exceptional</i>
8	A	Notes entre 80 et 89	<i>Excellent</i>
7	B+	Notes entre 75 et 79	<i>Very Good</i>
6	B	Notes entre 70 et 74	<i>Good</i>
5	C+	Notes entre 65 et 69	<i>Competent</i>
4	C	Notes entre 60 et 64	<i>Fairly competent</i>
3	D+	Notes entre 55 et 59	<i>Passing</i>
2	D	Notes entre 50 et 54	<i>Barely Passing</i>
0	F	Notes entre 0 et 49	<i>Failing</i>

\*The letter grade E is not used within the Schulich School of Business, although other York Faculties use it. A failing grade of 'E' obtained in a non-Schulich course will be recorded as such and calculated into the GPA using an index value of 1.

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

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

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

### **Exams (Absence from)**

- **Mid-term.** Students who miss a mid-term examination must contact me instructor within 24 hours to produce documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.  
A make-up exam shall be arranged within days of the midterm exam.
- **Final.** Within 24 hours of missing a final examination, students must contact the Undergraduate Programs Unit at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to Undergraduate Programs Unit (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:
- <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.



**SUBJECT:** Library Statement for INTL 2020: French Work Culture I

**FROM:** Stephanie Quail, Teaching & Learning Librarian / Business Liaison Librarian

**DATE:** March 12, 2021

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### **INTL 2020: French Work Culture I**

York University Libraries (YUL) will be able to support the proposed course, *INTL 2020: French Work Culture I*. YUL has a strong collection of print and electronic periodicals and books that will help students conduct relevant secondary research when they complete their group assignment in the course.

#### **1. Required / Suggested Course Readings & Course Reserves Support**

The proposal lists one required textbook for the course, *La grammaire progressive du français niveau intermédiaire* (4<sup>th</sup> edition). YUL currently does not own a copy of this book, but a print copy can be purchased. Once the Covid-19 campus closure ends, the instructor may wish to use YUL's [course reserves program](#) to put the print book on course reserve for students in the class. Unfortunately, during the Covid-19 campus closure, the print course reserves program is not available.

The proposal also states that students will be asked to read newspaper and magazine articles, as well as articles from the news publication, *Les Affaires*. Students will have access to a wide variety of newspaper publications through YUL's subscriptions to the news article databases *Eureka.cc* (French and English language Canadian news publications), *Factiva*, and *Nexis Uni*.

The librarian recommends that the instructor uses the [Copyright Office's syllabus checking service](#) every time the course runs. They will review all of the internet-based resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create persistent stable URLs to library licensed content that is used in the course (i.e. newspaper articles).

#### **2. Resources for Course Assignments**

Students will complete a variety of course assignments that test their listening, reading, and writing skills in French. They will be asked to complete one group presentation assignment. While completing this assignment, the students may wish to consult the following secondary resources.

##### **Books & eBooks**

Students will be able to use YUL's Omni discovery layer to search for books and eBooks on French-language business topics. They will also be able to use the post-search filters to search for content that is authored in French. The majority of French-language print books on business subjects are available at the Frost Library on the Glendon campus; however, students can use the [intercampus borrowing system](#) to have any print books shipped to the Keele campus. Additionally, the library subscribes to eBook databases such as *Scholars Portal Books* and *Proquest eBook Central*, which provide access to English and French-language books on

business topics. During the Covid-19 campus closure, students can use [YUL's curbside pickup program](#) to access print books.

### **Scholarly Articles & Business Scholarly, Trade/Industry, and Newspaper Articles**

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

However, the library also subscribes to core business article databases such as *Proquest Business* and *Business Source Complete*. These databases provide students with a more curated search focused on subject-specific scholarly and trade business article publications. Additionally, the article databases *Repère*, *CPI.Q*, *Érudit*, *Persée*, and *CAIRN* provide access to articles that are authored in French.

Finally, students will be able to access business news through *Factiva*, *Nexis Uni*, *Eureka.cc*, and *PressReader*. The library's [Business Articles guide](#) provides additional information on these article databases, while the Glendon College research guide on [Economics / Business](#) provides additional tips for locating French-language articles.

### **Research Guides**

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks. It is recommended that the professor embed links to relevant Glendon College Research Guides and the Peter F. Bronfman Business Library's research guides. Only the Glendon research guides are available in French.

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

Students will have access to [research help and consultation services](#) in both French and English. While in-person drop-in research services, including telephone help, are not available during the Covid-19 campus closure, students are still able to email the Peter F. Bronfman Business library ([bronfref@yorku.ca](mailto:bronfref@yorku.ca)), use the online chat service, which includes French and English options, and book a Zoom consultation with either a [business librarian](#) or a [bilingual reference librarian](#).

To: Faculty Council, Schulich School of Business  
From: Farrokh Zandi, Associate Director, Undergraduate Programs  
Date: March 9, 2021  
Re: SB/INTL2021 3.0 - New Course Proposal

---

**MOTION:**

Approve SB/INTL2021 3.0 – French Work Culture II

**RATIONALE:**

*SB/INTL 2021 3.0 is the second of two 3-credit courses that replaces AP/FR 1060 6.0 which has recently been rescinded by York Department of French Studies . AP/FR 1060 6.0 was the first in the series of BUSINESS -FRENCH COURSES (18 credits in total) that were mounted on the initiative of professor Christian Marjollet and Professor Elsa Michael from LAPS, for the iBBA program when it was launched in 2000. In order for iBBA students to fulfil the program language requirement they must meet the third-level competency in a language of their choice. Among 12 languages currently offered by York, French has by far been the most popular and most in demand. As such, the absence of AP/FR1060 6.0 is a serious problem for our present as well as our future iBBA cohorts.*

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

*SB/INTL 2021 3.0*

**2. Long Course Title:**

*French Work Culture II*

**3. Short Course Title:**

*French Work Culture II*

**4. Effective Session:**

*Winter 2021*

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

*This is the second half of a two-term sequence course in which students will develop business French Communication skills and the cultural context associated to French language. It prepares students for further exposure to read and understand topics such as the main French companies (**France**) and to some aspects of contemporary French culture. It encourages students to explore the social and cultural roles of French society.*

*Course-credit Exclusion: AP/FR 1080 6.0*

**6. Pre-requisites:**

*SB/INTL 2020 3.0 or Placement test / permission of course director*

**7. Rationale:**

*SB/INTL 2021 3.0 is the second of two 3-credit courses that replaces AP/FR 1060 6.0 which has recently been rescinded by York Department of French Studies . AP/FR 1060 6.0 was the first in the series of BUSINESS -FRENCH COURSES (18 credits in total) that were mounted on the initiative of professor Christian Marjollet and Professor Elsa Michael from LAPS, for the iBBA program when it was launched in 2000. In order for iBBA students to fulfil the program language requirement they must meet the third-level competency in a language of their choice. Among 12 languages currently offered by York, French has by far been the most popular and most in demand. As such, the absence of AP/FR1060 6.0 is a serious problem for our present as well as our future iBBA cohorts.*

**Instructors and Faculty Coordinator:**

*Professor Farrokh Zandi*

[Type here]

**Initial Instructor**

*Professor Elsa Michael*

**Alternative Instructors**

**Course Coordinator**

*Professor C. Marjollet*

**8. Specializations:**

**Primary Area or Specialization**

INTL

**Secondary Areas or Specializations**

N/A

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

*3 hours a week*

**10. Maximum enrolment**

*45 students*

**11. Expected Student Enrolment:**

20 students

**12. Evidence for enrolment expectations:**

**13. Human Participants Research**

*N/A*

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

*N/A*

**15. Course Outline:**

See Attached

**16. Library Statement:**

See Attached

**Course Originator:**

[Type here]





## Course Outline

Hiver / Winter 2022

### Instructor

Professor Elsa Michael  
emicahel@yorku.ca

### Assistant

.....

Professor Michael is an instructor in Department of French Studies at York University.

### Brief Description:

This is the second half of a two-term sequence course in which students will develop business French Communication skills and the cultural context associated to French language. It prepares students for further exposure to read and understand topics such as the main French companies (**France**) and to some aspects of contemporary French culture. It encourages students to explore the social and cultural roles of French society.

### Prerequisites/Eligibility/Preparation

SB/INTL 2020 3.0 or Placement test / permission of course director

**Course Credit Exclusion:** AP/FR 1080 6.0

### Course Learning Objectives

The course will consolidate and expand language skills and cultural awareness. All language activities involved will cover the following four areas: listening, speaking, reading and writing. French business vocabulary will be enhanced. Grammatical structures are integrated to various authentic documents on French culture and businesses and business practice. Students will be asked to participate in the following activities: regular online exercises mainly for grammar and vocabulary; in-class active discussions and participation to develop oral skills. We will use a



variety of strategies to help students become fluent and feel at ease in speaking French with self-confidence.

### **Course Learning Outcomes**

**By the end of this course, students will be able to:**

- discuss unprepared on topics that are familiar
- present French culture topics and French companies
- read and understand detail information on business-related texts
- use grammar effectively
- discuss in-class activities and group projects in simulated professional situations

### **Methodology**

This course is taught entirely in French. There will be one group presentation and fin written exam. Students will develop strategies to introduce themselves and work successful collaboratively as team players. Reading authentic business articles using internet and media resources throughout the course will give students a new perspective on how to approach business with a French lens.

### **Assessment**

Online quizzes for grammar and vocabulary	20 %
One listening comprehension test	15 %
One group presentation	15 %
Final written	15 %
Two written comprehension tests	20 %
Class participation	15 %

### **Plan du cours**

**NB / Please Note.** Le travail à préparer pour le prochain cours sera annoncé en classe et/ou via Canvas et sera bien évidemment repris en cours, sans que cela n'apparaisse dans le plan du cours qui suit. De même n'apparaissent pas :

- les exposés faits par les étudiants
- les reprises de discussion sur internet
- les exercices de grammaire et les quizz

**NB/ PLEASE Note.** The work to be prepared for the following lesson will be announced in class and / or via Canvas and will of course be repeated in class. It does not appear in the course plan below. Other components that do not appear in the course plan include:

- student presentations
- online discussions
- grammar exercises and quizzes

Week 1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Language learning strategies</li> <li>• Assessments: some activities like grammar will be online, comprehension will be take-home.</li> <li>• Being ready: present yourself , talk about : education, future plan</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Group discussion: France: geography, population,</li> <li>• Group discussion: What do you know about "France culture":</li> <li>• Vocabulary/grammar</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Introducing French main companies (CAC40)</li> <li>• Strategies of making oral presentation in French</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• What is France's working culture: greeting practices (Mind your "tu" and "vous", working days, hours, holidays</li> <li>• Some important business acronyms to know</li> <li>• Vocabulary/grammar</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Working culture in France: importance of "Pause-café", famous personalities</li> <li>Vocabulary/grammar</li> </ul>

Week 6	<ul style="list-style-type: none"> <li>• Studying cultural differences through various advertisements (France)</li> <li>• Introducing French main companies (CAC40)</li> <li>• Vocabulary/grammar</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> workshop to make oral presentation (present advertisement for on French companies of your choice)</li> <li>• Vocabulary/grammar</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Written assessment (Comprehension, vocabulary and Grammar)</li> <li>• Groupe discussion:</li> <li>• Vocabulary/grammar</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Basic understand of cultural difference: sensitive topics to avoid, attitudes toward humor punctuality and gestures</li> <li>Vocabulary/grammar</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Basic understand of cultural difference: sensitive topics to avoid, attitudes toward humor punctuality and gestures</li> <li>Vocabulary/grammar</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Final presentation – group work</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• Final presentation – group work</li> </ul>

#### Course materials to buy

- La grammaire progressive du français niveau intermédiaire, Maiä Grévoire, Odile Thievenaz, 4<sup>e</sup> édition, CLE International, Paris
- Je vis en France, Marie Barthe, Bernadette Chovelon, (2016), Grenoble, PUG.

#### Reading to be provided from :

- <https://www.lesechos.fr/>
- <https://www.lefigaro.fr/economie>
- <https://www.tv5unis.ca/collections/tv5mondeplus> (TV5 MONDE PLUS)
- <http://www.francetvinfo.fr/images/videos/>

#### Grades and Grading Schemes

- Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point

values are used to compute averages. For information regarding the pass/fail option regulations, refer to the Grading information available in your Faculty's section of the Calendar.

- Note: Only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

Grade Point	Grade	Per Cent Range	Description
9	A+	Notes entre 90 et 100	<i>Exceptional</i>
8	A	Notes entre 80 et 89	<i>Excellent</i>
7	B+	Notes entre 75 et 79	<i>Very Good</i>
6	B	Notes entre 70 et 74	<i>Good</i>
5	C+	Notes entre 65 et 69	<i>Competent</i>
4	C	Notes entre 60 et 64	<i>Fairly competent</i>
3	D+	Notes entre 55 et 59	<i>Passing</i>
2	D	Notes entre 50 et 54	<i>Barely Passing</i>
0	F	Notes entre 0 et 49	<i>Failing</i>

\*The letter grade E is not used within the Schulich School of Business, although other York Faculties use it. A failing grade of 'E' obtained in a non-Schulich course will be recorded as such and calculated into the GPA using an index value of 1.

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

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

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

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

### Exams (Absence from)

- **Mid-term.** Students who miss a mid-term examination must contact me instructor within 24 hours to produce documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.  
A make-up exam shall be arranged within days of the midterm exam.
- **Final.** Within 24 hours of missing a final examination, students must contact the Undergraduate Programs Unit at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to Undergraduate Programs Unit (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:
  - <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.

**SUBJECT:** Library Statement for INTL 2021: French Work Culture II

**FROM:** Stephanie Quail, Teaching & Learning Librarian / Business Liaison Librarian

**DATE:** March 12, 2021

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## INTL 2021: French Work Culture II

York University Libraries (YUL) will be able to support the proposed course, *INTL 2021: French Work Culture II*. YUL has a strong collection of print and electronic periodicals and books that will help students conduct relevant secondary research when they complete their group presentation assignment in the course.

### 1. Required / Suggested Course Readings & Course Reserves Support

The proposal lists two required textbooks for the course. YUL does not own a copy of *La grammaire progressive du français niveau intermédiaire* (4<sup>th</sup> edition); however, a print copy can be purchased. The second textbook listed in the proposal is *Je vis en France: Vingt lectures faciles pour découvrir la civilisation française*. YUL owns a [print copy of the book](#).

Once the Covid-19 campus closure ends, the instructor may wish to use YUL's [course reserves program](#) to put the print books on course reserve for students in the class. Unfortunately, during the Covid-19 campus closure, the print course reserves program is not available.

The proposal also states that students will be asked to read newspaper and magazine articles from French-language publications. Students will have access to a wide variety of newspaper publications through YUL's subscriptions to the news article databases *Eurka.cc* (French and English language Canadian news publications), *Factiva*, and *Nexis Uni*.

The librarian recommends that the instructor uses the [Copyright Office's syllabus checking service](#) every time the course runs. They will review all of the internet-based resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create persistent stable URLs to library licensed content that is used in the course (i.e. newspaper articles).

### 2. Resources for Course Assignments

Students will complete a variety of course assignments that test their listening, reading, and writing skills in French. They will be asked to complete one group presentation assignment. While completing this assignment, the students may wish to consult the following secondary resources.

#### Books & eBooks

The majority of French-language print books on business subjects are available at the Frost Library on the Glendon campus; however, students can use the [intercampus borrowing system](#) to have any print books shipped to the Keele campus. Additionally, the library subscribes to eBook databases such as *Scholars Portal Books* and *Proquest eBook Central*, which provide access to English and French-language books on business topics. During the Covid-19 campus closure, students can use [YUL's curbside pickup program](#) to access print books.

## Scholarly Articles & Business Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

However, the library also subscribes to core business article databases such as *Proquest Business* and *Business Source Complete*. These databases provide students with a more curated search focused on subject-specific scholarly and trade business article publications. Additionally, the article databases *Repère*, *CPI.Q*, *Érudit*, *Persée*, and *CAIRN* provide access to articles that are authored in French.

Finally, students will be able to access business news through *Factiva*, *Nexis Uni*, *Eureka.cc*, and *PressReader*. The library's [Business Articles guide](#) provides additional information on these article databases, while the Glendon College research guides on [French Studies](#) and [Economics / Business](#) provide additional tips for locating French-language articles.

### Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks. It is recommended that the professor embed links to relevant Glendon College Research Guides and the Peter F. Bronfman Business Library's research guides. Only the Glendon research guides are available in French.

### 3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#) in both French and English. While in-person drop-in research services, including telephone help, are not available during the Covid-19 campus closure, students are still able to email the Peter F. Bronfman Business library ([bronfref@yorku.ca](mailto:bronfref@yorku.ca)), use the online chat service, which includes French and English options, and book a Zoom consultation with either a [business librarian](#) or a [bilingual reference librarian](#).

To: BBA/iBBA Program Committee, Schulich School of Business  
From: Farrokh Zandi, Associate Director, BBA/iBBA Programs  
Date: March 9, 2021  
Re: SB/INTL 3020 3.00 - New Course Proposal

---

**MOTION:**

Approve SB/INTL3020 3.0– CULTURE, MARKETING, OPERATIONS IN FRENCH

**RATIONALE:**

*SB/ INTL 3020 3.0 replaces AP/FR 2060 3.0 which has recently been rescinded by York Department of French Studies. AP/FR 2060 3.0 is one of a series of BUSINESS -FRENCH COURSES (18 credits in total), that were mounted on the initiative of Professor Christian Marjollet, from LAPS, for the iBBA program when it was launched in 2000. This is a required course for iBBA students in the Business- French stream. First year iBBA students whose high proficiency in French allows them to start their French language sequence with SB/ INTL 2020 3.0 &2021 3.0 would be able complete 12 additional credits in Business-French courses including this course to fulfill their language requirement. As a Schulich in-house course SB/ INTL 3020 3.0 will ensure the iBBA curriculum continuity.*



**Schulich School of Business**  
**BBA/iBBA NEW COURSE PROPOSAL FORM**

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

*SB/INTL 3020 3.0*

**2. Long Course Title:**

*Culture, Marketing, Operations in French*

**3. Short Course Title:**

*Culture, Marketing, Operations in French*

**4. Effective Session:**

*FALL 2021*

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

*This course is designed for an audience primarily of iBBA students but also open to BBA students who wish to acquire the knowledge of corporate management in the following activities: marketing (choice of products and prices, distribution / sales, communication, advertising, marketing mix); supply, sales, purchasing and logistics. This course will assist students to develop a French-speaking cultural and commercial vision.*

*Course-Credit Exclusion: AP/FR 2060 3.0, AP/FR 2061 3.0, AP/FR 2080 6.0*

**6. Pre-requisites**

*SB/INTL 2020 3.0 and SB/INTL 2021 3.0 or Placement test/ permission of course director*

**7. Rationale:**

*SB/ INTL 3020 3.0 replaces AP/FR 2060 3.0 which has recently been rescinded by York Department of French Studies. AP/FR 2060, is one of a series of BUSINESS - FRENCH COURSES (18 credits in total), that were mounted on the initiative of Professor Christian Marjollet, from LAPS, for the iBBA program when it was launched in 2000. This is a required course for iBBA students in the Business- French stream. First year iBBA students whose high proficiency in French allows them to start their French language sequence with SB/ INTL 2020 3.0 & 2021 3.0 would be able complete 12 additional credits in Business-French courses including this course to fulfill their language requirement. As a Schulich in-house course SB/ INTL 3020 3.0 will ensure the iBBA curriculum continuity.*

[Type here]

**Instructors and Faculty Coordinator:**

*Professor Farrokh Zandi*

**Initial Instructor**

*Professor Christian Marjollet*

**Alternative Instructors**

*Professor Elsa Michael*

**Course Coordinator**

*Professor C. Marjollet*

**8. Specializations:**

**Primary Area or Specialization**

INTL

**Secondary Areas or Specializations**

N/A

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

*3 hours a week*

**10. Maximum enrolment**

*45 students*

**11. Expected Student Enrolment:**

20 students

**12. Evidence for enrolment expectations:**

**13. Human Participants Research**

*N/A*

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

*N/A*

**15. Course Outline:**

See Attached

**16. Library Statement:**

See Attached

[Type here]

**Course Originator:**

Farrokh Zandi  
Signature

MARCH 5, 2021  
Date

Farrokh Zandi  
Name

IBUS  
Area or Specialization

**Supporting Faculty Members:**

*(The course originator should consult with other interested parties and obtain their approval signatures.)*

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

Kiridaran Kanagaretnam

Associate Dean - Students

Marcia Annisette

Associate Dean - Academic

Atipol Bhanich Supapol

ECON

Linda Thorne

ACTG

Steve Weiss

SGMT

Brent Lyons

ORGS

**Approvals:**

**Area or Specialization:**

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

Farrokh Zandi  
Signature

March 5, 2021  
Date

Farrokh Zandi  
Name of Coordinator or Director

IBUS  
Area or Specialization

[Type here]

**Program:**

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

Mike Valente  
Signature

March 19, 2021  
Date

Mike Valente  
Name of Program Director

[Type here]

## Course Outline

### AUTOMNE / FALL 2021

#### Instructor

Dr. Christian Marjollet

[cmarjo@yorku.ca](mailto:cmarjo@yorku.ca)

#### Assistant

Professor Marjollet is a retired faculty member in Department of French Studies at York University.

#### Brief Description:

This course is designed for an audience primarily of iBBA students but also open to BBA students who wish to acquire the knowledge of corporate management in the following activities: marketing (choice of products and prices, distribution / sales, communication, advertising, marketing mix); supply, sales, purchasing and logistics. This course will assist students to develop a French-speaking cultural and commercial vision.

#### Pre-requisites:

*SB/INTL 2020 3.0 and SB/INTL 2021 3.0 or Placement test/ permission of course director*

**Course Credit Exclusions:** *AP/FR 2060 3.0, AP/FR 2061 3.0, AP/FR 2080 6.0*

#### Methodology

The language used orally and in writing is exclusively French. Through authentic texts, we will study business practices and the appropriate vocabulary that accompanies these practices. Part of the discussions in class will be based on the selection of texts that the students will read before coming to class. The chosen texts relate to companies of all nationalities. What matters are their skills rather than their identity or nationality. The discussions will be all the more enriching as the

students can compare with what is done in Canada. The knowledge that students acquire in their other courses is put to good use, as well as their knowledge from work experience, personal life and through the media.

Language work is constantly done. In addition to their content, the texts serve to:

1. Study vocabulary through exercises
2. Study grammar conventions.

**Manuel : Abry, D. et M-L. Chalaron. *La Grammaire des premiers temps*, (B1-B2). Presses universitaires de Grenoble (PUG).**

### Course plan

**NB / Please Note.** The work to be prepared for the following lesson will be announced in class and / or via Canvas and will of course be repeated in class. It does not appear in the course plan below. Other components that do not appear in the course plan include:

- student presentations
- online discussions
- grammar exercises and quizzes

<b>DATES</b>	<b>Classroom Work</b>
<b>WEEK 1</b>	Course introduction
<b>WEEK 2</b>	<u>Definition and generalities MKTG</u>  Text: <b>Red Bull comes hurtling</b> <a href="http://www.capital.fr/entreprises-marches/red-bull-deboule-390749">http://www.capital.fr/entreprises-marches/red-bull-deboule-390749</a>
<b>WEEK 3</b>	Text: Kiko, the new makeup bomb  <a href="http://www.capital.fr/enquetes/succes/kiko-la-nouvelle-bombe-du-maquillage-1032916">http://www.capital.fr/enquetes/succes/kiko-la-nouvelle-bombe-du-maquillage-1032916</a>

WEEK 4	<p><u>Product</u></p> <p>Text: <b><i>Tesla : finally, an electric car that sells!</i></b> <a href="http://www.capital.fr/enquetes/succes/tesla-enfin-une-voiture-electrique-qui-se-vend-958740/%28offset%29/3">http://www.capital.fr/enquetes/succes/tesla-enfin-une-voiture-electrique-qui-se-vend-958740/%28offset%29/3</a></p>
WEEK 5	<p>5/X Out of class homework to hand in</p> <p>Text: <b><i>Huawei goal: fight Apple et Samsung !</i></b>  <a href="http://www.capital.fr/entreprises-marches/objectif-de-huawei-battre-apple-et-samsung-1116566">http://www.capital.fr/entreprises-marches/objectif-de-huawei-battre-apple-et-samsung-1116566</a></p>
WEEK 6	<p><u>Cost</u></p> <p>Text: <b><i>Sodebo : the triumph of French fast food</i></b>  <a href="http://www.capital.fr/entreprises-marches/sodebo-le-triomphe-du-fast-food-a-la-francaise-1219636">http://www.capital.fr/entreprises-marches/sodebo-le-triomphe-du-fast-food-a-la-francaise-1219636</a></p>
WEEK 7	<p>Text: Why H&amp;M is enlisting fashion stars <a href="http://www.capital.fr/enquetes/strategie/pourquoi-h-m-enrole-les-stars-de-la-mode-906245">http://www.capital.fr/enquetes/strategie/pourquoi-h-m-enrole-les-stars-de-la-mode-906245</a></p>
WEEK 8	<p>Begin presentations</p> <p><u>Communication</u></p>
WEEK 9	<p>Text: <b><i>Ikea : how its stores cleverly manipulate us</i></b>  <a href="http://www.capital.fr/entreprises-marches/ikea-comment-ses-magasins-nous-manipulent-astucieusement-1231508">http://www.capital.fr/entreprises-marches/ikea-comment-ses-magasins-nous-manipulent-astucieusement-1231508</a></p>
WEEK 10	<p><u>Distribution</u></p>
WEEK 11	<p>Text: <b><i>Hoka : the incredible leap of French basketball</i></b>  <a href="http://www.capital.fr/entreprises-marches/hoka-l-incroyable-bond-de-la-basket-francaise-1231274">http://www.capital.fr/entreprises-marches/hoka-l-incroyable-bond-de-la-basket-francaise-1231274</a></p>

<b>WEEK 12</b>	<b>Review and catch-up</b>

### Evaluation / Barème De Notation

#### **Oral (45%):**

- Class participation, quizzes 15%
- One oral test 15%
- One group project 15%

#### **Written (45%):**

- One exam 20%
- One in-class assignment 15%
- One take-home assignment 10%
- Three internet discussions (3%, 3%, 4%) 10%

### Calendrier Des Travaux

<b>NATURE</b>	<b>CONTENU</b>	<b>DATE</b>	<b>%</b>
Take-home assignment	Read texts and answer questions. Objectives: understand a written text; know how to express facts and give an opinion.		10 %
In-class assignment	A study of one aspect of marketing. Probably comparative marketing		15 %



Written exam	<p>Duration: 180 minutes</p> <p>Questions to develop on certain concepts.</p> <p>Grammar exercises on the points studied.</p> <p>Exercises on the vocabulary selected in the texts studied: definitions, use in sentences, explanations, occasionally antonyms and synonyms.</p> <p>The vocabulary to know will be put on Moodle</p>		20%
Oral exam	<p>Objectives: know how to talk about what has been studied in class and the presentations given in class by classmates.</p> <p>Individually conducted with the professor.</p> <p>Duration: 20 minutes.</p> <p>It covers concepts and texts studied in class and presentations. It calls on knowledge and opinions</p>		15%
Group presentation	<p><b>Objectives:</b> speak and pose questions to other students. Encourage others to participate in a discussion and be able to answer their questions.</p> <p><b>Subject:</b> directly related to the content of the course: present a company and show how it applies one of the activities (or branch of activities) that we study in the course. Have a specific goal.</p> <p><b>Rules:</b></p> <ol style="list-style-type: none"> <li>1. Groups of 4</li> <li>2. Length: 40-45 minutes</li> <li>3. Grades are individually given apart from the research and preparation portion</li> <li>4. Any subject must be approved by the professor</li> <li>5. If you are handing out a vocabulary sheet, <b>it must be checked and corrected by the professor</b> before handing it out.</li> </ol>		15 %
Participation / quizzes	It is essential that everyone participate in the discussions and have done their homework before coming to class.	All term	15 %

Forum Participa- tion	Everyone participates, either by expressing their opinion or by bringing new arguments. The score is primarily based on: - the elements that move the debate forward - reactions to other people's ideas - participation - the quality of French	Once per month	10 % (3 + 3+ 4)
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### Grades and Grading Schemes:

- Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the Grading information available in your Faculty's section of the Calendar.
- Note: Only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

Grade Point	Grade	Per Cent Range	Description
9	A+	Grades between 90 and 100	<i>Exceptional</i>
8	A	Grades between 80 and 89	<i>Excellent</i>
7	B+	Grades between 75 and 79	<i>Very Good</i>
6	B	Grades between 70 and 74	<i>Good</i>

5	C+	Grades between 65 and 69	<i>Competent</i>
4	C	Grades between 60 and 64	<i>Fairly competent</i>
3	D+	Grades between 55 and 59	<i>Passing</i>
2	D	Grades between 50 and 54	<i>Barely Passing</i>
0	F	Grades between 0 and 49	<i>Failing</i>

\*The letter grade E is not used within the Schulich School of Business, although other York Faculties use it. A failing grade of 'E' obtained in a non-Schulich course will be recorded as such and calculated into the GPA using an index value of 1.

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

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

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

### Exams (Absence from)

- **Mid-term.** Students who miss a mid-term examination must contact me instructor within 24 hours to produce documentation substantiating the reason for the absence. A copy of

the documentation must also be submitted to Student Services; it will be placed in the student's file.

A make-up exam shall be arranged within days of the midterm exam.

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

## Course Outline

**AUTOMNE / FALL 2021**

### Instructor

Dr. Christian Marjollet

[cmarjo@yorku.ca](mailto:cmarjo@yorku.ca)

### Assistant

Professor Marjollet is a retired faculty member in Department of French Studies at York University.

### Brief Description:

This course is designed for an audience primarily of iBBA students but also open to BBA students-who wish to acquire the knowledge of corporate management in the following activities: marketing (choice of products and prices, distribution / sales, communication, advertising, marketing mix); supply, sales, purchasing and logistics. This course will assist students to develop a French-speaking cultural and commercial vision.

### Pre-requisites:

*SB/INTL 2020 3.0 and SB/INTL 2021 3.0 or Placement test/ permission of course director*

**Course Credit Exclusions:** *AP/FR 2060 3.0, AP/FR 2061 3.0, AP/FR 2080 6.0*

### Méthodologie

La langue utilisée oralement et par écrit est **exclusivement le français**. A travers des textes authentiques nous étudierons les pratiques des entreprises et le vocabulaire approprié qui accompagne ces pratiques. Une partie des discussions en classe sera basée sur la sélection de textes que les étudiants liront avant de venir en cours. Les textes choisis portent sur des entreprises de toutes nationalités. L'important c'est leur **savoir-faire** plutôt que leur identité ou

leur nationalité. Les discussions seront d'autant plus enrichissantes que les étudiants pourront comparer avec ce qui se fait au Canada. Les connaissances que les étudiants acquièrent dans leurs autres cours sont mises à profit, de même que leurs connaissances issues de leur expérience de travail, de leur vie personnelle et via les médias.

Le travail de langue se fait constamment. Outre leur contenu, les textes font double emploi :

- 1- Étude du vocabulaire grâce à des exercices de réutilisation
- 2- Étude de la grammaire et du style.

**Manuel : Abry, D. et M-L. Chalaron. *La Grammaire des premiers temps*, (B1-B2). Presses universitaires de Grenoble (PUG).**

### Plan du cours

**NB / Please Note.** Le travail à préparer pour le prochain cours sera annoncé en classe et/ou via Canvas et sera bien évidemment repris en cours, sans que cela n'apparaisse dans le plan du cours qui suit. De même n'apparaissent pas :

- les exposés faits par les étudiants
- les reprises de discussion sur internet
- les exercices de grammaire et les quizz

<b>DATES</b>	<b>TRAVAIL EN CLASSE</b>
<b>SEMAINE 1</b>	Présentation du cours.
<b>SEMAINE 2</b>	<u>Définition et généralités MKTG</u>  Texte : <b><i>Red Bull déboule</i></b> <a href="http://www.capital.fr/entreprises-marches/red-bull-deboule-390749">http://www.capital.fr/entreprises-marches/red-bull-deboule-390749</a>
<b>SEMAINE 3</b>	Texte : <b>Kiko, la nouvelle bombe du maquillage</b> <a href="http://www.capital.fr/enquetes/succes/kiko-la-nouvelle-bombe-du-maquillage-1032916">http://www.capital.fr/enquetes/succes/kiko-la-nouvelle-bombe-du-maquillage-1032916</a>
<b>SEMAINE 4</b>	<u>Le produit</u>  Texte : <b><i>Tesla : enfin, une voiture électrique qui se vend !</i></b> <a href="http://www.capital.fr/enquetes/succes/tesla-enfin-une-">http://www.capital.fr/enquetes/succes/tesla-enfin-une-</a>

	<a href="http://www.capital.fr/entreprises-marches/voiture-electrique-qui-se-vend-958740/%28offset%29/3">voiture-electrique-qui-se-vend-958740/%28offset%29/3</a>
SEMAINE 5	5/X Devoir hors classe à remettre  Texte : <b><i>Objectif de Huawei : battre Apple et Samsung !</i></b> <a href="http://www.capital.fr/entreprises-marches/objectif-de-huawei-battre-apple-et-samsung-1116566">http://www.capital.fr/entreprises-marches/objectif-de-huawei-battre-apple-et-samsung-1116566</a>
SEMAINE 6	<i>Le prix</i>  Texte: <b><i>Sodebo : le triomphe du fast-food à la française</i></b> <a href="http://www.capital.fr/entreprises-marches/sodebo-le-triomphe-du-fast-food-a-la-francaise-1219636">http://www.capital.fr/entreprises-marches/sodebo-le-triomphe-du-fast-food-a-la-francaise-1219636</a>
SEMAINE 7	Texte : Pourquoi H & M enrôle les stars de la mode <a href="http://www.capital.fr/enquetes/strategie/pourquoi-h-m-enrole-les-stars-de-la-mode-906245">http://www.capital.fr/enquetes/strategie/pourquoi-h-m-enrole-les-stars-de-la-mode-906245</a>
SEMAINE 8	Début des exposés <i>La communication</i>
SEMAINE 9	Texte : <b><i>Ikea : comment ses magasins nous manipulent astucieusement</i></b> <a href="http://www.capital.fr/entreprises-marches/ikea-comment-ses-magasins-nous-manipulent-astucieusement-1231508">http://www.capital.fr/entreprises-marches/ikea-comment-ses-magasins-nous-manipulent-astucieusement-1231508</a>
SEMAINE 10	<i>La distribution</i>
SEMAINE 11	Texte : <b><i>Hoka : l'incroyable bond de la basket française</i></b> <a href="http://www.capital.fr/entreprises-marches/hoka-l-incroyable-bond-de-la-basket-francaise-1231274">http://www.capital.fr/entreprises-marches/hoka-l-incroyable-bond-de-la-basket-francaise-1231274</a>
SEMAINE 12	Révision / rattrapage

Evaluation / Barème De Notation

**Oral (45%):**

- Class participation, quizzes 15%
- One oral test 15%
- One group project 15%

**Written (45%):**

- One exam 20%
- One in-class assignment 15%
- One take-home assignment 10%
- Trois internet discussions (3%, 3%, 4%) 10%

**Calendrier Des Travaux**

<b>NATURE</b>	<b>CONTENU</b>	<b>DATE</b>	<b>%</b>
Devoir hors classe	Texte à lire et répondre à des questions. Objectifs : comprendre un texte écrit ; savoir exprimer des faits et donner une opinion.		10 %
DST (Devoir sur table)	Une étude d'un aspect du marketing. Probablement marketing comparatif		15 %
Examen écrit	Durée : 180 minutes Questions à développer sur certains concepts. Exercices d'application de grammaire portant sur les points étudiés. Exercices sur le vocabulaire sélectionné dans les textes étudiés : définitions, utilisation dans des phrases, explications, occasionnellement antonymes et synonymes. Le vocabulaire à connaître sera mis sur Moodle		20%
Examen oral	Objectifs : savoir parler de ce qui a été étudié en classe et des exposés faits en classe par les camarades de classe. Individuel avec la prof. Durée: 20 minutes. Il porte sur les concepts, les textes étudiés en classe et les exposés. Il fait appel aux connaissances et aux opinions	Déc. 2017	15%
	<b>Objectifs</b> : parler et soulever des questions, des		



Exposé en groupe	<p>remarques de la part des autres étudiants. Inciter les autres à participer à une discussion et pouvoir répondre à leurs questions.</p> <p><b>Sujet :</b> directement relié au contenu du cours : présenter une entreprise et montrer comment elle applique une des activités (ou branche d'activités) que nous étudions dans le cours. Avoir un objectif précis.</p> <p><b>Règles :</b></p> <ol style="list-style-type: none"> <li>i. Par groupes de 4</li> <li>ii. Durée : 40-45 minutes</li> <li>iii. La note est individuelle sauf pour la partie recherche et préparation</li> <li>iv. Tout sujet doit être approuvé par la prof</li> <li>v. Si vous distribuez une feuille de vocabulaire <b>elle doit être vérifiée et corrigée</b> par la prof avant de la distribuer.</li> </ol>		15 %
Participation / quizz	Il est essentiel que <b>tout le monde participe</b> aux discussions et ait fait ses devoirs <b>avant</b> de venir en classe.	Tous les cours	15 %
Participation au forum	<p>Tout le monde participe, soit en exprimant son opinion, soit en apportant de nouveaux arguments. La note est basée sur 3 choses essentiellement :</p> <ul style="list-style-type: none"> <li>• les éléments qui font avancer le débat</li> <li>• les réactions aux idées des autres</li> <li>• la participation</li> <li>• la qualité du français</li> </ul>	1 fois par mois	10 % (3 + 3+ 4)

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- Note: Only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

Grade	Grade	Per Cent Range	Description
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<b>Point</b>			
9	A+	Notes entre 90 et 100	<i>Exceptional</i>
8	A	Notes entre 80 et 89	<i>Excellent</i>
7	B+	Notes entre 75 et 79	<i>Very Good</i>
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2	D	Notes entre 50 et 54	<i>Barely Passing</i>
0	F	Notes entre 0 et 49	<i>Failing</i>

\*The letter grade E is not used within the Schulich School of Business, although other York Faculties use it. A failing grade of ‘E’ obtained in a non-Schulich course will be recorded as such and calculated into the GPA using an index value of 1.

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### **Exams (Absence from)**

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the documentation must also be submitted to Student Services; it will be placed in the student's file.

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- <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.

**SUBJECT:** Library Statement for INTL 3020: Culture, Marketing and Operations in French

**FROM:** Stephanie Quail, Teaching & Learning Librarian / Business Liaison Librarian

**DATE:** March 15, 2021

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### **INTL 3020: Culture, Marketing and Operations in French**

York University Libraries (YUL) will be able to support the proposed course, *INTL 3020: Culture, Marketing and Operations in French*. Students will practice their French-language skills and learn about French culture and French companies in this course. YUL has a strong collection of print and electronic periodicals and books that will help students conduct relevant secondary research when they complete their group presentation assignment in the course.

#### **1. Required / Suggested Course Readings & Course Reserves Support**

The proposal lists one required textbook for the course. YUL does not own a copy of *La Grammaire des premiers temps*, (B1-B2); however, a print copy can be purchased.

Once the Covid-19 campus closure ends, the instructor may wish to use YUL's [course reserves program](#) to put the print book on course reserve for students in the class. Unfortunately, during the Covid-19 campus closure, the print course reserves program is not available.

The proposal also lists a number of articles from the online business magazine publication, *Capital*. Unfortunately, the library does not have a subscription to this resource. The librarian recommends that the instructor use the [Copyright Office's syllabus checking service](#) to determine if the articles from *Capital* can be used in the course. Additionally, this service can be used every time the course runs. The Copyright Office will review all of the internet-based resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create persistent stable URLs to library licensed electronic content that is used in the course (i.e. newspaper articles).

#### **2. Resources for Course Assignments**

Students will complete a variety of course assignments that test their listening, reading, and writing skills in French. They will also be asked to complete one group presentation assignment. While completing this assignment, the students may wish to consult the following secondary resources.

##### **Books & eBooks**

Students will be able to use YUL's Omni discovery layer to search for books and eBooks on French-language business topics. They will also be able to use the post-search filters to search for content that is authored in French. The majority of French-language print books on business subjects are available at the Frost Library on the Glendon campus; however, students can use the [intercampus borrowing system](#) to have any print books shipped to the Keele campus. Additionally, the library subscribes to eBook databases such as *Scholars Portal Books* and *Proquest eBook Central*, which provide access to English and French-language books on business topics. During the Covid-19 campus closure, students can use [YUL's curbside pickup program](#) to access print books.

## Scholarly Articles & Business Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

However, the library also subscribes to core business article databases such as *Proquest Business* and *Business Source Complete*. These databases provide students with a more curated search focused on subject-specific scholarly and trade business article publications. Additionally, the article databases *Repère*, *CPI.Q*, *Érudit*, *Persée*, and *CAIRN* provide access to articles that are authored in French.

Finally, students will be able to access business news through *Factiva*, *Nexis Uni*, and *Eureka.cc*. The library's [Business Articles guide](#) provides additional information on these article databases, while the Glendon College research guide on [Economics / Business](#) provide additional tips for locating French-language articles.

## Market Research Databases

YUL subscribes to core market research databases that students may be able to use for their group assignment. For example, *Passport* provides access to market research data such as market size, company shares, and brand shares for major consumer product and service industries for over 100 countries. Additionally, *Marketline Advantage* provides market research reports for a wide range of business-to-business and business-to-consumer industries for over 100 countries. Additional resources are highlighted in the [Market Research Guide](#).

## Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks. It is recommended that the professor embed links to relevant Glendon College Research Guides and the Peter F. Bronfman Business Library's research guides. Only the Glendon research guides are available in French.

## 3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#) in both French and English. While in-person drop-in research services, including telephone help, are not available during the Covid-19 campus closure, students are still able to email the Peter F. Bronfman Business library ([bronfref@yorku.ca](mailto:bronfref@yorku.ca)), use the online chat service, which includes French and English options, and book a Zoom consultation with either a [business librarian](#) or a [bilingual reference librarian](#).

To: BBA/iBBA Program Committee, Schulich School of Business  
From: Farrokh Zandi, Associate Director BBA/iBBA Programs  
Date: March 9, 2021  
Re: SB/INTL 3021 3.00 - New Course Proposal

---

**MOTION:**

Approve SB/INTL3021 3.0– Culture, Management, and Strategy in French

**RATIONALE:**

*SB/ INTL 3021 3.0 replaces AP/FR 2061 3.0 which has recently been rescinded by York Department of French Studies. AP/FR 2061 3.0 is one of a series of BUSINESS -FRENCH COURSES (18 credits in total), that were mounted on the initiative of Professor Christian Marjollet, from LAPS, for the iBBA program when it was launched in 2000. This is a required course for iBBA students in the Business- French stream. First year iBBA students whose high proficiency in French allows them to start their French language sequence with SB/INTL 2020 3.0 &2021 3.0 would be able complete 12 additional credits in Business-French courses including this course to fulfill their language requirement. As a Schulich in-house course SB/INTL 3021 3.0 will ensure the iBBA curriculum continuity.*

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

*SB/SB/INTL 3021 3.0*

**2. Long Course Title:**

*Culture, Marketing, Strategy in French*

**3. Short Course Title:**

*Culture, Marketing, Strategy in French*

**4. Effective Session:**

*WINTER 2022*

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

*This course is designed for an audience primarily of iBBA students but also open to BBA students who wish to acquire knowledge in management and business strategy while refining their skills in French. Students will study various aspects of a business enterprise including management styles; business strategies for survival; growth and sustainability; corporate governance, etc. Students are expected to have a French-speaking cultural and commercial vision at the end.*

*Course -credit exclusion: AP/FR 2081 3.0*

**6. Pre-requisites :**

*SB/INTL 2020 3.0 and SB/INTL 2021 3.0 or Placement test/ permission of course director*

**7. Rationale:**

*SB/ INTL 3021 3.0 replaces AP/FR 2061 3.0 which has recently been rescinded by York Department of French Studies. AP/FR 2061, is one of a series of BUSINESS - FRENCH COURSES (18 credits in total), that were mounted on the initiative of Professor Christian Marjollet, from LAPS, for the iBBA program when it was launched in 2000. This is a required course for iBBA students in the Business- French stream. First year iBBA students whose high proficiency in French allows them to start their French language sequence with SB/INTL 2020 3.0 & 2021 3.0 would be able complete 12 additional credits in Business-French courses including this course to fulfill their language requirement. As a Schulich in-house course SB/INTL 3021 3.0 will ensure the iBBA curriculum continuity.*

**Instructors and Faculty Coordinator:**

*Professor FARROKH ZANDI*

[Type here]

**Initial Instructor**

*Professor Christian Marjollet*

**Alternative Instructors**

*Professor Elsa Michael*

**Course Coordinator**

*Professor C. Marjollet*

**8. Specializations:**

**Primary Area or Specialization**

INTL

**Secondary Areas or Specializations**

N/A

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

*3 hours a week*

**10. Maximum enrolment**

*45 students*

**11. Expected Student Enrolment:**

20 students

**12. Evidence for enrolment expectations:**

**13. Human Participants Research**

*N/A*

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

*N/A*

**15. Course Outline:**

See Attached

**16. Library Statement:**

See Attached

[Type here]



**Course Originator:**

Farrokh Zandi  
Signature

MARCH 5, 2021  
Date

Farrokh Zandi  
Name

IBUS  
Area or Specialization

**Supporting Faculty Members:**

*(The course originator should consult with other interested parties and obtain their approval signatures.)*

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

Kiridaran Kanagaretnam

Associate Dean - Students

Marcia Annisette

Associate Dean - Academic

Atipol Bhanich Supapol

ECON

Linda Thorne

ACTG

Steve Weiss

SGMT

Brent Lyons

ORGS

**Approvals:**

**Area or Specialization:**

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

Farrokh Zandi  
Signature

March 5, 2021  
Date

Farrokh Zandi  
Name of Coordinator or Director

IBUS  
Area or Specialization

[Type here]



**Course Outline**  
**HIVER / WINTER 2022**

**Instructor**

Dr. Christian Marjollet  
[cmarjo@yorku.ca](mailto:cmarjo@yorku.ca)

**Assistant**

Professor Marjollet is a retired faculty member in Department of French Studies at York University.

**Brief Description:**

This course is designed for an audience primarily of iBBA students but also open to BBA students who wish to acquire knowledge in management and business strategy while refining their skills in French.

Students will study various aspects of a business enterprise including management styles; business strategies for survival; growth and sustainability; corporate governance, etc. Students are expected to have a French-speaking cultural and commercial vision at the end.

**Pre-requisites**

*SB/INTL 2020 3.0 and SB/INTL 2021 or Placement test/ permission of course director*

**Course-Credit Exclusion:** AP/FR 2081 3.0

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9. Academic Integrity	p.8

## 1. OBJECTIVES

Welcome to this course. I hope it will allow you to progress in your studies and that it will help you advance in the acquisition of business knowledge and in the improvement of the French language. The purpose of this course is to give you tools both at the language level and at the business / management level. You will use French to speak and write on the areas we will cover.

**NB. In this course spoken French is as important as written French.**

Basic objectives:

1. Talk about the strategy and management of companies in French and express your opinion and share your knowledge by participating in discussions and debates.
2. Read, write, understand and speak in French

NOTE: *York's Senate Policy on Academic Honesty*. Please see:

<http://www.yorku.ca/secretariat/policies/document.php?document=69# Toc89156087>

## 2. AREAS OF STUDY AND APPLICATIONS

**In 24 sessions of one and a half hours each we will explore the following areas:**

1. The purpose, objectives, and mission of companies
2. Decision making and management styles
3. Strategy: options and procedures
4. Governance

## 3. METHODOLOGY

The language used orally and in writing is exclusively French\*. Through authentic texts, we will study business practices and the appropriate vocabulary that accompanies these practices. Part of the class discussions will be based on the selection of texts that the students will read before coming to class. The texts chosen relate to companies of all nationalities. Rather than their identity or nationality, it is what they exemplify and how they may apply to others that matters. The discussions will be all the more enriching as the students can compare with what is done in Canada. The knowledge that students acquire in their other courses is put to use, as well as their knowledge from work experience, personal life and through the media.

Language work is constantly done. In addition to their content, the texts cover:

- Vocabulary study
- The study of grammar conventions

\*The French used and taught in the classroom is lively and for everyday use; that is to say as it is spoken among Francophones today and not a special "sanitized" French for students. It is natural French made up of different language levels (popular, trendy, (modern), academic, technical, etc.). All texts to read are accompanied by a reading guide with questions. Any translation into English is indicated in italics.

<b>4. LIST OF CASES TO READ (subject to modification)</b>
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- **Strategy :**
  - **LEGO**
  - **Pepsi Cola**
  - **Philips**
  - **Pebble watvhrd**
  - **Netflix and Reed Hastings**
  - **Amazon**
  - **Microsoft**
  - **Huawei**
  
- **Management**
  - **Peter Drucker's principles**
  - **Tim Cook and Steve Jobs**

<b>5. COURSE PLAN</b>
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**NB / Please note.** The work to be prepared for the following class will be announced in class and / or on Canvas. It does not appear in the schedule below.

This lesson plan will undergo changes. They will be announced on Canvas.

DATES	CLASS WORK
<b>WEEK 1</b>	<ul style="list-style-type: none"> <li>• Definitions: Purpose, mission and vision of companies; management</li> </ul>

<p><b>WEEK 2</b></p>	<ul style="list-style-type: none"> <li>• Company values</li> <li>• <b>Case 1: Coca-Cola</b></li> <li>• <b>TEXT:</b> Why Pepsico dabbles in fruits and vegetables</li> <li>• <a href="https://www.challenges.fr/entreprise/pourquoi-pepsico-s-invite-dans-les-fruits-et-legumes_462345">https://www.challenges.fr/entreprise/pourquoi-pepsico-s-invite-dans-les-fruits-et-legumes_462345</a></li> <li>• <b>TEXT:</b> What would you have done in Carl Lescroart's place to revive the Coke machine? <a href="http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/qu-auriez-vous-fait-a-la-place-de-carl-lescroart-pour-relancer-la-machine-coca-1045132">http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/qu-auriez-vous-fait-a-la-place-de-carl-lescroart-pour-relancer-la-machine-coca-1045132</a></li> </ul>
<p><b>WEEK 3</b></p>	<ul style="list-style-type: none"> <li>• Company values</li> <li>• <b>Case 2: LEGO</b></li> <li>• <b>TEXT:</b> LEGO collects bricks <a href="http://www.capital.fr/enquetes/succes/lego-amasse-les-briques-798887">http://www.capital.fr/enquetes/succes/lego-amasse-les-briques-798887</a></li> <li>• <b>TEXT:</b> But why are Lego timeless? (Metro, Feb 18. 2014) <a href="http://www.metronews.fr/culture/la-grande-aventure-lego-mais-pourquoi-les-lego-sont-indemodables/mnbr!pDPoPB4zYkjk/">http://www.metronews.fr/culture/la-grande-aventure-lego-mais-pourquoi-les-lego-sont-indemodables/mnbr!pDPoPB4zYkjk/</a></li> <li>• <b>IMAGES:</b> 10 things you didn't know about Lego (Le geek c'est chic Feb 8. 2014) <a href="http://legeekcestchic.eu/10-choses-que-vous-ne-savez-pas-sur-lego/">http://legeekcestchic.eu/10-choses-que-vous-ne-savez-pas-sur-lego/</a></li> <li>• <b>TEXT:</b> Lego break bricks (Libération, Oct 3 2011) <a href="http://www.liberation.fr/economie/2011/10/03/lego-casse-des-briques_765189">http://www.liberation.fr/economie/2011/10/03/lego-casse-des-briques_765189</a></li> <li>• <b>The 20-minute dossier:</b> four new Lego pieces to break bricks for Christmas (Nov 2018) <a href="http://www.20minutes.fr/dossier/lego">http://www.20minutes.fr/dossier/lego</a></li> </ul>
<p><b>WEEK 4</b></p>	<ul style="list-style-type: none"> <li>• <b>Management theory by Peter Ferdinand Drucker (management theorist, "the father of modern management")</b></li> </ul>
<p><b>WEEK 5</b></p>	<ul style="list-style-type: none"> <li>• Power and Management / Leadership Styles</li> <li>• <b>Case: Transform Philips (Magazine Management, Feb. 2016)</b> <a href="http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/comment-frans-van-houten-a-metamorphose-philips-1102352">http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/comment-frans-van-houten-a-metamorphose-philips-1102352</a></li> </ul>

<p><b>WEEK 6</b></p>	<ul style="list-style-type: none"> <li>• Strategic approaches: diversification, specialization, acquisition, innovation, etc.</li> <li>• <b>Case 3: LA PEBBLE E-PAPER WATCH: Pebble is now bourgeois: her "Time Round" smartwatch finally looks like a (beautiful) watch</b>  <a href="http://www.rtl.be/info/magazine/hi-tech/pebble-s-embourgeoise-a-son-tour-sa-time-round-est-une-vraie-smartwatch-805058.aspx">http://www.rtl.be/info/magazine/hi-tech/pebble-s-embourgeoise-a-son-tour-sa-time-round-est-une-vraie-smartwatch-805058.aspx</a></li> </ul>
<p><b>WEEK 7</b></p>	<ul style="list-style-type: none"> <li>• Grammar: the subjunctive</li> <li>• End of strategic steps</li> <li>• Start of presentations</li> </ul>
<p><b>WEEK 8</b></p>	<ul style="list-style-type: none"> <li>• <b>Case 4: Reed Hastings (Netflix) : This geek wants to slap the PAF</b>  <a href="http://www.capital.fr/enquetes/hommes-et-affaires/reed-hastings-pdg-de-netflix-ce-geek-veut-mettre-une-baffe-au-paf-926656">http://www.capital.fr/enquetes/hommes-et-affaires/reed-hastings-pdg-de-netflix-ce-geek-veut-mettre-une-baffe-au-paf-926656</a></li> </ul>
<p><b>WEEK 9</b></p>	<ul style="list-style-type: none"> <li>• Strategic options: generic strategies</li> <li>• <b>Case: Until when will Amazon laugh at its profitability?</b>  <a href="http://www.capital.fr/enquetes/strategie/jusqu-a-quand-amazon-se-moquera-t-il-de-sa-rentabilite-970685">http://www.capital.fr/enquetes/strategie/jusqu-a-quand-amazon-se-moquera-t-il-de-sa-rentabilite-970685</a></li> <li>• <b>Case: Amazon: the 14 secrets of a selling and earning machine!</b>  <a href="http://www.capital.fr/enquetes/succes/amazon-les-14-secrets-d-une-machine-a-vendre-et-a-gagner-1081002">http://www.capital.fr/enquetes/succes/amazon-les-14-secrets-d-une-machine-a-vendre-et-a-gagner-1081002</a></li> </ul>

<p><b>WEEK 10</b></p>	<ul style="list-style-type: none"> <li>• Strategic options: outsourcing and vertical integration strategies</li> <li>• DST (in-class assignment) correction</li> <li>• <b>Case 5: Today at the head of Apple, Tim Cook has long been the “Jobs” in the shadows ...</b>  <a href="http://www.capital.fr/enquetes/hommes-et-affaires/aujourd-hui-a-la-tete-d-apple-tim-cook-a-longtemps-fait-le-jobs-dans-l-ombre-1040618">http://www.capital.fr/enquetes/hommes-et-affaires/aujourd-hui-a-la-tete-d-apple-tim-cook-a-longtemps-fait-le-jobs-dans-l-ombre-1040618</a></li> <li>• <b>Without Steve Jobs, Apple remains a star but does not appease doubts</b>  <a href="https://www.challenges.fr/economie/sans-steve-jobs-apple-reste-une-star-mais-n-apaise-pas-les-doutes_431002">https://www.challenges.fr/economie/sans-steve-jobs-apple-reste-une-star-mais-n-apaise-pas-les-doutes_431002</a></li> <li>• <b>Apple: Tim Cook a very good manager... without ingenuity?</b>  <a href="https://www.challenges.fr/high-tech/apple-tim-cook-un-tres-bon-gestionnaire-sans-le-genie-de-steve-jobs_452810">https://www.challenges.fr/high-tech/apple-tim-cook-un-tres-bon-gestionnaire-sans-le-genie-de-steve-jobs_452810</a></li> </ul>
<p><b>WEEK 11</b></p>	<ul style="list-style-type: none"> <li>• <b>Case 6: Microsoft: the amazing awakening of the mammoth</b>  <a href="http://www.capital.fr/enquetes/succes/microsoft-l-etonnant-reveil-du-mammoth-1104338">http://www.capital.fr/enquetes/succes/microsoft-l-etonnant-reveil-du-mammoth-1104338</a>  <a href="http://bfmbusiness.bfmtv.com/entreprise/l-action-microsoft-est-au-plus-haut-et-bill-gates-n-est-pas-celui-qui-en-profite-le-plus-1050637.html">http://bfmbusiness.bfmtv.com/entreprise/l-action-microsoft-est-au-plus-haut-et-bill-gates-n-est-pas-celui-qui-en-profite-le-plus-1050637.html</a></li> </ul>
<p><b>WEEK 12</b></p>	<ul style="list-style-type: none"> <li>• <b>Case 7: To break into mobile, Huawei makes its cultural revolution (Magazine Management, Dec. 2012)</b>  <a href="http://www.capital.fr/enquetes/strategie/pour-percer-dans-le-mobile-huawei-fait-sa-revolution-culturelle-798810">http://www.capital.fr/enquetes/strategie/pour-percer-dans-le-mobile-huawei-fait-sa-revolution-culturelle-798810</a></li> </ul>

**6- EVALUATION/BARÈME DE NOTATION**

**Oral includes (45%):**

- Class Participation 15%
- One Oral Exam 15%
- One Group Project 15%

**Written includes (45%):**

- One Written Exam 20%
- One In-class Assignment 15%
- One Take-home Assignment 10%

**Internet Discussions (10%):**

(5% et 5%) 10%



**7- ASSIGNMENT SCHEDULE**

<b>TRAVAIL</b>	<b>CONTENU</b>	<b>DATE</b>	<b>%</b>
Take-home Assignment	Based on one or more texts		10 %
In-class Assignment = Devoir sur table (DST)	Choice of questions		15 %
Written Exam	Duration: 3 hours - Exercises on the vocabulary selected in the studied texts: definitions, use in sentences, explanations, occasionally antonyms and synonyms. - Questions to be developed based on the concepts of the course. - Grammar exercises covering the chapters studied.		20 %
Oral Exam	Objectives: know how to talk about what has been studied in class. Duration: 20 minutes, Individual with the professor. Two random questions: 1. On the companies / managers studied in class: knowledge and opinions 2. Presentations made by groups except yours		15 %

<p>Group Project</p>	<p>Objectives :</p> <ol style="list-style-type: none"> <li>1. know how to present one of the 2 themes (a management style or a successful or unsuccessful business strategy (example a merger)</li> <li>2. lead a debate with the whole class.</li> </ol> <p>Another possibility: propose a case</p> <p>Rules:</p> <p>Duration: 50 minutes maximum</p> <p>Any subject must be approved by the professor to ensure relevance and variety of subjects</p>	<p>In groups of 5 people max.</p>	<p>15%</p>
<p>Class Participation</p>	<p>It is essential that everyone participate in the discussions and have done their homework before coming to class. You learn to speak French by speaking French and... by working!</p> <ol style="list-style-type: none"> <li>a. Quantitatively, the score is based proportionately to attendance. Ex. If you are absent for 4 sessions (= 2 weeks), your grade is calculated over 10 weeks.</li> <li>b. If you are present yet do not actively participate, your score can not exceed 70%</li> <li>c. There are grammar exercises that count for participation</li> </ol>	<p>All term</p>	<p>15 %</p>
<p>Internet Participation</p>	<p>Everyone participates, either by expressing their opinion or by bringing new arguments. The quality of French is not taken into account, but of course the messages must be understandable. The rating is primarily based on 3 things:</p> <ul style="list-style-type: none"> <li>- The participation</li> <li>- The elements that move the debate forward even if we sometimes stray a bit from the subject</li> <li>- Reactions to other people's ideas</li> </ul>	<p>2 discussions</p> <ul style="list-style-type: none"> <li>- Discussion 1:</li> <li>- Discussion 2 :</li> </ul> <p>(approximately 2-week periods)</p>	<p>10 % (2x5%)</p>

## 8- GRADES AND GRADING SCHEMES

Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the Grading information available in your Faculty's section of the Calendar.

Note: Only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

<b>Grade Point</b>	<b>Grade</b>	<b>Per Cent Range</b>	<b>Description</b>
9	A+	Grades between 90 and 100	<i>Exceptional</i>
8	A	Grades between 80 and 89	<i>Excellent</i>
7	B+	Grades between 75 and 79	<i>Very Good</i>
6	B	Grades between 70 and 74	<i>Good</i>
5	C+	Grades between 65 and 69	<i>Competent</i>
4	C	Grades between 60 and 64	<i>Fairly competent</i>
3	D+	Grades between 55 and 59	<i>Passing</i>
2	D	Grades between 50 and 54	<i>Barely Passing</i>
0	F	Grades between 0 and 49	<i>Failing</i>

## 9- Academic Integrity

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

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

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

### Exams (Absence from)

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

A make-up exam shall be arranged within days of the midterm exam.

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

**Course Outline**  
**HIVER / WINTER 2022**

**Instructor**

Dr. Christian Marjollet  
[cmarjo@yorku.ca](mailto:cmarjo@yorku.ca)

**Assistant**

Professor Marjollet is a retired faculty member in Department of French Studies at York University.

**Brief Description:**

This course is designed for an audience primarily of iBBA students but also open to BBA students who wish to acquire knowledge in management and business strategy while refining their skills in French. Students will study various aspects of a business enterprise including management styles; business strategies for survival; growth and sustainability; corporate governance, etc. Students are expected to have a French-speaking cultural and commercial vision at the end.

**Pre-requisites**

*SB/INTL 2020 3.0 and SB/INTL 2021, or Placement test/ permission of course director*

**Course-Credit Exclusion:** AP/FR 2081 3.0

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## 1- OBJECTIFS

Bienvenue dans ce cours. J'espère qu'il va vous permettre de progresser dans vos études et qu'il vous fera avancer dans l'acquisition des connaissances de l'entreprise et dans le perfectionnement de la langue française. Le but de ce cours est de vous donner des **outils** (*tools*) aussi bien au niveau de la **langue** qu'au niveau commerce/management. Vous utiliserez le français pour parler et écrire à partir des domaines que nous aborderons.

**NB. L'oral dans ce cours est aussi important que l'écrit.**

Résumons les objectifs de base

1. Parler de la stratégie et du management de l'entreprise en français et exprimer son opinion, partager ses connaissances en participant à des discussions et des débats.
2. Lire, écrire, comprendre et parler en français

N'oubliez pas: **York's Senate Policy on Academic Honesty**. Veuillez consulter:

[http://www.yorku.ca/secretariat/policies/document.php?document=69#\\_Toc89156087](http://www.yorku.ca/secretariat/policies/document.php?document=69#_Toc89156087)

## 2- DOMAINES D'ÉTUDE ET D'APPLICATIONS

En 24 séances d'une heure de demie chacune nous explorerons les domaines suivants :

1. La finalité, les objectifs, la mission des entreprises
2. Prises de décisions et styles de management
3. La stratégie : options et démarches
4. La gouvernance

## 3- MÉTHODOLOGIE

La langue utilisée oralement et par écrit est **exclusivement le français\***. A travers des textes authentiques nous étudierons les pratiques des entreprises et le vocabulaire approprié qui accompagne ces pratiques. Une partie des discussions en classe sera basée sur la sélection de textes que les étudiants liront avant de venir en cours. Les textes choisis portent sur des entreprises de toutes nationalités. Plutôt que leur identité ou leur nationalité c'est ce qu'elles illustrent et qui peut s'appliquer à d'autres qui importe. Les discussions seront d'autant plus enrichissantes que les étudiants pourront comparer avec ce qui se fait au Canada. Les connaissances que les étudiants acquièrent dans leurs autres cours sont mises à profit, de même que leurs connaissances issues de leur expérience de travail, de leur vie personnelle et via les médias.

Le travail de langue se fait constamment. Outre leur contenu, les textes font double emploi :

- Étude du vocabulaire
- Étude de la grammaire et du style.

\* Le français en classe est vivant et quotidien, c'est-à-dire tel qu'il se parle entre Francophones aujourd'hui et non pas un français « aseptisé » spécial pour étudiants. C'est un français naturel fait de différents niveaux de langue (populaire, branché, (*modern*), académique, technique, etc.).

Tout texte à lire est accompagné d'un guide de lecture avec des questions. Toute traduction en anglais est signalée en italique.

#### 4- LISTE DES CAS À LIRE (sous réserve de modification)

- **Stratégie :**
  - **LEGO**
  - **Pepsi Cola**
  - **Philips**
  - **Montres Pebble**
  - **Netflix et Reed Hastings**
  - **Amazon**
  - **Microsoft**
  - **Huawei**
  
- **Management**
  - **Les principes de Peter Drucker**
  - **Tim Cook and Steve Jobs**

#### 5- PLAN DU COURS

**NB / Please note.** Le travail à préparer pour le prochain cours sera annoncé en classe et/ou sur Canvas. Canvas sera bien évidemment repris en cours, sans que cela paraisse dans le programme ci-dessous.

Ce plan du cours subira des modifications. Elles seront annoncées sur Canvas.

DATES	TRAVAIL EN CLASSE
SEMAINE 1	<ul style="list-style-type: none"><li>● Définitions : Finalité, mission et vision des entreprises ; le management</li></ul>
SEMAINE 2	<ul style="list-style-type: none"><li>● Les valeurs des entreprises</li><li>● <b>Cas 1: Coca-Cola</b> (jeudi 10 janvier)</li><li>● <b>TEXTE</b> : Pourquoi Pepsico s'invite dans les fruits et légumes</li></ul>

	<ul style="list-style-type: none"> <li>• <a href="https://www.challenges.fr/entreprise/pourquoi-pepsico-s-invite-dans-les-fruits-et-legumes_462345">https://www.challenges.fr/entreprise/pourquoi-pepsico-s-invite-dans-les-fruits-et-legumes_462345</a></li> <li>• TEXTE: Qu'auriez-vous fait à la place de Carl Lescroart pour relancer la machine Coca ? <a href="http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/qu-auriez-vous-fait-a-la-place-de-carl-lescroart-pour-relancer-la-machine-coca-1045132">http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/qu-auriez-vous-fait-a-la-place-de-carl-lescroart-pour-relancer-la-machine-coca-1045132</a></li> </ul>
<b>SEMAINE 3</b>	<ul style="list-style-type: none"> <li>• Les valeurs des entreprises</li> <li>• <b>Cas 2: LEGO</b></li> <li>• TEXTE : LEGO amasse les briques <a href="http://www.capital.fr/enquetes/succes/lego-amasse-les-briques-798887">http://www.capital.fr/enquetes/succes/lego-amasse-les-briques-798887</a></li> <li>• TEXTE : Mais pourquoi les Lego sont-ils indémodables ? (Metro, 18 fév. 2014) <a href="http://www.metronews.fr/culture/la-grande-aventure-lego-mais-pourquoi-les-lego-sont-indemodables/mnbr!pDPoPB4zYkjk/">http://www.metronews.fr/culture/la-grande-aventure-lego-mais-pourquoi-les-lego-sont-indemodables/mnbr!pDPoPB4zYkjk/</a></li> <li>• IMAGES : 10 choses que vous ne savez pas sur Lego (Le geek c'est chic 8 fév. 2014) <a href="http://legeekcestchic.eu/10-choses-que-vous-ne-savez-pas-sur-lego/">http://legeekcestchic.eu/10-choses-que-vous-ne-savez-pas-sur-lego/</a></li> <li>• TEXTE: LEGO casse des briques (Libération, 3 octobre 2011) <a href="http://www.liberation.fr/economie/2011/10/03/lego-casse-des-briques_765189">http://www.liberation.fr/economie/2011/10/03/lego-casse-des-briques_765189</a></li> <li>• Le dossier de 20 minutes : quatre nouveautés Lego pour casser des briques à Noël (Novembre 2018) <a href="http://www.20minutes.fr/dossier/lego">http://www.20minutes.fr/dossier/lego</a></li> </ul>
<b>SEMAINE 4</b>	<ul style="list-style-type: none"> <li>• Théorie du management de Peter Ferdinand Drucker (théoricien du management, « le père du management moderne »)</li> </ul>
<b>SEMAINE 5</b>	<ul style="list-style-type: none"> <li>• Pouvoir et Styles de management / de direction</li> <li>• <b>Cas: Métamorphoser Philips</b> (Magazine Management, fév. 2016) <a href="http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/comment-frans-van-houten-a-metamorphose-philips-1102352">http://www.capital.fr/carriere-management/entreprendre/cas-entreprise/comment-frans-van-houten-a-metamorphose-philips-1102352</a></li> </ul>
<b>SEMAINE 6</b>	<ul style="list-style-type: none"> <li>• Les démarches stratégiques : diversification, spécialisation, acquisition, innovation, etc.</li> <li>• <b>Cas 3: LA PEBBLE E-PAPER WATCH:</b> Pebble s'embourgeoise à son tour: sa smartwatch "Time Round" ressemble enfin à une (belle) montre <a href="http://www.rtl.be/info/magazine/hi-tech/pebble-s-embourgeoise-a-son-tour-sa-time-round-est-une-vraie-smartwatch-805058.aspx">http://www.rtl.be/info/magazine/hi-tech/pebble-s-embourgeoise-a-son-tour-sa-time-round-est-une-vraie-smartwatch-805058.aspx</a></li> </ul>
<b>SEMAINE 7</b>	<ul style="list-style-type: none"> <li>• Grammaire: le subjonctif</li> </ul>



	<ul style="list-style-type: none"> <li>• Fin des démarches stratégiques</li> </ul> <p>Début des présentations</p>
<b>SEMAINE 8</b>	<ul style="list-style-type: none"> <li>• <b>Cas 4: Reed Hastings (Netflix) : Ce geek veut mettre une baffe au PAF</b>  <a href="http://www.capital.fr/enquetes/hommes-et-affaires/reed-hastings-pdg-de-netflix-ce-geek-veut-mettre-une-baffe-au-paf-926656">http://www.capital.fr/enquetes/hommes-et-affaires/reed-hastings-pdg-de-netflix-ce-geek-veut-mettre-une-baffe-au-paf-926656</a> </li> </ul>
<b>SEMAINE 9</b>	<ul style="list-style-type: none"> <li>• Les options stratégiques: stratégies génériques</li> <li>• <b>Cas : Jusqu'à quand Amazon se moquera-t-il de sa rentabilité ?</b>  <a href="http://www.capital.fr/enquetes/strategie/jusqu-a-quand-amazon-se-moquera-t-il-de-sa-rentabilite-970685">http://www.capital.fr/enquetes/strategie/jusqu-a-quand-amazon-se-moquera-t-il-de-sa-rentabilite-970685</a> </li> <li>• <b>Cas: Amazon: les 14 secrets d'une machine à vendre et à gagner!</b>  <a href="http://www.capital.fr/enquetes/succes/amazon-les-14-secrets-d-une-machine-a-vendre-et-a-gagner-1081002">http://www.capital.fr/enquetes/succes/amazon-les-14-secrets-d-une-machine-a-vendre-et-a-gagner-1081002</a> </li> </ul>
<b>SEMAINE 10</b>	<ul style="list-style-type: none"> <li>• Les options stratégiques: stratégies d'impartition et d'intégration verticale</li> <li>• Travail de correction du DST</li> <li>• <b>Cas 5: Aujourd'hui à la tête d'Apple, Tim Cook a longtemps fait le Jobs dans l'ombre...</b>  <a href="http://www.capital.fr/enquetes/hommes-et-affaires/aujourd-hui-a-la-tete-d-apple-tim-cook-a-longtemps-fait-le-jobs-dans-l-ombre-1040618">http://www.capital.fr/enquetes/hommes-et-affaires/aujourd-hui-a-la-tete-d-apple-tim-cook-a-longtemps-fait-le-jobs-dans-l-ombre-1040618</a> </li> <li>• <b>Sans Steve Jobs, Apple reste une star mais n'apaise pas les doutes</b>  <a href="https://www.challenges.fr/economie/sans-steve-jobs-apple-reste-une-star-mais-n-apaise-pas-les-doutes_431002">https://www.challenges.fr/economie/sans-steve-jobs-apple-reste-une-star-mais-n-apaise-pas-les-doutes_431002</a> </li> <li>• <b>Apple: Tim Cook un très bon gestionnaire ...sans génie?</b>  <a href="https://www.challenges.fr/high-tech/apple-tim-cook-un-tres-bon-gestionnaire-sans-le-genie-de-steve-jobs_452810">https://www.challenges.fr/high-tech/apple-tim-cook-un-tres-bon-gestionnaire-sans-le-genie-de-steve-jobs_452810</a> </li> </ul>
<b>SEMAINE 11</b>	<ul style="list-style-type: none"> <li>• <b>Cas 6: Microsoft: l'étonnant réveil du mammoth</b>  <a href="http://www.capital.fr/enquetes/succes/microsoft-l-etonnant-reveil-du-mammoth-1104338">http://www.capital.fr/enquetes/succes/microsoft-l-etonnant-reveil-du-mammoth-1104338</a>  <a href="http://bfmbusiness.bfmtv.com/entreprise/l-action-microsoft-est-au-plus-haut-et-bill-gates-n-est-pas-celui-qui-en-profite-le-plus-1050637.html">http://bfmbusiness.bfmtv.com/entreprise/l-action-microsoft-est-au-plus-haut-et-bill-gates-n-est-pas-celui-qui-en-profite-le-plus-1050637.html</a> </li> </ul>
<b>SEMAINE 12</b>	<ul style="list-style-type: none"> <li>• <b>Cas 7: Pour percer dans le mobile, Huawei fait sa révolution culturelle (Magazine Management, déc. 2012)</b>  <a href="http://www.capital.fr/enquetes/strategie/pour-percer-dans-le-mobile-huawei-fait-sa-revolution-culturelle-798810">http://www.capital.fr/enquetes/strategie/pour-percer-dans-le-mobile-huawei-fait-sa-revolution-culturelle-798810</a> </li> <li>•</li> </ul>

## 6- EVALUATION/BARÈME DE NOTATION

### Oral includes (45%):

- |                       |     |
|-----------------------|-----|
| • Class Participation | 15% |
| • One Oral Exam       | 15% |
| • One Group Project   | 15% |

**Written includes (45%):**

- One Written Exam 20%
- One In-class Assignment 15%
- One Take-home Assignment 10%

**Internet Discussions (10%):**

(5% et 5%) 10%

**7- CALENDRIER DES TRAVAUX**

TRAVAIL	CONTENU	DATE	%
Take-home Assignment	Basé sur un ou des textes	A rendre le mercredi 30 janvier 2019 à 19h au plus tard	10 %
In-class Assignment = Devoir sur table (DST)	Questions au choix	Jeudi 28 février (en classe)	15 %
Written Exam	Durée : 3 heures <ul style="list-style-type: none"><li>○ Exercices sur le vocabulaire sélectionné dans les textes étudiés : définitions, utilisation dans des phrases, explications, occasionnellement antonymes et synonymes.</li><li>○ Questions à développer à partir des concepts du cours.</li><li>○ Exercices d'application de grammaire portant sur les chapitres étudiés.</li></ul>	Durant la période des examens (5 - 20 avril 2019)	20 %
Oral Exam	Objectifs : savoir parler de ce qui a été étudié en classe. Durée: 20 minutes, Individuel avec le prof. Deux questions au hasard: <ul style="list-style-type: none"><li>1. Sur les entreprises/ managers étudiées en cours : connaissances et opinions</li><li>2. Les présentations faites par les groupes sauf la vôtre</li></ul>	A partir du 8 avril	15 %

Group Project	<p><b>Objectifs :</b></p> <p>1- savoir présenter un des 2 thèmes (un style de management <i>ou</i> une stratégie d'entreprise réussie ou non (exemple une fusion))</p> <p>2- animer un débat avec la classe entière.</p> <p>Autre possibilité : proposer un cas</p> <p><b>Règles :</b></p> <ul style="list-style-type: none"> <li>• Durée : <b>50 minutes maximum</b></li> </ul> <p><b>Tout sujet doit être approuvé par le prof pour assurer la pertinence et la variété des sujets</b></p>	Par groupe de 5 personnes max. Entre le 14 février et le 26 mars 2019	15%
Class Participation	<p>Il est essentiel que <b>tout le monde participe</b> aux discussions et ait fait ses devoirs <b>avant</b> de venir en classe. On apprend à parler français en parlant français et ...en travaillant !</p> <p>a. Quantitativement la note est basée au prorata des présences. Ex. si vous êtes absent/e à 4 séances (= 2 semaines), votre note est calculée sur 10 semaines.</p> <p>b. Vous êtes présent/e et ne participez pas activement votre note ne peut en aucun cas dépasser 70%</p> <p>c. Il y a des exercices de grammaire qui comptent pour la participation</p>	Tous les cours	15 %
Internet Participation	<p>Tout le monde participe, soit en exprimant son opinion, soit en apportant de nouveaux arguments. La qualité du français n'est pas prise en compte mais bien sûr les messages doivent être compréhensibles. La note est basée sur 3 choses essentiellement :</p> <ul style="list-style-type: none"> <li>• La participation</li> <li>• Les éléments qui font avancer le débat même si parfois on s'éloigne un peu du sujet</li> <li>• Les réactions aux idées des autres</li> </ul>	<p>2 discussions</p> <p>- Discussion 1 : 25 janvier - 11 février</p> <p>- Discussion 2 : 28 février-18 mars</p> <p>(périodes de 2 semaines environ)</p>	10 % (2x5%)

## 8- GRADES AND GRADING SCHEMES

Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The

grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the Grading information available in your Faculty's section of the Calendar.

Note: Only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

Grade Point	Grade	Per Cent Range	Description
9	A+	Notes entre 90 et 100	<i>Exceptional</i>
8	A	Notes entre 80 et 89	<i>Excellent</i>
7	B+	Notes entre 75 et 79	<i>Very Good</i>
6	B	Notes entre 70 et 74	<i>Good</i>
5	C+	Notes entre 65 et 69	<i>Competent</i>
4	C	Notes entre 60 et 64	<i>Fairly competent</i>
3	D+	Notes entre 55 et 59	<i>Passing</i>
2	D	Notes entre 50 et 54	<i>Barely Passing</i>
0	F	Notes entre 0 et 49	<i>Failing</i>

## 9- Academic Integrity

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

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

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

### Exams (Absence from)

- **Mid-term.** Students who miss a mid-term examination must contact me instructor within 24 hours to produce documentation substantiating the reason for the

absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.

A make-up exam shall be arranged within days of the midterm exam.

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

**SUBJECT:** Library Statement for INTL 3021: French Work Culture II

**FROM:** Stephanie Quail, Teaching & Learning Librarian / Business Liaison Librarian

**DATE:** March 12, 2021

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## INTL 3021: French Work Culture II

York University Libraries (YUL) will be able to support the proposed course, *INTL 3021: French Work Culture II*. Students will practice their French-language skills and learn about French culture and French companies in this course. YUL has a strong collection of print and electronic periodicals and books that will help students conduct relevant secondary research when they complete their group presentation assignment in the course.

### 1. Required / Suggested Course Readings & Course Reserves Support

The proposal lists two required textbooks for the course. YUL does not own a copy of *La grammaire progressive du français niveau intermédiaire* (4<sup>th</sup> edition); however, a print copy can be purchased. The second textbook listed in the proposal is *Je vis en France: Vingt lectures faciles pour découvrir la civilisation française*. YUL owns a [print copy of the book](#).

Once the Covid-19 campus closure ends, the instructor may wish to use YUL's [course reserves program](#) to put the print books on course reserve for students in the class. Unfortunately, during the Covid-19 campus closure, the print course reserves program is not available.

The proposal also states that students will be asked to read newspaper and magazine articles from French-language publications. Students will have access to a wide variety of newspaper publications through YUL's subscriptions to the news article databases *Eureka.cc* (French and English language Canadian news publications), *Factiva*, and *Nexis Uni*.

The librarian recommends that the instructor uses the [Copyright Office's syllabus checking service](#) every time the course runs. They will review all of the internet-based resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create persistent stable URLs to library licensed content that is used in the course (i.e. newspaper articles).

### 2. Resources for Course Assignments

Students will complete a variety of course assignments that test their listening, reading, and writing skills in French. They will be asked to complete one group presentation assignment. While completing this assignment, the students may wish to consult the following secondary resources.

#### Books & eBooks

The majority of French-language print books on business subjects are available at the Frost Library on the Glendon campus; however, students can use the [intercampus borrowing system](#) to have any print books shipped to the Keele campus. Additionally, the library subscribes to eBook databases such as *Scholars Portal Books* and *Proquest eBook Central*, which provide access to English and French-language books on business topics. During the Covid-19 campus closure, students can use [YUL's curbside pickup program](#) to access print books.

## Scholarly Articles & Business Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

However, the library also subscribes to core business article databases such as *Proquest Business* and *Business Source Complete*. These databases provide students with a more curated search focused on subject-specific scholarly and trade business article publications. Additionally, the article databases *Repère*, *CPI.Q*, *Érudit*, *Persée*, and *CAIRN* provide access to articles that are authored in French.

Finally, students will be able to access business news through *Factiva*, *Nexis Uni*, *Eureka.cc*, and *PressReader*. The library's [Business Articles guide](#) provides additional information on these article databases, while the Glendon College research guide on [Economics / Business](#) provides additional tips for locating French-language articles.

### Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks. It is recommended that the professor embed links to relevant Glendon College Research Guides and the Peter F. Bronfman Business Library's research guides. Only the Glendon research guides are available in French.

### 3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#) in both French and English. While in-person drop-in research services, including telephone help, are not available during the Covid-19 campus closure, students are still able to email the Peter F. Bronfman Business library ([bronfref@yorku.ca](mailto:bronfref@yorku.ca)), use the online chat service, which includes French and English options, and book a Zoom consultation with either a [business librarian](#) or a [bilingual reference librarian](#).

To: Faculty Council, Schulich School of Business  
From: Professor Mike Valente  
Date: March 25<sup>th</sup>, 2021  
Re: SB/MGMT 2040 3.00 – Course retirement  
SB/MGMT 2060 3.00 – New Course Proposal

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**Motions:**

- 1a. Retire MGMT 2040 3.00 – Ethics, Social Resp & Sustainability in Bus.**
- 1b. Approve new course MGMT 2060 3.00 – Business and Society**

**Rationale:**

MGMT 2040 is the course where Schulich's distinctiveness in responsible business and sustainability is showcased in the undergraduate program. However, course evaluations for the past 4-5 years have been quite poor (plummeting to as low as high 2s/low 3s but averaging high 4s out of 7). Students, through the Undergraduate Business Society (UBS) and more generally have expressed significant concern with the course, resulting in a relatively low level of satisfaction. While my suggestions as program director for improvement in the last 2 or so years have helped somewhat, it is clear to me that this course needs a fundamental rethink and thus should be retired and replaced with a new course.

Alongside this proposal to retire MGMT 2040, I am proposing a new course (MGMT 2060 – Business and Society) that focuses more specifically on the relationship between business and society. Unlike the existing course which represented a relatively random list of topics, this version is meant to be developmental. Specifically, students begin the 12 week course with some of the key sources of tension between business and society. Here, students are placed in specific decision-making and/or participatory roles (e.g. as consumers) for the purpose of self-reflection as future decision-makers and to fully appreciate why business is often implicated in major social, ecological, and economic issues. The goal here is to avoid vilifying business and to instead help students understand the forces that work against business' commitment to society. After the first assignment that tests students on their ability to assess a public company's commitment to society, the second half of the course moves in a more positive direction by providing the necessary tools and frameworks that overcome the challenges identified in the first half of the course to better align business and societal interests.



## 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 Undergraduate Program (BBA only)

**2. Course Number and Credit Value**

MGMT 2040 3.00

**3. Course Title**

**a) Long Course Title**

Ethics, Social Responsibility, and Sustainability in Business: Critical Thinking for Ethical Decision Making – A Simulation Game, Choose-Your-Own-Adventure-Course Ethics

**b) Short Course Title**

Ethics, Social Resp & Sustainability in Bus

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

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

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

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

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

Fall, 2021

**7. Academic Rationale**

MGMT 2040 is the course where Schulich's distinctiveness in responsible business and sustainability is showcased in the undergraduate program. However, course evaluations for the past 4-5 years have been quite poor (plummeting to as low as high 2s/low 3s but averaging high 4s out of 7). Students, through the Undergraduate Business Society (UBS) and more generally have expressed significant concern with the course, resulting in a relatively low level of satisfaction. While my suggestions as program director for improvement in the last 2 or so years have helped somewhat, it is clear to me that this course needs a fundamental rethink and thus should be retired and replaced with a new course.

Alongside this proposal to retire MGMT 2040, I am proposing a new course (MGMT 2060 – Business and Society) that focuses more specifically on the relationship between business and society. Unlike the existing course which represented a relatively random list of topics, this version is meant to be developmental. Specifically, students begin the 12 week course with some of the key sources of tension between business and society. Here, students are placed in specific decision-making and/or participatory roles (e.g. as consumers) for the purpose of self-reflection as future decision-makers and to fully appreciate why business is often implicated in major social, ecological, and economic issues. The goal here is to avoid vilifying business and to instead help students understand the forces that work against business' commitment to society. After the first assignment that tests students on their ability to assess a public company's commitment to society, the second half of the course moves in a more positive direction by providing the necessary tools and frameworks that overcome the challenges identified in the first half of the course to better align business and societal interests.

The course draws heavily on experiential education approaches (e.g. simulations, role plays, debates), cases, and real time group work.

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

**8. Proposed Course Information**

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Existing Long Course Title: Ethics, Social Responsibility and Sustainability: Critical Thinking for Ethical Decision Making – A Simulation Game, Choose-Your-Own-Adventure-Course Ethics</p> <p>Short Course Title: Ethics Social Resp and Sustainability in Bus</p> <p>Calendar Description:</p> <p>This simulation game, choose-your-own adventure course uses student-centered learning to teach critical thinking and ethical decision-making. The course introduces basic concepts and arguments of business ethics, corporate social responsibility and sustainability. Student-selected issues are analyzed to teach critical thinking skills, practices, techniques, attitudes and principles for evaluating one's own and others; ethical reasoning applied to the contemporary demands of business management. Note: Not open to iBBA students for credit.</p>	<p><i>Not applicable</i></p>



**Program Committee**

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

Mike Valente  
\_\_\_\_\_  
Signature

April 1, 2021  
\_\_\_\_\_  
Date

Mike Valente  
\_\_\_\_\_  
Name of Committee Chair

BBA/iBBA Program Committee  
Committee

- 1. Course Number and Credit Value: MGMT 2060 3.00**
  
- 2. Long Course Title:**  
Business and Society
  
- 3. Short Course Title:**  
Business and Society
  
- 4. Effective Session:**  
Fall, 2021
  
- 5. Course Description for the Undergraduate Course Registry and Calendar:**  
In this course, students reflect critically on the role of business in society. Students appreciate the causes of tension between business and societal interest and gain skills to assess a company's impact on and commitment to society. Students learn how businesses have challenged the traditional purpose of profit maximization and have become a solution to society's most challenging problems.
  
- 6. Pre-requisites and/or Co-requisites:**  
*Not open to iBBA students for credit.*
  
- 7. Rationale:**

This new course is meant to replace MGMT 2040 Ethics, Social Resp & Sustainability in Bus which is concurrently being retired. MGMT 2040 is the course where Schulich's distinctiveness in responsible business and sustainability is meant to be showcased in the undergraduate program. However, course evaluations for the past 4-5 years have been quite poor (plummeting to as low as high 2s/low 3s but averaging high 4s out of 7). Students, through the Undergraduate Business Society (UBS), and, more generally, have expressed significant concern with the course, resulting in a relatively low level of satisfaction. While my suggestions as program director for improvement in the last 2 or so years have helped somewhat, it is clear to me that this course needs a fundamental rethink.

For the last several years, the course has been led by professors in York's philosophy department. The principle used when this version of the course was created was to bring in a fresh non-Schulich type course that focused on critical thinking and self-reflection. While I agree with the need for critical thinking, the highly theoretical and introspective pedagogical approach came at the cost of truly understanding the relationship between business as an

institution and society and a more hands-on, experiential, case- and decision-based pedagogy to achieve this objective. On top of this, the course as it is run now is far removed from the calendar description.

To this end, the proposed course entitled “MGMT 2060 Business and Society” focuses more specifically on the relationship between business and society. Unlike the previous course which represented a relatively random list of topics, this version is meant to be developmental. Specifically, students begin the 12 week course with some of the key sources of tension between business and society. Here, students are placed in specific decision-making and/or participatory roles (e.g. as consumers) for the purpose of self-reflection as future stakeholders and to fully appreciate why business is often implicated in major social, ecological, and economic issues. The goal here is to avoid vilifying business and to instead help students understand the forces that work against business’ commitment to society. After the first assignment that tests students on their ability to assess a public company’s commitment to society, the second half of the course moves in a more positive direction by providing the necessary tools and frameworks that overcome the challenges identified in the first half of the course to better align business and societal interests.

The course draws heavily on experiential education approaches (e.g. simulations, role plays, debates), cases, and real time group work.

## **8. Instructors and Faculty Coordinator:**

### **Initial Instructor**

Mike Valente

### **Alternative Instructors**

Burkard Eberlein

### **Course Coordinator**

Mike Valente

## **9. Specializations:**

### **Primary Area or Specialization**

Responsible Business (Centre of Excellence in Responsible Business)

### **Secondary Areas or Specializations**

Not Applicable

## **10. What will be the structure of the contact hours of this course each week?**

3 Hours per week. There is no reason to depart from the standard format offered at the Schulich School of Business. The course has been designed with this structure in mind.

**11. Maximum enrolment**

45

**12. Expected Student Enrolment:**

45

**13. Evidence for enrolment expectations:**

This is a core course. All undergraduate students must take this course. There are 454 students entering 2<sup>nd</sup> year in fall, 2021 and we have 10 sections of this course.

**14. Human Participants Research**

NA

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

NA

**16. Course Outline:**

See outline attached

**17. Library Statement:**

See Library statement attached

**Course Originator:**

*Michael Valente*  
Signature

March 25<sup>th</sup>, 2021  
Date

Mike Valente  
Name

Program Director  
Area or Specialization

**Supporting Faculty Members:**

*(The course originator should consult with other interested parties and obtain their approval signatures.)*

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

Rob Phillips

COERB Chair in Business Ethics

Dirk Matten

COERB Director and Chair in CSR

Charles Cho

COERB Chair in Sustainability

Burkard Eberlein

Strategy/Policy Area

Brent Lyons

Organization Studies Area

Theo Noseworthy

Marketing Area

**Approvals:**

**Area or Specialization:**

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

Email of Support  
Signature

March 25th, 2021  
Date

Dirk Matten  
Name

COERB Director and Chair of CSR  
Area or Specialization



**Program:**

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

Farrokh Zandi  
Signature

March 25<sup>th</sup>, 2021  
Date

Farrokh Zandi

Name of (Associate) Program Director

Acting on behalf of the Program Director, Mike Valente, who is proposing this new course.

# MGMT 2060 3.00 A

## Business and Society



### Course Outline

#### Fall, 2021

Course Begins: Thursday, September 9<sup>th</sup>, 2021  
Location: Remote

#### Instructor

Professor Mike Valente  
N328 Seymour Schulich Building  
(416) 736-2100 (ext. 66009)  
mvalente@schulich.yorku.ca  
Office hours: (appointment required)

#### Assistant

Stephanie Allen  
???  
416-736-5268  
[bsus@schulich.yorku.ca](mailto:bsus@schulich.yorku.ca)

### Brief Description

In this course, students reflect critically on the role of business in society. Students appreciate the causes of tension between the business and societal interest and gain skills to assess a company's impact on and commitment to society. Students learn how businesses have redefined the traditional purpose of profit maximization and have become a solution to society's most challenging problems.

*Note: Not open to iBBA students for credit*

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### Course Learning Outcomes

Business is the modern engine of economic growth providing immense benefits for society including innovation, income for individuals, essential goods and services for consumers, taxation revenue, and higher standards of living across the globe. Yet business has recently been put under the microscope in the backdrop of a wide range of social, ecological, and economic scandals that have rocked society's faith in the once highly reputable business institution. Unethical sales tactics of Canadian financial

institutions on unsuspecting consumers, deliberate efforts by grocery retailers and food manufacturers to fix prices of commodity goods, the role of investment banks in the 2008 financial crisis, and Volkswagen's deliberate efforts to hide illegal pollution levels of their vehicles have all led to growing debate about business' role in society.

Society's expectations of business graduates are therefore evolving as the business leader of the future is expected to possess the skills necessary to excel in an environment that demands accountability along non-financial dimensions (e.g. ecological, social). As a result, understanding the relationship between business and society has become a strategic issue for business in all sectors, whether the goal is to stay the course and to mitigate risk that might come with increased regulation or unprecedented stakeholder pressure or to more proactively play a leadership role in challenging the many industry practices that are responsible for society's most challenging problems.

This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible or sustainable business practices. Through these strategies, students will develop an understanding of the major causes that leave companies at odds with society and how responsible business leadership requires students to challenge the fundamental institutions that guide present-day industrial activity.

By the conclusion of this course, you would have:

1. Gained a broad understanding of the sources of tension between traditional business approaches and society and the challenges managers and leaders face as a result.
2. Developed knowledge of different strategic approaches businesses adopt in response to societal needs across a range of industries.
3. Learned how to critically assess a business' performance along non-financial dimensions.
4. Identified, understood and applied the fundamental challenges that inhibit businesses from pursuing progressive responsible business strategies.
5. Gained a broad understanding of the opportunities for alignment between business interests and those of society and the tools required to achieve this alignment.

## 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
Course Participation				
1) Synchronous Participation	1	15	15	Individual
2) Asynchronous Participation	1	25	25	Individual
Assignment #1 – Company Sustainability Assessment	1	25	25	Individual
Assignment #2 – Business Leadership in Society	1	35	35	Group
			<b>100%</b>	

## Course Material

There is no text or book for this course. Most of the material you need for this course will be available on our online learning platform called Canvas. Canvas contains the most up-to-date version of the readings, cases, and assigned questions for each class as current events may warrant a minor change in readings assigned from those listed on the syllabus. So please revert to Canvas (rather than the syllabus) for the most up-to-date preparation requirements.

For those materials that cannot be accessed via Canvas due to copyright laws, students are required to purchase a coursekit online. To make this purchase, students must do the following:

1. Go to the Ivey Publishing website at [www.iveycases.com](http://www.iveycases.com)
2. [Log in](#) to your existing account or click "[Register](#)" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on this link or copy into your browser: <https://www.iveycases.com/CoursepackView.aspx?id=26541>
4. Click "Add to Cart".
5. You may choose to order in either **print** or **digital** format.
  - To order the material in digital format, check "digital download" and click "OK".
  - To order a printed copy for delivery, enter the print quantity required and click "OK". Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
  - If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
  - If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

**IMPORTANT:** Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

**This material is for your personal use only and is not to be shared or distributed in any form.**

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## Summary of Important Dates

September 9<sup>th</sup>, 2021: First Class

October 14<sup>th</sup>, 2021: No Class (Reading Break)  
 October 29<sup>th</sup>, 2021: Individual Assignment Due (by 11pm)  
 December 2<sup>nd</sup> 2021: Final Class  
 December 2<sup>nd</sup>, 2021: Group Project Due (by start of class)  
 December 3<sup>rd</sup>, 2021: Peer Evaluation Reports Due

## Course Participation

Your ongoing participation in the course represents 40% of your final grade and is broken down into two main components:

*Asynchronous Participation (25%):* Asynchronous refers to any and all course work done independently outside of synchronous class time. Students are required to actively participate in asynchronous activities by reading and watching the material on Canvas and effectively completing online exercises. These exercises are listed on Canvas by module and include quizzes, application of concepts/frameworks to cases, participation in polls, among others. For each asynchronous exercise, students receive a score both for the participation in and performance on (if applicable) the exercise. Points are earned throughout the semester and their score out of the total possible points earned determines their score out of 25.

*Synchronous Participation (15%):* Synchronous refers to physical classes and/or live zoom sessions where we are together as a class. Students are expected to participate in our synchronous classes by engaging in the discussion and participating in live exercises, chats (where applicable) and breakout groups. I score your level of engagement for each synchronous class by reflecting on your comments, reading the chat log (for zoom classes), assessing your participation in polls and live questions (for zoom classes), and observing your participation in breakout groups. Students receive a score out of 4 for each synchronous class. Totaling your score, I calculate your final grade for synchronous participation out of 15.

Generally, course participation across both asynchronous and synchronous is graded as follows:

Grade	Participation
4 A/A+	Excellent engagement and performance in asynchronous exercises, activities, and quizzes. Strong participation in synchronous classes through active and strong contribution to the discussion and/or the online chat log, consistent participation in polls and other live exercises, and a strong contributor in breakout groups.
3 B+/A-	Good engagement and performance in asynchronous exercises, activities, and quizzes. Good participation in synchronous classes through moderate and good contribution to the discussion and/or the online chat log (or strong in one or other other), consistent participation in polls and other live exercises, and a good contributor to breakout groups.
2 B-/B	Fair engagement and performance in asynchronous exercises, activities, and quizzes. Minimal participation in synchronous classes with some contribution to the discussion, minimal activity on the online chat log, good participation in polls and other live exercises, and basic contribution to breakout groups.
1 C/C+	Very little engagement and poor performance in asynchronous exercises, activities, and quizzes. Attends live digital classes but generally does not

	participate in the discussion with low activity on the online chat log, partial participation in polls and other live exercises, and little contribution in breakout groups.
0 F	Does not attend synchronous classes and little or no participation in asynchronous activity.

## Projects and Assignments

### 1. Company Sustainability Assessment (25%)

For this assignment, students are expected to evaluate a public company's sustainability performance. This assignment, done by all students individually, is a prelude to the final group project where students will provide consultant advice on how a small company in their chosen industry can succeed using an embedded and transformational strategy. With this goal in mind, this first assignment is meant to ensure that students are aware of the social, ecological, and economic issues relevant to an industry, those forces that make sustainability very difficult to adopt, and the existing sustainability performance of a company in the industry. Students will have the opportunity to sign up for a company from the list below in Table 1 early in the semester. The breakdown of the assignment is as follows:

- a) Social/environmental Issues (20%): Students must identify three relevant sustainability issues associated with the industry their chosen firm is in. They must explain why these issues pit the interests of firms operating in this industry against the interests of society. This will require some reflection. Taking a look at your chosen firm will help here but it is unlikely your only source. Ultimately, you want to ask: "what are the top negative externalities that this industry is known to create"? Are they all ecological? Are they a mix of social and ecological? Economic? Whatever you choose, I should see a justification on why these are particularly relevant and important. At 20% of the assignment grade, you should be relatively brief here. Identify the three and explain why they are relevant.
- b) Institutional Forces (30%): Students must then identify the institutional forces that make it difficult for companies in the industry to adopt more progressive sustainability strategies.
  - a. Students must identify the cognitive, normative, and regulatory forces that explain why mainstream companies resort to a denial, defense or, at best, an isolated strategy.
  - b. Students must also identify how their chosen company contributes to these forces (e.g. through the influence on government, marketing, setting industry standards, etc.).
- c) Performance (40%): Students must then assess the performance of their chosen company. Specifically, they must assess the company's response to the three issues identified in part a. A key resource for you will be the companies' sustainability or CSR reporting which should be available on company websites. The Bronfman library also has resources available to you if you'd like to take advantage of them. Students are expected to draw on our company assessment framework in Module 5 to conduct their analysis.

- d) Report presentation (10%): This includes quality of writing (e.g. grammar, sentence structure), proper use of citations, and the professional nature of the report.

The first assignment is due by **11pm on Friday, October 29<sup>th</sup>** and must be submitted via Canvas. The assignment should be no longer than 1600 words (not including tables and appendices). Tables, reference lists, and endnotes are not included in the word count. Students who summarize their analysis in tables (e.g. summarize 3 institutional forces in a table) and use the text to highlight key points or takeaways in the tables tend to do well. Students who try to force everything in the text through an essay format or in a table tend not to do so well. This is meant to be a professional report not an academic one. The grading rubric for this assignment can be found in Appendix A.

## 2. Business Leadership in Society (35%)

For the final project, you will be working as a group. Students who chose companies of the same industry for the first assignment are put together in groups for the final project. Each group focuses on a small company from the table below chosen specifically because they exemplify a strong commitment to society (e.g. embedded strategy). Your task is to draw on and apply material from the course to explain their success thus far and to provide the company with advice on how to succeed with an embedded strategy and, more importantly, how to take on a transformational strategy in the future.

The second half of this course will expose you to tools (some explicit some implicit) that have allowed businesses to push the envelope on what is possible when the objective is to minimize, if not eliminate, social, economic, and ecological issues while remaining profitable. As a group, you are expected to identify which of these tactics and approaches are needed to ensure that your assigned company not only achieves this end but also demonstrates feasibility and thus profitability. You are playing the role of consultants in that you are providing advice on how an already committed company to sustainability can improve their performance in this area and take on some of the mainstream players in their industry. Given that, as a group, you have examined several of the mainstream players that this company competes with (i.e. from Assignment #1), you are well positioned to not only make sure that this company effectively embeds sustainability but also to make sure that they can help to transform the many unsustainable practices of the industry. The breakdown of the assignment is as follows:

- a) Overview of the Business (5%)
  - I. Basics: What is the organization's purpose/vision? What does the organization do? What product/service does it provide to the market? Who are its competitors? Who are its suppliers? Who are its consumers?
- b) Summary of Context (15%)
  - I. Institutional Forces: Summarize the critical institutional forces that each group member identified in the previous assignment that make it difficult for this company to succeed not only in embedding sustainability but in adopting a transformational strategy.
  - II. Competitive Forces: As you know, each group member has examined one mainstream company in the industry. The group is expected to summarize what these companies are doing to respond. The goal here is to ascertain how the existing competitive context is positioned in the domain of sustainability (i.e. what sustainability strategy are they using). What are the main themes across them? This is important because you want to make sure that your allocated business is differentiated from competitors in terms of their approach to sustainability.

**Important note: You must demonstrate an ability to synthesize the information you gathered independently in Assignment #1 by identifying key themes that provide confidence of what is happening at the industry level.**

- c) Embedding Sustainability through the Business Case (30%). You'll likely find that your company embeds sustainability by targeting a niche segment of the market (e.g. Honey Care targets mid-high income earners, Patagonia targets high income adventurers). Before moving to a transformational strategy, it is critical that you understand how this company establishes strategic differentiation among a small segment of the market. Note that you may find that your company successfully embeds sustainability. This is fine. I still want you to understand how and why by accomplishing to two deliverables below. At the same time, I want you to think about what might be missing or what the company might improve upon.
- I. Value Creation: What value does the business create (for consumers and beyond)? For whom is it creating value (be specific)? How does it create this value/how does it expand the value pool? How and why is this approach to value creation different from competitors in the industry?
  - II. Value Capture: What does the company do really well that is distinct from competitors? What should the company focus on as a key source of competitive distinction to allow it to capture value over time? Remember that while value creation is top line growth, value capture is bottom line growth (i.e. profit).
- d) Transforming for Sustainability (30%). As discussed in our final strategy, business and sustainability is not only about satisfying a niche market, it is about actively seeking to challenge industry or even societal behavior by targeting the mainstream market. TerraCycle's efforts to shift society from a linear to a circular consumption pattern and Patagonia's efforts to redefine the consumer relationship with clothing are examples here.
- I. How will the company reach the mainstream market? How will it overcome the institutional forces identified in Part 1 of this project that make it difficult to attract this segment of the market?
  - II. What specifically needs to be transformed (think of what Patagonia or TerraCycle are trying to transform)? Be clear here. What role will social movements and market rebels play? What role will meta-organizations play? How else might they lead this transformation?
- e) Presentation (20%): This project must be submitted in the form of a slidedeck (maximum 35 slides). Students are encouraged to use the notes section of the slides to add additional detail to the main text on the slides if they feel it is necessary. All groups are required to conduct an oral presentation of their slidedeck. Depending on the size of our class, a select number of groups will present their report live in our final synchronous class while the remaining will submit their oral presentation electronically (by the start of our last class). Oral presentations must be completed within a 20 minute time frame. With this in mind, groups should remain selective on what parts of their slidedeck (and of each slide) to present and should highlight what sections of busy decks the audience should focus their attention on. Put another way, please don't feel that you have to present all material in the slidedeck nor should you feel it necessary to have two separate slide decks (one for submission and one for the presentation). Be selective and pick those elements that contribute to a high-quality presentation. 20% of your grade for this project is therefore based on the quality and sequence



of the slide deck along with the effective and professional means by which they were presented. Not all group members are required to present in the oral presentation.

The slidedeck and oral presentation (for those groups not chosen to present live) for Assignment 2 are due by the start of our last class. Late submissions will have points deducted as per assignment rules below. The slidedeck must be submitted on Canvas. The grading rubric for Assignment #2 can be found in Appendix B.

### Peer Evaluation

The best time to deal with issues within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor. To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. Criteria for the peer evaluation include:

- Attendance and participation at team meetings
- Preparation for meetings
- Cooperativeness in getting work done
- Time and effort put into the project
- Timeliness and quality of the work
- Use of interpersonal and group dynamic skills
- Any other elements of teamwork.

Each member of the group will evaluate their respective group members (including themselves) on a scale of 1 to 5 based on the criteria above. Take this very seriously, because I do. I will consider this input in assigning the final grade of the student whereby an adjustment to an individual student's assignment grade could be as much as 2 grade points (e.g. A turns into a B+). This evaluation is due ???

### Student Assignment Selections

Early in the semester, students will sign up to one of the following industries and will choose one large incumbent in that industry to analyze for Assignment #1. The five or six students that choose the same industry make up a group for the final project.

Step 1: Each student chooses an industry	Step 2: Each student chooses one company for Assignment 1	Step 3: Groups consult assigned company for group project
Automotive	General Motors, Toyota, BMW, Ford, Volkswagen, Chrysler	Tesla
Canadian Banking	RBC, BMO, CIBC, Scotiabank, TD, National Bank	Vancity Credit Union
Electronic Devices	Apple, Nokia, Samsung, LG, Huawei	Fairphone
Grocery Retailers	Loblaws, Metro, Sobey's, Safeway, Tesco, Costco	The Big Carrot Community Market
Fashion/Apparel	H&M, Inditex, Lululemon, Canada Goose, Prada	Ten Tree
Social Media	YouTube, Facebook, Instagram, Twitter, Snapchat	Mastodon

Food and Beverage	Nestle, General Mills, Kellogg Company, Mars, Kraft/Heinz, Campbell's Soup Company	Griffith Foods
Fast Food	McDonald's, Burger King, Wendy's, Subway, Pizza Pizza, KFC	Chipotle
Coffee Shops	Tim Hortons, Starbucks, Dunkin' Donuts, Second Cup, Timothy's	Coffee Tree Roastery
Meat Production	Tyson Foods, Cargill, Smithfield Foods, Maple Leaf Foods, Schneider's	The Healthy Butcher

### Calculation of Course Grade

For this course, students will receive numerical grades for their performance across all evaluation components. Schulich does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Consequently, conversions within this course will be as follows:

Letter Grade	Grade Points	Numerical Score
A+	9	90-100
A	8	80-89.9
B+	7	75-79.9
B	6	70-74.9
C+	5	65-69.9
C	4	60-64.9
D+	3	55-59.9
D	2	50-54.9
F	1	0-49.9

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

#### Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable. Extensions are only granted in justified circumstances, with submission of supporting documentation upon request.
- Assignments received late without an approved extension will receive the following penalty – i.e. one letter grade applied each day (or fraction thereof) that the assignment is late.

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 5.5 and 7.0.

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://cds.info.yorku.ca/>.

## Syllabus

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will be sent to students' Schulich email accounts, notifying them of the change. Students should always refer to Canvas rather than the course outline for any changes to the below schedule/deliverables.

### Module 1 September 9<sup>th</sup>, 2021

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#### Introduction: Business and Society

The course begins with an interactive team-based simulation exercise that is meant to illustrate how business denial of broader responsibility can result in major environmental externalities. We'll use the simulation to set the context for the course and to introduce some of the foundational concepts and frameworks.

1. Calculate your ecological footprint
2. Class Simulation Preparation: Watch the simulation instructional video,
3. Read: Profit and the Public Good (Economist, 2005)
4. Complete: Asynchronous Canvas Exercises

### Module 2 September 16<sup>th</sup>, 2021

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#### Business' Responsibility to Society

Reflecting on the simulation in Module 1, we'll explore past and current views of a business' responsibility to society and how that has led to major issues not only for society but business as well. To do this, we'll debate whether the pursuit of profit is in the best interests of society. We'll then put ourselves in the shoes of Facebook executives and take a look at the social media industry more generally where the scope of responsibility of businesses in this industry has changed dramatically over the last 10 years.

1. More and More CEOs are Taking their Social Responsibility Seriously (Henderson, 2018)

2. Read Case: Facebook: Fake News, Free Speech and an Internet Platform's Responsibility (available in electronic course kit)
3. Complete: Asynchronous Canvas Exercises

### **Module 3**

#### **September 23<sup>rd</sup>, 2021**

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#### **The Five Sustainability Strategies**

In this class, we'll take a close look at PepsiCo, a giant in the food and beverage industry, that has been highly criticized for a rather blatant neglect of social and ecological systems – particularly those related to obesity and health. We'll examine the feasibility of the CEO's stated objective that PepsiCo represent a solution to the obesity epidemic. To do this, we'll introduce 5 strategies companies use to respond to define their relationship with society that we'll commonly refer to for the remainder of the course. We'll also take a close look at the role of consumers in the obesity epidemic. Students should come prepared to debate to what extent they feel that consumers hold most of the blame for this problem.

1. Read Note: Business Strategies for Sustainability
2. Read Case: PepsiCo's Turning Point: Identifying a Role in a Sustainable Society (available in electronic coursekit)
3. Complete: Asynchronous Canvas Exercises

### **Module 4**

#### **September 30<sup>th</sup>, 2021**

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#### **Institutional Forces**

In this class we'll look at the financial services industry in Canada, an industry that has a particularly important responsibility for the economic pillar of society. Specifically, we'll look at Meridian Credit Union, an increasingly popular financial institution that is challenging Canada's big banks. In preparation for this class, students will learn about institutional theory, a framework meant to help us understand the forces that challenge a business' efforts to more directly respond to social goals.

1. Read: Institutional Theory (read up to the section entitled "Organizational Fields and Institutional Logics")
2. Read: Meridian Credit Union Case (available in course kit)
3. Complete: Asynchronous Canvas Exercises

### **Module 5**

#### **October 7<sup>th</sup>, 2021**

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#### **Assessing Sustainability**

This class looks at how we measure and assess sustainability. We'll discuss and apply a framework to evaluate a company's sustainability performance based on what they've reported in their Sustainability

or Corporate Social Responsibility Reports. This framework will be an important tool for your first assignment.

1. Read: How to Evaluate Sustainability Reports (Valente, 2016)
2. Complete: Asynchronous Canvas Exercises

## READING BREAK

### Module 6

October 21<sup>st</sup>, 2021

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#### Life Cycle Analysis

In this class, we'll introduce and apply a concept known as Life Cycle Analysis. How far a product travels, the types of ingredients used in the product, the working conditions of outsourced manufacturers, and the treatment of rural farmers all represent examples of things to consider when measuring a product or service life cycle. We'll apply the framework to Southside Restaurant, a company that is trying to decide which bottle of wine to add to a restaurant's wine list; a decision that will impact the restaurant's mission to reduce CO2 and its short- and long-term financial performance.

1. Read: Southside Restaurant (available in electronic course kit)
2. Complete: Asynchronous Canvas Exercises

### Module 7

October 28<sup>th</sup>, 2021

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#### Co-Creating Value

In this class, students will be introduced to social entrepreneurship, a concept that has emerged in popularity in the last decade to fill the wide gap in the ability of existing organizational forms (e.g. public companies, for-profit companies) to effectively respond to social and ecological issues. We'll take a look at a couple of examples of social entrepreneurship before spending time on a social enterprise known as Honey Care Africa (HCA). HCA set out to revolutionize the beekeeping sector in Kenya by linking the rural poor to market opportunities associated with honey consumption. We'll explore how our conceptualization of value creation and value capture changes when sustainability is front and centre to the business. Specifically, we'll use this case to introduce the creating shared value framework introduced by Michael Porter and Mark Kramer and to reapply the concept of institutional entrepreneurship once again.

1. Watch: TED Talk: Social Entrepreneurship,
2. Read Article: Creating Shared Value (Porter and Kramer; Harvard Business Review)
3. Read: Honey Care Africa: A Different Business model (available in electronic course kit)
4. Complete: Asynchronous Canvas Exercises

### Module 8

November 4<sup>th</sup>, 2021

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## **Institutional Entrepreneurship**

In this class, we'll have a look at TerraCycle, a company that aims to eliminate waste in society. Yet after 15 years, TerraCycle has not turned a profit. The company is struggling to figure out how to balance its desire to eliminate waste with the need to be self-sustained financially. We'll revisit institutional theory by learning about institutional change and institutional entrepreneurship and apply these ideas to the TerraCycle case.

1. Read: Institutional Theory (Sections entitled Institutional Change and Institutional Entrepreneurship ONLY)
2. Read: TerraCycle: At a Crossroads (Valente, 2017)
3. Complete: Asynchronous Canvas Exercises

## **Module 9**

**November 11<sup>th</sup>, 2021**

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### **Systems Thinking**

Continuing along our examination of more progressive approaches to adopting sustainability, this class will introduce you to the importance of systems thinking. You'll start by reading a note entitled: Complexity Theory. You'll then apply the key messages of this reading to discuss how the business discussed in an online TED video contrasts significantly with the business you operated in Class 1's fishbanks simulation. Then, you'll read a recent article claiming that the McDonald's business model has played a critical role in reducing poverty. You'll be expected to apply the complexity theory note to challenge the key messages of this article.

1. Read: Complexity Theory (Valente, 2016)
2. Watch: Dan Barber: How I fell in love with a fish
3. Read Article: McDonald's and Poverty (Lau, 2018)
4. Complete: Asynchronous Canvas Exercises

## **Module 10**

**November 18<sup>th</sup>, 2021**

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### **From Embedded to Transformational**

In this class we'll look at YU Ranch, a ranching business located in Tilsonburg, Ontario that embodies principles of sustainability through its focus on environmental sustainability and healthier food. YU Ranch is facing a decision about how they should move forward, a decision that has important implications for the role of business in a sustainable society. The case will provide some insight into how the role of the manager has to evolve over time in its pursuit of sustainability. We'll use this case to introduce the important role of social movements and the role of managers/leaders as market rebels in challenging institutional forces.

1. Read: Market Rebels and Radical Innovation (Rao, 2009)
2. Read Case: YU Ranch: Growing a Sustainable Business (available in electronic coursekit)
3. Complete: Asynchronous Canvas Exercises

**Module 11**  
**November 25<sup>th</sup>, 2021**

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**Business Sustainability and Paradox**

We'll spend this class looking at Patagonia, a company that exists primarily to achieve an environmental objective but uses profit as the means by which to do so. We'll examine how Patagonia's business model balances its three seemingly contradictory goals of causing no unnecessary harm, being profitable, and achieving growth. We'll end with an examination of the Product Lifecycle Initiative; Patagonia's latest and perhaps boldest strategy that challenges the highly institutionalized business fundamentals of maximizing consumer repeat purchases.

1. Read: Patagonia (available in electronic coursekit)
2. Complete: Asynchronous Canvas Exercises

**Module 12**  
**December 2<sup>nd</sup>, 2021**

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Group Project Presentations

**Class by Class Schedule**

Class No., Title and Date	Exercise	Preparation	Theories/Frameworks
1. Introduction: Business and Society	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation preparation</li> <li>• Introductory exercises</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability</li> </ul>
2. Business' Responsibility to Society	<ul style="list-style-type: none"> <li>• Case Analysis</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Case: Facebook</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Profit and the Public Good</li> </ul>
3. The 5 Sustainability Strategies	<ul style="list-style-type: none"> <li>• Case Analysis</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Case: PepsiCo</li> <li>• The 5 Sustainability Strategies</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability Adoption Framework</li> </ul>
4. Institutional Forces	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case: Meridian Credit Union</li> <li>• Institutional Theory</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional Theory</li> </ul>
5. Assessing Sustainability	<ul style="list-style-type: none"> <li>• Breakout Rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: How to Evaluate Sustainability Reports</li> <li>• Video</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Criteria of Progressive Sustainability Reporting</li> </ul>
READING BREAK			

6. Life Cycle Analysis	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case: Southside Restaurant</li> <li>• Video: Life Cycle Analysis</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Life Cycle Analysis</li> </ul>
7. Co-Creating Value	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case: Honey Care Africa</li> <li>• Creating Shared Value</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Shared Value</li> <li>• Social Entrepreneurship</li> </ul>
8. Institutional Entrepreneurship	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case: TerraCycle</li> <li>• Institutional Entrepreneurship</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional Entrepreneurship</li> </ul>
9. Systems Thinking	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Video: How I Fell in Love with a Fish</li> <li>• McDonald's and Poverty</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Complexity Theory</li> </ul>
10. From Embedded to Transformational	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case: YU Ranch</li> <li>• Market Rebels and Radical Innovation</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Social Movements</li> </ul>
11. Business Sustainability and Paradox	<ul style="list-style-type: none"> <li>• Case</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case: Patagonia</li> <li>• Asynchronous Canvas Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Business Case Versus Paradox</li> </ul>
12. Group Presentations	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>



**Appendix A: Grading Rubric for Assignment #1**

<b>C to B- Grade</b>	<b>B+ to A+ Grade</b>
Issues identified did not seem relevant to industry and there was poor or no explanation of the tension between business and society. Issues tend to be too broad and the student is trying to cover too much (e.g. environmental impact)	Excellent justification of relevant issues analyzed with specific reference to the tension between business and society. Issues were of sufficient scope to warrant in depth analysis.
Weak application of institutional forces (e.g. stuck at the firm/industry level only). Little or no reflection and discussion on how company influences institutional forces	Strong application of institutional forces (e.g. considered broader social behaviours). Strong explanation of how companies influence institutional forces
Regarding the assessment of company performance: Student tends to be more of an advocator/cheerleader of company activities. Student describes what they are doing and tends to list random initiatives. Student presents the raw data but with little analysis of said data. Students relied only on what was reported rather than what should have been reported.	Regarding the assessment of company performance: Student demonstrates strong analytical and critical thinking skills in terms of their evaluation of company activities. Analysis is deep and focused. Students are able to identify what is missing from the report to reflect a more progressive sustainability strategy.
Claims made on company performance in sustainability and the company's sustainability strategy were unconvincing to the reader.	Claims made on company performance and the company's sustainability strategy were consistent with the analysis provided.
Very poor application of course concepts where students did not apply the correct concepts or applied them poorly with little demonstration of understanding how this assignment relates to the first 5 modules	Overall, there was an excellent application of course concepts with students connecting this analysis with the first five modules. Concepts were used to aid and strengthen analysis and conclusions.
In terms of presentation, relatively poor grammar and sentence structure, formatting unprofessional and no use of tables when there were clear opportunities to benefit from said tables. Improper citations or lack thereof (within text and in reference section)	In terms of presentation, excellent writing style, little or no grammatical/spelling errors, excellent formatting and effective use of tables to support the analysis. Proper citation formatting.

### Appendix B: Grading Rubric for Assignment #2

**A-/A/A+:** Group provides key very useful information about the company. The group identifies key themes associated with the competitor and institutional analyses from assignment #1. That is, they nicely capture the key tactics used by the large competitors in response to sustainability as a key consideration for how their assigned company can be differentiated. They also prepare the reader/audience for the key institutional forces in the industry that the company must overcome to succeed with a transformational strategy. The group very effectively demonstrates an understanding of how their company can (or has been) embedding sustainability by demonstrating how they go about expanding the value pool. They also explicitly discuss what is (or should be) their competitive advantage for the purpose of capturing value. They effectively answer the questions posted in these sections. For the transformational strategy section, the group clearly identifies what is being transformed. They chose the best frameworks for their slidedeck (e.g. market rebels, social movements, systems thinking, etc.) and applied the frameworks to explain how their assigned company could overcome institutional forces. Finally, the slidedeck was very professional and coherent with just the right amount of content on the slides. The group uses the notes section only when necessary. The oral presentation was done very professionally. All group members presented well and demonstrated strong knowledge of the details supporting the slides.

**B-/B/B+:** Groups provided useful information about the company. Insightful themes were identified from the competitor and institutional analyses of the student assignments. While there were general themes highlighting how competitors are responding to pressure to be more sustainable, they were a bit incoherent and difficult to understand in terms of what it means for the assigned company. For institutional forces, the group struggled to summarize those that should be prioritized for the assigned company. For expanding the value pool, the group's application of key concepts was inconsistent. They understood their idea of expanding the value pool generally, but missed some key parts of this endeavor as presented by course material. The group struggled to truly identify a competitive advantage for the company or, if they did, the arguments weren't very convincing that this would ensure value capture. The group struggled to identify what was meant to be transformed and didn't quite understand what the transformational strategy meant. The application of concepts that provided the necessary insight for how to transform institutional forces wasn't done very well but the group put forth a good effort. The slide deck was nicely put together with some careless slides here and there. The group presented well.

**C-/C/C+:** Groups provided necessary information about the company. It was very hard to identify relevant competitor information that stemmed from the individual assignments. The group struggled to identify the relevant institutional forces in that they didn't have much bearing for the assignment. The group did not convince the audience that it understood what expanding the value pool meant and failed to properly apply any of the key components of this concept. There was little or no mention of competitive advantage and/or the group simply didn't understand what competitive advantage meant. In all, the group really struggled to demonstrate what an embedded strategy means for the firm. The group failed to identify what was being transformed and did not convince the audience that their transformational strategy would challenge key institutional forces that would make it difficult for their company to succeed. The oral presentation was poorly done, poorly rehearsed and very unprofessional. The slide deck had key information but was not presented effectively.

**SUBJECT:** Library Statement for MGMT 2060: Business and Society

**FROM:** Stephanie Quail, Teaching & Learning Librarian / Business Liaison Librarian

**DATE:** March 26, 2021

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## **MGMT 2060: Business and Society**

York University Libraries (YUL) will be able to support the proposed course, *MGMT 2060: Business and Society*. Students will be introduced to core concepts and approaches for examining a business and/or industry's commitment to sustainable business practices. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their company sustainability and business leadership in society assignments.

### **1. Required / Suggested Course Readings & Course Reserves Support**

The course proposal does not list a required textbook for the course; instead, students will be asked to read library-licensed trade and news article content. Students will also be asked to purchase an electronic course kit that will provide them with access to the Ivey business cases used in the course. Additionally, students will be asked to read a set of scholarly blog posts authored by the course's professor. The scholarly blog posts will be freely available to students.

The subject librarian reviewed all of the links in the course proposal and made additional recommendations regarding links to content such as TED Talk videos. Additionally, some *Harvard Business Review (HBR)* articles are listed in the course proposal. Due to copyright restrictions, permalinks to HBR articles cannot be used in Canvas. Instructors can provide a complete citation to the HBR article and provide the students with a link to the library's [Harvard Business Review article guide](#). Students can then copy and paste the title of the HBR article into the guide's search widget to easily locate and read the articles.

Finally, the librarian recommends that the instructor uses the [Copyright Office's syllabus checking service](#) every time the course runs, as course learning materials may change over time. They will review all of the resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create permalinks to library licensed content that is used in the course.

### **2. Resources for Course Assignments**

Students will complete two major research assignments in this course. They will need to draw on a variety of free and subscription-based resources. YUL's collections will be able to support this course work. The following is a list of recommended resources:

#### **Books & eBooks**

Searching the library's catalogue using subject headings such as *Social responsibility of business*, *Sustainable development*, and *Corporate governance* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books can be located at the Peter F. Bronfman

Business Library and the Scott Library. During the Covid-19 campus closure, students can use [YUL's curbside pickup program](#) to access print books.

### **Scholarly, Trade/Industry, and Newspaper Articles**

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

However, the library also subscribes to core business article databases such as *Proquest Business* and *Business Source Complete (BSC)*. These databases provide students with a more curated search focused on subject-specific scholarly and trade business article publications. For example, BSC provides students with access to HBR articles.

Finally, students will be able to access business news through *Factiva* and *Nexis Uni*. The library's [Business Articles guide](#) provides additional information on these article databases.

### **Specialized Business Databases**

Students will also have access to key business databases. For example, *IBISworld*, *Marketline Advantage*, and *Passport* provide access to industry and market research reports. *Marketline Advantage* also provides access to company reports, while *Mergent Online* can be used to download company financials and broker research reports. Additionally, once the Covid-19 campus closure ends, students will have broader access to the corporate social responsibility research database, *Sustainalytics*. Due to the campus closure, *Sustainalytics* access is limited. A complete listing of YUL's business databases can be accessed via the [Business Databases A-Z webpage](#).

### **Research Guides**

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks. The professor may wish to embed links to the [Business Ethics](#) and [Corporate Governance](#) research guides in Canvas.

## **3. Canvas Library Research Module, Research Help, & Consultation Support**

The Peter F. Bronfman Business Library will prepare a library research module video series that is tailored to the unique needs of students enrolled in this course and will be embedded in Canvas. When large on-campus courses resume, this module series may be turned into an in-person library research session.

Students will also have access to [research help and consultation services](#). While in-person drop-in research services, including telephone help, are not available during the Covid-19 campus closure, students are still able to email the Peter F. Bronfman Business library ([bronfref@yorku.ca](mailto:bronfref@yorku.ca)), use the online chat service, and book a Zoom consultation with a [business librarian](#).

## FW: New Business and Society Course

Mike S. Valente <mvalente@schulich.yorku.ca>

Thu 2021-03-25 9:45 AM

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**From:** Dirk Matten <dmatten@schulich.yorku.ca>  
**Sent:** Thursday, March 25, 2021 8:50 AM  
**To:** Mike S. Valente <mvalente@schulich.yorku.ca>  
**Subject:** RE: New Business and Society Course

*Hi Mike,*

*I approve:*

- 1. The retirement of MGMT 2040;*
- 2. The new course MGMT 2060 along the lines described below.*

*Many thanks for all your continuous efforts.*

*d.*

Dr Dirk Matten  
Professor of Strategy  
Hewlett-Packard Chair in Corporate Social Responsibility  
Director, Centre of Excellence in Responsible Business (COERB)

G325 McEwen Building  
York University, 4700 Keele Street  
Toronto, Ontario M3J 1P3  
Canada

Phone: +1 416 736 2100 Extension 55268

Cell: +1 647 293 0802

| [Homepage](#) | [Twitter](#) | [SSRN](#) |

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**From:** Mike S. Valente <[mvalente@schulich.yorku.ca](mailto:mvalente@schulich.yorku.ca)>  
**Sent:** Wednesday, March 24, 2021 20:49  
**To:** Dirk Matten <[dmatten@schulich.yorku.ca](mailto:dmatten@schulich.yorku.ca)>  
**Cc:** Nicola Jagdeosingh <[njagdeosingh@schulich.yorku.ca](mailto:njagdeosingh@schulich.yorku.ca)>  
**Subject:** New Business and Society Course

Hi Dirk

You may recall several weeks ago that you approved my proposed major changes to the existing BBA CSR course. The ADA's office has asked me to position this as a new course (MGMT 2060 – Business and Society) that will ultimately replace the current course (MGMT 2040). Because this is a slightly different proposal, I need to get your approval. All the content and material in the syllabus is identical to what you saw in our last communication.

This is a procedural modification only.

To this end, can you reply to this email indicating your support for both the retirement of the existing course (MGMT 2040) and the approval of the new course (MGMT 2060)?

Thanks

-----  
Mike Valente  
Associate Professor  
Organizational Strategy and Sustainability  
Director of Undergraduate Programs  
Schulich School of Business  
York University  
[mvalente@schulich.yorku.ca](mailto:mvalente@schulich.yorku.ca)  
[www.organizingforsustainability.com](http://www.organizingforsustainability.com)

## Non-Major Modification Program Changes

1. Program: Bachelor of Business Program, Schulich School of Business
  2. Degree Designation: Bachelor of Business (BBA)
  3. Type of Modification: Expire existing course, add new course to replace
  4. Effective Date: September, 2021
- 

5. State what the changes are (Example: increase / decrease to the number of major credits)

Expire MGMT 2040 Ethics, Social Resp & Sustainability in Bus and replace with MGMT 2060 Business and Society

6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

The existing MGMT 2040 course was not effectively meeting program learning outcomes. Specifically, the highly theoretical and introspective pedagogical approach came at the cost of truly understanding the relationship between business as an institution and society and a more hands-on, experiential, case- and decision-based pedagogy to achieve this objective. A key program learning outcome is to ensure that students gain a deep appreciation for the key tensions that exist between the institution of business and society. To that end, this course is being retired and is to be replaced with MGMT 2060, which focuses specifically on this relationship and provides students with a valuable critical lens through which to think about business in their careers. Pedagogically, the new course's use of experiential education approaches (e.g. simulations, role plays, debates), cases, and real time group work is very much aligned with program objectives.

7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.

The program requires that students take a set number of core courses. One of these courses is meant to sensitize students to the areas of tension between business and society. BBA students are meant to take this in their 2<sup>nd</sup> year of the program once they've learned about some of the key fundamental components of business (e.g. accounting, operations, etc). It is at this point of the program, that students need to challenge some of the key assumptions associated with profit and shareholder wealth maximization and the implications thereof. As mentioned above, MGMT 2040 was not effectively meeting this objective. MGMT 2060 will essentially replace this course in terms of its location in the program.

8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Consultation took place with three senior faculty at the Centre of Excellence in Responsible Business along with 3 other faculty with expertise on this topic.

9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

There are no resource implications expected. The course will retain the 10 sections of students that characterized the old course's structure.

10. Provide a summary of how students currently enrolled in the program will be accommodated.

Students entering their 1<sup>st</sup> and 2<sup>nd</sup> year in the fall of 2021 will take the new course while those entering their 3<sup>rd</sup> and 4<sup>th</sup> year have already completed the expired course.

11. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Core Curriculum course offering chart below

DIRECT ENTRY BBA (FALL 2021 ENTRY)			
YEAR 1			
FALL TERM	WINTER TERM		
Introduction to Microeconomics AP/ECON 1000 3.00	Introduction to Macroeconomics AP/ECON 1010 3.00	Please note that non-business electives at the 1000 level are acceptable in Years 1 and 2 (i.e. the first 60.00 credits earned towards the BBA degree). Credit will not be granted for ADMS, HRM and other courses indicated on the Prohibited Course List.	
Introduction to Business SB/MGMT 1000 3.00	Managing Data for Business Decisions SB/OMIS 1050 3.00****		
Introduction to Financial Accounting I SB/ACTG 2010 3.00	Introduction to Financial Accounting II SB/ACTG 2011 3.00		
Marketing Management or History of Capitalism: Structures, Agents, Artefacts	Marketing Management or History of Capitalism: Structures, Agents, Artefacts		
Non-Business Elective(s) Total of 6.00 credits			
YEAR 2			
FALL TERM	WINTER TERM		
Management Accounting Concepts or <del>SB/ACTG 2020 3.00</del> <del>SB/MGMT 2040 3.00</del> <del>MGMT 2080 3.00</del> SB/ACTG 2020 3.00 <i>or</i> SB/MGMT 2040 3.00 <i>or</i> MGMT 2080 3.00	Management Accounting Concepts or <del>SB/ACTG 2020 3.00</del> <del>SB/MGMT 2040 3.00</del> <del>MGMT 2080 3.00</del> SB/ACTG 2020 3.00 <i>or</i> SB/MGMT 2040 3.00 <i>or</i> MGMT 2080 3.00		
Individuals and Groups in Organizations SB/ORGS 2100 3.00	Organizations and Their Environments SB/ORGS 2200 3.00		
Analyzing Data for Business Decisions or Introduction to Operations and Supply Chain Management **** SB/OMIS 2050 3.00 <i>or</i> SB/OMIS 2010 3.00	Analyzing Data for Business Decisions or Introduction to Operations and Supply Chain Management **** SB/OMIS 2050 3.00 <i>or</i> SB/OMIS 2010 3.00		
Introduction to Finance SB/FINE 2000 3.00	Applied Macroeconomics SB/ECON 2000 3.00		
Non-Business Elective(s) Total of 6.00 credits			
YEAR 3 (2019*) and YEAR 4 (2020)			
FALL TERM	WINTER TERM		
Strategic Management** SB/SGMT 3000 3.00	Integrative Business Simulation*** SB/MGMT 4100 3.00	In Year 3 (i.e. once students have earned 60.00 credits and before earning 90.00 credits), electives must be at the 2000-level or higher. In Year 4 (i.e. over 90.00 credits), electives must be at the 3000-level or higher.	
Schulich Electives Total of 18.00 credits			
Schulich Electives or Non-Business Electives Total of 24.00 credits			
Non-Business Electives Total of 12.00 credits			
*Students who are planning to go on Exchange in Year 3 cannot delay core courses as outlined in the curriculum for the term they are studying at Schulich.			
** Must be completed in the Fall or Winter term of Year 3. This course cannot be completed on Exchange.			
*** This course may be completed in either Year 3 or Year 4. Prerequisite is SB/SGMT 3000 3.00.			
**** Course Curriculum changes pending Senate approval			

W.



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Pauline Shum Nolan, Professor of Finance  
Date: February 23, 2021  
Re: New course proposal: FINE6280 Fintech

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### Motion:

I move that Faculty Council approves the new course proposal: FINE6280 Fintech.

### Rationale:

This course adds an important and timely topic to the existing MBA curriculum, and will appeal to students in finance, financial services, entrepreneurial studies, and technology management. This course is designed to foster a sense of innovation and the entrepreneurial spirit in the students, whether they intend to work in financial services or work on their own start-up. A Schulich Fintech database and website will be created and maintained by the students. This course will also generate synergies with other Schulich stakeholders, such as Schulich Start-up Nights, Schulich Finance Association, and the Schulich Technology Alumni Network.

# New Course Proposal Form

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

**1. Program:** MBA

**2. Course Number:** FINE6280

**3. Credit Value:** 3.0

**4. Long Course Title:** Fintech: Digital Transformation of Financial Services

**5. Short Course Title:** Fintech

**6. Effective Session:** Winter 2022

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

This course is designed for students interested in the emerging and evolving field of Fintech and the digital transformation of financial services. Students will study the different verticals in the Fintech ecosystem, the current landscape, pain points of consumers, sources of financing and exit for fintech start-ups, open banking, the disruption to incumbents, and cloud computing.

**8. Expanded Course Description:**

Technological advancement has opened doors to new players in the financial services industry, from small start-ups to large technology companies. Incumbents are facing disruption and are striving to incorporate digital strategies in their own business lines and operations. This course is designed for students interested in the emerging and evolving field of fintech and the digital transformation of financial services.

This course begins with the big picture of the Fintech ecosystem and the current landscape. After that, students will examine the pain points of consumers, the merits of the disruption and the implications for incumbents, financing and exits for start-ups, open banking, cloud computing as well as a deeper dive into each Fintech vertical. The class will contribute to and help maintain the Schulich Fintech database.

**9. Course Learning Outcomes**

Students will have a solid understanding of the fintech industry, especially in Canada, including the different verticals within the Fintech ecosystem, sources of financing and exit, challenges of consumers, startups and incumbents, technology adoption, and regulatory issues such as open banking. For the major project, students will develop the idea and the business model for their own fintech start-up. This course will help prepare students interested in a career related to innovations in financial services or private equity/venture capital with a Fintech focus.

**10. Rationale:**

This course adds an important and timely topic to the existing MBA curriculum, and will appeal to students in finance, financial services, entrepreneurial studies, and technology management. This course is designed to foster a sense of innovation and the entrepreneurial spirit in the students, whether they intend to work in financial services or work on their own start-up. A Schulich Fintech database and website will be created and maintained by the students. This course will also generate synergies with other Schulich stakeholders, such as Schulich Start-up Nights, Schulich Finance Association, and the Schulich Technology Alumni Network.

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

Participation	10%
Individual assignments	40%
Major group project	50%

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

N/A

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

N/A

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

Pauline Shum Nolan will be the regular instructor. The course will be offered once a year.

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

A classroom with newer technology will be required.

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

King, Michael and Richard Nesbitt, *The Technological Revolution in Financial Services*, U of T Press, 2020.

Allen, Franklin, Xian Gu, and Julapa A. Jagtiani, *A Survey of Fintech Research and Policy Discussion*, FRB of Philadelphia Working Paper No. 20-21, 2020.

Harvey, Campbell R. and Ramachandran, Ashwin and Santoro, Joseph, *DeFi and the Future of Finance* (January 15, 2021). Available at SSRN: <https://ssrn.com/abstract=3711777> or <http://dx.doi.org/10.2139/ssrn.3711777>

Since Fintech is an emerging and fast changing subject, many of the resources are online. For example:

Open Banking: What Does it Means for You? Senate Committee on Banking Trade and Commerce. <https://sencanada.ca/en/info-page/parl-42-1/banc-open-banking/>

<https://www.economist.com/leaders/2021/01/09/what-explains-bitcoins-latest-boom>

The course will tap into new information and material as they arise.

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

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

**Initial instructor**

Pauline Shum Nolan

**Alternative instructors**

Moshe Milevsky

**Course coordinator**

Pauline Shum Nolan

### **18. Specializations**

**Primary area or specialization**

Finance

**Secondary areas or specializations**

N/A

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

**Contact hours**

36 hours per term

**Maximum enrolment**

45

**Expected enrolment**

45

**Evidence for enrolment expectations**

It will be an elective for MBAs and MFINs and it could be extended to other specialized master programmes.

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

N/A

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

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

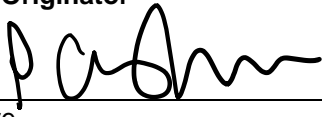
- a) **The Area is deleting courses with at least the same total number of credits.**

N/A

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

Fintech is a timely course as it is an important, emerging area of finance.

**Course Originator**



Signature

Jan 18, 2021

Date

Pauline Shum Nolan

Name

**Supporting Faculty Members**

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

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

*(Separate attachment with e-mails from the following colleagues indicating their support.)*

Moshe Milevsky

Melanie Cao

Yisong Tian

Eli Prisman

Ambrus Kecskes

Pouyan Foroughi

Henry Kim

**Approvals:**

**Area or Specialization**

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



Signature

January 18, 2021

Date

Lilian Ng

Finance

Name of Coordinator or Director

Area or Specialization

**Degree Program**

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

Ashwin Joshi

Signature

February 18, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

**Program Committee**

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

Marcia Annisette

Signature

March 18, 2021

Date

Marcia Annisette

Name of Committee Chair

Masters Program

Committee

## Course Outline

Winter 2022

Section X: Day/Time/Room

### Instructor

Dr. Pauline Shum Nolan  
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Dr. Pauline Shum Nolan is Professor of Finance at the Schulich School of Business. She is the founding Director of the Master of Finance programme (2008-2015) and had served as the school's Director of the PhD programme (2001-2005). She also taught for the Mercer School of Pension Investment Management (2008 to 2015). Dr. Shum has been a member of the investments committee of the York University Pension Plan since December 2004, and has sat on numerous portfolio manager searches, asset allocation, alternative investments, and performance sub-committees. Her research spans several areas, including ETFs and mutual funds, household finance, art as an investment, that have been presented at major international academic and industry conferences. Dr. Shum Nolan has won various awards for her investment management research, including the Toronto CFA Society-Hillsdale Research Award, twice. Dr. Shum Nolan is a founder of Wealthscope, a Fintech application that specializes in data-driven investment portfolio and retirement planning analytics.

## Brief Description

This course is designed for students interested in the emerging and evolving field of Fintech and the digital transformation of financial services. Students will study the different verticals in the Fintech ecosystem, the current landscape, pain points of consumers, sources of financing and exit for Fintech start-ups, open banking, the disruption to incumbents, and computing technology for Fintech.

Prerequisite: FINE5200 3.0 or MFIN5100 3.0 or permission of the instructor.

## Course Learning Outcomes

Students will have a solid understanding of the fintech industry, including the different verticals within the Fintech ecosystem, sources of financing and exit, challenges of consumers, startups and incumbents, technology adoption, and regulatory issues such as open banking. For the major project, students will develop the idea and the business model for their own Fintech start-up, which can then be used in pitch competitions and hackathons. This course will help prepare students interested in a career related to innovations in financial services or private equity/venture capital with a Fintech focus.

## Deliverables at a Glance

Assignment/Task	% Weight	Author
Participation	10	Individual
Assignments	40	Individual
Project and presentation	50	Group
	<b>100%</b>	

## Course Material

Textbook: King, Michael and Richard Nesbitt, *The Technological Revolution in Financial Services*, U of T Press, 2020. (K&R)

Allen, Franklin, Xian Gu, and Julapa A. Jagtiani, *A Survey of Fintech Research and Policy Discussion*, FRB of Philadelphia Working Paper No. 20-21, 2020. (AG&J)

<https://www.philadelphiafed.org/consumer-finance/consumer-credit/a-survey-of-fintech-research-and-policy-discussion>

Open Banking: What Does it Means for You? Senate Committee on Banking Trade and Commerce. <https://sencanada.ca/en/info-page/parl-42-1/banc-open-banking/>

Harvey, Campbell R. and Ramachandran, Ashwin and Santoro, Joseph, *DeFi and the Future of Finance* (January 15, 2021). Available at:

SSRN: <https://ssrn.com/abstract=3711777> or <http://dx.doi.org/10.2139/ssrn.3711777>

Additional timely readings will be added on the course CANVAS.

## Student Preparation for Class and Class Participation: Expectations

**Preparation.** To do well in the course, students should: i) prepare for and attend every class, ii) keep up with the assigned readings and research, iii) meet the milestones for the group research project, to be outlined in the first class.

**Class Participation.** Participation includes class attendance, contribution to class discussions based on informed opinions, constructive comments, thoughtful responses to classmates' questions, and promoting a great learning experience and classroom environment for all.

*Value: 10%*



## Deliverables

### Dates      **Individual assignments**

- TBA
1. Research and select a pain point experienced by consumers or by firms in the financial services industry. Explain what the pain point is and discuss how it has been (or could be) addressed by technology and who the solution providers are in Canada and/or elsewhere.

*Value: 10%*

2. A Canadian Fintech write-up consisting of a company overview (vertical, value proposition, senior management, funding, key corporate developments, if any) and business highlights (business model, products and pricing, technology, marketing, competitors). Please make sure you claim your company early on the class's Google Sheet. To complete the assignment, you will need to upload the write-up to the Schulich Fintech database with your name and graduation year as the author of this entry.

*Value: 15%*

3. A foreign Fintech write-up with the same analysis and expectations as #2.

*Value: 15%*

### **Group project**

Develop your own Fintech idea and business. Present a pitch using the guidelines here: [https://guykawasaki.com/the\\_102030\\_rule/](https://guykawasaki.com/the_102030_rule/), as well as a mock-up of your technology (using fake data is fine and there is no need to build a backend). The mock-up can be done in PPT or any frontend language (e.g., Javascript/HTML/CSS), depending on the background of the group. Students will have access to a TA who is a ReactJS developer.

**All** members of the group are responsible for presenting and answering questions from the audience. Individuals who do not present will not receive the presentation marks.

*Value: 50% (30% idea, research, and content; 10% PPT; 10% presentation)*

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 5.2 and 6.2.

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

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

[http://www.schulich.yorku.ca/client/schulich/schulich\\_lp4w\\_Ind\\_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2](http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2)

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

[http://www.schulich.yorku.ca/client/schulich/schulich\\_lp4w\\_Ind\\_webstation.nsf/page/Academic+Honesty!OpenDocument](http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument)

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

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

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

## Quick Reference: Summary of Classes, Activities and Deliverables

Class No. and Title	Topic(s)	Reading Preparation	Written Preparation
1. Introduction	The Fintech ecosystem; the current landscape	K&N: Introduction	
2. Financial Services Incumbents and Consumers	Consumer pain points; services and digital strategies of incumbents	K&N: Chapters 1, 2	Assignment #1 due
3. Banking in the New Era; Insurtech	Digital banks; opening banking: logistics and debate. <b>Guest speakers</b>	K&N: Chapters 3, 4, 5, 6 SC	
4. Wealth Tech; Lending Tech	Robo-advisors and other wealth tech; insurtech; P2P Lending <b>Guest speakers</b>	K&N: Chapters 10, 11 AG&J: Section 6	
5. Technical Infrastructure	Cloud computing; data; APIs; web development; Blockchain <b>Guest speakers</b>	Watch: <a href="https://youtu.be/G1tVnXTcDBU">https://youtu.be/G1tVnXTcDBU</a>	
6. Payment Tech; Cryptocurrencies; DeFi	Digital payments; cryptocurrencies; Defi and the future of finance <b>Guest speakers</b>	AG&J: Sections 2, 3, 4, 5 <a href="https://www.economist.com/leaders/2021/01/09/what-explains-bitcoins-latest-boom">https://www.economist.com/leaders/2021/01/09/what-explains-bitcoins-latest-boom</a> Harvey, C. R. and Ramachandran, A., and Santoro, J., "DeFi and the Future of Finance"	Assignment #2 due
7. Financing and Exits	Bootstrapping, angel investors, accelerators, VCs, crowdfunding IPOs <b>Guest speakers</b>	Online resources from MaRS (TBA)	
8. Fintech Business Strategies and Models	Enterprise, retail, incumbent partnerships	K&N: Chapter 8	Assignment #3 due
9. Technology Sales and Marketing	Fintech software sales cycle; marketing strategies for fintech <b>Guest speakers</b> from Medallia (enterprise sales) and TBA (retail marketing)	Online resources from MaRS (TBA)	
10. Big Tech; Fintech Regulation	The threat of big tech firms and others entering financial services; regulating fintech	K&N: Chapter 7 AG&J: Sections 8, 9	
11. Group presentations	Pitches and demo		PPT deck due by 30 minutes before class – all groups
12. Group presentations	Pitches and demo		

## Detailed Course Outline

Class No. and Title	Topic(s)
1. Introduction	Curriculum and expectations The Fintech ecosystem <ul style="list-style-type: none"> <li>• The different Fintech verticals</li> <li>• Infrastructure for Fintech</li> <li>• Stakeholders in the ecosystem</li> <li>• The current landscape</li> </ul> Primary reading(s): <ul style="list-style-type: none"> <li>• K&amp;N: Introduction</li> </ul>
2. Financial Services Incumbents and Consumers; Insurtech	Digital transformation of financial services <ul style="list-style-type: none"> <li>• Consumer pain points (class discussion based on Assignment #1)</li> <li>• How incumbents are responding</li> <li>• Digital strategies of incumbents</li> </ul> Insurtech Primary reading(s): <ul style="list-style-type: none"> <li>• K&amp;N: Chapters 1, 2</li> </ul>
3. Banking in the New Era	Digital banks <ul style="list-style-type: none"> <li>• The disruption they seek</li> <li>• Consumer adoption and the roadmap</li> </ul> Opening banking <ul style="list-style-type: none"> <li>• Technology and logistics</li> <li>• Security: benefits and risks</li> <li>• Role of the government</li> </ul> <b>Guest speakers</b> from Koho (Digital Bank) and Wealthica (Aggregator) Primary reading(s): <ul style="list-style-type: none"> <li>• K&amp;N: Chapters 3, 4, 5, 6</li> <li>• SC</li> </ul>
4. Wealth Tech; Lending Tech	Wealth Tech <ul style="list-style-type: none"> <li>• Robo-advisors</li> <li>• Personal Finance, investment and retirement planning</li> </ul> Lending Tech <ul style="list-style-type: none"> <li>• Credit scoring</li> <li>• P2P lending</li> <li>• Point-of-sale (POS) lending</li> </ul> <b>Guest speakers</b> from Wealthsimple (Robo-advisor) and TBA (Lending Tech)
5. Technical Infrastructure	Cloud computing Data APIs & web development Blockchain <b>Guest speakers</b> from AWS (Cloud Computing) and CTO from TBA Watch: Campbell Harvey's video on Blockchain applications <a href="https://youtu.be/G1tVnXTcDBU">https://youtu.be/G1tVnXTcDBU</a>
6. Payment Tech; Cryptocurrencies; DeFi	Payment ecosystem <ul style="list-style-type: none"> <li>• Payment processing systems and network</li> </ul>

Class No. and Title	Topic(s)
	<ul style="list-style-type: none"> <li>• Mobile wallets</li> <li>• Remittances</li> </ul> <p>Cryptocurrencies</p> <ul style="list-style-type: none"> <li>• Origin and growth</li> <li>• Investment vs transaction</li> </ul> <p>DeFi and the future of Finance</p> <p><b>Guest speakers</b> from Stripe (Payment tech) and from Bank of Canada (Fed coins)</p> <p>Primary reading(s): AG&amp;J: Sections 2, 3, 4, 5 <a href="https://www.economist.com/leaders/2021/01/09/what-explains-bitcoins-latest-boom">https://www.economist.com/leaders/2021/01/09/what-explains-bitcoins-latest-boom</a> Harvey, Campbell R. and Ramachandran, Ashwin and Santoro, Joseph, DeFi and the Future of Finance (January 15, 2021). Available at SSRN: <a href="https://ssrn.com/abstract=3711777">https://ssrn.com/abstract=3711777</a> or <a href="http://dx.doi.org/10.2139/ssrn.3711777">http://dx.doi.org/10.2139/ssrn.3711777</a></p>
7. Financing and Exits	<p>Sources of financing for a Fintech startup</p> <ul style="list-style-type: none"> <li>• Bootstrapping</li> <li>• Angel investors</li> <li>• Accelerators</li> <li>• VCs</li> <li>• Crowdfunding</li> </ul> <p>Exit strategies</p> <ul style="list-style-type: none"> <li>• IPO</li> <li>• Strategic acquisition</li> <li>• Private Equity</li> </ul> <p><b>Guest speakers</b> from an Angels Association and from a Fintech VC</p> <p>Primary reading(s): Online resources from MaRS</p>
8. Fintech Business Strategies and Models	<p>Enterprise B2B Retail B2C Incumbent partnerships B2B2C</p> <p>Primary reading(s): K&amp;N: Chapter 8</p>
9. Technology Sales and Marketing	<p>Fintech software sales cycles Marketing strategies for fintech</p> <p><b>Guest speakers</b> from Medallia (enterprise sales) and TBA (retail marketing)</p> <p>Primary reading(s): Online resources from MaRS (TBA)</p>
10. Big Tech; Fintech Regulation	<p>Big tech</p> <ul style="list-style-type: none"> <li>• The threat of big tech</li> <li>• entering financial services</li> </ul> <p>Regulating fintech</p> <ul style="list-style-type: none"> <li>• Areas of concern</li> <li>• The catch-up game</li> </ul> <p>Primary reading(s): K&amp;N: Chapter 7 AG&amp;J: Sections 8, 9</p>
11. Group presentations	Pitches and demo
12. Group presentations	Pitches and demo

## MEMORANDUM

### *Peter F. Bronfman Business Library*

**TO:** Prof. Pauline Shum Nolan, Finance Area, Schulich School of Business

**SUBJECT:** Library Statement for **FINE 6280 3.00: Fintech**

**FROM:** Xuemei Li, Business Librarian, Bronfman Business Library

**DATE:** February 17, 2021

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This course is designed for students interested in the emerging and evolving field of Fintech and the digital transformation of financial services. Students will study the different verticals in the Fintech ecosystem, the current landscape, pain points of consumers, sources of financing and exit for Fintech start-ups, open banking, the disruption to incumbents, and cloud computing. The Libraries can support this course with a strong collection that includes print and electronic books, print and electronic journals, and various databases in subject areas that are relevant to this course.

Keyword searching of the York University Libraries' catalogue reveals relevant subject headings such as: Fintech, Blockchain, Cryptocurrencies, Open banking, Financial services industry, Financial technology, Financial computing, Finance – Technological innovations, Crowd funding, Private equity, Venture capital, Cloud computing, Internet and Technology Law, Finance and Banking Law, and Electronic funds transfers etc. Relevant article databases include *Proquest Business*, *Business Source Complete*, *Scholars Portal*, *Factiva*, *Nexis Uni* and *Compendex (via Engineering Village)*, and students can use these databases to search for articles on themes taught in this course to supplement assigned readings. Students also have access to relevant e-books through *Proquest Ebook Central*, *Ebook at ScholarsPortal*, and *Ebsco eBooks*. Streaming videos are available on the topic of Fintech through the *Films on Demand* platform. *Gartner IntraWeb*, *Passport* and *Statista* are very useful for Fintech topics covered in this course.

Books which are not currently in the Libraries' collections will be ordered through Gobi in advance. A list of free online resources for assigned readings is provided by the instructor in the course outline. I recommend that the instructor use the Copyright Office's syllabus checking service to determine if the resources can be linked in Canvas.

Students can also consult the Libraries' online research guides:

Finding Business Articles

<http://researchguides.library.yorku.ca/businessarticles>

In addition, *BRYT (Business Research at York Toolkit)* – [bryt.library.yorku.ca/](http://bryt.library.yorku.ca/) - is recommended as it offers short videos and step-by-step PDF instructions which guide students through conducting effective research.

Assistance with information resources is available by email, by chat, and by zoom meeting sessions.

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business

From: Irene Henriques, Area Coordinator Economics

Date: March 8, 2021

Re: Course change ECON 5100 3.0 by adding to the course description and learning outcomes

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Motion: That Faculty Council approve the proposal to change the course description and learning outcomes of SB/ECON 5100 3.0 to include issues relating to ethics, sustainability and the triple bottom line are integrated in The Economic Environment of Business.

Rationale: A key promise that the Schulich School of Business has made to students joining our MBA program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum. These changes seek to address this promise.

## Course Change Proposal Template

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

**1. Program**

*Masters of Business Administration*

**2. Course Number and Credit Value**

*ECON 5100 3.00*

**3. Course Title**

**a) Long Course Title**

*The Economic Environment of Business*

**b) Short Course Title**

*The Economic Environment of Business*

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

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

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

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

*Fall 2021*

**7. Academic Rationale**

*A key promise that the Schulich School of Business has made to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum. These changes aim to address this promise.*

**8. Proposed Course Information**

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



Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>This course provides managers with an overview of the economic environment within which business must operate, and an understanding of some of the analytical tools which economists use to solve business and economic problems. <del>The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change.</del> Key concepts and ideas from microeconomics, macroeconomics and international economics are introduced. Topics relevant to real-world issues and problems provide the focus for in-class discussion. <del>Upon completion, students are expected to be familiar with the fundamental concepts of economics, and to be able to analyze how changes in the economic environment affect business performance and future strategic options.</del></p>	<p>This course provides managers with an overview of the economic environment within which business must operate, and an understanding of some of the analytical tools which economists use to solve business, economic, <b>environmental and social</b> problems. Key concepts and ideas from microeconomics, macroeconomics, <b>environmental</b> and international economics are introduced. Topics relevant to real-world issues and problems are discussed.</p>

**9. Consultation**

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

**Originator**

Irene Henriques  
Signature

March 10, 2021  
Date

Irene Henriques  
Name

Economics  
Area or Specialization

**Approvals:**

**Area or Specialization**

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



### ECON 5100 3.0: The Economic Environment of Business

Existing Learning Outcomes (Change from)	Proposed Learning Outcomes (Change to)
<p>1. Understand fundamental microeconomics concepts, tools and theories required by a well-educated manager, working for a domestic or international organization in a globalized economy.</p> <p>2. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context.</p> <p>3. Understand underlying economic incentives of organizations and implications for managers and stakeholders.</p> <p>4. Understand potential problems associated with different market structures, the role of government, and their implications for managers and organizations.</p> <p>5. Be able to apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.</p> <p>6. Integrate economic environment analysis across disciplines.</p>	<p>1. Understand fundamental microeconomics concepts, tools and theories required by a well-educated <b>responsible</b> manager, working for a domestic or international organization in a globalized economy <b>including socially responsible decision making around key issues.</b></p> <p>2. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context.</p> <p>3. Understand underlying economic incentives <b>and externalities</b> of organizations and implications for managers and stakeholders.</p> <p>4. Understand potential problems associated with different market structures, the role of government, and their implications for managers and organizations.</p> <p>5. Be able to apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.</p> <p>6. Integrate economic environment analysis across disciplines.</p>

## Course Outline

Monday XX:XX – XX:XX, Beginning September xx, 2021

### Instructor

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Professor Atipol Bhanich Supapol has been teaching at the Schulich School of Business since 1989. He was previously country chief and head of corporate finance for NatWest Securities Asia (Thailand), a subsidiary of NatWest Bank, UK., and director and VP of PricewaterhouseCoopers Securities (PwC Securities) in New York, responsible for corporate debt restructuring and cross-border M&A.

### Brief Description

This course provides managers with an overview of the economic environment within which business must operate, and an understanding of some of the analytical tools which economists use to solve business, economic, environmental and social problems. Key concepts and ideas from microeconomics, macroeconomics, environmental and international economics are introduced. Topics relevant to real-world issues and problems are discussed.

Prerequisites/Co-requisites/Course Exclusions: None.

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## Course Learning Outcomes

1. Understand fundamental microeconomics concepts, tools and theories required by a well-educated responsible manager, working for a domestic or international organization in a globalized economy including socially responsible decision making around key issues.
2. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context.
3. Understand underlying economic incentives and externalities of organizations and implications for managers and stakeholders.
4. Understand potential problems associated with different market structures, the role of government, and their implications for managers and organizations.
5. Be able to apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.
6. Integrate economic environment analysis across disciplines.

## Deliverables at a Glance

Students are expected to do the assigned readings, participate actively in class and of course complete assignments. In 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 %	Format
Class Participation	1	10%	10%	Individual
Assignment 1	1	15%	15%	Individual
Examination 1	1	30%	30%	Individual
Assignment 2	1	15%	15%	Individual
Examination 2	1	30%	30%	Individual
			100%	

## Course Material

Required reading for this course includes the following book[s] and articles. The required textbooks for this course consist of:

Microeconomics: Canadian Edition Third Edition | ©2018 Paul Krugman; Robin Wells; Iris Au; Jack Parkinson, and

Macroeconomics: Canadian Edition Third Edition | ©2018 Paul Krugman; Robin Wells; Iris Au; Jack Parkinson

Textbooks are available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>).

Supplementary Readings and Handouts: An important goal of the course is for students to relate economics concepts to current events. Daily reading of the business news is highly recommended. Additional required current-issue readings may also be assigned later. Most of these will be distributed as electronic handouts or will be available on designated web sites. Students are encouraged to read the business section of at least one of the following: The Globe & Mail, National Post, The Economist, The Financial Times (London), or other similar publications.

Useful sites

International Monetary Fund: Finance and Development  
<http://www.imf.org/external/pubs/ft/fandd/2012/09/index.htm>

Bank of Canada  
<http://www.bankofcanada.ca>

The Economist  
<http://www.economist.com>

Student Preparation for Class and Class Participation: Expectations

Students are expected to keep up with contemporary economic issues and global business events, which will constitute the basis of on-line discussions. The course will make use of resources available from the Internet and other digital sources.

Preparation and Class Participation. You are expected to prepare for our on-line lectures by completing before-class readings, keeping up with topical domestic news and international economic developments, and watching assigned videos. It is worthwhile that you read the assigned textbook chapters and associated articles before attending the lecture, but the reading does not have to be in-depth since you can go back after class to see what has been emphasized in the class discussion. In terms of grasping the material, it is a good idea to reread your notes from the class discussion after each and every session to make sure you understand the concepts and their applications.

## Class-by-Class Syllabus

This course covers a broad range on Economic topics. Theoretical elements are provided and empirical work is discussed to illuminate the policy issues at hand. The emphasis is clearly on the application of the theory. This course falls neatly into two parts: Managerial Microeconomics and Managerial Macroeconomics. I will do Microeconomic subjects in the first half of the course until the Midterm exam, after which, I will switch to Macroeconomics.

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

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

Session	Topic	Readings
1	<p><u>Class 1: Introduction and Course Overview</u></p> <p>Markets and Institutions</p>	<p>Microeconomics, Krugman: Chapters 1 and 3</p> <p>"Micro and Macro: The Economic Divide," Finance and Development, IMF. <a href="http://www.imf.org/external/pubs/ft/fandd/basics/bigsmall.htm">http://www.imf.org/external/pubs/ft/fandd/basics/bigsmall.htm</a></p> <p>"Supply and Demand," Finance and Development, IMF. <a href="https://www.imf.org/external/pubs/ft/fandd/2010/06/basics.htm">https://www.imf.org/external/pubs/ft/fandd/2010/06/basics.htm</a></p> <p>"In a fix: Why price controls are so uncontrollably persistent New data from the World Bank show how much governments meddle in price-setting," The Economist Jan 2020. <a href="https://www.economist.com/finance-and-economics/2020/01/09/why-price-controls-are-so-uncontrollably-persistent">https://www.economist.com/finance-and-economics/2020/01/09/why-price-controls-are-so-uncontrollably-persistent</a></p> <p>"The 'free' economy comes at a cost - But economists struggle to work out how much," The Economist. <a href="https://www.economist.com/news/finance-and-economics/21727073-economists-struggle-work-out-how-much-free-economy-comes-cost">https://www.economist.com/news/finance-and-economics/21727073-economists-struggle-work-out-how-much-free-economy-comes-cost</a></p> <p>Video - Markets and Institutions <a href="https://youtu.be/BqozO_P29xY">https://youtu.be/BqozO_P29xY</a></p>
2	<p><u>Class 2: Demand, Elasticity of Demand, and Value</u></p> <p>How do firms analyse and use elasticity of demand? What is Value?</p>	<p>Microeconomics, Krugman: Chapters 4, 5 and 6</p> <p>Video: What is economic value, and who creates it? <a href="https://www.ted.com/talks/mariana_mazzucato_what_is_economic_value_and_who_creates_it#t-1104538">https://www.ted.com/talks/mariana_mazzucato_what_is_economic_value_and_who_creates_it#t-1104538</a></p> <p>"The price of fun: How much does it cost to have a good day out?," The Economist, Jan 2019, 2020. <a href="https://www.economist.com/1843/2019/01/21/the-price-of-fun">https://www.economist.com/1843/2019/01/21/the-price-of-fun</a></p>
3	<p><u>Class 3: Cost of Production</u></p> <p>What should managers know about technology, production and costs?</p>	<p>Microeconomics, Krugman: Chapters 9 and 11</p> <p>"Why do firms exist?" The Economist, Sep. 17<sup>th</sup>, 2017. <a href="https://www.economist.com/the-economist-explains/2017/09/18/why-do-firms-exist">https://www.economist.com/the-economist-explains/2017/09/18/why-do-firms-exist</a></p>

	<p>What are Economies Scale and Scope? What do we know about Value Creation and Value Extraction?</p>	<p>"Coase's theory of the firm," The Economist, July 27<sup>th</sup>, 2017. <a href="https://www.economist.com/economics-brief/2017/07/27/coases-theory-of-the-firm">https://www.economist.com/economics-brief/2017/07/27/coases-theory-of-the-firm</a></p> <p>Video - Wine Production Cost: <a href="https://youtu.be/DI4fMODg0VU">https://youtu.be/DI4fMODg0VU</a> Video - Lavender Value Chain <a href="https://youtu.be/AR9fHBC67pg">https://youtu.be/AR9fHBC67pg</a></p>
4	<p><u>Class 4: Operating Environments: Industry Structures, Firms' Behaviours, and Enterprise Performance</u></p> <p>How do firms maximize profits? How important are barriers to entry? Why do economists worry about dominant firms?</p>	<p>Microeconomics, Krugman: Chapters 12 to 15</p> <p>"A GE whodunnit: The downfall of America's industrial giant is a cautionary tale for all big firms," The Economist, August 2020. <a href="https://www.economist.com/business/2020/08/01/a-ge-whodunnit">https://www.economist.com/business/2020/08/01/a-ge-whodunnit</a></p> <p>"Briefing: Google's problems are bigger than just the antitrust case - As the computing conglomerate has grown, so too have the risks that it becomes more like a conventional company," The Economist, July 23<sup>rd</sup>, 2020. <a href="https://www.economist.com/briefing/2020/07/30/googles-problems-are-bigger-than-just-the-antitrust-case">https://www.economist.com/briefing/2020/07/30/googles-problems-are-bigger-than-just-the-antitrust-case</a></p> <p>"Business and Climate Change Adaptation: Toward Resilient Companies and Communities", UNEP <a href="https://caringforclimate.org/wp-content/uploads/Business_and_Climate_Change_Adaptation.pdf">https://caringforclimate.org/wp-content/uploads/Business_and_Climate_Change_Adaptation.pdf</a></p>
6	<p><u>Class 6: International Trade, Global Value Chains (GVCs), and Externalities</u></p>	<p>Microeconomics, Krugman: Chapters 8 and 16</p> <p>"How Knowledge Spreads," Finance and Development, IMF. <a href="https://www.imf.org/external/pubs/ft/fandd/2018/09/pdf/globalization-and-how-knowledge-spreads-eugster.pdf">https://www.imf.org/external/pubs/ft/fandd/2018/09/pdf/globalization-and-how-knowledge-spreads-eugster.pdf</a></p> <p>"Medicines, Patents, and TRIPs," Finance and Development, IMF. <a href="https://www.imf.org/external/pubs/ft/fandd/2004/03/pdf/subraman.pdf">https://www.imf.org/external/pubs/ft/fandd/2004/03/pdf/subraman.pdf</a></p> <p>"Trade and the Environment: Implications of COVID-19", UNEP <a href="https://wedocs.unep.org/bitstream/handle/20.500.11822/32286/TradeEnv.pdf?sequence=1&amp;isAllowed=y">https://wedocs.unep.org/bitstream/handle/20.500.11822/32286/TradeEnv.pdf?sequence=1&amp;isAllowed=y</a></p>
7	<p>Midterm</p>	
8	<p><u>Class 8: Macroeconomic Indicators</u></p> <p>What macroeconomic indicators do executives monitor?</p>	<p>Macroeconomics, Krugman: Chapters 7, 8 and 9 (only the 'East Asian Miracle')</p> <p>Video: "How the Economic Machine Works," Ray Dalio, YouTube video (30 minutes), <a href="https://www.youtube.com/watch?v=PHe0bXAluk0">https://www.youtube.com/watch?v=PHe0bXAluk0</a></p> <p>"What is Gross Domestic Product," Finance and Development, IMF. <a href="http://www.imf.org/external/pubs/ft/fandd/2008/12/basics.htm">http://www.imf.org/external/pubs/ft/fandd/2008/12/basics.htm</a></p> <p>"What is a recession?" <a href="https://www.imf.org/external/pubs/ft/fandd/2009/03/basics.htm">https://www.imf.org/external/pubs/ft/fandd/2009/03/basics.htm</a></p> <p>"What Constitutes Unemployment?" <a href="http://www.imf.org/external/pubs/ft/fandd/2010/09/basics.htm">http://www.imf.org/external/pubs/ft/fandd/2010/09/basics.htm</a></p> <p>"What is Inflation?"</p>



		<a href="https://www.imf.org/external/pubs/ft/fandd/2010/03/basics.htm">https://www.imf.org/external/pubs/ft/fandd/2010/03/basics.htm</a>
9	<p><u>Class 9: Fiscal Policy, Government Deficit and Public Debt</u></p> <p>Understanding Aggregate Demand and Aggregate Supply, government policies and debt.</p>	<p>Microeconomics, Krugman: Chapters 12 and 13</p> <p>Video: "Fiscal Policy and Stimulus" Crash Course Economics, YouTube Video <a href="https://www.youtube.com/watch?v=otmgFQHbaDo">https://www.youtube.com/watch?v=otmgFQHbaDo</a></p> <p>Video: "Deficits and Debts" Crash Course Economics, YouTube Video <a href="https://www.youtube.com/watch?v=3sUCSGVYzI0">https://www.youtube.com/watch?v=3sUCSGVYzI0</a></p> <p>"What is Fiscal Policy," Finance and Development, IMF. <a href="http://www.imf.org/external/pubs/ft/fandd/2010/09/basics.htm">http://www.imf.org/external/pubs/ft/fandd/2010/09/basics.htm</a></p> <p>"Free Money: Governments can now spend as they please," Economist, July 25<sup>th</sup>, 2020. <a href="https://www.economist.com/leaders/2020/07/23/governments-must-beware-the-lure-of-free-money">https://www.economist.com/leaders/2020/07/23/governments-must-beware-the-lure-of-free-money</a></p> <p>"Briefing: Starting over again - The covid-19 pandemic is forcing a rethink in macroeconomics," Economist, July 25<sup>th</sup>, 2020. <a href="https://www.economist.com/briefing/2020/07/25/the-covid-19-pandemic-is-forcing-a-rethink-in-macroeconomics">https://www.economist.com/briefing/2020/07/25/the-covid-19-pandemic-is-forcing-a-rethink-in-macroeconomics</a></p> <p>Video - Government and Business: <a href="https://www.youtube.com/watch?v=Gc5BSbeFDWI">https://www.youtube.com/watch?v=Gc5BSbeFDWI</a></p>
	<p><u>Class 10: Monetary Policy</u></p> <p>Understanding modern monetary</p>	<p>Macroeconomics, Krugman: Chapters 14 and 15</p> <p>"What is monetary policy?" Finance and Development, IMF. <a href="http://www.imf.org/external/pubs/ft/fandd/2009/09/pdf/basics.pdf">http://www.imf.org/external/pubs/ft/fandd/2009/09/pdf/basics.pdf</a></p> <p>"How Monetary Policy Works," Finance and Development, IMF. <a href="http://www.bank-banque-canada.ca/en/monetary_mod/index.html">http://www.bank-banque-canada.ca/en/monetary_mod/index.html</a></p> <p>"What is LIBOR?" Finance and Development, IMF. <a href="http://www.imf.org/external/pubs/ft/fandd/2012/12/basics.htm">http://www.imf.org/external/pubs/ft/fandd/2012/12/basics.htm</a></p> <p>Video - ECB module : <a href="https://app.animaker.com/video/S8R6XRHOMJ8HCRXF">https://app.animaker.com/video/S8R6XRHOMJ8HCRXF</a></p>
	<p><u>Class 11: Exchange Rate Determination and Financial Crises</u></p>	<p>Macroeconomics, Krugman: Chapter 18</p> <p>"Exchange Rate Regimes: Fixed or Float?" Finance and Development, IMF. <a href="https://www.imf.org/external/pubs/ft/fandd/2008/03/basics.htm">https://www.imf.org/external/pubs/ft/fandd/2008/03/basics.htm</a></p> <p>"Why Real Exchange Rate?" Finance and Development, IMF. <a href="https://www.imf.org/external/pubs/ft/fandd/2007/09/basics.htm">https://www.imf.org/external/pubs/ft/fandd/2007/09/basics.htm</a></p> <p>"What Caused East Asia's Financial Crisis?" Federal Reserve Bank of San Francisco, Economic Letter, August 1998. <a href="https://www.frbsf.org/economic-research/publications/economic-letter/1998/august/what-caused-east-asia-financial-crisis/">https://www.frbsf.org/economic-research/publications/economic-letter/1998/august/what-caused-east-asia-financial-crisis/</a></p> <p>"What are structural policies?" <a href="http://www.imf.org/external/pubs/ft/fandd//2013/03/pdf/basics.pdf">http://www.imf.org/external/pubs/ft/fandd//2013/03/pdf/basics.pdf</a></p> <p>"Starting over again: The covid-19 pandemic is forcing a rethink in macroeconomics - It is not yet clear where it will lead." The Economist, July 2020.</p>

		<a href="https://www.economist.com/briefing/2020/07/25/the-covid-19-pandemic-is-forcing-a-rethink-in-macroeconomics">https://www.economist.com/briefing/2020/07/25/the-covid-19-pandemic-is-forcing-a-rethink-in-macroeconomics</a>
	Class 12: International Business and Covid-19	TBD.



1. Markets and Institutions [https://youtu.be/BgozO\\_P29xY](https://youtu.be/BgozO_P29xY)
2. Lavender Value Chain <https://youtu.be/AR9fHBC67pg>
3. Wine Production Value Chain <https://youtu.be/cmPfl4hwM1Y>
4. Wine Production Cost: <https://youtu.be/DI4fMODg0VU>
5. ECB module : <https://app.animaker.com/video/S8R6XRHOMJ8HCRXF>
6. Government and Business: <https://www.youtube.com/watch?v=Gc5BSbeFDWI>

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Yelena Larkin, Professor, Finance Area  
Date: March 9, 2021  
Subject: Course change of FINE 5200 3.0 by adding to the course description.

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### Motion:

That Faculty Council approve the proposal to change the course description and learning outcomes of SB/FINE 5200 3.0 to include issues relating to ethics, sustainability, and the triple bottom line integrated into the Managerial Finance course.

### Rationale:

A key promise we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.

## Course Change Proposal Template

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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 Master of Business Administration Program*

**2. Course Number and Credit Value**  
*FINE 5200 3.00*

**3. Course Title**  
**a) Long Course Title**  
*Managerial Finance*  
**b) Short Course Title**  
*Short title of course*

**4. Existing Pre-requisites/Co-Requisites**  
*None*

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

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

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

**7. Academic Rationale**  
*A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.*

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Provides an opportunity to learn about investment and financing. The investment decision <del>allocates scarce resources to projects in the organization and</del> involves asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decision <del>chooses sources of cash to finance the investment decisions and involves</del> capital structure, financial instruments, the risk-return trade-off, financial planning and the cost of capital. Ethical considerations <del>and management in the global context are integrated into these topics.</del></p>	<p>Provides an opportunity to learn about investment and financing <b>decisions</b>. The investment decisions <b>involve</b> asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decisions <b>include the choice of</b> capital structure and financial instruments, the risk-return trade-off, financial planning and cost of capital. Ethical, <b>environmental</b>, and <b>corporate governance</b> considerations are <b>integrated into investment and financing decisions</b>.</p>

### 9. Consultation

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

#### Originator

Yelena Larkin  
Signature

3/10/2021  
Date

Yelena Larkin  
Name

Finance  
Area or Specialization

#### Approvals:

##### Area or Specialization

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

Lilian Ng  
Signature

March 10, 2021  
Date

Lilian Ng  
Name

Finance  
Area or Specialization

##### Degree Program

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

Ashwin Joshi  
Signature

March 10, 2021  
Date

Ashwin Joshi  
Name of Program Director

Master of Business Administration  
Program

**Program Committee**

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

Marcia Annisette  
Signature

March 18, 2021  
Date

Marcia Annisette  
Name of Committee Chair

MPC-PCC  
Committee



FINE5200 W2021 CREDITS: 3.00

## FINE 5200 G - MANAGERIAL FINANCE

🕒 MON 11:30-14:30 🏠

### INSTRUCTOR

**Yelena Larkin**

✉️ ylarkin@schulich.yorku.ca

📞 416.736.2100 Ext. 70477

🏠 N205G SSB

🕒 Tuesdays, 4:00-6:00 PM, and by appointment (please email ahead to set up Zoom session)

### ADMIN

**Carolyn Potter**

✉️ cpotter@schulich.yorku.ca

📞 416.736.2100 Ext. 55072

🏠 N204A SSB

## BRIEF DESCRIPTION

Provides an opportunity to learn about investment and financing decisions. The investment decisions involve asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decisions include the choice of capital structure and financial instruments, the risk-return trade-off, financial planning and cost of capital. **Ethical, environmental, and corporate governance considerations are integrated into investment and financing decisions.**

## COURSE LEARNING OUTCOMES

1. Understand the basic finance concepts, tools and theories required by a well-educated manager, working for any Canadian organization in a globalized economy.
2. Be able to apply basic finance concepts and theories to problems faced by a manager. Acquire experience as a financial decision-maker.
3. Understand the language and description of Canadian financial markets and the implications of these markets for financial managers.

## LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Students are responsible for ensuring they have the equipment needed and corresponding practices in place (e.g., ability to tether to hotspot in the event of an internet outage, data backup strategy in the event of computer failure) to ensure they can complete course requirements.

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom**

(<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/tab/66>) . Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

## Technical Issues

Students who are unable to submit an assignment or exam due to technical issues with their computer, network connection or learning tools should immediately email a copy of their work to their instructor, and then complete and email a **Technical Issues Form** to their instructor. For Exams, please also review complete all requirements from the policy page of the syllabus.

## COURSE MATERIAL

Reading material for the course has been organized in four main locations: a textbook (optional: online SmartBook via *Connect*), lecture notes posted in Canvas, and financial newspapers. Not every source is needed for each class. Every week, you should check the Class-by-Class Syllabus below for readings and their locations.

*Required reading* for this course includes the following textbook. It is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca> (<http://bookstore.blog.yorku.ca> )):

1. Ross, Westerfield, Jordan, Roberts, Pandes, and Holloway **Fundamentals of Corporate Finance, 10th Cdn. Edition** McGraw-Hill Ryerson Limited, Copyright: 17)

Can be obtained as:

- a. eBook
- b. eBook equipped with Connect (optional)

*Connect* contains the online interactive eBook for Ross, Westerfield, Jordan, Roberts, and Pandes *Fundamentals of Corporate Finance*, 10th Canadian edition, *SmartBook*, *Student Self-Study Quizzes* and other study resources.

<https://connect.mheducation.com/class/y-larkin-section-g-3>  
(<https://connect.mheducation.com/class/y-larkin-section-g-3>)

- c. Connect + Print text
- d. Print Text










(Note: 8th and 9th Canadian Editions of the textbook may be still available for purchase from selected vendors (especially if you go for a used version), and is not packaged with Connect. Also, the course outline is based on the 10th Canadian Edition, so if you still decide to go with the older version, it is your responsibility to map the material between the two versions.)

The interactive eBook with Connect feature is optional for the course.

Every student is also advised to have a hand-held calculator with basic scientific functions (e.g., log/ln and exponential functions). A financial calculator (such as Texas Instruments BAII) could be used as well.



## ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>practice material 0%</b>			
Sample Quiz #1 omitted from final grade.		0%	
<b>Final Assessment 40%</b>			
Final Exam		35%	
Essay		5%	
<b>Group Assignments 20%</b>			
Group Assignment #1		5%	Mon Feb 1, 2021 at 11:30am EST
Group Assignment #2		5%	Mon Mar 22, 2021 at 11:30am EDT
<b>Midterm Exam 25%</b>			
Midterm Exam		25%	Mon Feb 22, 2021 at 03:00pm EST
<b>Quizzes 10%</b>			
Quiz #1		1.67%	Mon Feb 8, 2021 at 02:30pm EST
Quiz #2		1.67%	Mon Mar 29, 2021 at 02:30pm EDT
<b>Class participation 5%</b>			
Class Participation		5%	

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

### Sample Quiz #1

### Final Exam

- The exam will take place during the exam week. The exact date and time will be determined by the ADA office later during the semester.
- The exam will be 3 hours long and will cover the material of the entire course.
- The exam will be open book. In addition, the list of important formulae will be provided by the instructor.
- The exam will be administered online.

- The exam will consist of a combination of multiple choice questions (conceptual or short calculations) and longer questions (which require numerical calculation, conceptual analysis and short answers).

## Essay


The essay is an individual assignment in which the student will be asked to comment/elaborate/provide opinion on a concept/event/real world data related to the material covered in class.

The details of the assignment will be posted right after the completion of the final exam. The students will have 24 hours to complete the assignment.

The assignment is open book.

Soft copy of the assignment should be uploaded to Canvas.

## Group Assignment #1


 **Due Date:** Mon Feb 1, 2021 at 11:30am EST

### Group Assignments

- The group assignments offer an opportunity for students to apply the concepts studied in the course to the real world situations, as well as practice multiple-step calculation-based questions for the exam.
- Each group should consist of 5 people.
- Soft copies of written assignments are due at the beginning of class. Late assignments without a prior arrangement are not accepted. Detailed information on the group assignments will be distributed during the term.

**Group Assignment #1 FINE5200G.docx** 


## Group Assignment #2

 **Due Date:** Mon Mar 22, 2021 at 11:30am EDT

### Group Assignments

- The group assignments offer an opportunity for students to apply the concepts studied in the course to the real world situations, as well as practice multiple-step calculation-based questions for the exam.
- Each group should consist of 5 people.
- Soft copies of written assignments are due at the beginning of class. Late assignments without a prior arrangement are not accepted. Detailed information on the group assignments will be distributed during the term.


## Midterm Exam

 **Due Date:** Mon Feb 22, 2021 at 03:00pm EST

### Examinations

- The midterm exam will consist of a combination of multiple choice questions (conceptual or short calculations) and longer questions (which require numerical calculation, conceptual analysis and short answers).
- The midterm exam will cover the material of all the lectures prior to the midterm exam (Lectures 1 - 5).
- The midterm exam will be 2.5 hours long with no class afterwards.
- The exam will be open book. In addition, the list of important formulae will be provided by the instructor.
- The midterm exam will take place during regular class hours.


### Quiz #1

 **Due Date:** Mon Feb 8, 2021 at 02:30pm EST

The purpose of the Quiz is to help students be up-to-date on the material covered and familiarize the students with the format of online midterm exam.

- The quiz will consist of a combination of multiple choice questions (conceptual or short calculations) and longer questions (which require numerical calculation, conceptual analysis and short answers).
- The quiz will cover the material of all the lectures prior to the quiz (Lectures 1 - 4).
- The quiz will take place during regular class hours.
- The quiz will be 30 min long, followed by the lecture.
- The quiz will be open book. In addition, the list of important formulae will be provided by the instructor.

### Quiz #2

 **Due Date:** Mon Mar 29, 2021 at 02:30pm EDT

The purpose of the Quiz is to help students be up-to-date on the material covered and familiarize the students with the format of online final exam.

- The quiz will consist of a combination of multiple choice questions (conceptual or short calculations) and longer questions (which require numerical calculation, conceptual analysis and short answers).
- The quiz will cover the material of all the lectures prior to the quiz (Lectures 7 - 10).
- The quiz will take place during regular class hours.
- The quiz will be 30 min long, followed by the lecture.
- The quiz will be open book. In addition, the list of important formulae will be provided by the instructor.

### Class Participation

To receive the maximum number of participation points, it is sufficient to attend **nine** lectures on Zoom (out of 11 lectures in total).

The participation mark will consist of two components: (1) the number of lectures attended, and (2) active participation during the lectures.

To register lecture attendance, at random points of each lecture the instructor will ask all the students in the class to turn on their cameras. Every student with his/her camera on will receive a participation point for the lecture.

The individual participation component will be registered by the instructor at the end of each class. To receive a participation point during the class, you need to do **all** of the following: Attempt to solve problems presented in the class, answer the instructor's questions, ask your own questions, and share your opinion on a discussed subject. All of those can be done using your mic or via Zoom chat. Note that participation points will be awarded based on your consistent participation in nine lectures throughout the semester, so it is important that you try to participate in every class.

Given technological limitations of online teaching, please be mindful of your classmates and do not dominate class discussions for the sake of getting extra credit (in fact, there is no extra credit for speaking a lot during one lecture).

Also, keep in mind that class attendance without any active participation will grant you **at most** half of the participation points, even if you attend all the classes on Zoom throughout the semester.

## CALCULATING COURSE GRADE

In this class, final course grades will be determined by the overall numerical grades combining all graded components:

Assignment/Task	Quantity	% Weight	Total %	Author
Quizzes	2	5	10	Individual
Group Assignments	2	10	20	Group
Midterm exam	1	25	25	Individual
Class participation	1	5	5	Individual
Final assessment	1	40	40	Individual
			<b>100%</b>	

The numerical grade for each component will be converted into letter grades (e.g., A+, A, etc). The conversion is not based on a fixed scale (e.g., 90-100% = A+) as the Schulich School does not have a standard policy for translating percentages into letter grades. Instead, the mean numerical grade will be converted to a letter grade at the instructor's discretion so that the letter grades for the entire class resemble a normal distribution. The final grade for the course is the weighted average grade across all components of the course (using Schulich 9-value index system, where [A+] corresponds to 9, [A] corresponds to 8, etc. till [C-], which corresponds to 1), rounded to the nearest integer.

**Example:** suppose a student has received the following grades throughout the semester:

Assignment/Task	% Weight	Letter grade	Numerical grade
Quiz 1	5	A+	9
Quiz 2	5	A	8
Group Assignment 1	10	A	8
Group Assignment 2	10	A+	9
Midterm exam	25	B+	6
Class participation	5	A	8
Final assessment	40	A	8

The weighted average of all the course assignments is:  $9*5\%+8*5\%+8*10\%+9*10\%+6*25\%+8*5\%+8*40\%=7.65$

The resulting weighted average grade, 7.65 is then rounded to the nearest integer. In this example it is 8, which corresponds to the letter grade [A] for the course.

## CLASS-BY-CLASS SYLLABUS

### General information



Course overview 5200G.ppt

### Additional Material



Math Review Answers.pptx



Math Review.ppt



Fundamentals of Corporate Finance - End of the Chapter Solutions

### Class 1 - Introduction/Financial Statements

Overview: Intro

#### Topics

##### Introduction

Whose interests does the financial manager represent?

How do firms make financial decisions?

##### **Assigned Reading:**

1. Chapter 1

##### **Optional Reading:**

Donatiello, Nicholas, David F. Larcker, and Brian Tayan, 2018, "CEO Talent: A Dime a Dozen, or Worth its Weight in Gold?", *European Financial Management*, Issue 3, pp.301-308.

[https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6506772490005164&institutionId=5164&custome)

[operation=resolveService&package\\_service\\_id=6506772490005164&institutionId=5164&custome](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6506772490005164&institutionId=5164&custome)

Overview: Financial Statement

#### Topics

##### Financial Statements - Review

Balance sheet

Income statement

**Assigned Reading:**

1. Chapter 2 (sections 2.1-2.2)

## Class 2 - Financial Statement Analysis

Overview: Financial Statement Analysis

**Topics****Financial Statement Analysis**

How do analysts use financial statements to assess financial performance?

**Assigned Reading:**

1. Chapter 3

**Financial planning (if time permits)**

How does a firm align investment and financing decisions?

**Assigned Reading:**

2. Chapter 4

## Class 3 - Financial Planning /Time Value of Money

Overview: Financial Planning (Chapter 4)

**Topics****Financial planning**

How does a firm align investment and financing decisions?

**Assigned Reading:**

1. Chapter 4

Overview: Time Value of Money (Chapter 5)

**Topics****Time Value of Money and Discounted Cash Flow Valuation**

The basics of financial planning for individuals and businesses

**Assigned Reading:**

1. Chapter 5

## Class 4 - Time Value of Money

Overview: Time Value of Money

### Topics

#### Time Value of Money and Discounted Cash Flow Valuation

The basics of financial planning for individuals and businesses

### Assigned Reading:

1. Chapter 5
2. Chapter 6 (Section 6.4 is optional)

## Class 5 - Bond Valuation

Overview: Bond Valuation

### Topics:

#### Bond Valuation

How do investors value bonds?

### Assigned Reading:

1. Chapter 7

## Class 6 - MIDTERM EXAMINATION (two and a half hours, during class)



Midterm Exam

## Class 7 -Stock valuation/Capital Budgeting I: NPV and Other Investment Criteria

Overview: Stock valuation/Capital Budgeting I: NPV and Other Investment Criteria

### Topics

#### Stock Valuation

How do investors value stocks?

### Assigned Reading:



1. Chapter 8.1-8.3 (section 8.4 is optional)

## Capital Budgeting I: NPV and Other Investment Criteria (cont.)

How does a firm assess its long-term investment opportunities?

### **Assigned Readings:**

2. Chapter 9.1-9.2, 9.4-9.6 (section 9.3 is optional)

### **Optional reading:**

John R. Graham and Campbell R. Harvey, "The theory and practice of corporate finance: evidence from the field", *Journal of Financial Economics* 60, May 2001, pp.187-243.

<http://ezproxy.library.yorku.ca/login?> (<http://ezproxy.library.yorku.ca/login>)  
[url=http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87\\_ttapocfeftf.xml](http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87_ttapocfeftf.xml)  
[http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87\\_ttapocfeftf.xml](http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87_ttapocfeftf.xml)) |  
<http://ezproxy.library.yorku.ca/login?>  
[url=http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87\\_ttapocfeftf.xml](http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87_ttapocfeftf.xml)  
[http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87\\_ttapocfeftf.xml](http://resolver.scholarsportal.info/resolve/0304405x/v60i2-3/l87_ttapocfeftf.xml))

## Class 8 -Capital Budgeting II: Project Cash Flow Analysis

Overview: Capital Budgeting II: Project Cash Flow Analysis

### **Topic**

## Capital Budgeting II: Project Cash Flow Analysis (cont.)

How does a firm measure the cash flows of investment projects?

How does a firm evaluate capital projects?

What are best practices for addressing the risk in capital budgeting?

### **Assigned readings:**

1. Chapter 10
2. Chapter 2.3-2.5
3. Chapter 11.1-11.2, 11.6 (sections 11.3-11.5 are optional)

## Class 9 - Capital Budgeting II: Project Cash Flow Analysis (cont.) and Capital Market History

Overview: Capital Budgeting II: Project Cash Flow Analysis-2

## Topics

### Capital Budgeting II: Project Cash Flow Analysis (cont.)

How does a firm measure the cash flows of investment projects?

How does a firm evaluate capital projects?

#### **Assigned Reading:**

1. Chapter 10
2. Chapter 2.3-2.5
3. Chapter 11.1-11.2, 11.6 (sections 11.3-11.5 are optional)

Overview: Capital Market History

## Topics

### Lessons from Capital Market History

Risk and return - historical perspective

#### **Assigned Reading:**

1. Chapter 12

## Class 10 - Risk and Return

Overview: Risk and Return

## Topics

### Risk and Return

How do capital market prices reflect risk?

#### **Assigned Reading:**

1. Chapter 12
2. Chapter 13

#### **Optional Reading:**

Burton G. Malkiel, "The Efficient Market Hypothesis and Its Critics," *Journal of Economic Perspectives*, vol.17 (1), pp.59-82, Winter 2003.

(<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/212078291?accountid=15182>)

[https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=6506775130005164&institutionId=5164&customerId=5150](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6506775130005164&institutionId=5164&customerId=5150)

(<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/212078291?accountid=15182>)

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Robert J. Shiller, "From Efficient Markets Theory to Behavioral Finance," *Journal of Economic Perspectives*, vol.17 (1), pp.83-104, Winter 2003.

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## Class 11 - Risk and Return /Cost of Capital

Overview: Risk and Return/ Cost Capital

### Topics

#### **Risk and Return (cont.)**

How do capital market prices reflect risk?

#### **Assigned Reading:**

1. Chapter 12
2. Chapter 13

#### **Cost of Capital**

What is a firm's cost of capital?

What is the right discount rate for capital budgeting?

#### **Assigned Reading:**

3. Chapter 14.1-14.6 (section 14.7 is optional)

## Class 12 - Cost of Capital

Overview: Cost of Capital

### Topics

#### **Cost of Capital**

How do determine a firm's cost of capital and use it to value a project/company

**Assigned Reading:**

1. Chapter 14.1-14.6 (section 14.7 is optional)

**Course review and catch-up**

Overview: Derivatives and Enterprise Risk Management (if time permits)

## Topics

### **Derivatives and Enterprise Risk Management**

What are the principles and basic tools of corporate risk management

**Assigned Reading:**

1. Chapter 24

**Optional Reading:**

Robert A. Jarrow, "An Expensive Education," *Canadian Investment Review*, Winter 2009, pp. 9-15.

<http://www.investmentreview.com/files/2010/04/All-Expense-Education.pdf>

(<http://www.investmentreview.com/files/2010/04/All-Expense-Education.pdf>)

(<http://www.investmentreview.com/files/2010/04/All-Expense-Education.pdf>)

(<http://www.investmentreview.com/files/2010/04/All-Expense-Education.pdf>)

Erasmus Giambona, John R. Graham, Campbell R. Harvey, and Gordon M. Bodnar, "The Theory and Practice of Corporate Risk Management: Evidence from the Field," *Financial Management* 47(4), December 2018, pp.783-832.

<https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?>

[operation=resolveService&package\\_service\\_id=6506769220005164&institutionId=5164&customerId=5150](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6506769220005164&institutionId=5164&customerId=5150)

## Final Assessment



Final Exam



Essay

## STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

### Preparation

Research on learning has shown that students learn the most when they are actively involved in the classroom process. This course is intended to help you develop skills that will contribute to your financial literacy and success in the business world. Accordingly, it is in your interest to prepare for class so as to maximize the benefits from your education. Slides will be posted on Canvas in advance of class.

You must complete the required reading and attempt the discussion problems for each class. You should be ready to comment, debate and contribute to problem solutions during the class. Solutions to all problems for the chapters assigned will be posted on Canvas. In addition to textbook readings, the outline includes additional readings which supplement the text. These optional readings are provided to allow interested students to explore selected topics in depth. Most of the additional readings will be placed on Canvas during the semester.

## GENERAL SCHULICH ACADEMIC POLICIES

### Grading

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. Elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

### Academic Honesty

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

### Accommodations

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

### Exams (Absence from)

#### Midterm

Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

#### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation\* (e.g. Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

\* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of requests for deferred standing for courses impacted by the COVID-19 situation.

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

### Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)



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

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

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Ingo Holzinger, Course Coordinator, Skills for Leadership  
Date: March 10, 2021  
Re: MGMT 5150 3.00 Course Description Change

---

### Motion:

That Faculty Council approve the proposal to change the course description of SB/MGMT 5150 3.0 to include issues relating to ethics, sustainability and the triple bottom line are integrated in Skills for Leadership.

### Rationale:

A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum. While MGMT 5150 has incorporated these issues for some time, the updated course description expresses this more clearly.



## Course Change Proposal Template

---

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

1. Program  
Schulich MBA Program
2. Course Number and Credit Value  
MGMT 5150 3.00
3. Course Title
  - a) Long Course Title  
Skills for Leadership
  - b) Short Course Title  
Skills for Leadership
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)
x	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
	expire course
	other (please specify)

6. Effective Session of Proposed Change(s)  
Fall 2021
7. Academic Rationale  
A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum. While the course has incorporated these issues for some time, the updated course description and learning outcomes more clearly express this.
8. Proposed Course Information  
Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold,

underlining, colours, etc. (right column).

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>This course develops <del>the</del> thinking and reflective skills required for leadership in a <del>turbulent</del> world. Drawing on complexity <del>science</del>, the course applies a multiple perspectives framework to <del>challenge embedded assumptions and</del> advance students' ability to think creatively, analytically and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate actionable solutions compellingly.</p>	<p>This course develops thinking and reflective skills required for leadership in a <del>complex</del> world. Drawing on complexity <del>theory</del> and a multiple-perspectives framework that embraces sustainability, ethics, history, and diversity &amp; inclusion, the course advances students' ability to think creatively, analytically, and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate innovative solutions compellingly.</p>

**9. Consultation**

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

N/A

Originator

Ingo Holzinger

Signature

March 10, 2021

Date

Ingo Holzinger

Name

Course Coordinator, Skills for Leadership

Area or Specialization

Approvals:

Area or Specialization

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

Ingo Holzinger

Signature

March 10, 2021

Date

Ingo Holzinger

Name

Course Coordinator, Skills for Leadership

Area or Specialization

Degree Program

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

*Ashwin Joshi*

\_\_\_\_\_  
Signature

February 25, 2021

\_\_\_\_\_  
Date

Ashwin Joshi

\_\_\_\_\_  
Name of Program Director

MBA Program

\_\_\_\_\_  
Program

Program Committee

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

Marcia Annisette

\_\_\_\_\_  
Signature

March 18, 2021

\_\_\_\_\_  
Date

Marcia Annisette

\_\_\_\_\_  
Name of Committee Chair

MPC-PCC

\_\_\_\_\_  
Committee



MGMT5150 W2021 CREDITS: 3.00

## MGMT 5150 G - SKILLS FOR LEADERSHIP

🕒 WED 08:30 - 11:30 🏠

### INSTRUCTOR

**Ingo Holzinger**

✉️ iholzinger@schulich.yorku.ca

📞 416.736.2100 Ext. 77870

🏠 N303C SSB



### ADMIN

**Laura Da Silva**

✉️ lgreco@schulich.yorku.ca

📞 416.736.2100 Ext.22853

🏠 N203B SSB

## INGO HOLZINGER BIOGRAPHY

My name is Ingo Holzinger, and I will be your instructor for MGMT5150 this semester. I have been on the faculty at Schulich since January 2003. My research and teaching interests include leadership, organizational change, complexity, and alternative models of organizing. Before coming to Schulich, I obtained my Ph.D. at the University of Wisconsin - Madison, where I also taught for a while. I'm a native of Germany and have lived in North America since 1994.

I've been responsible for MGMT5150 - Skills for Leadership - since 2010 and have also taught Organizational Behaviour, Managing Organizational Change, and Leadership in Real Estate and Infrastructure across various programs at Schulich. I'm the Director of Schulich's Strategy Field Study (the '601') and serve as Program Director for the Mini-MBA at the Schulich Executive Education Centre, where I also teach in a number of executive education programs. Moreover, I taught as a Visiting Professor in the Latin America's top-rated MBA Program at the Pontificia Universidad Católica de Chile in 2017, 2018, and 2019 (the 2020 visit was canceled due to the pandemic), and am involved in senior leadership and executive development in corporations and non-profit organizations.

When I'm not at work, I enjoy wrestling with my 5-year-old daughter, reading about complexity science, evolution theory, and jazz, riding my motorcycle, and listening to (almost) all kinds of music. I am also a big football (soccer) fan. My active recreational footballing "career" ended after my third knee surgery a few years ago, but I still watch the game when I find the time.

I'm excited to be teaching this course and look forward to working with you.

## BRIEF DESCRIPTION

This course develops thinking and reflective skills required for leadership in a complex world. Drawing on complexity theory and a multiple-perspectives framework that embraces sustainability, ethics, history, and diversity & inclusion, the course advances students' ability to think creatively, analytically, and strategically. Students learn to identify and re-frame complex problems more effectively, and to develop and communicate innovative solutions compellingly.

## LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Students are responsible for ensuring they have the equipment needed and corresponding practices in place (e.g., ability to tether to hotspot in the event of an internet outage, data backup strategy in the event of computer failure) to ensure they can complete course requirements.

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

## Technical Issues

Students who are unable to submit an assignment or exam due to technical issues with their computer, network connection or learning tools should immediately email a copy of their work to their instructor, and then complete and email a **Technical Issues Form** to their instructor. For Exams, please also review complete all requirements from the policy page of the syllabus.

### Time Zone

All course meeting times are Eastern Time (ET) unless otherwise indicated.

### Etiquette and Courtesy

Courtesy in the classroom is crucial to an effective learning environment. Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:


- Join early – up to 5 minutes before the session start time because the class will start on time.
- Attend from a distraction-free and quiet environment (to the extent possible).
- Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on, please speak to your instructor.
- Understand that your audio will be on mute upon entry. Continue to mute your audio until you want to speak and after you are done speaking.
- Use “Raise Hand” feature if you want to speak. Wait for the instructor to call your name and then unmute your audio to speak.
- Chat feature can also be used to ask questions or share ideas to all (not as a private message). If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived.
- Minimize doing other things (e.g., texting, talking to others) as it detracts from your and others learning environment. Focus and be present
- Have paper and a pen or pencil handy to take notes.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as students at the Schulich.




## ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Grand Challenge Team Project 33%</b>			
Team Contract		0%	Wed Jan 13, 2021 at 11:59pm EST
Grand Challenge Team Project - Video Pitch   Presentation		16.5%	Tue Mar 2, 2021 at 06:00pm EST
Grand Challenge Team Project - Deck Report		16.5%	Tue Mar 2, 2021 at 06:00pm EST
Grade Allocation Form		0%	Wed Mar 3, 2021 at 11:59pm EST
Grade Allocation Adjustment		0%	
<b>Peer Learning Circle Reflections 12%</b>			
Peer Learning Circle - Class 2		4%	Wed Jan 20, 2021 at 08:30am EST
Peer Learning Circle - Class 3		4%	Wed Jan 27, 2021 at 08:30am EST
Peer Learning Circle - Class 6		4%	Wed Feb 17, 2021 at 08:30am EST
<b>Learning and Development Portfolio 40%</b>			
Personal Case - Description		0%	Wed Jan 20, 2021 at 11:59pm EST
Personal Case - Making a Leadership Difference		26.67%	Fri Apr 9, 2021 at 11:59pm EDT
Reflection: As a Future Leader, I Will Need to...		13.33%	Fri Apr 9, 2021 at 11:59pm EDT
<b>Course Contribution 15%</b>			
Course Contribution		15%	
Class 7 Homework: Key Takeaways		0%	Fri Mar 5, 2021 at 11:59pm EST
Class 8 Homework: Key Takeaways		0%	Fri Mar 12, 2021 at 11:59pm EST
Class 9 Homework: The Reach of Managerial Responsibility		0%	Fri Mar 19, 2021 at 11:59pm EDT

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
Class 11 Homework: Key Takeaways		0%	Fri Apr 2, 2021 at 11:59pm EDT

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

### Team Contract

 **Due Date:** Wed Jan 13, 2021 at 11:59pm EST

Each team is asked to submit a team contract which should specify the ground rules for how the team will work with each other. The contract may include – among other things – the following norms:

- How are decisions going to be made?
  - By majority?
  - By consensus?
  - By another mechanism?
- What are the performance expectations of each other?
  - Quality?
  - Quantity?
  - Timeliness?
- How are differences going to be resolved?
- How are people going to treat each other?
- How is the team going to communicate – internally and externally?
- How are issues relating to individual and team rewards (i.e., grades) going to be handled?
- How often and when will the team meet? Will there be an agenda for the meetings? Who is responsible for it? Are there any other roles that will help the team stay on track?
- Under what circumstances should the team contract be revisited and modified?

Moreover, the team contract should identify two permanent roles:

- **Team Spokesperson:** This team member is responsible for all communication with the course instructor and other external stakeholders, if applicable.
- **Academic Honesty Representative:** This team member is responsible for familiarizing her/himself with and educating her/his team about **Schulich's Academic Honesty Policy** (<http://schulich.yorku.ca/current-students/academic-honesty/>). At least half an hour at one of the first team meetings should be dedicated to a discussion of the policy and the implications for the team's work.

Other roles – such as project coordinator, record keeper, editor/proofreader, meeting facilitator, etc. – and whether they are permanent or rotating may be determined by the team.

We suggest you take this task seriously and commit some time to it as a team. Team contracts have been shown to be effective tools for enhancing team performance if they are thoughtfully drafted and used to guide a team's conduct. Moreover, your team contract will be the basis for the grade allocation process following the team project.

For more information on what to look out for when determining team norms and creating a team contract, please visit **Getting Your Team Going: Team Norms & Contract**, an online learning module on this topic.


Moreover, here are two sample team contracts for reference. Use them for guidance, not by simply copying them. Your team should come up with its own content and format for its contract.



[Sample Team Contract 1.pdf](#) 

[Sample Team Contract 2.pdf](#) 

## Grand Challenge Team Project - Video Pitch | Presentation

 **Due Date:** Tue Mar 2, 2021 at 06:00pm EST

### Grand Challenge Team Project

#### What is a "Grand Challenge"?

The concept of the “grand challenge” was first applied by the German mathematician Dr. David Hilbert, who listed a set of 23 “intractable” math problems and collectively termed them as “grand challenges” to focus the efforts of his colleagues. George et al. (2016) define “grand challenge as “specific critical barrier(s) that, if removed, would help solve an important societal problem with a high likelihood of global impact through widespread implementation” (p. 1881).

Examples of “grand challenges” include the **fourteen Grand Challenges in Global Health** (<https://www.gatesfoundation.org/Media-Center/Press-Releases/2003/10/14-Grand-Challenges-in-Global-Health>) articulated by the Bill and Melinda Gates Foundation in 2003 and the **seventeen Sustainable Development Goals (SDGs)** (<https://sustainabledevelopment.un.org/sdgs>) defined by the United Nations in 2015. **Grand Challenges for Development** (<https://www.usaid.gov/grandchallenges>) , funded by USAID, and **Grand Challenges Canada** (<https://www.grandchallenges.ca/>) , funded by the Government of Canada and other partners, are two organizations dedicated to addressing “grand challenges” in international development and global health, respectively.

#### Why a "Grand Challenge" as an assignment in an MBA course?


Because **Skills for Leadership** is designed to develop skills for solving complex problems; problems that may appear intractable at first, but require solutions because they have a great impact. Furthermore, businesses are expected to think beyond profit and shareholder value maximization. Many customers, employees, investors, community members, and other stakeholders hold business responsible for making a positive difference in society, including addressing “grand challenges” such as creating meaningful work, protecting the environment and setting ethical standards for the relationships with their partners in the value chain.

Businesses appear to be responding to this new reality. Close to 3,000 companies have now officially registered as **Certified B Corporations** (<https://bcorporation.net/>) , “businesses that meet the highest standards of verified social and environmental performance, public transparency, and legal accountability to balance profit and purpose. B Corps are accelerating a global culture shift to redefine success in business and build a more inclusive and sustainable economy.”

And recently – on August 19, 2019 – 181 CEOs of leading US companies signed a new “**Statement on the Purpose of a Corporation** (<https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>) ” , rejecting the notion that maximizing shareholder profits is the primary goal of corporations.

#### Your "Grand Challenge" (and Course Assignment)

This assignment is modeled after the **2021 Hult Prize Challenge** (<http://www.hultprize.org/challenge/>) and calls on you **to build viable food enterprises that will create jobs, stimulate economies, reimagine supply chains, and improve outcomes for 10,000,000 people by 2030.**

This assignment challenges you to rethink the global food system. What are some of the key current problems and where lie the key opportunities to make a positive difference? How can you make an impact on the lives of 10M people and create a viable business? Please carefully review the **2021 Hult Challenge Brochure**  for more information and examples to get you started.

To address this challenge, you will need to turn deeply-held assumptions about how the food system operates on their heads. You will have to defy existing mindsets and propose revolutionary, not evolutionary change. You will "need to put aside your prior preconceptions of the failures in our food system. This is not primarily a challenge about global food security for example. This is also not a challenge about the exploitation of agricultural workers. It is not, in any other way, about abstract people "out there" that you're trying to help. You need to go deeper. This is a challenge about food and the human experience. This challenge is about your own life, your own body, your own family and the possibility of turning a looming crisis into opportunity."

There are **two deliverables for this assignment**:

1. A 7-minute video pitch
2. A deck report of no more than 25 slides

The deliverables should be targeted at a panel consisting of funders, social entrepreneurs and other experts such as Jeetu Patel, Chief Product Officer, Box; Arianna Huffington, Founder and CEO, Thrive Global; Taylor Scobbie, Founder and CEO, IMPACT Coffee; Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations; Bill Clinton, 42<sup>nd</sup> President of the United States; and Ahmad Ashkar, CEO and Founder of The Hult Prize.

To approach this "grand challenge" effectively, you will need to:

1. Identify current and future challenges and opportunities regarding the global food system or systems? What are the greatest challenges? What are the elements of the system that are most problematic? Production? Distribution and logistics? Trade? Nutrition? Accessibility? Working conditions? Where are possible opportunities for breakthrough change? In other words, obtain a good understanding of the context for this challenge.
2. Reframe and redefine the problem by applying the techniques introduced in class. What are the assumptions regarding the global food system? How might these assumptions create barriers to creating a viable food enterprise that will impact the lives of 10M people in the next decade? How can the assumptions be challenged? Who are the stakeholders and what are their perspectives on this topic? How may adopting different perspectives challenge existing assumptions? What provocative questions can be asked that unearth unique insights? What are the possible root causes of existing problems in the food system? What unique opportunities may be hidden in this "grand challenge"?
3. Once you have unearthed promising opportunities, explore possible high-leverage or breakthrough ("15%") solutions that take advantage of the identified opportunities and address the "grand challenge" of building a viable food enterprise that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry and creating jobs.
4. Identify possible barriers to execution and design "safe-to-fail" experiments that can provide insights into the viability, feasibility, and scalability of the proposed "15% solution(s)".
5. How can the solutions be scaled to reach 10M people within a decade?
6. Pitch your venture proposal to the panel through a 7-minute video pitch and a deck report – up to 25 slides – that details your work on the project.

The final pitch should leave the panel (and your team) with a sense of "delight in the possible". In other words, there is no right or best solution to this "grand challenge". Instead, the panel will be looking for – as Grand Challenges Canada calls it – **Bold Ideas with Big Impact**. This also means that you will have to deal with ambiguity and make important judgment calls. The rigorous application of perspectives, concepts, and techniques covered in the course will help you tackle this process effectively and innovatively.

The instructor recognizes that in the time available for the project, you may not be able to complete it in an absolute sense. That is, you may not be able to finalize or formulate your ideas definitively or obtain all of the data that you

consider relevant. Nevertheless, you should still move the project to a stage where it will command the panel's attention and result in a "yes, maybe..." response.

### **The Video Pitch**

Your team will submit a video pitch for your proposed venture that must not exceed seven minutes. The purpose is to get buy-in from the target audience for the project, an expert panel judging the promise of your proposal for building "viable food enterprises that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry and creating jobs."

### ***Specifications and Suggestions:***

- Duration: Strict limit of 7 minutes.
- Format: Video (not to exceed 500MB)
- Structure your pitch as a compelling "story". Successful pitches generally adopt a simple approach that
  - "hooks" the audience members with a logical and compelling story;
  - offers an innovative breakthrough initiative backed by sound justification;
  - clearly identifies key barriers to building positive net-impact businesses and key opportunities for overcoming them;
  - provides a solid proposal for how to scale the initiative to reach at least one million consumers within 10 years;
  - and loops back to the desired outcomes (i.e., the goals of the challenge).
- Style/tone: Think of your video pitch as a professional pitch to possible investors in your venture. To get their buy-in, keep the pitch focused and professional. You may include visual and/or audio aids in your pitch, but make sure that the logical story is the key "selling" point. Don't use special effects for the sake of using special effects. Use them to enhance your story.
- The team - or at least some of its members - should be featured in the video pitch. You're not selling an idea; you're also selling your team to the decision-makers.

Note on the time limit: Seven minutes may seem very short, given the large amount of preparatory work involved. But it is a realistic restriction in today's "time-scarce" executive environment. If you can't get your audience's attention in seven minutes you will likely not get it in ten, fifteen, or twenty minutes. In fairness to all teams, the time limit will be strictly applied.

### **Your Deliverable**

Please submit your video using the "Media" tab and "Record / Upload Video" link on the assignment submission page (see picture).

**Your Deliverable**  
Please submit your video.  
**Late submissions will be penalized by one grade point (e.g. B+ to B) per day late.**

**Evaluation Criteria**  
Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

File Upload Website URL **Media** Echo360 Homework Embed Office 2013

Use the link below to record your submission. Click "Save" when you're finished and ready to submit.

Keep in mind, this submission will count for everyone in your Grand Challenge Project Teams group.

**Record / Upload Media**

Comments...

All comments are sent to the whole group.

Cancel Submit Assignment

Criteria	Ratings									
	25.0 pts A+	23.0 pts A	21.75 pts A-	20.5 pts B+	19.25 pts B	18.0 pts B-	16.75 pts C+	15.5 pts C	14.25 pts C-	0/ F
OVERALL IMPACT Does the audience come away with the sense that the proposed initiative (1) addresses the challenge in a meaningful and substantive way, (2) will create positive net impact on the environment with every sale completed, dollar earned, and decision made, (3) leaves the audience with a strong sense that the venture is scalable to reach one million consumers over 10 years, (4) appears overall feasible and viable, and (5) creates a strong drive to action?	A+	A	A-	B+	B	B-	C+	C	C-	F
ARTICULATION OF PROBLEM/OPPORTUNITY Does the presentation clearly identify a significant environmental issue and consumer need to address? Are the root causes examined? Are relevant assumptions identified and effectively	A+	A	A-	B+	B	B-	C+	C	C-	F

63 You are currently logged into Student View


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Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

## Grand Challenge Team Project - Deck Report

 **Due Date:** Tue Mar 2, 2021 at 06:00pm EST

### Grand Challenge Team Project

#### What is a "Grand Challenge"?

The concept of the "grand challenge" was first applied by the German mathematician Dr. David Hilbert, who listed a set of 23 "intractable" math problems and collectively termed them as "grand challenges" to focus the efforts of his colleagues. George et al. (2016) define "grand challenge as "specific critical barrier(s) that, if removed, would help solve an important societal problem with a high likelihood of global impact through widespread implementation" (p. 1881).

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The instructor recognizes that in the time available for the project, you may not be able to complete it in an absolute sense. That is, you may not be able to finalize or formulate your ideas definitively or obtain all of the data that you

consider relevant. Nevertheless, you should still move the project to a stage where it will command the panel's attention and result in a "yes, maybe..." response.

## The Deck Report

Your team will submit a deck report of no more than 25 slides. The purpose of the deck report is to provide detailed data, information, analysis, and findings that supplement and strengthen your presentation to the panel. It is your opportunity to show, in some detail, substantial evidence of the reframing work, research, and analysis done by your team for this project. The deck report should communicate a clear and compelling story through a set of slides.

### What Is a Deck Report?

A deck report is a self-contained document (slide deck) that includes fully-developed content. It is designed to be easily understood by the audience without a presenter's input and is commonly used in management consulting and executive briefings.

This online support module on **Preparing a Compelling Deck Report** was developed for the Schulich Strategic Field Study ("601"), but much of its content applies to this project as well. You will learn about:

- Discovering Methods to Present Your Results
- Organizing a Deck Report with a Logic Pyramid & Storyboard
- Building a Basic Slide
- Designing High Impact Visuals

The online module refers to a **deck report created by McKinsey & Company for the United States Postal Service** (<http://about.usps.com/future-postal-service/mckinsey-usps-future-bus-model2.pdf>) (USPS). To understand what makes the USPS deck report effective, read **this breakdown of the report on the site Consultant's Mind** (<http://www.consultantsmind.com/2016/02/28/mckinsey-presentation/>). Keep in mind that the USPS deck does not contain any creative work, which is critical for the Sustainability Team Project. Hence, you will have to include information on the application of reframing techniques and the insights gained in your deck report.

### Specifications and Suggestions:

- Required components:
  1. Contents and Objectives (typically 1-2 slides)
    - Table of contents
    - Glossary of key terms and abbreviations
    - Objectives: Identify the key objectives of the report deck
  2. Executive Summary (1 slide)
    - **Tips:** *The executive summary is a critical piece of the report. It creates the "first impression" and may be your only chance to attract the attention of the reader. If the first impression is negative many readers will simply not read on. We advise that you start your executive summary with a strong first sentence and paragraph. If you can engage the readers with the first sentence/paragraph, you will have positively primed them to accept your arguments, as well as interested them enough to read on. We also advise that you write the executive summary after you have finished the rest of the deck to make sure it captures the key messages.*
    - Suggested contents:
      - A tight description of how your venture addresses the Grand Challenge
      - A brief definition of the core issues or problems or opportunities you want to tackle with your venture
      - A brief description of the venture (solution), including what it will do and how it will work
      - An explanation of how the venture will impact the food system and the lives of 10M people
      - If applicable, a brief rationale of why your venture should be funded (i.e., win US\$1,000,000 or be included in the Hult Prize Accelerator)
  3. Body of Report
    - Presents a logical storyline and evidence of the substantial reframing and analytic work performed for the project, with a strong emphasis on specific insights gained

- Successful teams often adopt a simple approach that:
  - provides a relevant, yet general overview of the context;
  - describes the most relevant reframing and analytical work to determine the core problems or opportunities, including the key insights gained;
  - presents a clear case for why the venture will be successful in addressing the challenge;
  - and clearly and succinctly outlines the key implications or outcomes of the proposed venture.

#### 4. Bibliography

- Includes all sources that you consulted to produce your presentation and report
- Length of report: The deck report is limited to 25 slides/pages. Be selective with the content: The storyline and the relevance and impact of the material are far more important than the quantity/completeness. Base your decisions on what to include on the needs of the audience, not the team's need to show off its work.
- Format: Font, line-spacing, slide design, etc. are your choices to make. Make them with the goal of producing a polished, professional-looking deck. In general, a deck report includes a lot more detail than typical presentation slides and extensively uses text, graphs, figures, data, and citations. (Please review the McKinsey sample above.)

Note: The document will be viewed by the instructor as a representation of the work that your team put into this project. This work should entail rigorous analysis and use of the course's reframing and analytic thinking techniques for breakthrough insights. In conducting this work, you may consult any secondary resources you wish, including reliable web and library-based sources.

### Your Deliverable

Please submit your deck report in pdf or ppt/pptx format here before the start of class.

**Late submissions will be penalized by one grade point (e.g., B+ to B) per day late.**


### Evaluation Criteria

Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

### Grade Allocation Form



 **Due Date:** Wed Mar 3, 2021 at 11:59pm EST

Please submit your completed Grade Allocation Form for the Grand Challenge Team Project here. This is a team submission; i.e., the team needs to come to a team decision on the grade allocation and submit one form per team. Please read the detailed instructions on the form. Any adjustments to individual grades will be made by the instructor based on the input on this form.

The form can be downloaded here: **MGMT 5150 - Grade Allocation Form.pdf** 

## Grade Allocation Adjustment

This is where any grade allocations, on which the team decided, will be recorded by the instructor. The default is "0", meaning no adjustment to the project grade.

An adjustment of one letter point in the Grade Allocation Form submitted by the team will be translated into a 10-point adjustment in this column. Why? The grading scheme for this course defines the difference between each letter grade to be 5%. The Grand Challenge Team Project is worth 200 points in total. 5% of 200 points is 10 points. Hence, a one grade bonus (or deduction) in the grade allocation will lead to a 10-point bonus (or deduction) to the score for the assignment.


## Peer Learning Circle - Class 2

 **Due Date:** Wed Jan 20, 2021 at 08:30am EST

**Assigned reading: Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.**

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.

### Your assignment:


Use **this form**  to capture the Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

### A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
2. Choose a facilitator for each Peer Learning Circle meeting. This person poses the questions to the Circle, keeps the conversation moving in an orderly fashion, and gets everyone involved. It may be best to rotate this role among the Peer Learning Circle members.
3. Designate a note-taker who captures the key points of the conversation.

4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.


## Peer Learning Circle - Class 3

 **Due Date:** Wed Jan 27, 2021 at 08:30am EST

**Assigned reading: Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.**

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.


### Your assignment:

Use **this form**  to capture the Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

### A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
2. Choose a facilitator for each Peer Learning Circle meeting. This person poses the questions to the Circle, keeps the conversation moving in an orderly fashion, and gets everyone involved. It may be best to rotate this role among the Peer Learning Circle members.
3. Designate a note-taker who captures the key points of the conversation.
4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.

## Peer Learning Circle - Class 6


 **Due Date:** Wed Feb 17, 2021 at 08:30am EST

**Assigned reading: Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "Both/And' Leadership". Harvard Business Review, 94(5), 62-70.**

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in

deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.


### Your assignment:

Use [this form](#)  to capture the Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

### A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
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3. Designate a note-taker who captures the key points of the conversation.
4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.

## Personal Case - Description

 **Due Date:** Wed Jan 20, 2021 at 11:59pm EST

For this deliverable, think of a significant and unresolved issue or problem that you are experiencing or have experienced directly (as a central player) at work or in another organizational setting. It could be a conflict with a colleague, a rough negotiation with a client, a significant project that was side-tracked, or an ethical dilemma, among other possibilities. This assignment calls on you to write about the experience as a case.

A written case generally identifies a problem, presents relevant contextual information, and puts the problem forward for solution or decision. In the context of this course, we are most interested in situations related to leadership and making a difference.

You should view your write-up for this assignment as an initial draft - a working version - of a personal case to be used throughout the course and for an assignment at the end of it. During the course, you will be able to use your case as one personally relevant context to test and assimilate what you learn in class. At the end of the course, you will need this case (or one like it) as the basis for an extended case analysis.

### Detailed Requirements

In a short paper (2-3 pages), describe your personal case using the following structure:

- Section 1: Identify **the event/problem** that you experienced. Be clear but succinct.

(Length: a short paragraph.)

- Section 2: Describe **the situation** by addressing three main topics (and use them as headings in the text):

1. *Context (or Background)*. To make sense of the event/ problem and fully appreciate it, what does the reader need to know about the nature of the organization/team/unit and its environment? (Pertinent details could include the age and size of the organization, departments or units involved, sector or industry, products/services, and major trends.)

2. *Key Players*. Who are/were the key players involved in the case? While individuals may be the easiest actors to identify, you may also - or instead - refer to groups, departments or organizations.

3. *Key Events/Actions*. What happened over time (from beginning to current state or end)?

(Length of section: 1-2 pages.)

- Section 3: Formulate the (initial) **problem statement**. What do you see as, and how would you describe, the core problem in your case? Why? (See Tips below.)

(Length: 1-2 paragraphs.)

You are *not expected* to apply academic concepts to your case description or provide potential solutions at this stage. Just document your personal experience and interpretation of the event. You are *not graded* on this submission, and you don't have to demonstrate how well you are able to analyze.

Choose any format (font size; spacing; etc.) as long as the submission looks professional.

You may disguise the names of persons and organizations to protect confidentiality.

## Tips

- Choosing the event/problem. Make a choice based on what you find interesting, problematic, frustrating or worthy of analysis and what has consequences that matter to you. Ideally (but not necessarily), the event/problem would be unresolved (ongoing) and involve multiple parties. Note: If you do not have sufficient work experience to draw on, choose an experience you have had as a volunteer or as a member of a club, church or community group, for example.
- Do not worry about including any course material - yet. At this early point in the term and for this write-up, you are not expected to incorporate academic concepts or to provide solutions. You will have the opportunity to revisit and analyze your case later in the semester.
- "Problem statement." In general, a problem statement clearly and compactly states what is wrong/negative about a situation and why that matters. For example, a problem statement could be as simple as: "Plumbers in Glendale are taking two days to set a tub in the 40" product category; the standard is one day." As you can see, this problem statement identifies a gap between *what is* (two days for setting a tub) and *what ought to be* (the standard for this task is one day). The statement may also address (potential) consequences for stakeholders. For this assignment, though, there is no set formula. We will delve into what a "problem" is and aspects of problem-solving beginning with Class 2.


## A Reminder

This assignment, which is a component of your **Learning and Development Portfolio** (LDP), is not graded. Later in the semester, you will be asked to take up this personal case again and apply course concepts to reframe the problem, create new insights, and develop a more positive resolution. This (later) version of your personal case, which will also count toward your LDP, will be evaluated and graded.

The LDP consists of a number of deliverables over the course of the semester and represents your development journey through the course and beyond. It includes the following deliverables:

1. **Personal Case - Description**
2. Personal Case - Making a Positive Difference
3. Reflection: As a Future Leader, I will need to...

## Personal Case - Making a Leadership Difference

 **Due Date:** Fri Apr 9, 2021 at 11:59pm EDT

For this deliverable, revisit the personal case you submitted earlier in the semester and apply the ideas, techniques, perspectives, and concepts you have learned through the course to generate new insights and responses that would be more effective than what actually occurred (or is likely to occur). (Note: You may replace the case you initially submitted if you have since identified a different complex personal case that works better for this assignment.)

### Detailed requirements:

In a deck report ( $\leq 15$  slides), you are asked to:

1. **Briefly describe the problem** or issue that you have selected. Ideally, you will articulate an initial problem statement (before reframing; can be taken from the initial case description for Class 2). [Suggested length: 1-2 slides]
2. **Reframe the problem** or issue you selected using techniques and concepts developed in the course. Make sure you demonstrate the process of reframing and, ideally, arrive at a new problem statement. [Suggested length: 5-7 slides]
3. **Develop and present innovative solutions** to the problem/issue. These must show that you have successfully reframed the issue or problem to find creative “15% solutions” that allow you can have an impact and make a positive leadership difference. [Suggested length: 5-7 slides]
4. Briefly **describe the actual or anticipated results**. [Suggested length: 1 slide]

The deck should demonstrate **how you have rigorously applied appropriate thinking techniques or course concepts** that you have learned in this course. It should include a combination of text and diagrams, figures, tables, images, or worksheets, and **clearly describe the specific insights** you have gained from the application of relevant techniques or course concepts.

You may disguise the names of persons and organizations to protect confidentiality. Provide a bibliography of sources you have consulted, if applicable.

As a reminder, please consult the online support module on **Preparing a Compelling Deck Report**. The module was developed for the Strategic Field Study, but much of its content applies to this project as well. You will learn about:

- Discovering Methods to Present Your Results
- Organizing a Deck Report with a Logic Pyramid & Storyboard
- Building a Basic Slide
- Designing High Impact Visuals

The online module refers to a **deck report created by McKinsey & Company for the United States Postal Service** (<http://about.usps.com/future-postal-service/mckinsey-usps-future-bus-model2.pdf>). To understand what makes the USPS deck report effective, read **this breakdown of the report on the site Consultant's Mind** (<http://www.consultantsmind.com/2016/02/28/mckinsey-presentation/>). Keep in mind that the USPS deck does not contain any creative work, which is critical for the Sustainability Team Project. Hence, you will have to include information on the application of reframing techniques and the insights gained in your deck report.

### Reminder

This is **not** an abstract academic assignment. It provides an opportunity for you, **as a current or future leader**, to demonstrate the practical value of what you have learned. Abstract, conceptual papers will not meet the requirements for this assignment. Also, in working on the assignment, please remember that **you are not a consultant** who is going to make broad recommendations for implementation by others. **You are in the role of a leader who can make a**

**difference.** That means that this is **your** case. You play a central role in it and use **your influence** – hierarchical or otherwise – to make a difference. In other words, **consider your 15%**.

This assignment is a component of your **Learning and Development Portfolio** (LDP). The LDP consists of a number of deliverables over the course of the semester and represents your development journey - from past experience to current learning to future development - through the course and beyond. It includes the following deliverables:

1. Personal Case - Description
2. **Personal Case - Making a Positive Difference**
3. Reflection: As a Future Leader, I will need to...


Please submit the assignment as a PDF.

## Evaluation Criteria

Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

## Reflection: As a Future Leader, I Will Need to...

 **Due Date:** Fri Apr 9, 2021 at 11:59pm EDT

“Reflection” is a deliberate and rigorous way of thinking about one’s experiences and interactions with others. It is purposeful: It enables a person to make sense of his or her experiences and to surface causes and consequences that are essential for learning and personal development. Reflection is not mere stream of consciousness. Moreover, it can—and should—be challenging. Effective reflection calls for curiosity, open-mindedness, honesty, responsibility, directness, and even optimism.

In general, such reflection explores answers to four key questions:

1. **What?**
  - What happened? What is the topic of the reflection? What did you do, feel and/or see?
2. **Why?**
  - Why did it happen? What are the reasons for what you experienced or observed?
3. **So what?**

- Why is this experience worth reflection? Why does it matter? What are the consequences and meanings of your experience or observation?

#### 4. Now what?

- What are you going to do as a result of the experience or observation? What concrete actions can you take to make a positive difference in the future?

"Why is so much emphasis on reflection in this course?", you may ask. In this article - **The Rewards of CEO Reflection** (<https://www.bcg.com/publications/2017/leadership-talent-people-organization-rewards-ceo-reflection.aspx>) - four senior leaders at BCG examine the value of reflection. Their reasoning doesn't just apply to executives. In fact, one might argue that the capacity for reflection needs to be developed and turned into a habit early in one's life and career to reap its benefits.

### Assignment

For this reflection, consider – in a deep, meaningful way – what has stuck with you from this course and how you can apply these ideas, concepts, and techniques to make a positive leadership difference in your career or life. You may reflect on any concepts and ideas introduced in class or in the materials, but bear in mind that the purpose of this reflection is not to describe or summarize them. The purpose is to explore and think more deeply about how you can develop the knowledge, skills, and attitudes necessary to become an effective future leader.

### Specifications and Suggestions:

- Different possible formats: 3 options (choose one)
  - paper/document (≤ 1000 words, do not write in bullet format)
  - video file (≤ 4 mins.)
  - audio file/podcast (≤ 4 mins.)

Note: The video/audio options are opportunities for you to be creative in ways beyond the written word, but the evaluation criteria are the same (see below).

- Very good reflection papers: examine personal insights, challenge one's own assumptions, and address the tensions inherent in deep-level learning.
- Creativity that enhances the reflection is welcome in any of the formats, but do not include creative elements just for the sake of creativity.
- Avoid simple "action lists" (e.g., "*The 7 Things I Need to Do as a Leader*") and "stream of consciousness" delivery.
- Do not feel compelled to answer all of the questions you raise in your reflection. Asking new, interesting questions can be more valuable than having all the answers. Moreover, questions signal curiosity and a continued desire to learn.

**Important:** Craft your reflection for yourself, not for the instructor.

This assignment is a component of your **Learning and Development Portfolio** (LDP). The LDP consists of a number of deliverables over the course of the semester and represents your development journey - from past experience to current learning to future development - through the course and beyond. It includes the following deliverables:

1. Personal Case - Description
2. Personal Case - Making a Positive Difference
3. **Reflection: As a Future Leader, I will need to...**

### Evaluation Criteria

Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

## Course Contribution

“Course Contribution” refers primarily to contributions you make in class and also includes four written “homework” assignments. See below for an explanation of how your class contributions will be evaluated and how the homework assignments will affect the grade for your course contribution.

### Preparation for Class

The value of class sessions depends greatly on your active involvement and input. When you and your classmates participate actively, we can create a positive and rich learning environment. Before you come to class, you should read/view and think about the assigned readings/videos. In addition, as indicated in the course schedule, complete and submit any written assignments.

### Your Responsibilities

You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so. Try to contribute consistently with comments and questions that pass the “so-what” test. In other words, aim to provide insightful analysis that builds on prior discussion and moves our thinking forward. (For more tips, see below.)

One to two quality contributions per week are considered standard (i.e., a "B" grade).

### In-Class Contributions: Assessment

Your instructor will evaluate your weekly contributions in line with considerations such as the following. (They are also good questions to ask yourself.)



- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?
- And most importantly, do you add value to the learning of the class?

Your weekly contributions will be graded according to four possible levels of performance: A, B, C, and F. See the chart below for descriptions of these performance levels:

Grade	Contribution
<b>A</b>	Is prepared and demonstrates a strong understanding of assigned reading; raises new and/or important issues, significantly enhancing the quality of discussion; clearly demonstrates listening skills and adds value to discussions; actively supports positive team dynamics during exercises.
<b>B</b>	Is prepared and contributes to the discussions, demonstrating a good understanding of issues discussed; advances discussions to a certain degree without adding highly original insights; contributes to group/class exercises.
<b>C</b>	Attends class; says nothing or very little of added value; does not actively contribute to discussions.
<b>F</b>	Does not attend class (unexcused).

The same performance levels apply to the end-of-the-term course contribution grade.

## Homework


In addition to weekly in-class contributions, there are four homework assignments for Classes 7, 8, 10, and 11. They will count toward your final Course Contribution grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The course contribution grade will be determined at the end of the term after all classes have concluded. However, you may ask your instructor for feedback on your in-class contributions at any time during the course.

## Class 7 Homework: Key Takeaways

 **Due Date:** Fri Mar 5, 2021 at 11:59pm EST

### Your Homework Assignment

In 300 words or less, describe your three main takeaways from the class discussion for your role as a future leader.

***The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.***

## Assessment


You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

## Class 8 Homework: Key Takeaways

 **Due Date:** Fri Mar 12, 2021 at 11:59pm EST

### Your Homework Assignment

In 300 words or less, describe three things you will do to help make your future teams more effective. Consider them experiments and be specific and action-oriented ("I will...") in your description.

***The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.***

## Assessment


You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

## Class 9 Homework: The Reach of Managerial Responsibility

 **Due Date:** Fri Mar 19, 2021 at 11:59pm EDT

### Your Homework Assignment

In 300 words or less, consider how far up and down the value chain does managerial and corporate responsibility extend?

***The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.***

### Assessment


You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

## Class 11 Homework: Key Takeaways

 **Due Date:** Fri Apr 2, 2021 at 11:59pm EDT

### Your Homework Assignment

In 300 words or less, describe your three main takeaways from the class discussion for your role as a future leader.

***The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.***

### Assessment

You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

## GRADING SCHEME

A+	100%	to	95%
A	< 95%	to	90%
A-	< 90%	to	85%
B+	< 85%	to	80%
B	< 80%	to	75%
B-	< 75%	to	70%
C+	< 70%	to	65%
C	< 65%	to	60%
C-	< 60%	to	55%
F	< 55%	to	0%

## CLASS-BY-CLASS SYLLABUS

### MBA Launch Week: Making Your Team Work (for MGMT5150)

Teamwork can be exhilarating and highly productive. It can be infuriating and time-consuming. During your MBA, you will be a member of many different teams. So, it makes sense to learn about building effective teams and dealing with team dynamics early. This online module - designed for the Strategic Field Study ("601"), but applicable for MGMT5150 - covers key aspects of effective teamwork and specific action recommendations for making your team in MGMT5150 work.

#### Making Your Team Work - Introduction

##### Forming an Effective Team

##### Getting Your Team Going: The First Meeting

##### Getting Your Team Going: Team Norms & Contract

##### Leadership & Roles

##### Productive Meetings & Better Ideas

##### Types of Team Conflict

##### Common Team Issues

### Class 1 - Leading the Possible: Leadership Challenges in a Turbulent World

As many commentators have observed, turbulence has become the "new normal." Businesses, governments and other organizations are faced with an ever increasing rate of change and complexity. As an introduction to the course, we'll be examining the nature of turbulence and start our exploration of its implications for leadership in this class.

#### Mandatory Pre-Work (to be completed before class)

##### MGMT5150 W21 Narrated Course Intro (17 minutes)

##### Soundview Executive Book Summaries: Taleb, N.N. (2007). "The Black Swan", Random House. Reviewed by Stephen Wolter.

##### Bürkner H.-P. & Bhattacharya, A. (2020). "Squaring the Circle", Boston Consulting Group, October 2020

##### Online Module: Leading the Possible: Leadership Challenges in a White-Water World



Achi, Z. & Garvey Berger, J. (2015). "Delighting in the Possible", McKinsey Quarterly, 2015 (2; March), 90-99.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



World Economic Forum - The Global Risks Report 2021



Bernard Avishai: The Pandemic Isn't a Black Swan but a Portent of a More Fragile Global System (The New Yorker)



Alan Iny & Luc Brabandere (BCG) - The Future Is Scary. Thinking Creatively Can Help



Video: Not Wired for Complexity



Video: Responding to Complexity



Videos: The Big Shift (Deloitte Center for the Edge)

Slides

Deliverables

Team Contract



Class 1 - Leading the Possible - Leadership Challenges in a Turbulent World

## Class 2 - The Art of Reframing I: Are you Solving the Right Problem?

The problems really worth solving - the ones with which we can make a positive leadership difference - are often complex and without obvious solutions. Instead they require us to consider different ways of seeing the problem. In this class, we will explore the nature of complexity and develop framing and reframing techniques that can be used to broaden one's perspective (or mindset) to see new opportunities.

Mandatory Pre-Work (to be completed before class)



Online Module: Simple - Complicated - Complex



Online Module: The Art of Reframing - Are You Solving the Right Problem?



Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). "In Praise of the Incomplete Leader", Harvard Business Review, 85 (2; February), 92-100.



Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



HBR IdeaCast: "The Secret to Better Problem-Solving" with Thomas Wendell-Wendellborg



Video: Introduction to the Cynefin Framework



Video: Alan Iny - Reigniting Creativity in Business (TED@BCG)



IBM (2010). Capitalizing on Complexity: Insights from the Global Chief Executive Officer Study



World Economic Forum (2013). Perspectives on a Hyperconnected World: Insights from the Science of Complexity



BCG Henderson Institute - Explore the cutting edge research and thought leadership on complexity and leadership by the Boston Consulting Group.



Deloitte Center for the Edge - Explore how Deloitte is addressing complexity and its implication for leadership and business through research and consulting.

#### Slides



Class 2 - The Art of Reframing I - Are you Solving the Right Problem

#### Deliverables

Personal Case - Description

Peer Learning Circle - Class 2

## Class 3 - The Art of Reframing II: Creating New Ways Forward

We will continue our exploration of complex problem solving by introducing new reframing techniques with a specific emphasis on inquiry and asking provocative questions. Through a case study, we'll examine how the questions we ask shape the answers we find. Appreciative inquiry and creative metaphors will be introduced as techniques that can help us develop insights otherwise hidden from us. Finally, we will consider how change can be introduced to organizations by identifying high leverage points, the 15% principle.

#### Mandatory Pre-Work (to be completed before class)



Online Module: The Art of Reframing - Creating New Ways Forward



Sawhney, M. & Khosla, S. (2014). "Managing Yourself: Where to Look for Insight", Harvard Business Review, 92(11), 126-129.



Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.

#### Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



Video: Beau Lotto - Changing the Space of Possibility



Barton, D. (2011). "Capitalism for the Long Term", Harvard Business Review, 89(3; March), 84-91.



Red Teaming - How the U.S. Army Embraces and Teaches Reframing



Reeves, M., Levin, S., & Ueda, D. (BCG Henderson Institute; July 18, 2017). Think Biologically: Messy Management for a Complex World



Reeves, M. & Harnoss, J. (BCG Henderson Institute; June 6, 2017). The Business of Business Is No Longer Just Business



Tsusaka, M., Reeves, M., Hurder, S. & Harnoss, J. (BCG Henderson Institute; July 20, 2017). Diversity at Work

Slides



Class 3 - The Art of Reframing II- Creating New Ways Forward.pdf

Deliverables

Peer Learning Circle - Class 3

## Class 4 - Convergent Thinking: Probing the Possible

In the previous classes, we engaged in divergent thinking and challenged taken-for-granted assumptions by intentionally increasing the levels of uncertainty and disagreement. The aim was to develop new insights that help us better understand problems and more effectively create innovative solutions. Uncertainty and disagreement, however, make it very difficult to commit to action. Hence, we will now turn to convergent thinking in an attempt to create greater certainty in an inherently uncertain world. While divergent thinking is required to generate hypotheses ("What if...?"), convergent thinking utilizes the scientific method, which relies on the systematic and rigorous analysis of data to test the hypotheses ("If..., then...").

Mandatory Pre-Work (to be completed before class)



Argyris, C. (1991). "Teaching Smart People How to Learn", Harvard Business Review, 69(3), 99-109.



Liedtka, J.M. (2006). "Using Hypothesis-Driven Thinking in Strategy Consulting", Darden Business Publishing Teaching Note BP-0486

Electronic copies of the second reading for this week - "Using Hypothesis-Driven Thinking in Strategy Consulting" by Jeanne Liedtka - can be purchased directly from Ivey Publishing for C\$4.50 using the link above. Due to copyright restrictions, we're unable to provide a copy of this reading. This technical note is not only a core reading for this course, but also an invaluable resource for your Strategic Field Study (the '601').

Optional Reading (not mandatory, but relevant and hopefully interesting)



Secret Ingredient for Success: Double-Loop Learning

Slides



Class 4 - Convergent Thinking - Probing the Possible

Please note that the slide deck contains slides not covered in class. Among them is an example of the application of an issue tree, an analytic technique developed and widely used by McKinsey & Company.



## Class 5 - Team Consultations

This week is reserved for a 30-minute check in with each team. Your instructor will share further detail and make times available for which the teams can sign up.


## Class 6 - From Ideas to Action: Creating Buy-In


About two-thirds of all major change initiatives fail, often because of the resistance of various stakeholders. The phrase "this is not the way we do things around here" can stop any change effort in its tracks. This week we will examine ways to create buy-in through identifying and managing paradoxes and developing compelling stories that turn potential opposition into allies.

Mandatory Pre-Work (to be completed before class)


 Online Module: Paradoxical Thinking and Leadership

 Sull, D. N. (1999). "Why Good Companies Go Bad". Harvard Business Review, 77(4), 42-50.

 Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "'Both/And' Leadership". Harvard Business Review, 94(5), 62-70.

 Ashford, S.J. & Detert, J. (2015). "Get the Boss to Buy In". Harvard Business Review, 93(1/2), 72-79.

Slides

 Class 6 - From Ideas to Action - Creating Buy-In

Deliverables

Peer Learning Circle - Class 6

## READING WEEK (February 23-27, 2021) - NO CLASS

## Class 7 - Longevity in Complex and Shifting Environments (Guest Instructor: Prof. Matthias Kipping)

Based on the origins of Jardines in the 19th century, this class explores how companies can survive, even thrive in rapidly changing environments, in this case Southeast Asia. We will discuss how far business leaders

can and should go to defend their interests (a topic taken up again in the next class on ethics) and what lasting consequences their actions have not only for their own organization but also for their context - consequences that have shaped international business until the present day.

Mandatory Pre-Work (to be completed before class)



"The Opium Wars: How Scottish Traders Fed the Habit", (2005, September 6), The Scotsman.



"The Great British Tea Heist", (2010, March 9), Smithsonian Magazine

Optional Reading (not mandatory, but relevant and hopefully interesting)



Link to Jardines Matheson website (for those of you who want to learn more about the company)



Feedback for Prof. Kipping

Forms



MGMT5150 Peer Feedback Form



MGMT5150 Grade Allocation Form

Deliverables

Grand Challenge Team Project - Video Pitch | Presentation

Grand Challenge Team Project - Deck Report

Grade Allocation Form

Class 7 Homework: Key Takeaways

## Class 8 - Reframing Teamwork: Lessons from Complexity Science (Guest Instructor: Ingo Holzinger)

Organizations often encourage employees to work in groups and teams, with the hope they will be more engaged and productive. However, the team process is often riddled with frustration and conflict rather than acting as the panacea that companies hope it will be. This class draws on insights from complexity science and 100 years of group dynamics research to examines the fundamental processes that separate effective teams from ineffective ones and considers how you can positively influence your teams now and in the future.

Mandatory Pre-Work (to be completed before class)



Duhigg, C. (2016). "What Google Learned From Its Quest to Build the Perfect Team" The New York Times Magazine, 28 Feb. 2016, MM20 (online version)

Optional Resources (not mandatory, but relevant and hopefully interesting)



 Google re:Work - Teams

 Video: Amy Edmondson - Building a Psychologically Safe Workplace (or Team)



[re\_Work] Team Effectiveness Discussion Guide (This discussion guide is focused on the five team dynamics Google found to be important for team effectiveness. The guide can help teams identify areas where they might want to improve and elicit ideas of how to do that.)



[re\_Work] Manager Actions for Psychological Safety (This guide can help managers think about how they model and reinforce psychological safety on their teams. Based on research, this guide offers actionable tips for managers and team members to help create team environments where everyone can contribute.)



Haas, M. & Mortensen, M. (2016). "The Secrets of Great Teamwork". Harvard Business Review, 94(6), 70-16.

Slides

Deliverables

Class 8 Homework: Key Takeaways

## Class 9 - Ethics in Organizations (Guest Instructor: Robert Phillips)

Ethics pervades business. To say that business has no ethics (e.g., "Business ethics is an oxymoron.") is to be willfully blind to a vital element of managerial success. Ignorance in general, and of social expectations in particular, is a competitive disadvantage. With this said, there are elements of one's moral life in business and organizations that are distinctive to that realm ("I learned my ethics at my mother's knee, but she didn't know much about monopoly pricing."). This class will introduce the relevance of ethics to life in the context of value creation and trade.

Mandatory Pre-Work (to be completed before class)

Electronic copies of the two readings for this week - "Hitting the Wall: Nike and International Labor Practices" by Debora Spar and Jennifer Burns and "A Note on Obedience to Authority" by Edward Freeman and Andrew Wicks - can be purchased directly from Ivey Publishing for C\$5.95 and C\$4.50, respectively, using the links below. Due to copyright restrictions, we're unable to provide copies of these readings. Both readings are required for this week's homework and will feature prominently in the class discussions.



Spar, D.L. and Burns, J. (2000). "Hitting the Wall: Nike and International Labor Practices", Harvard Business School Case 700-047

For the discussion of this case, please consider the following questions: Is Nike responsible for its subcontractor's business practices? Why and to what extent? How can or should Nike's expectations be monitored and enforced?



Freeman, R.E. and Wicks, A.C. (1990). "A Note on Obedience to Authority", Darden Business Publishing E-0070

Deliverables

Class 9 Homework: The Reach of Managerial Responsibility



Feedback for Prof. Phillips

## Class 10 - Power and Influence: How Will YOU Make a Positive Difference?

What is the relationship between leadership and power? Can one lead without power? And more fundamentally, what is power and how is it developed? This week, we will take a look at the role of power in leadership, with a special emphasis on how we can make a positive difference even without being in charge. Among other activities, we will engage in an interactive exercise to develop a deeper appreciation and understanding of power and influence.

Mandatory Pre-Work (to be completed before class)



Heimans, J. & Timms, H. (2014). "Understanding 'New Power'". Harvard Business Review, 92(12), 48-56.

Optional Resources (not mandatory, but relevant and hopefully interesting)



Video: The Science of Persuasion

Slides

## Class 11 - Leadership, Strategic Thinking & Value Creation (Guest Instructor: Prof. Theo Peridis)

Prof. Peridis will lead the class through a case exercise on strategic thinking this week. He will suggest that thinking strategically should not be reserved for executives but can help all of us be more effective. This class will bring together and integrate many of the concepts central to this course.

Mandatory Pre-Work (to be completed before class)



Case for Class 11: Hudson Beaver Creek

Slides

Deliverables

Class 11 Homework: Key Takeaways



Feedback for Prof. Peridis

## Class 12 - Making a Difference: As a Future Leader, I Will Need to...

So, what are your takeaways from this course? What have you learned? Which skills have you identified as

important for your future career development? Where will you go from here? We hope that you have gained the sense that you will be a leader (on one scale or another) and that you are capable of making a difference (in your own life/career; in the lives of others; in your organizations; in the world...). Developing the necessary skills will require work. By completing this course (and your first semester in the MBA Program), you have taken one step toward your future. Now what? How are you going to continue your life-long learning journey? The last class of this course provides us with an opportunity to look back on the past twelve weeks and - more importantly - look forward to the opportunities and challenges that lie ahead.

No Mandatory Pre-Work

Slides

Deliverables - Components of Your Learning & Development Portfolio

Personal Case - Making a Leadership Difference

Reflection: As a Future Leader, I Will Need to...

## STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

### Preparation

The value of class sessions depends greatly on your active involvement and input. When you and your classmates participate actively, we can create a positive and rich learning environment. Before you come to class, you should read/view and think about the assigned readings/videos. In addition, as indicated in the course schedule, complete and submit any written assignments.

### Class Participation (contribution)

You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so. Try to contribute consistently with comments and questions that pass the “so-what” test. In other words, aim to provide insightful analysis that builds on prior discussion and moves our thinking forward. (For more tips, see below.)

One to two quality contributions per week are considered standard (i.e., a "B" grade).

Your instructor will evaluate your weekly contributions in line with considerations such as the following. (They are also good questions to ask yourself.)

- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?
- And most importantly, do you add value to the learning of the class?

# GENERAL SCHULICH ACADEMIC POLICIES

## Grading

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. Elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

## Academic Honesty

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

## Accommodations

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

## Exams (Absence from)

### Midterm

Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation\* (e.g. Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

\* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of requests for deferred standing for courses impacted by the COVID-19 situation.

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

## Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)

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

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



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Eileen Fischer, Marketing Area Coordinator  
Date: March 11, 2021  
Re: Revised Description for MKTG 5200 3.00

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### **Motion:**

That Faculty Council approve the proposal to change the course description and learning outcomes of SB/MKTG 5200 3.0 to include issues relating to ethics, sustainability and the triple bottom line are integrated into Introduction to Marketing Management.

### **Rationale:**

A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.

# Course Change Proposal

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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**

*Master of Business Administration*

**2. Course Number and Credit Value**

*5200 MKTG 3.00*

**3. Course Title**

**a) Long Course Title**

*Marketing Management*

**b) Short Course Title**

*Marketing Management*

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

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

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

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

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

*Summer 2021*

**7. Academic Rationale**

*A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.*

**8. Proposed Course Information**

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

9.

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p><i>This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It <del>stresses the application of</del> these concepts to profit, not-for-profit, <del>large, small,</del> new, mature, service, product-based, domestic and international organizations. It <del>also</del> develops specific skills such as problem-solving, verbal presentation, business writing and group work.</i></p>	<p><i>This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). <b>It applies</b> these concepts to profit, not-for-profit, new, mature, service, product-based, domestic and international organizations. It develops specific skills such as problem-solving, verbal presentation, business writing and group work. <b>Marketing ethics and sustainability issues are integrated into the course.</b></i></p>

**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.*

N/A

**Originator**

*Eileen Fischer*

Signature

*March 8, 2021*

Date

*Eileen Fischer*

Name

Marketing

Area or Specialization

**Approvals:**

**Area or Specialization**

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

*Grant Packard*

Signature

*March 9, 2021*

Date

*Grant Packard*

Name

Marketing

Area or Specialization

**Degree Program**

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

*Ashwin Joshi*

Signature

*March 11, 2021*

Date

Ashwin Joshi  
Name of Program Director

Master of Business Administration  
Program

**Program Committee**

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

Marcia Annisette  
Signature

March 18, 2021  
Date

Marcia Annisette  
Name of Committee Chair

MPC-PCC  
Committee



MKTG5200 W2021 CREDITS: 3.00

## MKTG 5200 I - MARKETING MANAGEMENT

WED 14:30-17:30

### INSTRUCTOR

**Charles Hendriks**

- charlesh@schulich.yorku.ca
- 416.736.2100 Ext. 30314
- N304L SSB
- Please send all emails to charlesh@schulich.yorku.ca

NOTE: It is IMPERATIVE that ALL "SUBJECT" information be completed and BEGIN with: "MKTG 5200 - Your Topic Here"

### ADMIN

**Tram Pham**

- trampham@schulich.yorku.ca
- 416.736.2100 Ext. 55077
- N304A SSB

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### BRIEF DESCRIPTION

*This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. Marketing ethics and sustainability issues are integrated into the course. It also develops specific skills such as problem-solving, verbal presentation, business writing and group work*

### COURSE LEARNING OUTCOMES

The purpose of the course is to develop student skills in the processes and activities of marketing management. The specific objectives of this course are:

1. To develop knowledge of the elements of the marketing process, the basic components of marketing programs.
2. To understand the elements of the marketing mix (product strategy, pricing, communications, and retail channels) and enhance problem solving and decision-making abilities in these areas.
3. To understand what marketing managers do, to see applications of marketing thought across a range of managerial situations.
4. To develop analytical skills in the marketing context to define problems, identify opportunities, and interpret their implications for decision-making.
5. To develop skills in marketing analysis, planning, and managerial communication (e.g. presentation).
6. To consider ethics and sustainability in marketing actions.

## LEARNING REMOTELY

Due to the global pandemic, this course will run in a remote format. Your instructor will use some combination of live lectures (via Zoom), Breakout rooms (via Zoom), and pre-recorded video content, and/or printed content (via Canvas) to facilitate an interactive and engaging learning experience attempting to mitigate the challenges of remote learning. Your instructor may provide further information about how “live” each class’s time will be organized in the “Class Time Format/Schedule” section of the weekly class Modules overview.

Due to the remote format, students are expected to have the following technology to participate in this course:

1. Computer (i.e., any device that allows you to use Zoom video and Canvas)
2. High speed internet (an ethernet cable connection is preferable to wi-fi)
3. Web camera
4. Microphone

Notify your instructor immediately if you do not have the technology above. Please review the technical specifications for [Zoom \(Links to an external site.\)](#)

(<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>)

and [Canvas \(Links to an external site.\)](#) (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>).

Please note:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- We strongly encourage you to use their first and last names in Zoom so the instructor can assess your contribution. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. You must notify your instructor that you will be doing this so your instructor can assess your contribution performance. If you do not do so, you may earn a zero in the Contribution component.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying, posting, and/or distribution of course video recordings, slides, documents, or other resources for public or commercial distribution is strictly prohibited and may be subject to prosecution under applicable copyright and/or privacy law.

## COURSE MATERIAL

### Required Textbook

Sharp, Byron (2017). *Marketing – Theory, Evidence, Practice*. 2nd edition, Oxford University Press.

ISBN13# 9780190310073

ISBN10# 0190310073

The e-Book is available at <https://www.vitalsource.com/en-ca/products/marketing-2e-sharp-byron-v9780190310073?term=9780190310073> (<https://www.vitalsource.com/en-ca/products/marketing-2e-sharp-byron-v9780190310073?term=9780190310073>)

Create an account using your @schulich.yorku.ca address, then purchase the e-book.

Alternatively, a paperback copy can be purchased from the York Bookstore at [https://www.bookstore.yorku.ca/buy\\_textbooks.asp](https://www.bookstore.yorku.ca/buy_textbooks.asp) ([https://www.bookstore.yorku.ca/buy\\_textbooks.asp](https://www.bookstore.yorku.ca/buy_textbooks.asp)) or Amazon.

### Case for Written Case Response

Rezk, Peter & Nilesh Raut (2020). *Beyond Meat: Changing Customer Behaviour in Food Consumption*. Ivey Publishing, 9B19A053.

This case is required for the individual written case response assignment. It has been purchased by Schulich for this course and will be made available to you digitally in the first few weeks of the course.

### Additional Readings

Any additional required and/or optional readings for each week's class will be indicated in the weekly class Modules. Please make sure you check the class Modules regularly.

Copying, posting, and/or distribution of any course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.





## ASSIGNMENT SUMMARY

<b>Assignment/Task</b>	<b>Group/Individual</b>	<b>Total % of Final Grade</b>	<b>Due Date</b>
Class Contribution	Individual	20%	Ongoing
Online Quizzes	Individual	15%	Weeks 3-11
Written Case Response	Individual	20%	Week 6
Marketing Plan Presentation	Group	25%	Week 12
Final Exam	Individual	20%	Exam Period

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

### Class Contribution Summary

#### Class Contribution

Class contribution will be assessed based on your contribution to learning through one or more of: live online class, breakout rooms, Canvas discussion boards, and minor additional tasks or assignments. Your instructor will indicate their approach in the first class session and with the graded Class Contribution assignment items below. Just as managers, clients and colleagues have different evaluation criteria, so too will different instructors across sections of this course. Your task is to understand the evaluative criteria of your instructor and pursue your own contribution goals in accordance with those criteria. Your instructor will provide an interim assessment of your contribution performance to help inform your contribution efforts by no later than Class 6.

### Online Quizzes Summary

#### Online Quizzes

Instructors will administer five (5) online quizzes over the eight sessions of Class 3 to Class 10, inclusive. The purpose of these quizzes is to provide short, simple evaluations of student comprehension of foundational textbook and/or instructor-delivered concepts as they are delivered (rather than cumulatively in a midterm or final exam).

Your instructor will select which classes (from Class 3 to Class 10) to “pop” these quizzes without prior student notification. The quizzes will appear in the Canvas Module for that class. The quiz will only be accessible for a five minute period, which will be setup in Canvas by your Instructor. Quizzes will be time-limited at five minutes in length from the moment you start the quiz. Quizzes can include questions on assigned textbook readings and/or instructor-delivered concepts. After submitting the quiz, you will be able to view the correct answers (for learning purposes) one time only.

Your total grade for the online quizzes will be based on your four best quiz scores out of the five (5) quizzes offered. Canvas will make this adjustment automatically. Instructors may further adjust (i.e., curve) the total grade for the online quizzes after the automatic adjustment has occurred to account for “bad questions” or to maintain the section mean (see Calculating Course Grade).

Make-up quizzes will not be offered without the standard documentation required for examinations (e.g. doctors note, career centre interview conflict documentation, etc.). The first such document provided will not “count” as it is already accounted for by dropping the worst quiz score. The second such document provided can support a make-up quiz or alternative at the discretion of your instructor.

An unmarked practice online quiz will be available during the week of Class 2 if you wish to familiarize yourself with the Canvas system and the time pressure you might experience before taking your first graded online quiz.

## Individual Written Case Response

□ **Due Date:** Wed Feb 17, 2021 at 02:30pm EST

Students will provide a written response to the Harvard or Ivey case indicated in Course Material by the deadline of the start time for Class 6. The purpose of the case is to assess your ability to apply course concepts from the first five weeks of the course on a real world marketing problem.

Your instructor will share guidance on how to approach responding to cases prior to the deadline. In addition to the questions or issues you are asked to address for the case, your instructor may ask you to address question(s) specific to your section.

Case responses will be a maximum of four (4) pages, double spaced, Times New Roman 12-point font, one-inch margins for the written response, plus a maximum 3 pages of exhibits (showing only your own original quantitative and/or qualitative analysis structured as tables or figures). There are no font or margin restrictions for the exhibits, but ensure that these are legible (e.g. font sizes 10-point or greater are encouraged) and attractive to a business audience (e.g., well-organized, well-formatted).

All submissions will be made via the Canvas Assignment page for this assignment and will be automatically evaluated for plagiarism via Turnitin.

## Team Marketing Plan

□ **Due Date:** Wed Mar 31, 2021 at 02:30pm EDT

Students will be organized into eight teams of approximately 4-7 students for the development of a Marketing Plan for a new product. The purpose of this assignment is to assess your ability to successfully apply course concepts in a team setting, and to demonstrate your ability to produce and deliver high quality managerial communication in the form of a presentation and discussion. Your instructor will assign a product category or industry for your new product during the first week of class.

Specific guidelines for the content and structure of the Marketing Plan Presentation will be presented in this Assignment module by Class 6.

To be submitted via the Canvas Assignment page for this assignment before the start of class time for Class 11:

1. A Powerpoint (or similar software) slide deck. The slide deck is to be a maximum 25 slides in length, including exhibit slides if used. Teams should use the "Notes" feature to convey key talking points in bullet point form for each slide.
2. An executive summary one-pager. The executive summary document is submitted as one (1) page, single-spaced, Times New Roman 12-point font, one-inch margins. A cover sheet with team member names is not required as Canvas submission automatically associates the document with your team.

To be delivered during Class 12:

1. Live plan presentation via Zoom. The presentation is a maximum 10 minutes in length.
2. Live plan defense via Zoom. The group will defend their presentation for a maximum of 5 minutes. This may include questions from the instructor and/or students.

Team Marketing Plan presentations will include a peer evaluation component using a survey link distributed immediately after Class 12. Your instructor may adjust individual student marks on this assignment based on the peer evaluations.

All document components of the Team Marketing Plan submissions will be automatically evaluated for plagiarism via Turnitin.

## Final Exam

### Final Exam

There will be a short (1.5 hour) open text / open notes final exam for this course. The purpose of the final exam is to allow students to demonstrate individual ability to thoughtfully integrate and apply course concepts successfully through four (4) short essay questions. The final exam will be conducted online via Canvas on an exam period day and time to be determined by the exam office. All submissions will be made via the Canvas Assignment page for the exam, and will be automatically evaluated for plagiarism via Turnitin.

## WRITTEN ASSIGNMENTS: EVALUATION

<b>Assignment/Task</b>	<b>Group/Individual</b>	<b>Total % of Final Grade</b>	<b>Due Date</b>
Class Contribution	Individual	20%	Ongoing
Online Quizzes	Individual	15%	Weeks 3-11
Written Case Response	Individual	20%	Week 6
Marketing Plan Presentation	Group	25%	Week 12
Final Exam	Individual	20%	Exam Period

## CALCULATING COURSE GRADE

Schulich School of Business graduate programs use a nine-point letter-grading system; the top grade is A+ and the minimum passing grade is C-. Each letter grade for a course is assigned an Index Value, and the Index Values are weighted by the credit-hour value to derive a weighted average. This weighted average is calculated on a cumulative basis and is called the grade point average (GPA).

<b>Letter Grade</b>	<b>Index Value</b>	<b>Interpretation</b>
A+	9	
A	8	Excellent
A-	7	
B+	6	
B	5	Good
B-	4	
C+	3	
C	2	Acceptable
C-	1	
F	0	Failing
P	0	Pass (Exchange courses)
I	-	Incomplete

The Schulich School of Business does not use a percentage scale. When instructors award marks on a percentage basis, the instructor converts the percentages to letter grades. There is no prescribed conversion formula from percentages to letter grades at the Schulich School level.

At the course level, for this course all sections will follow the percentage to letter grade conversion scale presented below.

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

All sections of this core course are expected to produce final course means between 4.7 and 6.1 on the nine-letter grading system, which approximately corresponds to a B to B+ letter grade range, or a 70% to 79% percentage range.

## CLASS-BY-CLASS SYLLABUS

### Class 1 - What is Marketing?

**Jan 13/21**

Overview: Class 1

**Text Reading:**

Sharp, Chapter 1

**Other Reading:**

Read Chapter 1 - and Read the Syllabus in Detail!!

**Other Preparation:**

**Please TURN YOUR CAMERAS ON!!**

**Come prepared to introduce yourself - in 15 seconds or less :-)**

**Come prepared to learn.**

**Come prepared to add value to the class.**

**Come prepared to have fun.**

**Please TURN YOUR CAMERAS ON!!**

**Class Time Format/Schedule:**

### Class 2 - The Marketing Environment

**Jan 20/21**

Overview: Class 2

**Text Reading:**

Sharp, Chapters 5 & 13

**Other Reading:**

Read and be prepared to discuss the Major Case in the Text in Chapter 13 - Victorinox. Read the case, do the analysis and answer the questions in the case.

**Other Preparation:**

**Class Time Format/Schedule:**

### Class 3 - Consumer Behaviour

**Jan 27/21**

Overview: Class 3

**Text Reading:**

Sharp, Chapter 2

**Other Reading:**

Read and be prepared to discuss:  
The Toothpaste Case: Availability and Involvement  
Application to Business-to-Business Marketing

**Other Preparation:**

**Class Time Format/Schedule:**

## Class 4 - Market Research

**Feb 3/21**

Overview: Class 4

**Text Reading:**

Sharp, Chapters 3 & 4

**Other Reading:**

Please read and be prepared to discuss:

Cereal Sales: What Caused What

Toothpaste Marketing Alarm

Choosing Appropriate Methods

**Other Preparation:**

**Class Time Format/Schedule:**

## Class 5 - Segmentation & Targeting

**Feb 10/21**

Overview: Class 5

**Text Reading:**

Sharp, Chapter 6

**Other Reading:**

Read and be prepared to discuss:

Application to B2B Marketing

Who really is your target

Toothpaste sophisticated mass marketing

**Other Preparation:**

[Instructor to add if needed, otherwise delete]

**Class Time Format/Schedule:**

[Instructor to add if needed, otherwise delete]

## Class 6 - Product

**Feb 17/21**

Overview: Class 6

**Deliverable:**

Individual Case Response due on Canvas before class start time

**Text Reading:**

Sharp, Chapter 7

**Other Reading:**

Read and be prepared to discuss:

Bud Light

Consider the Product Life Cycle for a number of products that you are familiar with (e.g. your shampoo, WWE wrestling, your cell phone, etc. etc.). How does the Product Life Cycle apply.

Consider the number of ways that it applies (e.g. product development, company investment, new initiatives, re-positioning, etc.)

**Other Preparation:****Class Time Format/Schedule:**

## Class 7 - Retail Channels (aka "Place")

**Mar 3/21**

[Overview: Class 7](#)

**Text Reading:**

Sharp, Chapter 8

**Other Reading:**

Read and be prepared to discuss:

Zara Case

Consider the Chapter that you have read (i.e. Chapter 8)

Consider the relevancy to retailing in Canada including:

Recent trends including the changes in Mass Merchandising, Drug Stores, Discount vs High-End Groceries, Cannibalization, etc.

**Other Preparation:****Class Time Format/Schedule:**

## Class 8 - Pricing Concepts

**Mar 10/21**

[Overview: Class 8](#)

**Text Reading:**

Sharp, Chapters 9

**Other Reading:****Other Preparation:**

In your readings, consider:



The different pressures exerted by sales, marketing and finance departments on pricing?  
How might company management disagree on the strategic intents of profit maximization, sales volume or market share?

**Class Time Format/Schedule:**

## Class 9 - Marketing Communications (aka "Promotions")

**Mar 17/21**

Overview: [Class 9](#)

**Text Reading:**

Sharp, Chapters 11 & 12

Note: there is a lot of material to cover in these 2 chapters. Please read - and re-read if necessary.

**Other Reading:**

From the chapter, please read and be prepared to discuss in more detail:

The Old Spice campaign

**Other Preparation:**

**Class Time Format/Schedule:**

## Class 10 - Sales Management

**Mar 24/21**

Overview: [Class 10](#)

**Text Reading:**

Sharp, Chapter 10

**Other Reading:**

**Other Preparation:**

From the chapter, please read and be prepared to discuss in more detail:

Supermarkets and sales teams - How your brand reaches the shelf

A week in B2B selling

The new sales manager

Google "Best CRM Software"

Be prepared to discuss some of the "solutions" that you saw - for both large companies and small companies.

How does this software help a company to understand progress being made in a "Sales Funnel"?

**Class Time Format/Schedule:**

## Class 11 - Global Marketing

**Mar 31/21**

Overview: [Class 11](#)

**Deliverable:**

Marketing Plan presentation slides/notes and executive summary document, due on Canvas before class start time.

**Text Reading:**

Read Chapter 14

**Other Reading:**

Please do some "brief" supplementary research by internet searching (i.e. googling):

Retailing in India

Cultural differences between China and Japan - and how it impacts business

China mistrust of the West

Anything of interest to you

**Other Preparation:**

**Class Time Format/Schedule:**

## Class 12 - Team Marketing Plan Presentations

**Apr 7/21**

Overview: [Class 12](#)

**Deliverable:**

Team Marketing Plan presentation delivered (maximum 10 minutes), and plan defended through Q&A (maximum 5 minutes)

**Class Time Format/Schedule:**

Please be in a position to "share" your presentation via Zoom.

## Final Exam

Final Exam

## STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

### Class Participation (contribution)

Class contribution will be assessed based on your contribution to learning through one or more of: live online class, breakout rooms, Canvas discussion boards, and minor additional tasks or assignments. Your instructor will indicate their approach in the first class session and with the graded Class Contribution assignment items below. Just as managers, clients and colleagues have different evaluation criteria, so too will different instructors across sections of this course. Your task is to understand the evaluative criteria of your instructor and pursue your own contribution goals in accordance with those criteria. Your instructor will provide an interim assessment of your contribution performance to help inform your contribution efforts by no later than Class 6.

## GENERAL SCHULICH ACADEMIC POLICIES

### Grading

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. Elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

### Academic Honesty

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

### Accommodations

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

### Exams (Absence from)

#### Midterm

Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

#### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>). Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg.23).

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

### Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>) . All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>) . Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

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

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

To: Faculty Council, Schulich School of Business  
From: Marcia Annisette, Associate Dean - Academic  
Date: March 24, 2021  
Re: Proposed Change in the Procedures – Grade Appeals

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**MOTION:**

That Faculty Council approve minor changes in the language used in the **Procedures of Appeal** “Deadline” section of the grade appeals process to explicitly clarify to students the timeframe within which student appeals will be considered.

**RATIONALE:**

A select number of students submit grade appeals well past the current academic term or for previous years. An update in the language will ensure that students understand that appeals should be submitted for the current academic semester unless extenuating circumstances have prevented them from following the deadlines outlined in the procedures.

**Effective Date: Summer 2021**

**Proposed Changes:**

Existing Policy	Amended Policy
<p><b>GRADE APPEALS FOR SCHULICH COURSES</b></p> <p><b>Grounds for Appeal</b> A student may appeal to the Schulich Appeals Officer (the Associate Dean – Academic, or in his/her absence, the Director of the student’s degree program) to have a grade changed on the following grounds only:</p> <p>(a) A clerical error has resulted in a miscalculation of the grade.</p> <p>(b) A computational grade awarded did not fairly reflect the student’s academic performance according to the grading system used by the instructor. In the case of (b), the student needs to submit as part of the appeal a compelling argument why she/he thinks the grading is wrong or, if grading is relative in the course or assignment under dispute, inconsistent with that of his/her peers.</p> <p><b>Procedures for Appeal</b></p> <p>Students should first attempt to resolve the appeal informally with the instructor, who may at that time alter the grade. Further appeals, if required, must address why this attempt has not been successful. The following procedure must be followed:</p> <p>(a) A formal written appeal must be made to the Schulich Appeals Officer (ada@schulich.yorku.ca) <del>prior to:</del></p> <ul style="list-style-type: none"> <li>● <del>February 15 for the Fall session,</del></li> <li>● <del>June 15 for the Winter session, and</del></li> <li>● <del>September 30 for the Summer session</del></li> </ul> <p>To submit a formal grade appeal, complete the online Grade Appeal Form and submit all</p>	<p><b>GRADE APPEALS FOR SCHULICH COURSES</b></p> <p><b>Grounds for Appeal</b> A student may appeal to the Schulich Appeals Officer (the Associate Dean – Academic, or in his/her absence, the Director of the student’s degree program) to have a grade changed on the following grounds only:</p> <p>(a) A clerical error has resulted in a miscalculation of the grade.</p> <p>(b) A computational grade awarded did not fairly reflect the student’s academic performance according to the grading system used by the instructor. In the case of (b), the student needs to submit as part of the appeal a compelling argument why she/he thinks the grading is wrong or, if grading is relative in the course or assignment under dispute, inconsistent with that of his/her peers.</p> <p><b>Procedures for Appeal</b></p> <p>Students should first attempt to resolve the appeal informally with the instructor, who may at that time alter the grade. Further appeals, if required, must address why this attempt has not been successful. The following procedure must be followed:</p> <p>(a) A formal written appeal must be made to the Schulich Appeals Officer (ada@schulich.yorku.ca) <u>following the completion of the term within which the course was taken. The deadlines are as follows:</u></p> <ul style="list-style-type: none"> <li>● <u>Fall Term: February 15;</u></li> <li>● <u>Winter Term: June 15;</u></li> <li>● <u>Summer Term: September 30</u></li> </ul> <p>To submit a formal grade appeal, complete the online Grade Appeal Form and submit all</p>

supporting documentation at [schulich.yorku.ca/grade-appeal](http://schulich.yorku.ca/grade-appeal). The form is also linked in the Academic Forms database on your MySchulich Student Portal.

Note: In the absence of both the Associate Dean Academic, and the Program Director, the Dean of the Schulich School of Business will act as the Appeals Officer.

(b) The Appeals Officer will initially attempt to resolve the appeal by informally obtaining agreement of the instructor and student. If agreement is obtained, the Appeals Officer shall advise both parties in writing. The instructor will then establish the agreed upon grade and the appeal will terminate.

(c) If item (b) above is unsuccessful, the following occurs:

(i) The Appeals Officer is empowered to require submission of all relevant documents including, final examination, term examinations, homework assignments, reports, papers and the instructor's grade books, as well as other documents identified as pertaining to the student's grade. Instructors are required to retain all such documents not returned to the student for a period of one Fall or Winter Term after the end of any course's active term. The Appeals Officer, student and instructor shall be allowed access to all such documents pertaining to the student's grades.

(ii) The Appeals Officer is authorized to request assistance in appraisal of these documents. Normally the request will be made to the coordinator of the area in which the course was taught or the coordinator's representative, before other individuals are consulted. The instructor and student may be given

supporting documentation at [schulich.yorku.ca/grade-appeal](http://schulich.yorku.ca/grade-appeal). The form is also linked in the Academic Forms database on your MySchulich Student Portal.

Note: In the absence of both the Associate Dean Academic, and the Program Director, the Dean of the Schulich School of Business will act as the Appeals Officer.

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(ii) The Appeals Officer is authorized to request assistance in appraisal of these documents. Normally the request will be made to the coordinator of the area in which the course was taught or the coordinator's representative, before other individuals are consulted. The instructor and student may be given



<p>access to such appraisals upon request.</p> <p>(iii) The Appeals Officer will prepare a written decision on the appeal. The decision may be to retain, to raise, or to lower the student's grade. Substantial and convincing evidence of grading error must be shown for the grade to be changed. (iv) The Appeals Officer is empowered to alter the formal record of the grade as reported by the instructor and used by the University</p> <p>(d) The student will be notified of the decision by registered mail or other form of confirmed delivery, a copy of the correspondence will be sent to the instructor, and the Schulich Records &amp; Promotions Assistant will be notified of the grade change, if applicable.</p> <p>For full details on appealing a grade, please refer to <a href="http://ada.schulich.yorku.ca/teaching-learning/grade-appeal">http://ada.schulich.yorku.ca/teaching-learning/grade-appeal</a>.</p>	<p>access to such appraisals upon request.</p> <p>(iii) The Appeals Officer will prepare a written decision on the appeal. The decision may be to retain, to raise, or to lower the student's grade. Substantial and convincing evidence of grading error must be shown for the grade to be changed. (iv) The Appeals Officer is empowered to alter the formal record of the grade as reported by the instructor and used by the University</p> <p>(d) The student will be notified of the decision by registered mail or other form of confirmed delivery, a copy of the correspondence will be sent to the instructor, and the Schulich Records &amp; Promotions Assistant will be notified of the grade change, if applicable.</p> <p>For full details on appealing a grade, please refer to <a href="http://ada.schulich.yorku.ca/teaching-learning/grade-appeal">http://ada.schulich.yorku.ca/teaching-learning/grade-appeal</a>.</p>
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## York University Senate

### Memorandum

To: Associate Deans Teaching & Learning

From: Chloë Brushwood Rose, Chair, Senate Academic Standards,  
Curriculum and Pedagogy Committee

Date: 10 November 2020

Subject: Implementation of the New Grading Schemes: Senate *Policy on York University Grading Schemes* and Faculty-level Implementation Activities

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I am writing on behalf of the Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) to formally transmit the Senate *Policy on York University Grading Schemes* and relevant supporting documentation, and provide information about the Faculty- and program-level activities that must be completed by **7 April 2021** in order to implement the new grading schemes.

As you are aware, revisions to York's grading schemes, including the transition from the 9.0 to the 4.0 undergraduate scheme, were approved in principle by Senate in November 2017. Tasked with shepherding the implementation of the transition, ASCP, in collaboration with the Office of the University Registrar (OUR) and Faculty partners, developed the policy framework to implement the new scheme, the *Policy on York University Grading Schemes*, which was approved by Senate on 22 October 2020. Encompassing not only the revisions to the York's grading schemes, but also a new University-wide approach to academic standing, Honours progression and academic sanctions at the undergraduate level, the new Policy will come into effect starting in FW2023-2024. At that time, the existing *Common Grading Scheme for Undergraduate Faculties*, *Progression Requirements to Maintain Honours Standing*, and *Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)* will be rescinded. Details about the rationale for the

revisions to York's grading schemes and the new policy framework are available in the [November 2017](#) and [October 2020](#) Senate agenda packages.

At this time, Faculties and programs are required to review and adjust academic regulations regarding admission, degree and program requirements to reflect the new undergraduate, graduate or Osgoode JD grading scheme, as the case may be. Regulation changes will be reported to ASCP and/or Senate for information or approval, as appropriate, **by the 7 April 2021 deadline**. The process for the reporting of Faculty- and program-level academic regulation changes will be as follows.

- Regulation changes may be reported to ASCP for information if they meet the following criteria: 1) the change consists of a mathematical conversion of GPA requirements from the current to the new scales, or 2) the regulation change aligns with the minimum undergraduate thresholds outlined in the Policy. Conversion scales for the undergraduate, graduate and Osgoode JD grading schemes are provided as Appendix D.
- Regulation changes that do not meet these criteria will be required to undergo review and approval through the usual Faculty- and Senate-level governance process.

ASCP will look to Associate Deans Teaching & Learning or equivalent to shepherd the development of Faculty-level processes and timelines for regulation changes that are responsive to the internal context and needs and that employ any tools at the Faculty's disposal to help facilitate the process.

ASCP would be pleased to engage with and provide guidance to Faculties and/or programs that wish to create requirements in addition to the minimum University standard. ASCP will be actively engaging in follow-up activities with Faculties over the coming months to take stock of progress on implementation efforts and offer assistance as needed.

A template is provided as Appendix E to facilitate the reporting of or proposals for academic regulation changes to the relevant Faculty-level governance bodies, ASCP and Senate, as applicable. To ensure the timely implementation of the new scheme, **Faculties are asked to submit regulation changes to ASCP using the template provided via a [MachForm](#) (at the hyperlink) by no later than 7 April 2021. If a Faculty or program does not provide or express the**

**intent to provide a submission by that date, ASCP will take action to update regulations to reflect the new grading schemes.**

In terms of award criteria, references to GPA in the Awards-Related Policy and Guidelines will be reviewed by the Senate Committee on Awards and Senate, with Student Financial Services implementing changes centrally.

A second phase of implementation activities will be a review of graduation and other academic honours which we will engage you in at a later date.

Questions and requests to engage with ASCP about regulation changes may be directed to the Committee Secretary at [kwhite1@yorku.ca](mailto:kwhite1@yorku.ca).

cc: Chairs of Faculty Councils and Curriculum Committees  
Faculty Grading Scheme Contacts  
Academic Advisors  
Lyndon Martin, Vice-Provost Academic  
Pascal Robichaud, University Secretary  
Darran Fernandez, University Registrar  
Frankie Billingsley, Associate Registrar and Director, Student Records & Scheduling  
Lesa Cozzi, Assistant Registrar, Student Records & Scheduling  
Lara Ubaldi, Director, Student Advising and Academic Services  
Kathryn White, Secretary to ASCP

**Appendices** (Also available on the [ASCP website](#))

- A. Senate *Policy on York University Grading Schemes*
- B. Visual Representations of the New Policy Framework for the Undergraduate Grading Scheme
- C. Current Senate Policies to be Rescinded
- D. Undergraduate, Graduate and Osgoode JD Grading Scheme Conversion Scales
- E. Template for Program and/or Academic Regulation Changes (PDF and Word formats)



## University Policy

### Policy on York University Grading Schemes

<b>Topic:</b>	Academic Standards, Grades, Conduct of Examinations
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	22 October 2020
<b>Effective Date:</b>	1 September 2023
<b>Last Revised:</b>	22 October 2020

#### 1. Purpose and Principles

- 1.1. This policy sets out the grading schemes for York University and the pan-University regulations at the undergraduate level for academic standing, progression in Honours programs, and academic sanctions.
- 1.2. A core principle of this policy is the balancing of the maintenance of academic standards and fairness to students by seeking to facilitate students' progression through their degree programs while upholding rigorous academic standing requirements.

#### 2. Scope and Application

- 2.1 This policy applies to all undergraduate students registered in a degree program in every Faculty at York University.
- 2.2 While the Faculty of Graduate Studies and Osgoode Hall Law School grading schemes are set out below, regulations applicable to those Faculties are covered in Faculty regulations.
- 2.3 This Policy is not applicable to the Master of Environmental Studies programs housed within the Faculty of Environmental and Urban Change, which follow a pass/fail grading scheme.

### 3. Definitions

**Academic Decision:** An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed, Required to Withdraw). Academic decisions appear on students' grade report.

**Credit/No Credit Course:** A course which is offered on an ungraded basis only, and where the failing grade is to count as zero in the grade point average.

**Cumulative Grade Point Average (CGPA):** The weighted average based on grades obtained in courses taken over all academic sessions.

**Grade Point Average (GPA):** The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

**Pass/Fail Grading Option:** An option whereby undergraduate students may elect to take a graded course on an ungraded basis and receive credit for such courses without impacting their GPA.

**Sessional Grade Point Average (SGPA):** The weighted average based on grades obtained in courses taken over a single academic session.

**Session:** A prescribed period of time designated for the delivery of courses. York's sessions are Fall/Winter and Summer.

**Year of Study:** An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are set out below.

#### *University-Wide Undergraduate Scale*

<b>Year Level</b>	<b>Study Level</b>
Year 1	0 to 23 credits
Year 2	24 to 53 credits
Year 3	54 to 83 credits
Year 4	84 credits

*Bachelor of Engineering Scale*

<b>Year Level</b>	<b>Study Level</b>
Year 1	0 to 35 credits
Year 2	36 to 71 credits
Year 3	72 to 107 credits
Year 4	108 credits

Additional definitions are available in the Pan-University Academic Nomenclature.

## **4. Policy**

### **4.1. Grading Schemes**

- a. Three different grading schemes are in use at York University, as set out below.

#### **Undergraduate Grading Scheme**

Letter Grade	Percent Range	GPA
A+	90-100	4.00
A	85-89	3.90
A-	80-84	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.30
D	53-56	1.00
D-	50-52	0.70
F	0-49	0.00

**Graduate Studies Grading Scheme**

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

**Osgoode JD Grading Scheme**

Grade	Descriptor
A+	Excellent
A	
B+	Good
B	
C+	Acceptable
C	
D+	Marginal
D	
F	Fail
AL	Allowed

- b. In addition to the schemes above, students may be graded on a Pass/Fail or Credit/No Credit basis. The Pass/Fail grading option allows undergraduate students to take a graded course on an ungraded basis, with the grade excluded from GPA calculations. Details are available in the *Pass/Fail Grades Policy*. Credit/No Credit courses are offered on an ungraded basis only and are included in GPA calculations, with a failing grade to count as zero in the GPA.

## 4.2. Academic Standing

- a. Undergraduate students' study level at the University is determined based on the number of earned credits, as set out in the Year of Study scales in the Definitions section of this Policy.
- b. Students' academic standing is assessed based on courses taken at the University following each Fall/Winter and Summer session, and results in an academic decision as described in the Definitions section.



c. There are five categories of academic standing at the University, as set out below.

- i. **Good Academic Standing (Honours Progression):** This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard.
- ii. **Good Academic Standing:** This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard.
- iii. **Academic Warning:** An academic decision granted to students whose CGPA falls below 1.70. Once students receive this academic decision, they may remain at the University for a reviewing period as described in the Academic Sanctions section.
- iv. **Required Withdrawal for One Year:** An academic decision granted to students who do not meet the conditions of academic warning which requires them to withdraw from the University for a period of one year or three consecutive terms. Once students return to the University, they will be placed on a debarment warning as described in the Academic Sanctions section.
- v. **Debarment for Two Years:** An academic decision granted to students who fail to meet the conditions placed upon them following their return to the University from Required Withdrawal.

#### 4.3. Progression in Honours Programs

a. The University-wide minimum standards for progression in an Honours degree program are as follows.

- i. Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits:
  1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing;
  2. Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on warning for a reviewing period of 30

earned credits and will be reassessed after the completion of 83 earned credits; or

3. Students whose CGPA is below 1.70 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.
- ii. Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits. After the completion of 83 earned credits:
    1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; or
    2. Students whose CGPA falls below 2.00 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.
  - iii. In alignment with principles of fairness to students, the eligibility of students admitted with transfer credit to proceed in Honours will not be assessed before they have earned at least 12 credits at York
- b. Some academic programs may wish to set additional requirements beyond the minimum University standard, such as major GPA requirements, course grade requirements, graduation requirements, and Honours progression assessment for students admitted with transfer credit. Any additional requirements must be approved through the appropriate Faculty- and University-level governance channels, including by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate.
- 4.4. Academic Sanctions
- a. Academic Warning: Students whose CGPA falls below 1.70 after the completion of 18 credits taken at the University will be placed on academic warning with the following conditions.
    - i. Students may continue on academic warning if they achieve a sessional GPA (SGPA) of 2.00 or greater until their CGPA reaches 1.70 or above.
    - ii. Students whose SGPA falls below 2.00 will be required to withdraw for one year as outlined below.

- b. Required withdrawal for one year: Students on Academic Warning whose SGPA falls below 2.00 and CGPA is below 1.70 are required to withdraw from the University for one year (the three consecutive terms) subsequent to the academic decision identifying that the conditions of academic warning have not been satisfied.
  - i. In accordance with the *Registration Eligibility in Summer Courses Policy*, students who have received a required withdrawal decision may enrol in summer courses.
  - ii. If their SGPA at the end of the summer term does not return them to good academic standing (1.70 CGPA), they will be required to withdraw for a period of one year or three consecutive terms subsequent to that summer term.
  - iii. Those students who return to good academic standing (1.70 CGPA) after the summer session will be eligible to continue at the University in the subsequent Fall/Winter term.
- c. Returning to the University after a required withdrawal. Students returning to the University after a required withdrawal will be placed on debarment warning with the following conditions:
  - i. Students whose SGPA is 2.00 or greater may continue on debarment warning until their CGPA reaches 1.70 or above.
  - ii. Students whose SGPA falls below 2.00, will be debarred from the University for a period of two years (six consecutive terms) subsequent to the academic decision identifying that the conditions of debarment warning have not been satisfied and must reapply.
- d. Debarment for two years: Following a debarment, students must reapply to the University to resume their studies.

## **5. Roles and Responsibilities**

- 5.1. It is the responsibility of students to:
  - a. Be proactive in monitoring their academic standing in their program in consultation with academic advising staff as needed.
  - b. Be aware of the University academic standing requirements as well as any additional requirements of their academic program.

- c. Carefully review notifications from the Office of the University Registrar, their Faculty, Department and/or program about their academic standing.
- 5.2. It is the responsibility of the Office of the University Registrar, Faculties, Departments and academic programs to:
- a. Ensure that academic and program regulations are clear.
  - b. Communicate academic decisions to students in a timely manner.

## **6. Review**

This policy shall be reviewed every five years.

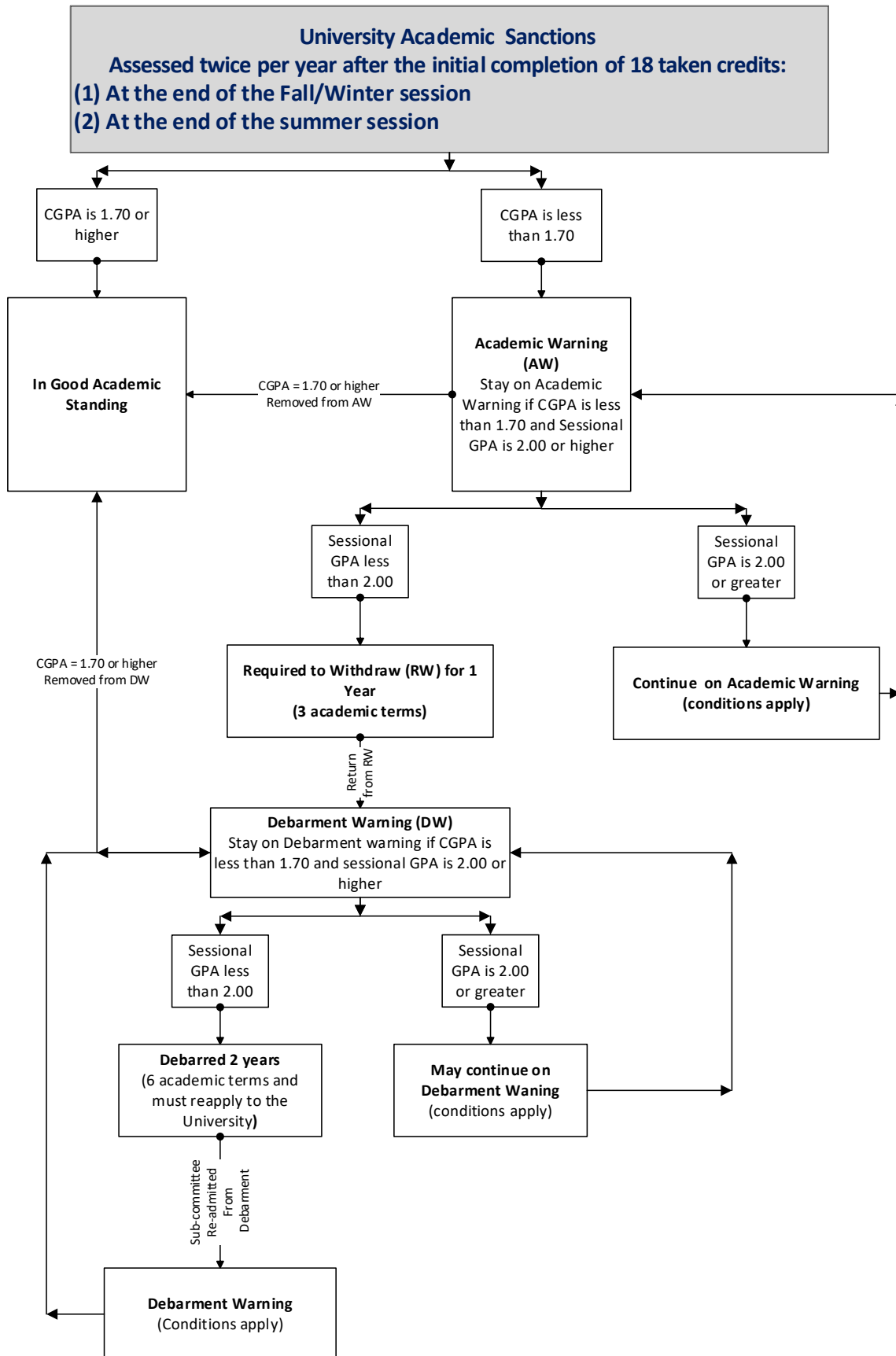
<b>Legislative history:</b>	Approved by Senate 22 October 2020
<b>Date of next review:</b>	October 2025
<b>Policies superseded by this policy:</b>	<a href="#">Common Grading Scheme for Undergraduate Faculties</a> <a href="#">Progression Requirements to Maintain Honours Standing</a> <a href="#">Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)</a>
<b>Related policies, procedures and guidelines:</b>	<a href="#">Pan-University Academic Nomenclature</a> <a href="#">Registration Eligibility in Summer Courses Policy</a> <a href="#">Pass/Fail Grades Policy</a>

## Appendix

## Undergraduate Grading Scheme Qualitative Descriptors

<b>Letter Grade</b>	<b>Numerical Range (%)</b>	<b>Grade Point</b>	<b>Descriptor</b>
<b>A+</b>	<b>90-100</b>	<b>4</b>	<b>Excellent</b> Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality in using them to satisfy the requirements of an assignment or course.
<b>A</b>	<b>85-89</b>	<b>3.9</b>	
<b>A-</b>	<b>80-84</b>	<b>3.7</b>	
<b>B+</b>	<b>77-79</b>	<b>3.3</b>	<b>Good</b> Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the requirements of an assignment or course.
<b>B</b>	<b>73-76</b>	<b>3</b>	
<b>B-</b>	<b>70-72</b>	<b>2.7</b>	
<b>C+</b>	<b>67-69</b>	<b>2.3</b>	<b>Satisfactory</b> Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to satisfy the requirements of an assignment or course.
<b>C</b>	<b>63-66</b>	<b>2</b>	
<b>C-</b>	<b>60-62</b>	<b>1.7</b>	
<b>D+</b>	<b>57-59</b>	<b>1.3</b>	<b>Marginal</b> Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy the requirements of an assignment or course.
<b>D</b>	<b>53-56</b>	<b>1</b>	
<b>D-</b>	<b>50-52</b>	<b>0.7</b>	
<b>F</b>	<b>0-49</b>	<b>0</b>	<b>Unsatisfactory/Fail</b> Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

Progressing in Honours (earned credits)																																																																																																												
Allowed to continue	Between 0-53 credits remain in their honours program provided they meet the University and program minimum requirements			<table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>9.0</th> <th></th> <th>New</th> <th>4.0</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">A</td> <td>A+</td> <td>90-100</td> <td>9.00</td> <td>A+</td> <td>90-100</td> <td>4.00</td> <td rowspan="3">Excellent</td> </tr> <tr> <td>A</td> <td>80-89</td> <td>8.00</td> <td>A</td> <td>85-89</td> <td>3.90</td> </tr> <tr> <td>A-</td> <td></td> <td></td> <td>A-</td> <td>80-84</td> <td>3.70</td> </tr> <tr> <td rowspan="3">B</td> <td>B+</td> <td>75-79</td> <td>7.00</td> <td>B+</td> <td>77-79</td> <td>3.30</td> <td rowspan="3">Good</td> </tr> <tr> <td>B</td> <td>70-74</td> <td>6.00</td> <td>B</td> <td>73-76</td> <td>3.00</td> </tr> <tr> <td>B-</td> <td></td> <td></td> <td>B-</td> <td>70-72</td> <td>2.70</td> </tr> <tr> <td rowspan="3">C</td> <td>C+</td> <td>65-69</td> <td>5.00</td> <td>C+</td> <td>67-69</td> <td>2.30</td> <td rowspan="3">Satisfactory</td> </tr> <tr> <td>C</td> <td>60-64</td> <td>4.00</td> <td>C</td> <td>63-66</td> <td>2.00</td> </tr> <tr> <td>C-</td> <td></td> <td></td> <td>C-</td> <td>60-62</td> <td>1.70</td> </tr> <tr> <td rowspan="3">D</td> <td>D+</td> <td>55-59</td> <td>3.00</td> <td>D+</td> <td>57-59</td> <td>1.30</td> <td rowspan="3">Marginal</td> </tr> <tr> <td>D</td> <td>50-54</td> <td>2.00</td> <td>D</td> <td>53-56</td> <td>1.00</td> </tr> <tr> <td>D-</td> <td></td> <td></td> <td>D-</td> <td>50-52</td> <td>0.70</td> </tr> <tr> <td rowspan="2">Failed</td> <td>E</td> <td>40-49</td> <td>1.00</td> <td>F</td> <td>0-49</td> <td>0.00</td> <td rowspan="2">Failing</td> </tr> <tr> <td>F</td> <td>0-39</td> <td>0.00</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Current	9.0		New	4.0		A	A+	90-100	9.00	A+	90-100	4.00	Excellent	A	80-89	8.00	A	85-89	3.90	A-			A-	80-84	3.70	B	B+	75-79	7.00	B+	77-79	3.30	Good	B	70-74	6.00	B	73-76	3.00	B-			B-	70-72	2.70	C	C+	65-69	5.00	C+	67-69	2.30	Satisfactory	C	60-64	4.00	C	63-66	2.00	C-			C-	60-62	1.70	D	D+	55-59	3.00	D+	57-59	1.30	Marginal	D	50-54	2.00	D	53-56	1.00	D-			D-	50-52	0.70	Failed	E	40-49	1.00	F	0-49	0.00	Failing	F	0-39	0.00			
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1 <sup>st</sup> check at 53 credits	At 53 credits > = 2.00 OCGPA students may continue*	At 53 credits if btw 1.70- 1.99 OCGPA students may continue on warning for a reviewing period of 30 credits*	At 53 credits < 1.70 OCGPA exited from honours and switched to 90-credit program																																																																																																									
2 <sup>nd</sup> check at 83 credits	At 83 credits > = 2.00 OCGPA students may continue*	At 83 credits if < 2.00 OCGPA exited from honours and switched to 90-credit program																																																																																																										
Academic Sanctions	Academic Warning <1.70 student will be placed on Academic Warning	Required withdrawal <1.70 + did not meet Academic Warning Conditions	Debarred for 2 years <1.70 + did not meet Debarment Warning conditions																																																																																																									
*some programs have additional Faculty/program requirements such as a major GPA requirement, course grade requirements to continue and the above is the minimum standards																																																																																																												
<p style="text-align: center;">Minimum to Graduate with Honours 2.00 (C or 63%)                      Minimum to Graduate 90-credit 1.70 (C- or 60%)</p>																																																																																																												
<p style="text-align: center;">What is Good Academic Standing?                      Program Academic Standing: Refers to specific program requirements to maintain good standing (i.e. Major GPA)                      University Academic Standing: 1.70 (C-) = Students may not graduate if their GPA is 1.69 or below (academic sanctions apply)</p>																																																																																																												



**Senate Policies to be Rescinded as of FW2023-2024  
Common Grading Scheme for Undergraduate Faculties**

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

A+ 9 Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E. 1. Marginally Failing

F. 0. Failing



### Progression Requirements to Maintain Honours Standing

Senate approved an amendment to Honours standing requirements such that students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in an Honours program, on warning, provided that they meet the minimum CGPA requirements as set out below:

<b>Year Level</b>	<b>Credit Range</b>	<b>CGPA Requirements</b>
<b>Year 1</b>	0 to 23	4.00
<b>Year 2</b>	24 to 53	4.25
<b>Year 3</b>	54 to 83	4.80
<b>Year 4</b>	84	5.00

This amendment does not apply to the B.Ed. degree programs offered by the Faculty of Education, the LL.B degree program of Osgoode Hall Law School, the BBA and iBBA degree programs of Schulich School of Business, and the BScN, BAS and BHRM degree programs offered by Atkinson Faculty of Liberal and Professional Studies.

Approved by Senate: 15 December 2005  
Effective date: 3 April 2006

*Notes:*

- 1) *This legislation does not impact Major GPA requirements.*
- 2) *Faculty to Faculty transfers into honours programs will occur according to the new CGPA requirements.*

### Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)

Students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in a Bachelor of Engineering (BEng) program, on warning, provided that they meet the minimum CGPA requirements as set out below:

<b>Year Level</b>	<b>Credit Range</b>	<b>CGPA Requirements</b>
<b>Year 1</b>	0 to 35	4.00
<b>Year 2</b>	36 to 71	4.25
<b>Year 3</b>	72 to 107	4.80
<b>Year 4</b>	108	5.00

Approved by Senate: 25 September 2014  
Effective date: 25 September 2014

## Undergraduate Conversion Scale: Current 9.0 and New 4.0 Grading Schemes

	<b>Current 9.0 Scheme</b>				<b>New 4.0 Scheme*</b>			
	<b>Letter Grade</b>	<b>Percent Range</b>	<b>GPA</b>	<b>Descriptor</b>	<b>Letter Grade</b>	<b>Percent Range</b>	<b>GPA</b>	<b>Descriptor</b>
A	A+	90-100	9.00	Exceptional	A+	90-100	4.00	Excellent
	A	80-89	8.00	Excellent	A	85-89	3.90	
					A-	80-84	3.70	
B	B+	75-79	7.00	Very Good	B+	77-79	3.30	Good
	B	70-74	6.00	Good	B	73-76	3.00	
					B-	70-72	2.70	
C	C+	65-69	5.00	Competent	C+	67-69	2.30	Satisfactory
	C	60-64	4.00	Fairly Competent	C	63-66	2.00	
					C-	60-62	1.70	
D	D+	55-59	3.00	Passing	D+	57-59	1.30	Marginal
	D	50-54	2.00	Barely Passing	D	53-56	1.00	
					D-	50-52	0.70	
Failed	E	40-49	1.00	Marginally Failing	F	0-49	0.00	Unsatisfactory / Fail
	F	0-39	0.00	Failing				

### Graduate Conversion Scale: Current and New Grading Schemes

	Current Scheme			New Scheme*	
	Letter grade	Descriptor	Percent range	Letter grade	Percent range
A	A+	Exceptional	90-100	A+	90-100
	A	Excellent	85-89	A	85-89
	A-	High	80-84	A-	80-84
B	B+	Highly Satisfactory	75-79	B+	77-79
	B	Satisfactory	70-74	B	73-76
				B-	70-72
C	C+	Conditional	60-69	C+	67-69
				C	63-66
				C-	60-62
Failed	F	Failure	0-59	F	0-59
Incomplete	I	Incomplete	N/A		

**Osgoode JD Conversion Scale: Current and New Grading Schemes**

	<b>Current Scheme</b>			<b>New Scheme*</b>		
	<b>Letter grade</b>	<b>GPA</b>	<b>Descriptor</b>	<b>Letter grade</b>	<b>GPA</b>	<b>Descriptor</b>
A	A+	9	Excellent	A+	4.0	Excellent
	A	8		A	3.8	
B	B+	7	Good	B+	3.3	Good
	B	6		B	3	
C	C+	5	Acceptable	C+	2.3	Acceptable
	C	4		C	2	
D	D+	3	Marginal	D+	1.3	Marginal
	D	2		D	1.0	
F	F	0	Fail	F	0	Fail
AL	AL	0	Allowed	AL	0	Allowed

**\*New schemes to be effective starting FW2023-2024.**

## New Grading Schemes: Template for Program and/or Academic Regulation Changes

This template should be used for changes to program and/or academic regulations (e.g. changes to admission, degree and program requirements) resulting from the transition to the new grading schemes effective FW2023-2024.

**Once this template has been completed and reviewed by the appropriate Faculty-level governance body/bodies, it should be submitted to ASCP via a [MachForm](#) (at the hyperlink) by no later than April 7, 2021.**

1. Please select **ONE** of the two checkboxes below.

**A.** The changes described below:

- 1) consist of a mathematical conversion of GPA requirements from the current to the new grading schemes in accordance with the conversion scales **OR**
- 2) align with the minimum undergraduate thresholds outlined in *the Policy on York University Grading Schemes*

**B.** The changes described below **do not** meet the criteria outlined in A, i.e. they represent a change to GPA requirements that varies from the mathematical conversion and University standard or include elements such as major GPA, course grade or graduation requirements.

**If you require clarity about which category is most appropriate, please contact the ASCP Secretary at [kwhite1@yorku.ca](mailto:kwhite1@yorku.ca).**

2. Program:

3. Degree Designation: (List all degree options within the program)

4. Type of Modification: Changes to program or academic regulations as a result of the transition to the new grading schemes (Additional detail may be added)

5. Effective Date: FW2023-2024

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6. Describe the proposed changes to the program or academic regulations. (**Not required if A is checked**)

7. Provide the rationale for the proposed changes that is rooted in academic standards, fairness to students, and the program learning outcomes. (**Not required if A is checked**)

8. Summarize the consultation undertaken within the program and with relevant academic or non-academic units, such as the Dean or Principal's Office and the Office of the University Registrar. (**Not required if A is checked**)

9. Provide as an appendix a side-by-side comparison of the existing and proposed program

requirements as they will appear in the Undergraduate or Graduate Calendar.

Instructions:

- Reproduce only the sections in which GPA changes are being made for the program/certificate/diploma. Please ensure to capture all references to the GPA.
- Reproduce relevant content for all degree options within a program (Specialized Honours, Honours, 90-credit, Honours Minor, etc).
- Denote deletions/changes with ~~striketrough~~ in the LEFT column and additions/changes with **bold, blue, underlined** type in the RIGHT column.
- An example is provided below for reference.

<b>Existing Program/Certificate/Diploma Regulations</b>	<b>New Program/Certificate/Diploma Regulations</b>
<p><b>Program name</b></p> <p>Specialized Honours BA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least <del>5.00</del>.</p> <p>Honours BA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least <del>5.00</del>.</p> <p>BA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least <del>4.00</del>.</p> <p>Honours Double Major BA</p> <p>The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs.</p> <p>Honours Major/Minor BA</p>	<p><b>Program name</b></p> <p>Specialized Honours BA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least <b><u>2.30</u></b>.</p> <p>Honours BA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least <b><u>2.30</u></b>.</p> <p>BA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least <b><u>1.70</u></b>.</p> <p>Honours Double Major BA</p> <p>No change.</p> <p>Honours Major/Minor BA</p> <p>No change.</p> <p>Honours iBA</p> <p>Graduation Requirement: students must successfully complete (pass) at least 120</p>

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs.

Honours iBA

Graduation Requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least ~~5.00~~.

iBA

Graduation Requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least ~~4.00~~.

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any Honours Double Major BA program

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program

credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least **2.30**.

iBA

Graduation Requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least **1.70**.

Honours Double Major iBA

No change.

Honours Major/Minor iBA

No change.

## 1. Curriculum Champions Program

We have an opportunity to incorporate diversity, equity, inclusion (DEI) into the curriculum of our programs through adjusting program learning objectives, core course curriculum and course materials. The DEI Working Group is recommending the development a Curriculum Champions program whereby Program Directors (i/BBA, MBA, 1-year Masters Programs), Area Coordinators, and Instructors collaboratively determine how to incorporate perspectives and knowledges by Indigenous peoples, perspectives and knowledges by Black peoples, and topics of race and racism and anti-Black racism, intersections of systems of oppression (e.g., racism, sexism, ableism, heterosexism, cisgenderism), histories of colonialism and decolonization, and inclusion into core courses in each program, in addition to elective courses when relevant. It is also important for materials being used in courses to recognize knowledge production, and inclusion of the voices, of marginalized peoples.

The Curriculum Champions program can begin in summer 2021 and can work as follows:

- Program Directors set program learning objectives
- Program Directors, in collaboration with Area Coordinators, Instructors, and the Faculty Chair of the Committee for Equity and Community (CEC) meet to discuss possible changes.
- Faculty chair of the CEC can work with Program Directors, Area Coordinators, and Instructors to identify (external) persons with experience making such changes to serve as consultants
- Program Directors, Area Coordinators, and Instructors can identify how core courses can be changed to achieve learning objectives; how content of relevant electives courses can be adjusted; and how course materials can be changed
- This program can begin in summer 2021



## 2. Adding Inclusivity as a Measure of Teaching Effectiveness

We can build feedback and accountability structures toward inclusion into our measures of teaching effectiveness for all courses. The DEI Working Group recommends, starting in fall 2021, that inclusivity be incorporated as a measure of teaching effectiveness into all course evaluations in order to provide instructors feedback about their classroom inclusivity and hold instructors accountable. We recognize that course evaluations are high stakes, which has disadvantages. Thus, we recommend inclusivity items be eased in over two years to allow for instructors to gain feedback without being penalized initially.

- For year one, we recommend adding an open-ended qualitative question to course evaluations for all undergraduate and graduate level courses.
  - Recommended question: “What did the instructor do well or not so well to maintain an environment where you felt comfortable contributing to the class?”
- After one year, will add one quantitative item to course evaluations.
  - Recommended item: “The instructor maintained a classroom environment where I felt comfortable contributing to the class.”
- Changes to course evaluations need to be communicated to all instructors prior to the beginning of the term of implementation.

**SCHULICH SCHOOL OF BUSINESS  
EXECUTIVE COMMITTEE**

The following meeting dates are proposed for Executive Committee and Faculty Council in the 2021-2022 year. All meetings will begin at 11:30am, unless otherwise noted.

<b>Executive Committee</b>	<b>Faculty Council</b>
Friday, September 17, 2021	Friday, October 1, 2021
Friday, October 22, 2021	Friday, November 5, 2021
Friday, November 26, 2021	Friday, December 10, 2021 (10:30am start)
Friday, January 21, 2022	Friday, February 4, 2022
Friday, February 25, 2022	Friday, March 11, 2022
Friday, April 8, 2022	Friday, April 22, 2022

# Memorandum

**To:** Faculty Council  
**From:** Mike Valente, BBA/iBBA Program Committee  
**Date:** March 30, 2021  
**Subject:** Committee Year-End Report for 2020 - 2021

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## **Program Committee Initiatives:**

- The UG competitive analysis and internal strategy analysis were completed and presented to committee for discussion
- A strategy subcommittee has been struck with a mandate to present a draft strategy and program objectives for the undergraduate program. The subcommittee has met once and will meet 4-5 more times. Once the strategy document is approved, curriculum changes will take place to reflect the new strategy and program objectives
- The program director was a member of the Diversity, Equity, and Inclusion working group.
- The program director and associate director met with the Undergraduate Business Society on a regular basis
- Academic policies and guidelines were reviewed when and as appropriate
- Provided input to the course/instructor evaluation questions related to Diversity, Equity and Inclusion.
- There was ongoing discussion on the correct mix of core and elective courses that will inform the strategy subcommittee discussion. This included, but was not limited to, the addition of a 2<sup>nd</sup> finance course and the merits of retaining the History of Capitalism course as a core course.

## **Curriculum Changes:**

- ACTG 4200 3.00 – Contemporary Issues in Accounting (pre-req)
- SB/OMIS 3710 3.00 – Information Systems (calendar description)

**New Course Proposals:**

- SB/INTL 2020 3.00– French Work Culture I\*
- SB/INTL 2021 3.00– French Work Culture II\*
- SB/INTL 3020 3.00 – Culture, Marketing, Operations in French\*
- SB/INTL 3021 3.00 – Culture, Marketing, Strategy in French\*
- SB/FINE 3310 3.00 – Econometrics of Financial Markets
- SB/ORGS 4100 3.00 – Resilience to Catastrophic Failure in Organizations

**Program Changes:**

- SB/MGMT 2040 3.00 – Ethics, Social Resp. & Sustainability in Bus (course retirement)\*
- SB/MGMT 2060 3.00 – Business and Society (new course)\*
- SB/MGMT 1050 3.00 – Business Analytics I (title, calendar description, content, rubric)
- SB/MGMT 2050 3.00 – Business Analytics II (title, calendar description, content, format, rubric)
- SB/OMIS 2010 3.00 – Operations Management (pre-req, title, calendar description)
- Change to English language proficiency admission requirements

\*Pending Faculty Council Approval

# Memorandum

To: Faculty Council  
From: Marcia Annisette, Chair Master Programs Committee  
Date: March 18<sup>th</sup>, 2021  
Subject: Year-End Report for 2020-2021, Master Programs Committee

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## **Program-Specific Initiatives**

### MBA

- Various course changes, new course approvals and course retirements
- Discussion of Learning Outcomes for the MBA Program
- Launched an initiative to update course descriptions for the core courses to reflect ESG and DEI considerations
- Launched consultations around revising the MBA curriculum

### IMBA

- Initiatives to establish a virtual IMBA community:
  - Video Profile Introductions for incoming students and IMBA Faculty for the fall virtual semester
  - IIMBA Virtual Student Orientation – Experiential Team Building Exercise to introduce students to each other
- Integration of Fall courses
  - Collaboration with instructors to streamline and integrate course content to provide a better virtual learning experience
- IMBA Newsletters
  - Repositioned newsletters to facilitate a virtual community between first and second year IMBA students
- Messaging about IMBA Program Wind-down
  - Development of FAQ Information Sheet as well meetings for 1<sup>st</sup> and 2<sup>nd</sup> year IMBA students
  - IMBA alumni messaging about the IMBA Program Wind-down
- IMBA Alumni Programming
  - Ongoing IMBA Alumni Coffee Chats moderated by the IMBA Program Director for Alumni of each year to connect and catch up with each other
- IMBA Graduating Students Virtual Graduation Celebration
  - Organization of presenters, alumni, format of this event
- Ongoing Student and IMBA Instructor Orientation and Support

### MACC

- Integrated the new Data Analytics requirements of CPA Canada into all MACC/DIAc courses. Holding a workshop on data analytics and information systems led by industry experts.
- In the process of obtaining re-accreditation from CPAO.
- Implemented a minor program change by changing the prefixes of MACC courses to ensure that all MACC courses use the same ACTG prefix.
- Introduced Power BI to our current MACC students.
- Changed ACTG 6650 from an elective to a required course in the MACC program to better prepare all MACC students for the CFE exam.

- Exploring the possibility of offering Term 0 of the DIAC program in India.
- Exploring the possibility of offering the DIAC/MACC program as a part-time program.
- Three of our MACC students secured the honor roll on the CFE exam.
- Maintained and enhanced the quality of the program offered online due to the COVID pandemic.

### MFIN

- Modified admission requirements so that applicants with CFA level I are exempted from the GMAT or GRE requirement. Granted a waiver of a degree requirement for one core introductory finance course in the first term (MFIN 5100 3.00) for applicants that meet specific criteria. January 2020
- Participated in two virtual recruitment events for the MFIN Program held in June 2020.
- Completed the International Tuition Fee Analysis and Rankings Performance in university ranking.
- Participated in a virtual two-day Student Orientation for incoming students in early September 2020.
- Participated in Ethics Challenge case competition organized by the Toronto Chapter of the CFA Society. The Ethics team (Gregory Pau – Faculty Advisor, Himanshi Goel – Team Leader, Varchas Dani, Kritika Veen and Liyu Xiong) advanced to the 2<sup>nd</sup> round. The Ethics Team was one of the top 4 finalists for Ontario.
- Participated in the CFA Global Investment Research Challenge. The Research team (Greg Limberg – industry mentor/advisor, Gregory Pau – faculty advisor, Aleksanders Vagners – Team Lead, Mustafa Al-Obaidi, Martin-Sadat Babaei, Harshneet Bhatia, and Nicola Pirone) advanced to the semi-finals. The Research Team was one of the top 4 finalists for Ontario.
- Granted program partnership with Global Association of Risk Professionals (GARP) for FRM designation.
- Hosted a virtual Global Association of Risk Professionals (GARP) event (guest panelists), with all MFIN students taking part.
- Sponsoring and participated in the Exchange Traded Funds Roundtable, organized by the Canadian ETF Association, with all MFIN students taking part (virtual event).
- Granted renewal of the CFA Institute Program Partnership.
- Ran a professional seminar series and an academic finance seminar series (joint with the Finance Area) over the fall and winter semesters.
- Ranked and selected six MFIN students to receive the CFA scholarships.
- Ranked and selected six MFIN students to receive the FRM scholarships.
- Hosted and participated in a virtual Break the Ice event with GBC, all MFIN students invited to take part.
- Hosted and participated in a virtual End of Fall Term Holiday event for MFIN students and faculty.
- Participated in two virtual recruitment events, Experience Schulich Specialized Masters Online Open House and MFIN Program Session (hosted an alumni panel for the MFIN program specific event) in January and February 2021.
- Co-hosting a virtual MFIN RMA Careers in Risk Management event on March 19, with all MFIN students taking part.
- Presented the MF Major Program Changes at the MPC January 2021 meeting, the following items need further considerations: 1) internship; 2) specializations; 3) whether our MF program can use MBA courses.
- Recoded the required course FNEN 6820 to MFIN 5520 (Advanced Derivative Securities), modified admission requirements so that applicants with FRM level I are exempted from the GMAT or GRE requirement, both passed at MPC-PCC February 2021.
- Running virtual High Impact Communication Workshop Series in the Summer 2021 term for all MFIN students

### MBAN

- A major review of the Program has been conducted within the OMIS Area.
- Changes will be made in the program for the 2022-2023 Academic Year.

### MSCM

- Converted courses to a consistent blended learning model for on-line learning. Emphasis during the Pandemic has been the on-line portion
- Re-allocation of analytics topics between core SCM course to avoid duplication and deepen student technical capabilities in line with learning objectives
- Piloted new enterprise resource planning and analytics focus for permanent change to OMIS 6320 Managing New Supply Chain Technology in new year
- Curriculum and strategy review for program focused on growing part time component.

## MREI

- Implemented the revised curriculum that saw one course eliminated in fall term and other courses in winter and summer revised to incorporate learning outcomes from course removed.
- Ran extended “Bootcamp” prior to start of classes to ramp up fundamentals (and confidence) for incoming students lacking in finance and economics (e.g. architects, planners and engineers).
- Created two options to defer a course from fall or winter (or both) to fall 2021 to ease workload concerns with online course delivery.
- Introduced a new formal weekly speaker series to help reduce the need for speakers in the classroom and to provide “real world” industry context plus personal journey and career advice to students.
- Developed a formal Mentorship Program with senior level Schulich real estate and infrastructure alums and also an “MREI Connect” spinoff with recent MREI graduates to run networking, Q&A and advice sessions.
- Worked with the business community to secure additional internships/jobs and scholarship funding; one major DEI scholarship expected to be announced soon (fingers crossed).



**Schulich**  
School of Business  
York University

# Memorandum

**To:** Faculty Council

**From:** Marcia Annisette, Associate Dean Academic, Committee Chair  
Matthias Kipping, Academic Director, KS EMBA Program

**Date:** 6 April 2021

**Subject:** KS EMBA Program Committee Year-End Report for 2020-2021

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- Approved new courses at our partner programs that will be taken by our students and dealt with other routine administrative matters, such as student deferrals, petitions etc. Also shared experiences with Kellogg concerning the response to the ongoing pandemic.
- Discussed the necessary revisions to the Kellogg-Schulich Executive MBA Program designed to increase alignment across all the partner schools of the Kellogg Global Network and grant our students access to more elective courses with the network, while strengthening the unique nature and position of the program as part of the Schulich School of Business. Formal resolutions for the modifications of the program overall and new courses will be brought forward during the next academic year.
- Discussed ways to further equity, diversity and inclusion within the program as well as its courses, based on the recommendations of the corresponding Schulich committee, ongoing efforts at Kellogg as well as input from the student representatives on the Committee. Changes will be implemented over the coming academic years with the Committee monitoring progress.





**Schulich**  
School of Business  
York University

# Memorandum

**To:** Faculty Council

**From:**

**Date:** April 5, 2021

**Subject:** Master of Management Committee Year-End Report for 2020-2021

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In the past year, the MMgt program has grown from 100 students to 120 students. As a result, we added a third cohort, and have set a target of 150 students for the next academic year.

Other significant changes include:

- Approval of a new course on Startup Marketing, which will be offered for the first time in Summer 2021.
- Finalizing plans for the optional 4<sup>th</sup> term in Fall 2021.



# Memorandum

**To:** Faculty Council  
**From:** PhD Program Committee

**Date:**

**Subject:** Committee Year-End Report for 2020-2021

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The members of this year's committee included:

PhD Program Committee Chair: Eileen Fischer,  
Jeffery Everett, Robert Phillips, Manus (Johnny) Rungtusanatham, Yisong Tian, Ela Veresiu,  
Maxim Voronov, Kiridaran Kanagaretnam, Marcia Annette, Luba Pan, Pouyan Tabasi Nejad

Over the course of this academic year, the committee has

1. Overseen the process of selecting new students to admit to the program
2. Adjudicated scholarship admission awards
3. Continued the process of updating area PhD course requirements
4. Processed SSHRC applications
5. Processed OGS applications
6. Adjudicated doctoral dissertation award nominees
7. Worked with SSIR in the preparation of webinars
8. Continued to update the Ph.D. website
9. Conducted a seminar on research ethics, and planned for additional seminars of this kind.

# Memorandum

**To:** Faculty Council  
**From:** Ashwin Joshi, Chair, Nominating Committee  
**Date:** March 30, 2021  
**Subject:** Committee Year-End Report for 2020 - 2021

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



# Memorandum

**To:** Faculty Council  
**From:** Giri Kanagaretnam  
**Date:** April 5<sup>th</sup>, 2021  
**Subject:** Masters Admissions Committee Year-End Report for 2020-2021

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The mandate of the Masters 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. As of April 5<sup>th</sup> 2021, the Committee deliberated on 37 applicants for the MBA program, with all deliberations occurring through online email vote (of which there were 18). All decisions were made within a one-week time frame.



**Schulich**  
School of Business  
York University

# Memorandum

**To:** Faculty Council

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

**Date:** April 6, 2021

**Subject:** Student Affairs Committee Year-End Report for 2020 - 2021

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The mandate of the Student Affairs Committee is to make decisions on academic petitions and breaches of academic honesty. The major focus and function of this Committee has been to hear withdrawal appeals in Schulich undergraduate and graduate programs (excluding the EMBA and PhD programs.) These appeals are initiated by students soon after the grades are published at the end of each semester and once withdrawal or debarment notices are issued.

Effective March 2020, the Committee made significant changes to criteria for petitions that are eligible for administrative approval. The table below outlines the number of petitions received and reviewed over the past three years. In 2020-2021, the Committee reviewed relatively the same number of cases compared to the previous academic year.

Comparing academic honesty cases from 2019-2020 and 2020-2021, there has been a significant increase in number of cases. This increase is attributed to multiple group collaboration (cheating) cases, with 70 student cases since November 2020.

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Henry M. Kim, PhD

Associate Professor | Director, blockchain.lab

Schulich School of Business, York University, Toronto Canada

hmkim@yorku.ca | (416) 882-8748

<http://blockchain.lab.yorku.ca>

Schulich Petitions received 2018 – 2021

Level	Petition Type	2018-2019	2019-2020	2020-2021
Committee	Course Add	1	3	2
	Course Drop	17	12	11
	Credit	1	0	3
	Debarment	5	0	0
	Departmental/Programme Waiver	6	5	2
	Exemption	0	0	0
	Extension	6	3	0
	Leave	7	3	4
	Letter of Permission	2	1	2
	Other	1	2	8
	Overload	1	1	2
	Re-Admission	2	0	0
	Status	1	0	6
	Waiver	59	77	19
<b>Committee Total</b>		<b>109</b>	<b>107</b>	<b>59</b>

Level	Petition Type	2018-2019	2019-2020	2020-2021
Sub-committee (Administrative petitions)	Course Add	22	11	1
	Course Drop	8	16	2
	Credit	0	0	0
	Debarment	0	0	0
	Departmental/Programme Waiver	6	3	0
	Extension	11	4	1
	Leave	23	31	1
	Letter of Permission	1	0	2
	Other	2	1	6
	Overload	0	0	0
	Re-Admission	0	0	0
	Status	2	7	0
	Waiver	28	74	7
	<b>Sub-committee Total</b>		<b>102</b>	<b>147</b>
<b>Grand Total</b>		<b>211</b>	<b>254</b>	<b>79</b>

## Schulich Academic Honesty Cases 2018-2021

### 2018-2019

Level Resolved	Infraction	Bachelors	Masters	Grand Total
<b>Exploratory</b>	2.1.1 Cheating	4	1	5
	2.1.3 Plagiarism	8	9	17
	2.1.4 Improper Research Practices	1	0	1
	2.1.10 Aiding and Abetting	7	7	14
<b>Formal Hearing</b>	N/A	0	0	0
<b>Grand Total</b>		<b>20</b>	<b>17</b>	<b>37</b>
Convictions		19	12	31

### 2019-2020

Level Resolved	Infraction	Bachelors	Masters	Grand Total
<b>Exploratory</b>	2.1.1 Cheating	48	2	50
	2.1.3 Plagiarism	1	10	11
	2.1.10 Aiding and Abetting	1	4	5
<b>Formal Hearing</b>	2.1.1 Cheating	2	0	2
<b>Grand Total</b>		<b>52</b>	<b>16</b>	<b>68</b>
Convictions (so far*)		13	16	29

- \*Cases still outstanding (in progress): 6

### 2020 – 2021

Level Resolved	Infraction	Bachelors	Masters	Non-degree	Grand Total
<b>Exploratory</b>	2.1.1 Cheating	36	14		50
	2.1.3 Plagiarism	6	14		20
	2.1.10 Aiding and Abetting	6	8		14
	2.1.8 Falsification			1	1
<b>Formal Hearing</b>	2.1.1 Cheating	6	2		8
	2.1.10 Aiding and Abetting	2	0		2
<b>Grand Total</b>		<b>56</b>	<b>38</b>	<b>1</b>	<b>95</b>

- \*Cases still outstanding (in progress): 5



**Schulich**  
School of Business  
York University

## Memorandum

**To:** Faculty Council

**From:** Moren Lévesque

**Date:** 29 March 2021

**Subject:** SSB Tenure & Promotion Committee Year-End Report for 2020-2021

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The T&P Committee has so far reviewed one promotion to Candidacy file, two promotion to Associate Professor files, and two promotion to Professor files.

The T&P Committees has revised the SSB Guidelines for Promotion to the rank of Professor to bring the document into conformity with current Senate Committee on Tenure and Promotions guidelines (e.g., avoid the use of gendered language and use the more formal references to the policy document). Faculty Council has approved the changes.

The T&P Committee has developed a new SSB T&P site to help those going for promotion as well as those involved in preparing the file. It will be accessible to all Schulich Staffs and Faculties. For the time being, it can be accessed at (with your YU Passport credentials): <https://yuoffice.sharepoint.com/sites/InformationforTenureandPromotion>. In early April 2021, it should become available through: <https://schulich.yorku.ca/myschulich/> under 'Schulich Links' and selecting 'Information for Tenure and Promotion'. I am waiting for Cory Bildfell to confirm and then I will email all Schulich Staffs and Faculties about this new SSB T&P site.

For the remaining of the year, the T&P Committee will continue reviewing incoming files for tenure and promotion, as these are presented to the Committee. In addition, the T&P Committee will evaluate and respond to guidelines and/or queries that may arise from the Senate T&P Committee.



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Matthias Kipping, Academic Director, Kellogg-Schulich Executive MBA Program  
Date: 9 April 2021  
Re: Modified EMBA Committee mandate and membership

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Motion: That Faculty Council approve the modified mandate of the KS EMBA Program Committee to reflect the following changes in committee membership: an additional member from the Kellogg School of Management (total: 2); only one of the two Schulich faculty members needs to be full-time; the Committee is chaired by the ADA

### Rationale:

1. This is a joint program with the Kellogg School of Management and increasing the number of their representatives from one to two reflects the importance of this partnership in the program and parallels the two representatives from Schulich (see below).
2. Adjunct professors play an important role in the teaching of the KS EMBA so should have the ability to have a voice and a vote in the committee designing the program. Please note that this is an optional choice, since the revised membership stipulates a minimum only for the full-time faculty member.
3. The practice has always been to have the ADA chair the committee, so this changes the mandate in line with this practice. This does make sense since the EMBA has an unusual structure in that it has both a program director (currently an Assistant Dean) and an academic director.

York University  
Schulich School of Business  
KELLOGG-SCHULICH EXECUTIVE MBA PROGRAM COMMITTEE

### Purpose and Responsibilities

The Kellogg-Schulich Executive MBA Program Committee is the Faculty Council committee responsible for the academic policies applicable to, and the curriculum of, the Joint Kellogg-Schulich Executive MBA Program. It should be noted that the academic policies and curriculum of the Kellogg-Schulich Executive MBA are also subject to a governance role for the Kellogg School of Management. This role is reflected by the membership of the Kellogg-Schulich Executive MBA Program Committee, that includes ~~one~~ two individuals from the Kellogg School.

The Kellogg-Schulich Executive MBA Program Committee works with the Kellogg-Schulich Executive MBA Academic Director to review the effectiveness and appropriateness of the course content and formatting, and to prepare proposals for additions or changes to the curriculum for consideration by Faculty Council (and ultimately, by the Faculty of Graduate Studies). The Kellogg-Schulich Executive MBA Program Committee also considers academic regulations that pertain to the Kellogg-Schulich Executive MBA. Such regulations deal with matters of admission criteria, grading standards, academic standing, academic appeals, rate of progress, and other matters related to the academic expectations of the program.

Recommendations on the following issues are forwarded to Faculty Council for approval:

- Curricular changes
- New course proposals
- Amendments to existing courses

### Membership

Voting members:

Chair: ~~Academic Director, Kellogg-Schulich Executive MBA Program~~ Associate Dean – Academic, Schulich School of Business

~~Program~~ Academic Director, Kellogg-Schulich Executive MBA Program

Program Director: Kellogg-Schulich Executive MBA Program

Assistant Dean, ~~and Director:~~ Kellogg School of Management Kellogg School of Management, ~~EMBA Programs~~

Director, EMBA Global Network: Kellogg School of Management

Faculty representatives: Two members of the faculty teaching in the KS EMBA from the Schulich School ~~faculty~~ of Business, including at least one full-time faculty member

Student representatives: Two EMBA students (one from each active cohort)

~~Ex-officio: Associate Dean – Academic, Schulich School of Business~~

## Quorum

~~Three~~ **Four** voting members.

## Meeting Schedule

The Kellogg-Schulich Executive MBA Program Committee typically meets five times per academic year (twice in the fall and three times in the winter). Additional meetings may be held at the discretion of the chair.

**Executive Committee  
Schulich School of Business  
Meeting Minutes**

A regular meeting of the Executive Committee of Schulich Faculty Council for the 2020-2021 academic year was held via Zoom on Friday February 26, 2021 from 11:30am – 1:00pm.

**In Attendance:**

**Chair:** C. Graham  
**Vice-Chair:** R. Shao  
**Secretary:** M. Machado  
**Assistant:** L. Da Silva

**Members of Executive Committee Present:**

<b>M. Anisette</b> (Associate Dean Academic)	<b>M. Kipping</b> (Director, EMBA)
<b>A. Campbell</b> (Director, IMBA)	<b>M. Levesque</b> (Chair, Tenure & Promotions Committee)
<b>M. Cao</b> (Director, MF)	<b>A. Mustapha</b> (Interim Executive Officer)
<b>B. Durrani</b> (President, UBS)	<b>A. Samji</b> (President, GBC)
<b>E. Fischer</b> (Director, PhD Program)	<b>R. Shao</b> (Vice-Chair, Faculty Council)
<b>A. Franks</b> (Guest, Student Academic Services)	<b>K. Tasa</b> (Director, MMgt)
<b>D. Johnston</b> (Director, MSCM)	<b>P. Tabasi Nejad</b> (PhD Students' Association)
<b>A. Joshi</b> (Director, MBA; Chair, Nominating Committee)	<b>V. Trivedi</b> (Director, MAcc)
<b>K. Kanagaretnam</b> (AD Students; Chair, Master's Admissions Committee)	<b>M. Valente</b> (Director, BBA/IBBA)
<b>H. Kim</b> (Chair, Student Affairs Committee)	

**Members of Executive Committee Absent/Regrets:**

<b>J. Clayton</b> (Director, MREI)	<b>M. Kristal</b> (Director, MBAN)	<b>D. Matten</b> (Associate Dean Research; Chair, Research & Library Committee)
<b>D. Rice</b> (Director, MMKG)	<b>D. Zwick</b> (Interim Dean)	

**1. Call to Order**

Chair C. Graham called the meeting to order at 11:33am and welcomed committee members. The agenda was reviewed, then moved by M. Kipping, seconded by M. Levesque. All were in favour.

**Faculty Council Agenda Items**

The committee discussed the following agenda items:

**2. Appeals**

A.Franks summarized the first appeal regarding [REDACTED]. The motion was accepted by Executive Committee on the basis of a procedural error.

A.Franks summarized the second appeal regarding [REDACTED]. The motion was accepted by Executive Committee on the basis of denial of natural justice, noting that the pandemic was a rare and unforeseen circumstance that did indeed have an impact on the student.

**3. Dean's Remarks**

No remarks, to be made at Council.

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

No remarks, to be made at Council.

**5. Committee composition**

Requested to move to later meeting.

**6. New Research Excellence Fellowship**

It was noted that this would be discussed at Faculty Council under ADR initiatives, having already been circulated at Operating committee.

**7. Motion for revised SSB Guidelines for Promotion to rank of Professor**

M.Levesque highlighted minor changes made to guidelines following feedback from Senate T&P Committee. Guidelines were approved at Senate but also brought back to EC and FC for formal approval. Committee felt that the last document of record that was approved needed to be viewed by Faculty Council alongside the new proposed version. Committee members requested the revised change document move forward to FC for approval.

**8. Academic Policy discussion**

Chair acknowledged range of cases coming through to Student Affairs Committee. H.Kim noted that there has been a lot of academic honesty cases and issues pertaining to the pandemic. SAC aims to be fair to all students.

A discussion ensued about the impacts of Covid-19 on the student population.

The view from student representatives (A.Samji, B.Durrani & P.Tabasi Nejad) was that although rare and unforeseen, by this point, students are in a routine relative to the early moments of the pandemic. However, it was noted that the effects of Covid-19 is not something to get used to, as many students have lost loved ones with devastating consequences, along with financial implications owing to the pandemic. The trickled down effects of the pandemic, notably on mental health and wellness were also discussed. Although not directly impacted, students being socially withdrawn, having to care for children while balancing other priorities has impacted students sense of connectivity. 'Water cooler conversations are no longer a source for students to gauge when an error has occurred. By the time students recognize they've made an error, it's too late.

M.Valente agreed that the pandemic is extraordinary and the impact huge. However the struggle for faculty is to figure out boundaries – i.e. to identify illegitimate claims.

Following discussion with faculty and students, it was noted that the pandemic was a rare and

unforeseen circumstance but that our processes have to be fair and equitable and where there's ambiguity, we should err on the side of generosity.

#### 9. Agenda for Regular Meeting of Faculty Council on March 12<sup>th</sup>

The committee discussed the following agenda items:

Chair's Remarks

Dean Remarks

Phd/GBC/UBS Initiatives

ADR Initiatives

Motion to revise SSB Guidelines for promotion to rank of Professor

Committee for Equity and Community

Consent agenda items

#### 10. Faculty Council Consent Agenda Items

The following items were approved for the consent agenda with no changes:

##### 1. Enquiries & Communications

- a) **For Information:** Senate Decision on Online Proctoring of Examinations (2021.02.12)

##### BBA/iBBA Program Committee (*M. Valente*)

##### 2. a) Program Changes

- 1. Undergraduate English Language Proficiency Admission Requirements

##### b) Curricular Change

- 1. OMIS 3710 - Information Systems (calendar description change)

##### 3. Master Programs Committee (*M. Annisette*)

##### 1. Master of Finance (MF) (*M. Cao*)

**Motion:** Major Program Change: FRM level 1 exam as an alternate to GMAT or GRE (*admission requirement*)

##### 2. Master of Management (MMgt) (*K. Tasa*)

**Motion:** New Course Proposal: ENTR 6610 3.0 – Startup Marketing

##### 3. Diploma in Advanced Accounting (DAAc) (*V. Trivedi*)

**Motion:** Program Change Proposal (*course rubric changes in mapping*)

##### 4. Diploma in Intermediate Accounting (DIAC) (*V. Trivedi*)

**Motion:** Program Change Proposal (*course rubric changes in mapping*)

Course Change Proposals:

**Motion:** MACC 5101 3.0 Financial Accounting Fundamentals (*change rubric to ACTG*)

**Motion:** MACC 5211 3.0 Management Accounting Fundamentals (*change rubric to ACTG & pre-requisite*)

**Motion:** MACC 6201 1.5 Multi-Competency Case Analysis for Accountants (*change rubric to ACTG*)

**Motion:** ACTG 6120 3.0 Intermediate Financial Accounting I (*pre-requisite change*)

**Motion:** ACTG 6550 1.5 Advanced Management Accounting (*pre-requisite change*)

- Motion:** ACTG 6250 3.0 Financial Reporting and Analysis *(add pre-requisite)*
- Motion:** ACTG 6600 3.0 Auditing Standards & Applications *(add pre-requisite)*
- Motion:** ACTG 6710 3.0 Introduction to Income Taxation *(add pre-requisite)*

**5. Master of Accounting (MAcc) (V. Trivedi)**

- Motion:** Program Change Proposal *(course rubric changes in mapping)*
- Course Change Proposals:
  - Motion:** MACC 6301 3.0 Integrative Case Analysis for Accountants *(change rubric to ACTG & pre-requisite)*
  - Motion:** ACTG 6401 3.0 Advanced Integrative Case Analysis *(pre-requisite change)*
  - Motion:** ACTG 6501 3.0 Integrative Case Analysis: Capstone *(pre-requisite change)*
  - Motion:** ACTG 6601 3.0 Management Accounting: Strategy & Performance *(pre-requisite change)*
  - Motion:** ACTG 6650 1.5 Strategic Performance Evaluation *(pre-requisite change)*
  - Motion:** ACTG 6801 3.0 Strategic Leadership Planning & Case Analysis *(pre-requisite change)*

**4. Minutes of the Last Meeting:** 2021.01.22

**11. Adjournment**

Motion to adjourn moved by C. Graham, seconded by D. Johnston. The meeting adjourned at 12:15pm.