

EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2021-22 academic year will be held remotely (via Zoom) on Friday September 17th at 11:30am.

AGENDA

1. **Welcome & Chair's Remarks**
2. **Motion:** Removal of Summer Authority of Executive Committee
3. **Dean's Remarks**
4. **PhD/GBC/UBS Initiatives**
5. **Tenure & Promotions Committee**
 - a) **Motion:** Approval of SSB Guidelines for Tenure and Promotion to the Rank of Associate Professor, Teaching Stream (*M. Levesque*) **3-9**
6. **Appeals (3)**
7. **Discussion:** Role of Non-voting Members in Schulich Faculty Council
8. **Dean Search Update** **TBD**
9. **Adjournment**

CONSENT AGENDA

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

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| 1. Nominating Committee (<i>A. Joshi</i>) | |
| a) Updated Nominating Slate for 2021-2022 | 10-18 |
| 2. EMBA Program Committee (<i>M. Kipping / M. Annisette</i>) | |
| a) New Course Proposal | |
| a) EMBA 5060 2.0 Quantitative Methods for Business | 19-28 |
| 3. Master Programs Committee (<i>M. Annisette</i>) | |
| a) Program Changes | |
| 1. DIAC/MACC (<i>new location for DIAC with unique admission requirements</i>) (<i>S. Trivedi</i>) | 29-41 |
| b) New Course Proposals | |
| 1. FINE 6880 3.0 Sustainable Finance and Impact Investing (<i>L. Ng</i>) | 42-61 |
| 2. MGMT 6350 3.0 Professional Development for Managers (<i>M. Cernea</i>) | 62-86 |
| c) Course Changes | |

1. FINE 6310 3.0 Econometrics of Financial Markets (<i>title, description & learning outcomes</i>) (<i>M. Kamstra</i>)	87-98
2. MGMT 6090 0.0 Strategy Field Study Formation (<i>pre-requisites</i>) (<i>I. Holzinger</i>)	99-103
3. OMIS 6300 3.0 Managing Change in Supply Chains (<i>credit value</i>) (<i>D. Johnston</i>)	104-125
4. OMIS 6320 1.5 Managing New Supply Chain Technology (<i>credit value, title & description</i>) (<i>D. Johnston</i>)	126-135

4. Other Business

a) Schulich Committee Work Plans 2021-2022

1. BBA/iBBA Program Committee	136
2. Master Programs Committee/Programs Coordinating Committee	137-140
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4. PhD Program Committee	142
5. Masters Admissions Committee	143
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Upcoming Meeting Dates for 2021-2022:

Schulich Executive Committee:

Friday September 17, 2021
Friday October 22, 2021
Friday November 26, 2021
Friday January 21, 2022
Friday February 25, 2022
Friday April 8, 2022

Schulich Faculty Council:

Friday, October 1, 2021
Friday, November 5, 2021
Friday, December 10, 2021 (10:30am start)
Friday, February 4, 2022
Friday, March 11, 2022
Friday, April 22, 2022

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Moren Lévesque, Chair of the Tenure & Promotion Committee

Date: 10 September 2021

Re: SSB Guidelines for Tenure & Promotion to the rank of Associate Professor, Teaching Stream

Motion: To approve the newly created SSB Guidelines for Tenure & Promotion to the rank of Associate Professor, Teaching Stream

Rationale: This was a request from Dean Zwick to enable promoting the future Teaching Stream faculty at the Schulich School of Business. Three out of four faculty positions that have been approved for this year are to be fulfilled by Teaching Stream faculty. Once approved by Faculty Council, I will seek approval from the Senate T&P Committee.

York University's Schulich School of Business

Criteria for Tenure & Promotion to Associate Professor under the Teaching Stream

(version September 9th, 2021)

The following is a statement of the criteria and procedures adopted within York's Schulich School of Business (SSB) for tenure and promotion to Associate Professor under the Teaching Stream.

Background

The SSB Tenure and Promotion Committee—the administrative body that drafted this document—was guided by Senate's views and principles. In some cases where a particular item, suggestion, or requirement was unclear, vague, or subject to interpretation, we offered suggestions. But for the most part those situations were quite rare, and we must emphasize that the criteria were set outside the faculty and then adapted to the SSB context. Therefore, we begin by quoting directly from the Senate Teaching Stream Document (amended June 2019, sections A and B.1.2):

The University's need for specialized teaching skills in certain areas is the *raison d'être* of the Teaching Stream, and thus the consequent emphasis on teaching therein is reflected in the criteria for evaluating members of the stream. Indeed, this need is the basis for requiring that **nothing less than excellence (superiority) in teaching and competence in service** to the University be the required standard for the granting of tenure to an individual in the stream.

Since the Teaching Stream sets up a career orientation that is substantially different from that of the Professorial Stream, this document does not foresee the possibility of transfers or joint appointments between the streams. In those cases where qualifications and aspirations change, movement across the streams would, of course, be possible on the basis of a new appointment in competition with other qualified applicants. It must be stressed, however, that neither stream can be permitted to be a holding place for the other. The use of the Teaching Stream as a staging ground for individuals to attempt to become qualified for the Professorial Stream would be antithetical to the spirit of this document and, indeed, would undermine the very integrity of the Teaching Stream that this document wishes to promote.

An Associate Professor, Teaching Stream is a superior teacher who has also demonstrated a competent level of service to the University that one would expect from a colleague in whose hands the care of the University has been placed by the granting of tenure. It is because of this trust and because of its desire to give instruction of the highest quality that the University establishes a minimal threshold over which individuals in the Teaching Stream must pass to become part of that trust. In recognition of attainment of a level of distinction as a superior teacher whom it wishes to retain, the University grants a promotion to the rank of Associate Professor, Teaching Stream with tenure. **It is expected that the Associate Professor, Teaching Stream will maintain, enhance and perhaps broaden his/her capabilities as a teacher over time.** As a tenured member of the faculty of York University, an Associate Professor, Teaching Stream is governed by the general rules of the University relating to tenured faculty.

With this preamble and guidance in mind, we note that teaching at the SSB—or anywhere else for that matter—revolves around challenging students with new ideas and perspectives. This enables students to develop critical judgement skills, as well as adopting a caring and engaging approach that is attuned to student needs and capacities, while encouraging innovation and inventiveness. The teaching load expectation for the Teaching Stream is **7 single-semester course equivalents per year** (or 3.5 University's full course equivalents per year) and is allocated based on the candidate's subject matter expertise.

Teaching Stream faculty are expected to enhance and grow a vibrant teaching culture, be leaders, innovators, mentors, relationship builders, as well as stay current with a field's scholarship and knowledge, particularly as it pertains to scholarship and knowledge that advances teaching and learning in the field. Therefore, the creation of new and innovative teaching-focused or learning-focused research will be valued and help a candidate's file. Moreover, a candidate in the Teaching Stream must publish their pedagogical research, or other relevant research in the candidate's area of expertise, although expectations for the extent of publishing in and of itself are lower than those in the Professorial Stream. Teaching Stream faculty are also expected to enhance the reputation of the School and the University, as centers of teaching excellence. Our view is that Teaching Stream faculty must demonstrate **Excellence in teaching as well as High Competence in service**.

1. Teaching Criteria

A recommendation of Excellence in teaching will require evidence of *Excellence in Teaching, Innovative Teaching and Learning*, and *Creative Educational Leadership and/or Achievement*. The evidence that may be used to demonstrate excellence in each of these three areas are a combination of the following:

Evidence of Excellence in Teaching

- Personal skill development and upgrading that is translated into classroom teaching.
- Ratings on course evaluations.
- Student letters.
- Classroom visitation letters, from arms-length faculty referees.
- Development and application of an evidence-informed approach in the design of learning activities, assignments, courses, or curriculum that promote student learning.
- Integrating research (pedagogical or otherwise) and/or scholarship into teaching practice and curriculum.
- Use of professional expertise and experience to deepen student understanding and enrich the application of theory.
- Coordination and/or management of courses and/or teaching assistants that positively impact student learning experience.
- Supervision of undergraduate and/or graduate students, as evidenced by undertaking independent studies, serving as mentors, coaching case competitions, or other activities such as research projects.
- Recognition of teaching through nomination for, or receipt of, awards/honors.

Evidence of Innovation in Teaching and Learning

- Development of new courses/curricula or reform of courses/curricula.
- Innovations in the teaching domain, including the creation of new, innovative, and exemplary teaching processes, materials, tools, or forms of assessment.
- Development of unique learning experiences for students (e.g., career or community-engaged learning opportunities).
- Contribution to the technological enrichment of teaching and/or courses (e.g., development or creative application of effective new technologies or media).
- Leveraging of grants/funds to support development and implementation of pedagogical initiatives, or to support other relevant research in the candidate's area of expertise.
- Conducting pilots of new teaching methods or curricular content.
- Creation of new initiatives to support teaching and/or learning.

- Development and updating of professional skills, certifications, and/or designations relevant to the teaching and professional development of students.

Evidence of Creative Educational Leadership and/or Achievement

- Contributions to pedagogical development or pedagogical innovation in business/management or in a broader educational context, such as:
 - Introduction of new pedagogical techniques.
 - Development of educational materials (e.g., textbooks, teaching guides).
 - Production of technological tools or multi-media resources that enrich teaching and learning.
 - Invitations to serve as curriculum or program evaluator for another academic unit or institution.
- Oversight of new initiatives to support teaching and/or learning.
- Spread knowledge on teaching and/or learning through blogging, video channels, or other non-traditional forms of knowledge dissemination.
- Engagement in the professional development of others such as:
 - Delivering workshops, seminars, or presentations on teaching and learning.
 - Serving as a teaching mentor to colleagues.
 - Providing mentorship and establishing best practices in the management and leadership of teaching assistants and instructional team members.
- Engagement with initiatives that attempt to measure the effect of different teaching pedagogies, such as conducting research on teaching and/or learning with potential impact beyond a single classroom.
- Publication and dissemination of one's own pedagogical research, or other relevant research in the candidate's area of expertise (e.g., through scholarly articles or educational resources, presentations at conferences, workshops, etc.).

2. Service Criteria

A candidate's service will be evaluated in terms of their involvement in School, University, and Area committees and initiatives. The latter might also include contribution to recruiting efforts. Consideration will also be given to service to the community at large.

Criteria for High Competence in Service

A rating of High Competence will be warranted when the candidate has performed the required service for the SSB, as documented in letters of reference from Chairs of committees on which the candidate has served. A rating of High Competence requires service on one or more committees or subcommittees a year and evidence of active, high-quality involvement and participation as indicated by letters from the Chair of the committees. Service that extends beyond committee participation would also contribute to a rating of high competence. Such service might include, but is not limited to, the following:

- Service on a task force or special assignment.
- Service as an Affirmative Action Representative for a designated Area.
- Managing individual programs at the SSB.
- Involvement with students' extracurricular activities related to business/management.
- Assisting colleagues or other University constituents beyond the normal expectations of collegiality.
- Significant engagement in outreach activities and work with community organizations.
- Engagement in professional teaching and related organizations/associations/centers (and the application of this knowledge to teaching and the curriculum in the School or beyond), such as:

- Serving as a journal reviewer or editor of a pedagogical publication or as a proposal referee for pedagogical conferences.
- Serving in a leadership role in professional teaching and learning organizations/associations, or business or government organizations.
- Organization of conferences/symposia focused on teaching and learning.
- Other activities that contribute to the overall welfare or enhancement of the School or University.

The candidate should have performed any Area service expected at that stage, as would be described by a positive letter of reference from the current Area Coordinator, or the relevant Area Coordinator when the bulk of the work was done.

Criteria for Excellence in Service

A rating of Excellence may be awarded if a case can be made that the candidate has provided exceptional service to their Area, School, and/or University, which might include a combination of any of the following:

- Service on multiple committees per year.
- Evidence of leadership in committee service or service to the Area, School, or University.
- Significant contributions to the welfare of the School or University as evidenced by letters or awards.
- Responsibility for, and unusually high achievement in, a major service undertaking for the School or University.

3. Procedures

Procedures for preparing the tenure and/or promotion file of a candidate in the Teaching Stream are also governed by the University's policies.

For Documenting Teaching

The candidate must:

- Name one full-time tenured faculty member on the File Preparation Committee (FPC).
- Submit their up-to-date CV, which should also include activities that might be considered part of research and professional contribution (e.g., research supervision with undergraduate and/or graduate students).
- Provide the FPC with the following information:
 - A teaching dossier—refer to *Teaching Dossier* below.
 - All course evaluations—refer to *Course Evaluations* below.
 - Name a faculty member referee to assess their teaching—refer to *Letters of Appraisal* below.
 - Names of students (undergraduate and/or graduate) they want to be solicited for letters and not to exceed one-third of the list of all students solicited—refer to *Letters from Students* below.
 - A copy of all published research.

We also encourage the candidate to submit a brief summary statement outlining their teaching, research, and service accomplishments.

The FPC will assist in collecting course evaluations, solicit letters of appraisal from referees, and solicit letters from students. The FPC will also solicit a letter from the candidate's current Area Coordinator, or

the Area Coordinator in place when the bulk of the candidate's teaching was done for the Area, who can best put into perspective the candidate's contribution to their respective Area.

Teaching Dossier

The candidate is required to submit a teaching dossier which will be included in the tenure and promotion file and sent to referees. The teaching dossier should include:

- A video of them teaching a class, the filming of which will be the responsibility of the candidate.
- A statement of teaching philosophy that details how particular pedagogical approaches/strategies are addressing the candidate's goals.
- A list of courses taught, which may take the form of a table and should include the course code, name, level, and number of students taught.
- Representative course outlines and materials, reading lists, assignments, etc.
- A statement about the course evaluations that reflects on how the candidate has responded to student feedback in relation to course design, teaching approaches, etc.
- A description of any course/curriculum development efforts and/or plans (e.g., the revision of existing courses or the development of new courses).
- If the candidate has engaged in research supervision, which traditionally might be classified as professional contribution, the candidate can make the case that this enhances their teaching and should be added to the dossier.

Course Evaluations

Summary reports for all courses taught by the candidate since their initial appointment at York or another University must be provided. The reports should include quantitative data for all questions, with comparative Area- and School-level data. Student comments included in tenure and/or promotion files will indicate from which courses they were drawn, will be presented to the candidate in their entirety, but without contextual identifiers and student signatures.

Letters of Appraisal

The FPC will solicit at least four letters of appraisal (including one referee selected by the candidate). All referees must be tenured/continuing faculty members with competency to assess whether the candidate's work demonstrates Excellence in teaching. Referees need not be in a Teaching Stream appointment themselves, but they must have a record of demonstrated excellence in teaching (e.g., teaching awards), extensive experience in evaluating teaching (e.g., in their capacity as department chairs/undergraduate directors/program reviewers), be demonstrated leaders in teaching or course/program development, and/or have long-standing experience teaching many of the same courses as the candidate. Referees must evaluate the content of a candidate's classroom teaching or a video recording of such. All referees must be external to the SSB or at other institutions with excellent undergraduate and master's programs. At least two referees must be external to York, but in Business/Management Schools. The referees within York must be members of Schools or Departments of Administrative Studies, Economics, Sociology, Psychology, or Philosophy, or some other department or faculty that is relevant to the area being taught. All referees must be at "arm's length" from the candidate. Quoting from the Senate T&P Policies, Criteria and Procedures (amended 25 June 2020, section F.3.1.3):

Referees are not at "arm's length" if the candidate has had a prior professional involvement with them (e.g., as thesis supervisor, co-author, close colleague within the field, etc.) or has had a significant personal relationship with them.

Letters from Students

A random sample of undergraduate and graduate students most recently taught by the candidate should be solicited for feedback, to be addressed, in writing, to the Chair of the FPC. The candidate may add additional names to comprise up to one-third of the students solicited. Letters may take the form of emails, be sent electronically, or received in hard copy. Students should specifically be asked to comment on:

- The candidate's ability to stimulate and challenge their intellectual curiosity.
- The candidate's ability to create an environment that was conducive to their learning (as evidenced by the in-class experience, assessments, and other course materials).
- Any out-of-class activities that contributed to their learning.
- Where appropriate, the candidate's effectiveness as a supervisor of undergraduate or graduate student research.

For Documenting Service

The candidate must:

- Provide any material they believe is relevant and that should be sent to referees.
- Name two potential referees internal to York to assess their service.

The FPC will select two additional referees internal to York to assess the candidate's service and will solicit a minimum of three, but a maximum of four, letters to be included in the file. In addition, the FPC will request a letter of reference from the Area Coordinator, or the Area Coordinator in place when the bulk of the candidate's service was done for the Area, who will assess the candidate's performance regarding expected Area service.

4. Final Remarks

The teaching/service criteria and procedures stated above are those adopted within the SSB for tenure and promotion to Associate Professor under the Teaching Stream. Since this Stream is new to the SSB, these criteria and procedures will be revised on a needed basis as the SSB gains more experience with this Stream.

SCHULICH SCHOOL OF BUSINESS
NOMINATING COMMITTEE SLATE FOR 2021-2022 (as of September 16, 2021)

Chair of Council: Cameron Graham
Vice Chair: **Luke Zhu**

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

COMMITTEES OF FACULTY COUNCIL

Executive Committee:

Chair:	Cameron Graham
Secretary	Emily Rush
Ex Officio Voting Members:	
Interim Dean	Detlev Zwick
Vice-Chair Faculty Council	Luke Zhu
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Anwar Mustapha
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Dirk Matten
Nominating Committee	Ashwin Joshi
Student Affairs	Steve Weiss
Tenure and Promotion	Moren Levesque
Community and Equity	Ivona Hideg
BBA/iBBA Program Committee	Mike Valente
EMBA Program Committee	Marcia Annisette
PhD Program Committee	Eileen Fischer
Masters Programs/Programs Coordinating Committee	Marcia Annisette
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
IMBA	Alexandra Campbell
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard
EMBA	Matthias Kipping
PhD	Eileen Fischer
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Kevin Tasa
MBAN	David Johnston (acting)
MMAI	David Johnston (acting)
GBC President	Taslima Rashid
UBS President	Ananya Kakkar
PhD President	Jennifer Sedgewick

Ph.D. Program

Chair: Program Director	Eileen Fischer
Secretary:	Stephanie Allen
ACTG	Jeff Everett
FINE	Yisong Tian
MKTG	Ela Veresiu
OMIS	Manus Rungtusanatham
ORGS/SUST	Maxim Voronov
PLCY	Yuval Deutsch

Elected Student Members:	
Ph.D. Rep.	Jennifer Sedgewick
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Executive Director Student Services and International Relations (Interim)	Hollis Sinker

Master Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Marcia Annisette
Secretary:	Laura Da Silva
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Aleksandra Rzeznik
MKTG	Grant Packard
OMIS	David Johnston
ORGS	Kevin Tasa
PLCY	Anoop Madhok
BBA/iBBA	Farrokh Zandi

Elected Student Members:	
1 st yr MBA rep.	TBA
2 nd yr MBA rep.	TBA
1 st yr IMBA rep.	TBA
2 nd yr IMBA	TBA
Student Rep BBA/iBBA	Gulnaz Shaikh
Student Rep BBA/iBBA	Milena Micucci
Student Rep MAcc	TBA
Student Rep MBAN	TBA
Student Rep MFIN	TBA
Student Rep MMAI	TBA
Student Rep MMTG	TBA
Student Rep MMKG	TBA
Student Rep MREI	TBA
Student Rep MSCM	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Director BBA/iBBA	Mike Valente
Director IMBA	Alexandra Campbell
Director MAcc	Viswanath Trivedi
Director MBA	Ashwin Joshi
Director MBAN	David Johnston (acting)
Director MFIN	Melanie Cao
Director MMAI	David Johnston (acting)
Director MMTG	Kevin Tasa
Director MMKG	Grant Packard

Director MREI	Jim Clayton
Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald
Director MBA/MA, MBA/MFA	Kenneth Rogers
Director SCTE	Tom Medcof
Director Global Relations	Theodore Peridis
EE Lead	Minerva Cernea
eLearning Lead	Ingo Holzinger
MGMT 6100 Coordinator	Ingo Holzinger
Ex Officio Non-Voting Members:	
Student Services Rep.	Hollis Sinker
Rep IST	Mark Orlan
Rep CDC	Robert Hines
Rep Alumni	TBA
Director, Academic Affairs	Emily Rush

BBA/iBBA Programs:

Chair:	Program Director	Mike Valente
Secretary:		Nikki Jagdeosingh
OMIS		Adam Diamant/Zhepeng (Lionel) Li
ORGS		Chris Bell
FINE		Eli Prisman
PLCY		Willow Sheremata
ACTG		Linda Thorne
MKTG		Ela Veresiu/Ajay Sirsi
Elected Student Members:		
1st yr BBA rep.		TBA
2nd yr BBA rep.		Monica Zmija
3rd yr BBA rep.		Gulnaz Shikh
4th yr BBA rep.		Tanya Anand
iBBA rep.		Milena Micucci
Ex Officio Voting Members:		
Associate Dean Academic		Marcia Annisette
Associate Dean Students		Kiridaran Kanagaretnam
Assoc. Director, BBA/iBBA		Farrokh Zandi
Non-Voting Members:		
Director SCTE		Tom Medcof
Student Services Rep.		Luba Pan
Career Centre Rep.		Phanindra Deonandan
Director, Academic Affairs		Emily Rush

Master's Admissions:

Chair:	Kiridaran Kanagaretnam
Secretary:	TBA
Faculty Representatives:	
	Gregory Saxton
	Perry Sadorsky
	Ambrus Kesckes
	Murat Kristal
	Winnie Shen
	Charles McMillan
	Isik Bicer
	Yigang Pan

Student Member:

MBA rep.	TBA
Ex Officio Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	TBA

Nominating:

Chair: Ashwin Joshi
Secretary: Nikki Jagdeosingh

Faculty Representatives: **Viswanath Trivedi**
Raha Imanirad

Elected Student Members:	
GBC President	Taslima Rashid
UBS President	Ananya Kakkar
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette

Research & Library:

Chair: Assoc. Dean, Dirk Matten
Research
Secretary: Farhana Islam

Faculty Representatives: **Winnie Shen**
Mark Kamstra
Geoffrey Kistruck

Elected Student Members:	
Masters Rep.	TBA
BBA/iBBA Rep.	Nika Nasser
Ex Officio Voting Members:	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam
Ex Officio Non-Voting Members:	
Exec. Director IST	Mark Orlan

Student Affairs:

Chair: Steve Weiss
Vice-Chair: TBA
Secretary: Audaisha Franks (interim)

Faculty Representatives: Matt Bamber
Atipol Bhanich-Supapol
Pouyan Foroughi
Henry Kim
Luke Zhu
Moshe Farjoun
Avis Devine
Steve Weiss
Markus Giesler

Elected Student Members:	
Masters Rep.	Kunal Jakhar

Masters Rep.	Hong (Kerim) Zhu
Undergrad Rep.	Karolina Zablotny
Undergrad Rep.	Kareem Iskander
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Ex Officio Non-Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
Student Services	TBA
Representative	

Tenure & Promotions

Chair	Moren Levesque
Secretary:	Sabine Friedrich
Core Members Continuing:	Moshe Milevsky Peter Darke
Acclaimed	Moren Levesque Ivona Hideg
Ph.D. Rep	Mehran Bahmani
Noncore Members:	TBA

Tenure & Promotions Appeals

ACTG	Dean Neu
FINE	Mark Kamstra
MKTG	Russell Belk

Kellogg-Schulich Executive MBA Program Committee:

Chair:	Marcia Annisette
Secretary:	Ardene Harris
Academic Program Director	Matthias Kipping
Faculty Representatives:	Ashley Konson Moren Levesque
Director EMBA Global Network (Kellogg)	Melissa Holland
Assistant Dean, EMBA Global Network (Kellogg)	Bernadette Birt
Assistant Dean, EMBA Programs	Su-Lan Tenn
Ex Officio Member:	
Associate Dean Academic	Marcia Annisette
Student Members:	
1 st year EMBA rep.	Daniel Troiani
2 nd year EMBA rep.	TBA

Committee for Equity and Community:

Chair:	Ivona Hideg
Secretary:	
Faculty Advisor for Equity and Community	TBA
ACTG	Charles Cho
FINE	Mark Kamstra
ECON	Alexander Coutts
MKTG	Ela Veresiu
OMIS	Divinus Oppong-Tawiah
ORGS	Ivona Hideg
SGMT	Majid Majzoubi
Elected Student Members:	
BBA/iBBA	Monica Zmija
Masters	Harshneet Bhatia
MBA	Mathuri Mayakrishnan
EMBA	TBA
PhD	TBA
Ex Officio Non-Voting Member:	
Associate Dean Academic	Marcia Annisette
Director of Equity and Community	TBA
Staff representative from Student Services and International Relations	TBA
Staff representative from Student & Enrolment Services	Michelle Hughes
Executive Officer	Anwar Mustapha

SENATE AND SENATE COMMITTEES

Senators:

6 Faculty including the Dean	Marcia Annisette (July 1, 2023) Kevin Tasa (July 1, 2022) Dirk Matten (July 2022) Cameron Graham (July 1, 2023) Preet Aulakh (July 1, 2023)
Ex Officio	Interim Dean Detlev Zwick
Student Senators:	
Graduate Student rep.	Sam Militello
Undergraduate Student rep.	Tanya Anand

Senate Committees:

(* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Burkard Eberlein (<i>June 2024</i>)
Tenure & Promotions	Anoop Madhok, Jeffrey Everett
Executive*	Marcia Annisette (<i>June 2023</i>)
Sub-Committee on Honorary Degrees*	Matthias Kipping (<i>June 2024</i>)

FOR INFORMATION

Faculty of Grad Studies:

Ex Officio	Interim Dean Detlev Zwick
Program Directors & Representatives:	
Associate Dean Academic	Marcia Annisette
Ph.D.	Eileen Fischer
EMBA	Matthias Kipping
IMBA	Alexandra Campbell
MBA	Ashwin Joshi
MBAN	David Johnston (acting)
MAcc	Viswanath Trivedi
MFIN	Melanie Cao
MMKG	Grant Packard
MMGT	Kevin Tasa
MMAI	David Johnston (acting)
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Art, Media & Entertainment Management	Ken Rogers
Business and the Environment	Dirk Matten
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Amin Mawani/Joe Mapa
Nonprofit Management and Leadership	TBA
Post-MBA Diploma in Advanced Management	Ashwin Joshi
Student Representatives:	
Ph.D.	Gulay Taltekin Guzel
EMBA	TBA
IMBA	TBA
MBA	TBA
MBAN	TBA
MAcc	TBA
MFIN	TBA
MMAI	TBA
MMGT	TBA
MMKG	TBA
MREI	TBA
MSCM	TBA
GBC President	Taslima Rashid

Operating:

Chair:	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Anwar Mustapha
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
MREI	Jim Clayton
IMBA	Alexandra Campbell
PhD	Eileen Fischer
EMBA	Matthias Kipping
Area Coordinators:	
ACTG	Dean Neu
ECON	Irene Henriques
FINE	Lilian Ng
MKTG	Eileen Fischer
OMIS	Manus Rungtusanatham
ORGS	Kevin Tasa
PLCY	Willow Sheremata

Management:

Chair:	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Anwar Mustapha

IST Steering:

Chair:	TBA
Vice Chair	TBA
Secretary	Beverley Kelbert
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Research Officer	Farhana Islam
Alumni Relations	Aloma Gravel
Executive Officer	Anwar Mustapha
Information Systems and Technology	Mark Orlan
CDC	Minoo Bhutani
Marketing	Don Woticky
SSIR	Hollis Sinker
SEEC	Rami Mayer
Faculty Rep.	Sandy Qu

Area Coordinators / Specialization Directors

ACTG	Dean Neu
ARTM	Ken Rogers
BSUS	Dirk Matten
ECON	Irene Henriques
ENTR	Moren Levesque & Chris Carder
FINE	Lilian Ng
HIMP	Amin Mawani/Joseph Mapa
IBUS	Farrokh Zandi
MINE	Richard Ross
MKTG	Eileen Fischer
ORGS	Kevin Tasa
OMIS	Manus Rungtusanatham
PLCY	Willow Sheremata
PROP	Jim Clayton

Other Schulich/University Roles

MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	Kostas Tsambourlianos
Director Global Relations	Theodore Peridis
Centre for Global Enterprise	Atipol Bhanich-Supapol /Douglas Kennedy
Hennick Centre, Co-Director	Peter Macdonald
York University Pension Plan	Pauline Shum Nolan
Executive Director, York Change	Ellen Auster

Other Academic Administrators

Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	Dirk Matten
Associate Dean External Relations	Theodore Noseworthy
Director, Schulich Centre for Teaching Excellence	Tom Medcof
Scientific Director of Innovation, Design, and Consumption Lab (NOESIS Lab)	Nicole Mead/ Peter Darke
Affirmative Action Coordinator	Ashwin Joshi

Area Affirmative Action Representatives

ACTG	n/a
ECON	n/a
FINE	Ming Dong
MKTG	Markus Giesler
ORGS	n/a
OMIS	Scott Yeomans
PLCY	n/a

YUFA Stewards

Jeff Everett
TBA

September 16, 2021

New Course Proposal: EMBA 5060: Quantitative Methods for Business

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 5060
3. **Credit Value:** 2.0
4. **Long Course Title:** Quantitative Methods for Business
5. **Short Course Title:** Quantitative Methods for Business
6. **Effective Session:** Winter 2022

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

This course is about quantitative methods for business and management applications. It will familiarize participants with basic mathematical tools, such as Differential Calculus and Statistics by applying them to economic problems and strategic decision making. Participants will also learn how to use Microsoft Excel for calculation, illustration and advanced applications.

8. **Expanded Course Description:**

This course is about quantitative methods for business and management applications. The aim of the course is to familiarize participants with basic mathematical tools, such as Differential Calculus as well as Statistics by applying them to economic problems and strategic decision making. Participants will also learn how to use Microsoft Excel for calculation, illustration and advanced applications, acquiring mutually reinforcing skills in Mathematics, Statistics, and Excel. The course begins with an online (asynchronous) component that focuses on basic mathematical skills. The second part of the course will contain 3 class (synchronous) sessions, introducing participants to (i) advanced Excel tools and functions, (ii) descriptive statistics and basic probability rules, and (iii) simple regression models.

9. **Rationale:**

The course is designed to introduce the basic mathematical and statistical skills needed to understand, analyze, and solve various problems encountered in business. Data, when effectively organized, combined, and compared, allows businesses to become more efficient and profitable, better understand their customers, price their products more effectively, and gain a competitive advantage.

The online mathematics tutorial and an optional Excel and basic statistics workshop have been offered to the KS EMBA students in the past in preparation for the compulsory Managerial Decision Analysis course (EMBA 5140). Expanding them to include regression analysis and putting all these components together into a 2-credit course will ensure a more consistent knowledge base and better preparation for this advanced statistics course. It also brings us in line with our partner schools in the Kellogg Global Network, all of which offer two quantitative methods courses in their core curriculum.

10. **Evaluation:**

Assessment for this course is based on three online tests following each of the asynchronous online modules (each accounting for 10% of the overall grade); three assignments, covering the topics from the synchronous portion of the course (15% each) as well as a final exam (20%) and class participation (5%), also based on the synchronous sessions.

11. Integrated Courses:

This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Hila Koren-Cohen (B.Sc., MBA), who has taught Statistics for Management Decisions, Operations Management, Information Systems and other courses at the Schulich School of Business, York University since 2005. Over the past few years, she already conducted the above-mentioned optional Excel and Statistics workshop in the KS EMBA program. Hila was a top ten Seymour Schulich Teaching Excellence Award nominee in 2014 and 2015, 2018-2019 and the recipient of a Seymour Schulich Teaching Excellence Award in 2016 and 2020. She received the John Peace Part-Time Faculty Teaching Award for the 2019-2020. Prior to her academic experience, Hila Koren-Cohen was involved in many IT projects in the health care industry, and worked as a consultant and business analyst for more than 10 years.

14. Physical Resources:

This course will be offered entirely remotely, first through asynchronous self-directed online modules and then through three synchronous Zoom sessions over consecutive Saturdays.

15. Bibliography and Library Statement:

The first part of the course relies on an online tutorial supplied (and consistently updated) by our partner from the Kellogg-WHU EMBA program at the Otto Beisheim School of Management in Vallendar, Germany. The second part draws on chapters from two textbooks, which will be supplied to the students: Camm et al., *Essentials of Business Analytics*, 4th ed. (Cengage Learning, 2017); and Fairhurst, *Using Excel for Business and Financial Modelling: A Practical Guide*, 3rd ed. (Wiley 2019). The former will continue to be used in the subsequent MDA course. Further readings are available via the York University Library, which also allows electronic access to relevant data bases and toolkits (see the attached statement).

QUANTITATIVE METHODS FOR BUSINESS

Instructor

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Assistant

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Instructor Biography

Since 2005, **Hila Koren-Cohen** (B.Sc., MBA), has taught *Statistics for Management Decisions*, *Operations Management*, *Information Systems* and other courses at the Schulich School of Business, York University, and was a top ten *Seymour Schulich Teaching Excellence Award* nominee in 2014 and 2015, 2018-2019 and the recipient of a *Seymour Schulich Teaching Excellence Award* in 2016 & 2020. She received the John Peace Part-Time Faculty Teaching Award for the 2019-2020. Prior to her academic experience, Hila Koren-Cohen was involved in many IT projects in the health care industry, and worked as a consultant and business analyst for more than 10 years.

Course Description

This course is about quantitative methods for business and management applications. The aim of the course is to familiarize participants with basic mathematical tools, such as Differential Calculus as well as Statistics by applying them to economic problems and strategic decision making. We will learn how to use Microsoft Excel for calculation, illustration and advanced applications. Participants will acquire mutually reinforcing skills in Mathematics, Statistics, and Excel.

Course Learning Outcomes

The course is designed to introduce the basic mathematical and statistical skills needed to understand, analyze, and solve various problems encountered in business. Data, when effectively organized, combined, and compared, allows businesses to become more efficient and profitable, better understand their customers, price their products more effectively, and gain a competitive advantage.

Organization of the course

The course begins with an online (asynchronous) component that focuses on basic mathematical skills. The aim of this part is to familiarize participants with basic mathematical tools, such as Differential Calculus and Functions. The second part of the course will contain 3 class (synchronous) sessions. In the first session, students will be introduced to Microsoft Excel and learn to work with and handle large datasets and use advanced Excel tools and functions. In the second session, students will be introduced to descriptive statistics and basic probability rules. Students will learn the fundamentals of describing data and probabilities to support decision making. In the last session, students will develop skills in building simple regression models to predict required information as well as understand relationships between data to generate the deeper insight that leads to superior decisions.

Deliverables at a Glance

Class participation credit will be awarded for in-class learning through the completion of individual and group activities within the virtual classroom setting. Students will demonstrate their mastery of concepts and approaches through individual homework assignments and formal testing.

Assignment/Task	Quantity	Weight %	Total	Author/ (individual/Group etc)	Due
Part I – Online modules					
Online Test 1 - Essential Mathematics & Economic applications (Covers online module 1 & 2)	1	10	10	Individual	Jan 21
Online Test 2 - Functions with one variable, derivatives, and optimization (Covers online module 3)	1	10	10	Individual	Jan 21
Online Test 3 - Functions with two or more variables, partial differentiation, and economic applications. (Covers online module 4)	1	10	10	Individual	Jan 21
Part 2 – Synchronous sessions					
Assignment 1 – Excel	1	15	15	Individual	
Assignment 2 – Descriptive statistics & probabilities	1	15	15	Individual	
Assignment 3 – Regression	1	15	15	Individual	
Final exam (Covers material from Part 2- Synchronous sessions)	1	20	20	Individual	
Class participation	3	1	5	Individual/Group	In Class
			100%		

For details, see “Written Assignments/Projects and Exam[s]: Description and Evaluation” (p. 3-4).

Course Material

Required reading for this course consists of the following books:

1. Camm, Cochran, Fry, Ohlmann, Anderson, Sweeney and Williams: **Essentials of Business Analytics, 4th ed.**, Cengage Learning, 2017. ISBN # 9780357131787.
2. Fairhurst, **Using Excel for Business and Financial Modelling: A Practical Guide**, 3rd Edition, 2019, Wiley. ISBN: 978-1-119-52035-1

We will only be covering certain chapters and sections of the text in this introductory course. Specific chapter references will be provided on a lecture by lecture basis (see “Class-by-Class Syllabus” below). There are additional topics provided in the text that you may wish to explore in the future.

Materials specific to this course, including lecture slides, Excel spreadsheets, practice problems and other supporting materials will be posted on Canvas. Check it frequently. Any additional optional readings will also be made available through Canvas.

Class Preparation and Participation

Preparation. The material in this course requires practice to gain proficiency. Reading the textbook and attending lectures provides the foundation for conceptual understanding and learning. However, it is through exposure to solving a variety of problems that true mastery is gained. The best way to discover how much you know is to try to solve a problem. You will learn the most if you first attempt solving a problem on your own before seeking help. While working in groups is helpful to take your understanding to the next level, it is advisable to first attempt to solve problems individually before meeting with a study group to compare answers and share solution approaches or seeking help during office hours.

Some suggested practice problems will be provided on Canvas for each of the topic areas we will explore, but you do not need to limit yourself to these problems. The textbook provides solutions to even numbered problems and many other problems are available through a variety of sources. Your instructor can provide suggestions for anyone looking for additional practice resources.

Students vary both in learning style and in initial familiarity and comfort with the material. Some students may find it helpful or essential to read the textbook in preparation for class, while others may benefit more from using the textbook as a support resource to clarify or reinforce concepts covered in class. The course has been explicitly designed to support the varied needs of the student population.

Class Participation (contribution). During the synchronous lecture sessions will involve a significant component of active problem solving. In particular, we will be making regular use of Excel as we explore different aspects of quantitative analysis. Students will be expected to work on problems individually and in groups during class sessions and individuals or groups may be called upon to share their analysis with the class. Active participation in class has been shown to positively correlate with class performance.

To further encourage and reward class participation, among the in-class activities will be 3 specific activities spread throughout the sessions for which students will earn participation credit toward the final course grade. Some activities may be individual, while others may be done in groups.

Assignments and Exams: Description and Evaluation

Online Module – milestone tests: 3x 10% = 30%

The Online Module component of this course (asynchronous) contains 4 lectures. At the end of lecture 1 & 2 you will take the first milestone test to check if you have gained the knowledge related to the topics covered. Two additional milestone tests will be conducted after lectures 3 and 4 respectively. All 3 tests are multiple choice tests and contain 5 questions each. The duration of the test is 20 minutes and you will have two attempts only. Test grades will be allocated as follows: for each test, if your score is 5 points out of 5 = 100%; if your score is 4 points out of 5 = 80%; if your score is 3 points out of 5 = 70%; if your score is 2 points out of 5=60%, if your score is 1 point out of 5=50%, if your score is 0 points out of 5 = 0%.

Assignments (3 @ 15% = 45% total)

Each synchronous session we will focus on a different topic area. At the conclusion of each topic discussed, students will complete an individual homework assignment. The particulars of the assignment, including deliverables in each case, will be specified and posted on Canvas. Assignments should be concise and professional in delivery.

Due Dates: All assignments are due by 11:59 pm on the Friday following the corresponding week of lectures. In particular:

	<i>Due date:</i>
<i>Assignment 1 – Excel</i>	<i>Jan 28 @ 11:59pm</i>
<i>Assignment 2 – Descriptive statistics & probabilities</i>	<i>Feb 4 @ 11:59pm</i>
<i>Assignment 3 – Simple Regression</i>	<i>Feb 11 @ 11:59pm</i>

Submission Method: submit via Canvas

Evaluation: The grading rubric for each assignment will be provided along with the assignment itself. Grades will be assessed on a letter scale and will be aggregated as described in “Calculation of Course Grade” below.

Final Exam (20%)

The final exam will span all of the material covered in the second part of the course (synchronous). It will be practical in nature, requiring the solution for short problem/s in each of the topic areas. The exam will be a timed exam via Canvas. The best preparation for the exam is continued practice solving and exploring a variety of new problems. Ensure that you upload your work in a timely manner. No late exams will be accepted. The final exam is an individual activity. You may use any materials provided in the course and may refer to external sources (textbooks.). You may NOT consult with other students or any other person (other than the instructor) - your work must be your own.

Exam Date: TBA

Submission Method: submit via Canvas

Format: TBA

Evaluation: Grades will be assessed on a letter scale and will be aggregated as described in “Calculation of Course Grade” below.

Assignments and Exams: General Rules

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.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Class Participation

- Class participation credit can only be earned for actively participating physically (and mentally) in the in-class exercises. There is no substitution for class participation – it is either earned or not.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

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

Assignments and the final exam will be graded percentage. Participation grades will be allocated as follows: participation in all 3 sessions = 100%; participation in 2 sessions = 75%; participation in 1 session = 60%; no participation = 0%.

To calculate the final grade the percentage marks of each component will be multiplied by the weight and sums to the total course mark. Finally, the course mark (%) will be translated into the corresponding letter grade.

A+	100%	to	90%
A	< 90%	to	85%
A-	< 85%	to	80%
B+	< 80%	to	75%
B	< 75%	to	70%
B-	< 70%	to	65%
C+	< 65%	to	60%
C	< 60%	to	55%
C-	< 55%	to	50%
F	< 50%	to	0%

Class-by-Class Syllabus

This course is organized into 2 parts, part 1 – Online module, part 2 – three synchronous sessions:

	DATES	TOPIC	CHAPTER(s)
PART 1:			
ONLINE	To be completed by Jan 21, 2022	Essential Mathematics & Functions	See posted videos & material on Canvas
PART 2:			
SESSION 1 Zoom class	Jan 22, 2022	Excel	TBA
SESSION 2 Zoom class	Jan 29, 2022	Descriptive statistics & Probabilities	2.1-2.8 & 4.1-4.3
SESSION 3 Zoom class	Feb 5, 2022	Simple Regression	7.1-7.5

During part 2, at the conclusion of each session, students will complete an assignment which will be due the following weekend (by Friday 11:59 pm).

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

SESSION 1 – EXCEL

Excel is the industry leading spreadsheet program, a powerful data visualization and analysis tool. It is the most used spreadsheet program in many business activities. Users can calculate, organize, and evaluate quantitative data using Excel spreadsheets. Excel also helps users to speed up productivity and support users to be more efficient when dealing with large amounts of data and calculations.

Understanding advanced Excel capabilities will allow you to use its more sophisticated tools, which will allow you to complete your tasks and analyze your data more efficiently.

Class will review the following:

- Absolute/relative reference
- Name cells
- Data analysis tool
- BEP/Goal Seek Analysis
- Managing large data files (Sort, Filter)
- Pivot Table
- Data tables
- Text to Columns
- Look up functions
- Security & Protection
- Validation
- Excel statistical Functions
- Logical function
- Financial functions

Students will require access to Excel via Windows. You can install Office 365 for free by logging into office.com with your Yorku account. Mac users will need Windows for Mac.

Supporting material:

Excel textbook – chp' TBA

SESSION 2 – DESCRIPTIVE STATISTICS & PROBABILITIES

Descriptive statistics is a part of business statistics that processes and presents data. During this class students will learn how to process, analyze, and interpret data. Students also will be introduced to basic probability concepts to build skills and knowledge foundation for the Managerial Decision Analysis course.

- Class will review basics of descriptive statistics (types of data, mean, variance, standard deviation, covariance, correlation), and graphing fundamentals (histogram, scatter plot)
- Class will review basic probability concepts such as marginal, joint and conditional probabilities

Required Reading: (as needed to support understanding and application of material)
Camm Textbook (Chapter 2 – Section 2.1-2.8; Chapter 4 – Sections 4.1-4.3)

SESSION 3 – SIMPLE REGRESSION MODELS

Deeper understanding of business situations is central to improved decision making. One way to develop this deeper understanding is by recognizing relationships between data. Sometimes we lack the information we need but may be able to infer it indirectly from other observable values. In this session we will explore the basics of regression as a tool for understanding relationships between data and for predicting information necessary for decision making when it is not directly available.

Simple Linear Regression

With simple linear regression, we explore the link between one variable and another:

- Are 2 factors related to each other? If so, how?
- How strong is the relationship?
- How reliably can you predict one factor from another?

Required Reading: (as needed to support understanding and application of material)
▪ Chapter 7 - Sections 7.1-7.5

FINAL EXAM: TBA

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for KS EMBA 5060
Course: Quantitative Methods for Business

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

DATE: March 17, 2021

This is a course offered to the Kellogg-Schulich EMBA program. It is about quantitative methods for business and management applications. The aim of the course is to familiarize students with basic mathematical tools, such as Differential Calculus as well as Statistics by applying them to economic problems and strategic decision making. Students will learn how to use Microsoft Excel for calculation, illustration and advanced applications. Students will acquire mutually reinforcing skills in Mathematics, Statistics, and Excel. Textbooks are purchased for students by the KSEMBA program.

While York University Libraries are not required to support this course directly, the online resources available to support this course are summarized and are available to all registered students remotely. Three key e-book platforms of relevance are *Proquest Ebook Central*, *Ebook at Scholars Portal*, and *Ebsco eBooks*. Streaming videos are also available on topics relevant to this course through the *Films on Demand* and *LinkedIn Learning* platforms.

In addition, York University Libraries provide KSEMBA students with access to a range of databases, e.g. *Proquest Business*, *Business Source Complete*, *JSTOR* and *Scholars Portal Journals*. Students can use these databases to identify articles on themes taught in this course to supplement assigned course materials.

Students can also consult the libraries' research guides:

Finding Business Articles

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

Business Citation Guide

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

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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Shanker Trivedi, Program Director of the MACC/DIAc/DAAc programs
Date: June 21, 2021
Re: Offering Term 0 courses of the Diploma in Intermediate Accounting program in Hyderabad as an additional location with admission requirements unique to it.

Motion:

That Faculty Council approve the following changes to the Master of Accounting and the Diploma in Intermediate Accounting:

1. Add an additional location in Hyderabad, India (DIAc)
2. Amend the admission requirements for students to study in this location (DIAc/MAcc)

Rationale:

The Schulich Hyderabad campus is currently unused during the summer months and the proposed DIAc Term 0 program in Hyderabad allows for the use of these facilities over these summer months. This proposal envisages offering Term 0 of the DIAc program in Hyderabad in the summer to graduates of three-year business and non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation.

The existing admission standards for admission into the DIAc and MAcc programs require a four-year bachelor's degree. In contrast, most business, arts and science degrees in India are three-year degrees. These degrees are generally assessed as being equal to four-year degrees by CPA Canada. Therefore, currently we are potentially preventing a significant number of highly qualified students from India from applying to our DIAc/MAcc programs, even as we struggle to admit quality students from other locations.

Major Modifications Proposal

1. Faculty: Schulich School of Business
 2. Department: Accounting Area
 3. Program: Diploma in Accounting/Master of Accounting
 4. Degree Designation: Diploma in Intermediate Accounting (DIAC)/Master of Accounting (MAcc)
 5. Type of Modification: Addition of a new location in Hyderabad, India for Term 0 of the DIAC/MAcc program and changes to the admission requirement specific to this location.
 6. Location: Hyderabad, India. (during summer months, in addition to current program at the Keele campus)
 7. Effective Date: Summer 2022
-

8. Provide a general description of the proposed changes to the program.

The proposal seeks to add a new location option at Hyderabad, India for Term 0 of the DIAC program, with admission requirements unique to that location. On completion of Term 0 in Hyderabad the students of this program will join other DIAC students of the existing DIAC/MAcc program from Term 1 onwards at the Keele campus in Toronto.

9. Provide the rationale for the proposed changes.

Accounting designations in India such as the Chartered Accountant, Cost Accountant, Company Secretary are highly desirable designations. For example, currently close to 850,000 students are enrolled with the Institute of Chartered Accountants of India. Many of these individuals on obtaining their designation also choose to immigrate abroad, including to Canada, for career and other prospects. Canada is especially attractive for these professionals given the need for high quality immigrants and professionals in the expanding Canadian labor market. However, the transition from India to Canada is not seamless for these individuals given that the Indian designations are not accorded parity status by the Canadian Chartered Professional Accountant (CPA) institute. Holders of these Indian designations are required to pass the Common Final Exam (CFE) exam of the Canadian CPA Institute, a task that many of them fail to achieve given they lack appropriate training in the case method used on the CFE. Further, the Indian

designations are not well recognized in the Canadian job market. Therefore, immigrant Indian accounting professionals often face significant difficulty in gaining entry into the Canadian job market and progressing in their careers even after securing a job.

The DIAc/MAcc program at Schulich allows international students to get trained all the way to the CFE. The unique Schulich Accounting Case Method allows our graduates to become familiar with the case method used on the CFE from day 1 of the program. Further, the DIAc/MAcc program is regarded as an elite program by recruiters and employers in Canada, thereby ensuring that our graduates not only obtain attractive jobs relatively easily in Canada but also allows them to progress in their careers. However, the existing DIAc/MAcc program in Toronto requires applicants to hold a four-year undergraduate degree. In contrast, most business, arts and sciences degrees in India are only for three years. This means that under the existing admission requirement many academically gifted and promising students in India are prevented from being admitted into our DIAc/MAcc program. At the same time, we want to continue to require a four-year undergraduate degree of applicants to our program in Toronto to maintain high academic standards. We want to make an exception to the four-year degree requirement only for the Term 0 students in India since we are confident in attracting high quality students to that program even with the revised admission requirement. We plan on admitting a cohort of 50 students into the India DIAc Term 0 every academic year starting hopefully from 2022. We will admit students of good academic standing holding three- or four-year degrees, who meet the 120-credit hour equivalent requirement of CPA Canada as assessed by the World Education Services (WES), into the proposed program. Based on our discussions with CPA Ontario, typically WES assesses an Indian student's 3-year degree as being equivalent to a 4-year Canadian bachelor's degree, when certain criteria are met. We will use the same criteria as required by CPA Canada for admitting students in the proposed program in India, in addition to our other usual admissions criteria.

Our master's program is equivalent to the Professional Education Program (PEP) program offered by the CPA institute to prepare them for the Common Final Exam (CFE) of the institute. The 120-credit hour requirement referred to above is enforced by the CPA institute for admitting students into their PEP program. Therefore, using the same criteria as those imposed by the CPA institute, in addition to the other admissions criteria currently in place, including requirements relating to certain prerequisites, for admitting students into Term 0 of the DIAc at the Hyderabad location will ensure that the admitted students will have adequately mastered those learning objectives and possess the competencies required to successfully complete our DIAc and MACC programs.

10. Comment on the alignment between the program changes with Faculty and/or University academic plans.

The proposed Term 0 of the DIAC program in Hyderabad will be delivered over the summer semester at the Schulich Hyderabad campus. Currently, only the Schulich MBA India program is being offered over the fall and winter semesters at the Hyderabad campus. Therefore, the Schulich India physical facility is vacant during the summer semester. The current Program Director of the Schulich India MBA program is very supportive of this initiative given the very beneficial sharing of physical resources that the proposed addition of new location will make possible. The proposed location will complement the existing DIAC/MAcc program by attracting a new pool of students that have hitherto not been targeted by the existing program located on Keele campus.

11. If applicable, provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).

There will be no change from the learning outcomes that currently apply to the existing DIAC/MAcc program offered at the Keele campus. The method of course delivery and the method of assessment in Hyderabad of the Term 0 students will also be identical to those used in the current DIAC/MAcc program offered at the Keele campus.

12. 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.

Consultations were undertaken within Schulich, especially with the Program Director of the Schulich India program and the senior management of Schulich. As indicated previously, the Program Director of the Schulich India program is highly supportive of the current proposal given that it does not conflict with but compliments the existing Schulich India MBA program in terms of the more efficient utilization of the physical space in Hyderabad, India. The senior management team within Schulich, including the current acting dean, associate dean academic, the associate dean students, and the operating committee are all supportive of the proposed program. Consultations were also held with the two areas within which two of the courses taught in Term 0 of the DIAC are housed—the OMIS area for OMIS 6710 and the Policy area for MGMT 6200. Both areas and the concerned course coordinators are supportive of this initiative as the related emails attached to this proposal attest. The Schulich DIAC/MAcc program is the only program within York University that offers a master's degree in accounting. Therefore, the

proposed changes have no impact on other programs within York University.

13. If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes.

All bachelor's degrees in India, other than professional degrees like medicine and engineering, are three-year degrees. Many of these three-year degree programs are adjudged to be equal to Canadian four-year master programs by CPA Canada, meeting their 120-credit hour equivalent requirement as assessed by the World Education Services (WES), when certain criteria are met. We will use the same criteria as required by CPA Canada for admitting students in the proposed program in India, in addition to our other usual admissions criteria.

14. 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.

The proposed Term 0 of the DIAC program in Hyderabad will be delivered over the summer semester at the Schulich Hyderabad campus. Currently, only the Schulich MBA India program is being offered over the fall and winter semesters at the Hyderabad campus. Therefore, the Schulich India physical facility is vacant during the summer semester. A maximum of six faculty members/instructors will need to travel to India and stay there for the 4-6 weeks (length of term yet to be decided) duration of the term in India. The variable costs in relation to these faculty members such as travel, stay etc. will be at the same rate as the costs borne in relation to faculty members teaching in the existing MBA program in India. The courses that these faculty members/instructors would have otherwise covered in Toronto will now have to be covered by other faculty members/instructors. We do not envisage any problems in obtaining these additional teaching resources given the rich and deep pool of teaching resources available to the accounting area of Schulich. As pointed out earlier, the current Program Director of the Schulich India MBA program is very supportive of this initiative given the very beneficial sharing of physical resources that the proposed program will make possible. The senior management team within Schulich, including the current acting dean, associate dean academic, the associate dean students, and the operating committee are all supportive of the proposed program.

15. When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes.

The revised mode of delivery in terms of offering Term 0 of the DIAC program in Hyderabad has no impact on the achievement of the program's learning outcomes, since the content delivered and the mode of delivery will be identical to what is currently in place at the Keele campus.

16. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

No changes to the assessment of teaching and learning are envisaged under the proposed program change.

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

The proposed program will have no impact on students currently enrolled in the program in the Keele campus of York University. Thus, there is no necessity for providing any accommodation to them consequent to the proposed program.

18. Provide the following appendices:

- A) Program Learning Outcomes (eight to twelve)
- B) 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.

Appendix A

Program Learning Outcomes

1. Breadth and Depth of Knowledge	Have demonstrated levels of proficiency in all of the technical competency areas of accountancy including: Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation
	Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.
2. Research and Scholarship	Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;
	Can generate well-structured and formatted reports on the basis of this research;
	Can apply the results of academic research in accounting case situations;
	Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.
3. Level of Application and Knowledge	Be able to make sound decisions in different and complex situations, including different organizations and industries, by applying a mix of evidence, reason, and judgment while considering multiple perspectives
4. Professional Capacity/ Autonomy	Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face
	Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas
	Can demonstrate the ability to act with integrity, transparency and in the public interest
5. Level of Communication Skills	able to write concise, well-structured and well-researched reports
	Demonstrate the ability to present and communicate their ideas clearly and effectively
	Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports
6. Awareness of Limits of Knowledge	Demonstrate an awareness of the limitations of financial data as a basis for decision making
	Demonstrate an awareness of different schools of thought that govern financial reporting practice
	Can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information

The above objectives are achieved in the following ways:

Depth and Breadth of Knowledge: All students are required to take a minimum of 36 credit hours related to the six broad areas of accountancy practice. For CPA accredited-stream students a total of 45 credit hours of courses related to these fields are required.

Research and Scholarship: Whilst a thesis is not required to complete the program, all required courses have an applied research component. All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized. In addition, in some courses, required readings include academic journal articles.

Level of Application and Knowledge: The two required six-week case courses ensure that students learn to apply and integrate knowledge from the various sub-fields of professional accountancy to complex business situations. The 3-credit hour case course develops students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.

Professional Capacity / Autonomy: Students in the program take a minimum of two six-week case courses which develop their critical thinking skills. Moreover, ethical decision making is a central theme of all of the program's case-based courses. In addition to the required 12-week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance and Taxation courses.

Communication Skills: The majority of the program's courses require students to make group presentations where communication and presentation skills are honed.

Awareness of Limits of Knowledge: Case-based teaching will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making. In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields.

Appendix B

Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar for the DI Program

<p>GRADUATE DIPLOMA IN INTERMEDIATE ACCOUNTING</p> <p>The Graduate Diploma in Intermediate Accounting develops students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario. The curriculum is academically rigorous and comprises 30 credits over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich's Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>	<p>GRADUATE DIPLOMA IN INTERMEDIATE ACCOUNTING</p> <p>The Graduate Diploma in Intermediate Accounting develops students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three -year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation. The curriculum is academically rigorous and comprises 30 credits over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich's Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>
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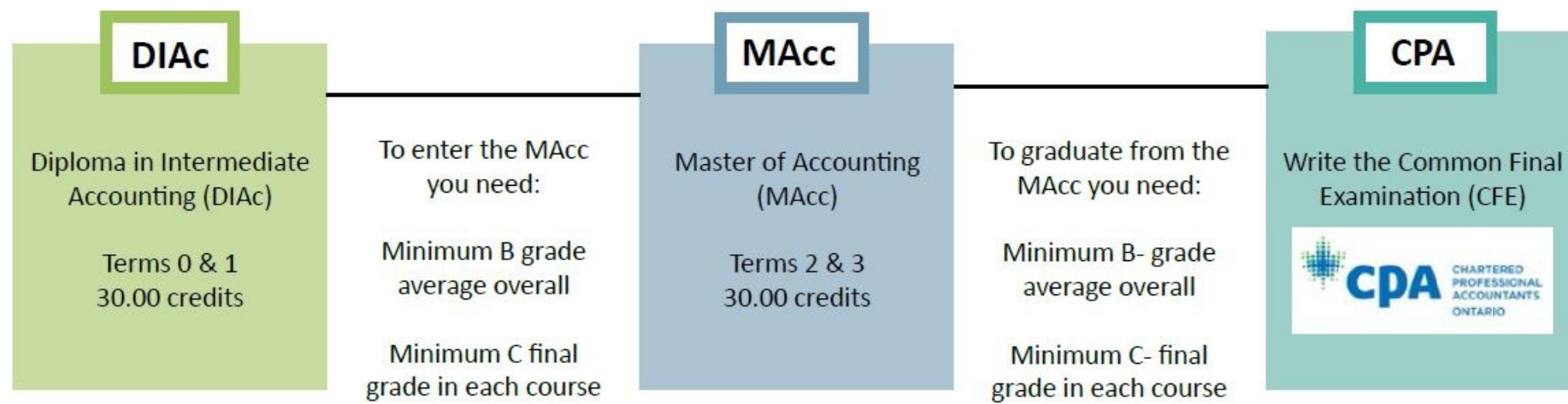
Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar for the MAcc Program

<p>MASTER OF ACCOUNTING</p> <p>The Graduate Program in Accounting is a professional master's degree program designed to develop students' academic and intellectual abilities in all fields of professional accountancy.</p> <p>The 12-month (three term), 45-credit program is accredited by the Chartered Professional Accountants of Ontario. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.</p> <p>The program places heavy emphasis on developing students' critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity through applied case analysis.</p>	<p>MASTER OF ACCOUNTING</p> <p>The Graduate Program in Accounting is a professional master's degree program designed to develop students' academic and intellectual abilities in all fields of professional accountancy.</p> <p>The 12-month (three term), 45-credit program is accredited by the Chartered Professional Accountants of Ontario. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.</p> <p>The program places heavy emphasis on developing students' critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity through applied case analysis.</p>
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<p>Cases also help to develop students' appreciation of multiple viewpoints and perspectives. This program is designed to provide a strong foundation for initial career placement (also through an optional internship in Term 3) and long-term career growth.</p> <p>Admission to the Master of Accounting is open to graduates from business programs. Non-business graduates are encouraged to apply for the Graduate Diploma in Intermediate Accounting.</p> <p>The Graduate Program in Accounting can be completed on a full-time basis. Entry is fall or summer term.</p> <p>Please visit http://schulich.yorku.ca for more information.</p> <p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> ❖ Applicants with a non-Canadian or non-business degree must first complete the Diploma in Intermediate Accounting (DIAC), which is an eight-month graduate diploma to bring internationally educated and non-business students up to speed on accounting principles and tax practices for the MAcc. ❖ Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non- accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 1 of the MAcc. ❖ Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 2 of the MAcc. ❖ All applicants should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich i/BBA students should also have a minimum B (6.0) average in all CPA courses. ❖ Post-graduate work experience is recommended but not required. ❖ Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich within the last five years. Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. 	<p>Cases also help to develop students' appreciation of multiple viewpoints and perspectives. This program is designed to provide a strong foundation for initial career placement (also through an optional internship in Term 3) and long-term career growth.</p> <p>Admission to the Master of Accounting is open to graduates from business programs. Non-business graduates are encouraged to apply for the Graduate Diploma in Intermediate Accounting.</p> <p>The Graduate Program in Accounting can be completed on a full-time basis. Entry is fall or summer term.</p> <p>Please visit http://schulich.yorku.ca for more information.</p> <p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> ❖ Applicants with a non-Canadian or non-business degree must first complete the Diploma in Intermediate Accounting (DIAC), which is an eight-month graduate diploma to bring internationally educated and non-business students up to speed on accounting principles and tax practices for the MAcc. ❖ Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non- accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 1 of the MAcc. ❖ Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 2 of the MAcc. ❖ All applicants other than those with eligible three-year degrees from India who have completed Term 0 of their DIAC program at the Schulich campus in India should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich i/BBA students should also have a minimum B (6.0) average in all CPA courses. ❖ Post-graduate work experience is recommended but not required. ❖ Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich within the last five years. Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.
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<p>DEGREE REQUIREMENTS</p> <p>Students must successfully complete:</p> <ul style="list-style-type: none"> ❖ 45 credits of coursework, consisting of: ❖ 36 credits of core courses, and, ❖ 9 credits of electives from four sets of electives. <p>All other requirements are identical to those of Schulich's other master's programs.</p>	<p>DEGREE REQUIREMENTS</p> <p>Students must successfully complete:</p> <ul style="list-style-type: none"> ❖ 45 credits of coursework, consisting of: ❖ 36 credits of core courses, and, ❖ 9 credits of electives from four sets of electives. <p>All other requirements are identical to those of Schulich's other master's programs.</p>
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MAcc at a Glance (Term 0 & Term 1 Entry) Toronto Regular DIAc/MAcc Program

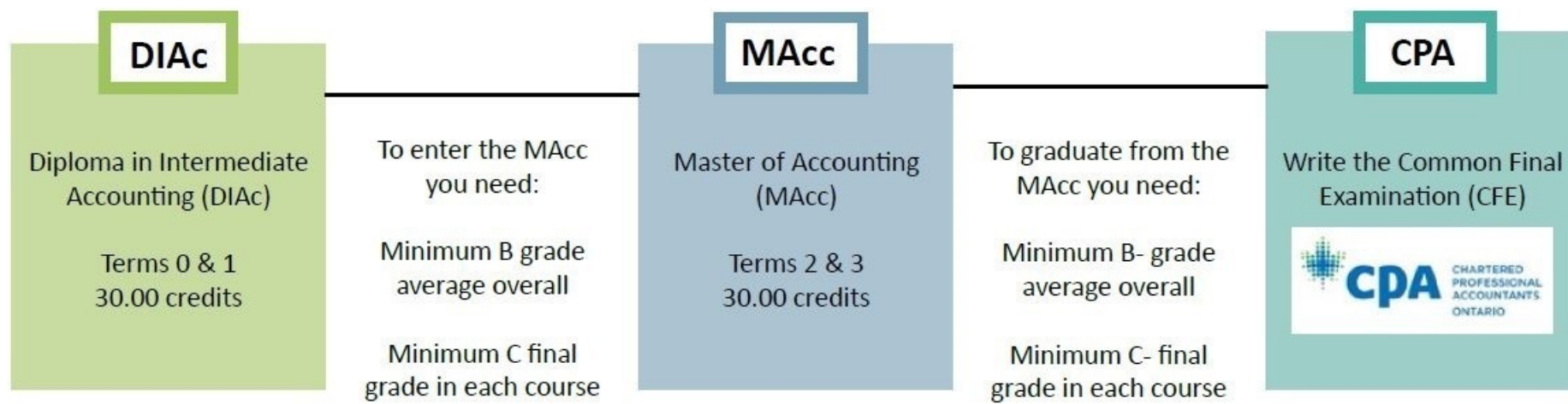


Diploma in Intermediate Accounting (DIAc): Terms 0 & 1		Master of Accounting (MAcc): Terms 1, 2 & 3	
Term 0: Summer (15.00 credits)	Term 1: Fall (15.00 credits)	Term 2: Winter (15.00 credits)	Term 3: Summer (15.00 credits)
MAcc 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II	ACTG 6301 3.00 Integrative Case Analysis for Accountants	ACTG 6401 3.00 Advanced Integrative Case Analysis
MAcc 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis	ACTG 6720 3.00 Advanced Income Taxation	ACTG 6501 3.00 Integrative Case Analysis: the Capstone
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting	EXIT ➤	ACTG 6601 3.00 Management Accounting: Strategy and Performance
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications		ACTG 6801 3.00 Strategic Leadership Planning and Case Analysis
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation	Assurance* ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing	ACTG 6650 3.00 Strategic Performance Evaluation
	MAcc 6201 1.50 Multi-Competency Case Analysis for Accountants	Tax* ACTG 6730 3.00 Managerial Tax Planning	
		Performance Management* SGMT 6000 3.00 Strategic Management	

Core Courses
Elective Courses

*Students normally choose any TWO (2) sets of electives subject to the availability of course offerings in the 2020-2021 academic year. Students pursuing public accounting must complete Tax and Assurance.

MAcc at a Glance (Term 0 & Term 1 Entry) Proposed Hyderabad DIAC/MAcc Program



Diploma in Intermediate Accounting (DIAC): Terms 0 & 1

Master of Accounting (MAcc): Terms 1, 2 & 3

Term 0: Summer (15.00 credits)

MAcc 5101 3.00
Financial Accounting
Fundamentals

MAcc 5211 3.00
Management Accounting
Fundamentals

ACTG 6120 3.00
Intermediate Financial
Accounting I

OMIS 6710 3.00
Management
Information Systems

PLUS:

MGMT 6200 3.00
Business Administration
and the Law

Term 1: Fall (15.00 credits)

ACTG 6140 3.00
Intermediate Financial
Accounting II

ACTG 6250 3.00
Financial Reporting
& Analysis

ACTG 6550 1.50
Advanced Management
Accounting

ACTG 6600 3.00
Auditing Standards
& Applications

ACTG 6710 3.00
Introduction to
Income Taxation

MAcc 6201 1.50
Multi-Competency
Case Analysis
for Accountants

Term 2: Winter (15.00 credits)

ACTG 6301 3.00
Integrative Case Analysis
for Accountants

ACTG 6720 3.00
Advanced Income
Taxation

Assurance*
ACTG 6160 3.00
Advanced Financial
Accounting
ACTG 6610 3.00
Advanced Auditing

Tax*
ACTG 6730 3.00
Managerial Tax Planning

**Performance
Management***
SGMT 6000 3.00
Strategic Management

Term 3: Summer (15.00 credits)

ACTG 6401 3.00
Advanced Integrative Case
Analysis

ACTG 6501 3.00
Integrative Case Analysis:
the Capstone

ACTG 6601 3.00
Management Accounting:
Strategy and Performance

ACTG 6801 3.00
Strategic Leadership
Planning and Case Analysis

ACTG 6650 3.00
Strategic Performance
Evaluation

EXIT



**Offered in Hyderabad in
summer, 1st term -- 6
weeks & 2nd term -- 4
weeks.**

Offered as part of regular
program in Toronto

Core Courses
 Elective Courses

*Students normally choose any TWO (2) sets of electives subject to the availability of course offerings in the 2020-2021 academic year. Students pursuing public accounting must complete Tax and Assurance.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Lilian Ng, Scotiabank Chair in International Finance
Date: August 27, 2021
Re: Approval of New Course: Sustainable Finance and Impact Investing (FINE 6880)

Motion:

That Faculty Council approves a new course titled, "Sustainable Finance and Impact Investing," FINE 6880 in the MBA and MFIN Programs.

Rationale:

Sustainable Finance has experienced rapid growth in recent years, as evidenced by the increase in new sustainability-investment products, new capital flows, and new initiatives developed by security market regulators, assets owners, corporations, and other market actors. Given the current demand for finance professionals with this expertise is on the rise, this course is important and timely for our MBA and MFIN students.

The CFA Institute offers a certificate in ESG investing, and this is a premier qualification. (<https://www.cfauk.org/study/esg#gsc.tab=0>). This course will help students prepare for the certificate.

New Course Proposal Form

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

1. **Program:** MBA & MFIN
2. **Course Number:** FINE 6880
3. **Credit Value:** 3.0
4. **Long Course Title:** Sustainable Finance and Impact Investing
5. **Short Course Title:** Sustainable Finance and Impact Investing
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**

This course covers diverse aspects of sustainable finance, including ESG measurement, socially responsible and impact investing, integrated reporting, and risk management, and provides rigorous training at the nexus of sustainability and financial management. Students will gain insights into sustainable and responsible decision-making in finance and how corporations and investors respond to market forces and regulations requiring them to invest responsibly.

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

8. **Expanded Course Description:**

This course is designed for students who want to better understand how investment mechanisms can be structured to address critical social and environmental challenges and be positioned to work in the expanding impact investing industry. It will cover diverse aspects of sustainable finance, including ESG measurement, socially responsible and impact investing, integrated reporting, impact measurement and management, and investment management to evaluate specific cases and investment tools in areas, such as environmental markets, climate change, microfinance, and shareholder activism. The course will also explore the meaning and importance of sustainable business practices that adhere to ethical social responsibility standards through several case studies and simple econometric analyses.

9. **Course Learning Outcomes**

Students will have rigorous training to analyze sustainable finance and impact investing and become equipped with current investment strategies. In addition, students will gain a solid foundation in understanding how regulations and market forces provide incentives that encourage desired corporate and investor behaviors.

Finally, this course will prepare students interested in pursuing careers in sustainable finance and investment.

10. Rationale:

Sustainable Finance has experienced rapid growth in recent years, as evidenced by the increase in new sustainability-investment products, new capital flows, and new initiatives developed by security market regulators, assets owners, corporations, and other market actors. Given the current demand for finance professionals with this expertise is on the rise, this course is important and timely for our MBA and MFIN students.

The CFA Institute offers a certificate in ESG investing, and this is a premier qualification. (<https://www.cfauk.org/study/esg#gsc.tab=0>). This course will help students prepare for the certificate.

11. Evaluation:

Participation	10%
Individual assignments	40%
Team assignments	50%

12. Integrated Courses:

N/A

13. Crosslisted Courses:

N/A

14. Faculty Resources:

Lilian Ng will be the regular instructor. The course will be offered once a year.

15. Physical Resources:

A classroom

16. Bibliography and Library Statement:

Required

Edmans, A., 2020. *Grow the pie: How great companies deliver both purpose and profit*. Cambridge: Cambridge University Press. (Edmans)

Recommended

Godeke, S. and Briaud, P., 2020. *Impact Investing Handbook*, Rockefeller Philanthropy Advisors, Available Free Online. ([IIH](#))

Krosinsky, C. and Purdom, S., 2017. *Sustainable Investing: Revolutions in Theory and Practice*, Routledge (KP)

OECD (2020), *OECD Business and Finance Outlook 2020: Sustainable and Resilient Finance*, OECD Publishing, Paris, ([OECD](#))

Tobin, J. and Mitchell, A.W., 2021. The Little Book of Investing in Nature. Available Free Online. ([TM](#))

Many of the recommended readings articles for this course are available free online.

Below is a partial list. See Course Outline for a Complete List.

- IIRC Institute and Sustainalytics, “How Investors Integrate ESG: A Typology of Approaches”, April 2017. ([IIRC](#))*
- Principles for Responsible Investment, “A Practical Guide to ESG Integration for Equity”, 2016. ([PRI-Guide](#))*
- Blackrock, Sustainability goes mainstream: 2020 Global Sustainable Investment Survey ([Blackrock](#))
- Handbook on Responsible Investment Across Asset Classes, Boston College Center for Corporate Citizenship ([BC Handbook](#))
- Atta-Darkua, V., Chambers, D., Dimson, E., Ran, Z., and Yu, T., 2020, “Strategies for Responsible Investing: Emerging Academic Evidence”, The Journal of Portfolio Management, Ethical Investing, p. 26-35.
- GSIA (2020) Global Sustainable Investment Review 2020. ([GSIA](#))
- Principles for Responsible Investment ([UNPRI](#))

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

17. Instructors and Faculty Coordinator

Initial instructor

Lilian Ng

Alternative instructors

Aleksandra Rzeknik

Pouyan Foroughi

Course coordinator

Lilian Ng

18. Specializations

Primary area or specialization

Finance

Secondary areas or specializations

Business Sustainability

19. Student Contact and Enrolment

Contact hours

36 contact hours per term

Maximum enrolment

45

Expected enrolment

45

Evidence for enrolment expectations

It will be an elective for MBAs and MFINs and could be extended to other specialized Master's programs.

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.

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

Course Originator

Lillian Ng August 26, 2021
Signature Date

Lilian Ng
Name

Supporting Faculty Members

Melanie Cao Pouyan Foroughi

Yelena Larkin Aleksandra Rzeznik

Yisong Tian

Mark Kamstra

Perry Sadorsky Irene M Henriques

Pauline Shum Nolan Avis Devine

Eileen Fischer Dirk Matten

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.

Lillian Ng August 26, 2021

Signature Date

Lillian 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 Aug 26, 2021
Signature Date

Ashwin Joshi MBA
Name of Program Director Program

Program Committee

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

Marcia Annisette September 9, 2021
Signature Date

Marcia Annisette Master Programs Committee
Name of Committee Chair Committee

Course Outline

Winter 2022

Section X: Day/Time/Room

Instructor

Dr Lilian Ng
N223 - Seymour Schulich Building
SFII.FINE@gmail.com (strictly for this class)
Office hours: By appointment

Assistant

Carolyn Potter
N204A
+1.416.736.5072
mfin@schulich.yorku.ca

Professor Ng is Professor of Finance and holds the Scotiabank Chair in International Finance. Before joining the Schulich School of Business, she held permanent positions at the University of Wisconsin-Milwaukee, University of Texas-Austin, and City University of Hong Kong, and visiting positions at the University of Southern California, University of California-Irvine, Massachusetts Institute of Technology, National University of Singapore, and Nanyang Technological University. Her research interests are in ESG, global supply chains, international financial markets, and institutional trading behavior. She has won several best research paper awards at national and international conferences, including the 2019 Moskowitz Prize in Sustainable Finance (the Premier Global Prize for Research in Sustainable Finance). Some of her works are featured in the New York Times, Smart Money Magazine, the Straits Times (Singapore), Business Times (Singapore), and Columbia Law School's Blog on Corporations and the Capital Markets. She serves on the esteemed cohort of judges for the Moskowitz Prize (an initiative of the Northwestern University's Kellogg School of Management) and for the 2021 teaching recognition award for overall excellence in sustainable finance education (jointly awarded by the Financial Times and the Impact and Sustainable Finance Faculty Consortium).

Course Description

Sustainable finance exhibits one of the strongest trends in capital markets around the world. At the end of 2020, professionally managed sustainable investment strategies encompassed approximately 36% (US\$35.3 trillion) of all total global assets under management. The course provides an overview of the global sustainable finance market and its different variations and explores how financial players (institutional investors, asset managers, and corporations) can manage capital and generate value through Environmental, Social and Governance (ESG) lenses. It provides insights into the sustainability challenges and how finance can address these challenges with sustainable investing. Sustainable finance integrates ESG criteria into financial decisions to allocate funding to its most productive use, whereas traditional finance focuses solely on financial return and risk. Students will gain a foundation in understanding the principles underlying sustainable and responsible decision-making in finance, the guidelines on how to apply them in business and investment practice, and how regulations and market forces provide incentives that encourage desired corporate and investor behaviors.

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

Course Learning Outcomes

- Develop a thorough understanding of the context behind, and development, of sustainable finance
- Gain an understanding of the role and interplay between different stakeholders and opportunities for future development
- Think creatively, intelligently, and critically with regards to applying sustainable finance products to specific case studies
- Evaluate corporate sustainability risks and opportunities from a financial perspective
- Understand sustainable responsible investment strategies across various asset classes
- Understand how impact information is incorporated into strategy

Deliverables at a Glance

Assignment/Task	% Weight	Total
Class Participation	10	10
Individual Assignments		40
(1) Evaluating the impact investment of an SDG	10	
(2) Critical response to Friedman's article	10	
(3) Case writeup: Aviva Investors	10	
(4) Case writeup: Massachusetts Pay-for-Success Contracts	10	
Team Assignments and presentations		50
(1) Team proposal	5	
(2) Draft slide deck	5	
(3) Presentation	10	
(4) Final report	10	
(5) Peer evaluation	5	
(6) A shareholder proposal	15	
		100%

Course Materials

Required

Edmans, A., 2020. Grow the pie: How great companies deliver both purpose and profit. Cambridge: Cambridge University Press. (Edmans)

Recommended

Godeke, S. and Briaud, P., 2020. Impact Investing Handbook, Rockefeller Philanthropy Advisors, Available Free Online. ([IIH](#))

Krosinsky, C. and Purdom, S., 2017. *Sustainable Investing: Revolutions in Theory and Practice*, Routledge (KP)

OECD (2020), OECD Business and Finance Outlook 2020: Sustainable and Resilient Finance, OECD Publishing, Paris, ([OECD](#))

Tobin, J. and Mitchell, A.W., 2021. The Little Book of Investing in Nature. Available Free Online. ([TM](#))

Additional timely readings will be added to the course on CANVAS.

Deliverables

CLASS PARTICIPATION (10%)

Active class participation makes our time together more enjoyable and more productive. Participation includes class attendance, arriving in class on time and staying for the class duration, and active discussions in class. Students are expected to show critical thinking, respectful interactions with classmates, a positive attitude towards learning and freely discuss the proposed topics. Extra weight will be given to contributions during classmates' presentations and evaluating the work of other classmates and their groups. For example, are the points made relevant to the discussion? Does your contribution further the class' understanding of the issues?

INDIVIDUAL ASSIGNMENTS (40%)

0. ***Personal Bio***

The bio should include a brief summary of your academic and professional background, career aspirations, and a brief statement about why you decided to enroll in this course.

1. ***Evaluating the impact investment of a Sustainable Development Goal (Value: 10%)***

In September 2015, 193 countries came together at the United Nations to adopt and commit to a long-term, comprehensive strategy to tackle the world's most significant challenges related to global sustainable development. The result was the SDGs, a list of 17 goals to achieve a better and more sustainable future for all by 2030.

This assignment asks that you pick one SDG and propose what its impact investment entails. In your one-page, double-spaced proposal, you use a company as an example to demonstrate how it is not measuring the impact of its social or sustainability activity.

2. ***Your critical response to Friedman's argument (Value: 10%)***

Do you agree with Friedman's core argument that the social responsibility of business is to increase profits? Why or why not? Please limit your response to no longer than one page, double-spaced.

3. ***Case Study Write-Ups (Value: 20%)***

Write a memo-style response to the problem(s) posed in each case study. Each memo should be no longer than two pages, double-spaced. You are required to submit *two* writeups on HBR cases: (i) Aviva Investors; (ii) Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism.

TEAM ASSIGNMENTS (50%)

1. *Drafting a Shareholder Resolution Proposal (Value: 15%)*

The objective of this assignment is to draw together the strands of what we have learned about ESG investing and stewardship by drafting a shareholder resolution concerning a particular company on a particular social or environmental issue the company is currently facing.

The proposed shareholder resolution will focus on an issue of investor concern and be considered sensible to attract the attention of the investor community. If there has been prior shareholder activism against this company on this issue, then you will need to make sure that your new resolution adds value to what has gone before.

2. *Team Project (Value: 35%)*

In teams of 4-5 students, you will submit your project and deliver a 10-minute presentation on one of following **three** topics:

- a) A specific impact investment that you are pitching to a specific investor. The pitch must include a comparison to a similar non- impact investment.
- b) A specific impact investment *fund* that you are pitching to a specific institutional investor. The pitch must include a comparison to a similar non-impact fund.
- c) A presentation on any topic of your choosing related to the course material and cleared by the professor before the third week of the semester. Students are asked to choose a sustainable finance issue/problem for a team project. You will present your team project to the class during the last week of classes. A write-up of your project is due on the last day of class. You may work in teams of up to five students. Find a company that is successfully addressing your chosen issue/problem, or present your own analysis/solution.

EVALUATION OF YOUR WORK

You may regard each assignment as an “exam” in which you apply what you’ve learned. I attempt to make my expectations for the various assignments clear and to have the evaluations occur on a fair and objective basis. If you think that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me an e-mail in which you request that I re-evaluate the assignment. You must explain fully and carefully why you think the assignment should be re-graded. Be prepared that the re-evaluation process can result in three kinds of grade adjustments: positive, none, or negative. Grades for assignments will be considered final if I have received no e-mail request for a change within the one week.

Classroom Policies

- **Be Engaged:** This topic is dynamic and classroom discussions will be central to the learning process. Please complete reading assignments before class. Please be prompt and ready to begin at the start of class. *If you must miss class for any reason, please e-mail me prior to the start of class.*
- **Absences:** Emergencies come up. I understand. But please let me know *prior to class* if you need to miss the class. You will be responsible for completing the readings and getting notes from a classmate.
- **Assignments:** Assignments must be submitted on the dates and times indicated in the course outline. Late assignments will lose a half a grade per day unless otherwise indicated.
- **Electronics:** Use of cell phones and other electronic devices not related to class are strongly discouraged during class.

Student Evaluations

Your feedback to me during the course is essential. I will administer a mid-term review to gauge how the course is going. If you have any specific issue with the course at *any time* and I can address it, I encourage you to reach out to me at Ing.sfii@gmail.com. I will do everything I can to help you. In addition, toward the end of the course, students will be asked to provide a confidential assessment of the course. These assessments are an essential source of feedback, and they impact how the course will be taught in future semesters. Thank you in advance for helping this course get better.

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, sections of Masters-level electives are normally expected to have a mean grade point between 5.2 and 6.2.

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://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 and disability services, contact Student Services.

Absence from Exams (This course has no mid-term exam and no final exam).

Students' Reuse of Teaching Materials from York Courses

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. 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 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.

Summary of Classes, Activities and Deliverables

Class Number and Topic	Reading Preparation
1. Introduction <ul style="list-style-type: none"> What is sustainable finance? Purpose and limits of sustainable finance Sustainability Challenges Understand the United Nations Sustainable Development Goals 	<ul style="list-style-type: none"> Edmans Chapters 1-2* UN Sustainable Development Goals (SDG) Clarey Gottlieb, "A Framework Taxonomy for Sustainable Finance", November 16, 2020 (Gottlieb) McKinsey.com, "Why ESG is here to stay," May 26, 2020, (Podcast) OECD (2020) Executive Summary; Chapter 1 KP Chapters 1. <p>Assignment: Proposing an 18th SDG</p>
2. Corporate Purpose <ul style="list-style-type: none"> Stakeholderism vs. Shareholderism Doing Good by Doing Well? 	<ul style="list-style-type: none"> Edmans Chapters 3-4* Friedman, Milton. (1970, September). The Social Responsibility of Business is to Increase its Profits. <i>The New York Times Magazine</i>. (NYT)* Fink, Laurence D. (2018, January 17). <i>Larry Fink's Annual Letter to CEOs: A Sense of Purpose</i>. (Purpose) (Letter)* Fancy, T., 2021. "Free Markets and ESG Investing Won't Fix the Climate Crisis" (Forbes)* Clark, G. Feiner, A., and Viehs, M., 2015. "From the Stockholder to the Stakeholder: How Sustainability Can Drive Financial Outperformance," University of Oxford and Arabesque Partners. (CFV) "Warren Buffett on Why Companies Cannot be Moral Arbiters." Financial Times, December 29, 2019. (Buffett)

Class Number and Topic	Reading Preparation
	<ul style="list-style-type: none"> Mark Carney, How We Get What We Value: Lecture 1: From Moral to Market Sentiments, The Reith Lectures (BBC), December 2, 2020. (Carney Podcast) Hart, O., and Zingales, L., 2017. "Companies Should Maximize Shareholder Welfare Not Market Value," <i>Journal of Law, Finance, and Accounting</i>. 247–274. (HZ) KP Chapter 15 <p>Assignment: A critical response to Friedman's argument</p>
<p>3. Sustainable Finance Strategies: Markets and Instruments</p> <ul style="list-style-type: none"> Typology of sustainable investing strategies The investment chain and the eco-system of sustainable finance Sustainable finance in public and private markets Sustainable finance funds 	<ul style="list-style-type: none"> IIRC Institute and Sustainalytics, "How Investors Integrate ESG: A Typology of Approaches", April 2017. (IIRC)* Principles for Responsible Investment, "A Practical Guide to ESG Integration for Equity", 2016. (PRI-Guide)* Blackrock, Sustainability goes mainstream: 2020 Global Sustainable Investment Survey (Blackrock) OECD 2020, Chapter 2, Making sense of the environmental pillar in ESG investing. Handbook on Responsible Investment Across Asset Classes, Boston College Center for Corporate Citizenship (BC Handbook) Atta-Darkua, V., Chambers, D., Dimson, E., Ran, Z., and Yu, T., 2020, "Strategies for Responsible Investing: Emerging Academic Evidence", <i>The Journal of Portfolio Management</i>, Ethical Investing, p. 26-35. GSIA (2020) Global Sustainable Investment Review 2020. (GSIA) Principles for Responsible Investment (UNPRI) <p>Assignment: Team formation and proposed topic due</p>
<p>4. Socially Responsible Investing</p> <ul style="list-style-type: none"> Asset management perspective 	<ul style="list-style-type: none"> Edmans Chapter 5* Connaker, A., and Madsbjerg, S., 2019. "The State of Socially Responsible Investing," HBR. <p>Assignment: Aviva Investors (HBR: 112047-PDF-ENG)</p>

Class Number and Topic	Reading Preparation
<p>5. Shareholder Activism and Engagement</p> <ul style="list-style-type: none"> ▪ Stewardship through engagement and monitoring 	<ul style="list-style-type: none"> • Edmans: Chapters 6 and 9* • Eccles, R., Mooji, S., and Strohle, J., 2021. "Four Strategies for Effective Engagement." (EMS)* • Behar, A., 2021. "A Response: Four Strategies for Effective Engagement." (Behar) • International Corporate Governance Network Global Stewardship Principles (ICGN) • Rissman, P., 2019. "Rise of the Shadow ESG Regulators" (link) • Naaraayanan, L., 2021. "Activist shareholders must push for environmental change" (Activist) • Dimson, E., Karakas, O., and Li, X., 2015. "Active Ownership" (DKL) • Verney, P., and Gambetta, G., 2021, "Exxon Preliminary Results: Investors Vote at Least Two Engine No. 1 Nominees on to Board," (EXXON) • KP Chapter 8 <p><i>Team Assignment: Drafting a Shareholder Resolution Proposal</i></p>
<p>6. ESG Measurements and Ratings</p> <ul style="list-style-type: none"> ▪ ESG ratings and their limitations ▪ The governance of sustainability • Sustainability accounting: standards and metrics • Sustainability reporting; integrated reporting. 	<ul style="list-style-type: none"> • OECD 2020, Chapter 3, Corporate Governance and the Management of ESG Risks • Purcell, K., (2020). "ESG Data Isn't Telling the Right Story." (Purcell)* • Mair, V., 2021, "IOSCO asks whether ESG ratings and data providers should be regulated." (Mair)* • Florian Berg, Julian F. Koelbel, and Roberto Rigobon, "Aggregate Confusion: The Divergence of ESG Ratings", MIT Sloan School Working Paper 5822-19 (2019). (BKR Paper) • Climate Disclosures Standards Board and Sustainability Accounting Standards Board, "TCFD Implementation Guide: Using SASB Standards and the CDSB Framework to Enhance Climate-Related Financial Disclosures in Mainstream Reporting", 2019. (Guide)

Class Number and Topic	Reading Preparation
	<ul style="list-style-type: none"> • Lubin, D. A., & Esty, D. C. (2014). Bridging the sustainability gap. <i>MIT Sloan Management Review</i>, 55(4), 18. (S-Gap)* • Sustainability Accounting Standards Board (SASB) materiality map. (SASB)* • Pucker, K.P., 2021. "Overselling Sustainability Reporting." (Pucker)* • Novo Nordisk: A Commitment to Sustainability
<p>7. Green bonds and social impact bonds</p> <ul style="list-style-type: none"> ▪ Climate change and finance implications 	<ul style="list-style-type: none"> • Flammer, C., 2020. "Corporate Green Bonds", <i>Journal of Financial Economics</i>, Forthcoming. (Flammer) • Hodgson, P., 2020. "The New Wave of US ESG Investing: Case Studies in Impact – Prison Education and Herbal Teas," (Hodgson)* • KP Chapters 4-7, 12 • Flammer, C., 2020. "Green Bonds: Effectiveness and Implications for Public Policy", NBER Environmental and Energy Policy and the Economy, 95-128. (FNBER) <p>Assignment: Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism (HBR: 9-514-061)</p>
<p>8. Financial Inclusion</p> <ul style="list-style-type: none"> • Microfinance overview • History of microfinance 	<ul style="list-style-type: none"> • Mirchandani, B., 2008. "Microfinance Overview." Lehman Brothers. (Microfinance) • Swanson, B., 2008. The Role of International Capital Markets in Microfinance (Swanson) • Sherry, R., 2020. "Towards Inclusive Societies – Impact Investing and Financial Inclusion," (Sherry)* • In-class case discussion: Ant Financial: The Road to Financial Inclusion in China through QR Codes and Technology-as-a-Service* <p>Assignment: Team draft proposal due</p>
<p>9. Impact Investing</p> <ul style="list-style-type: none"> • Definitions of impact investing 	<ul style="list-style-type: none"> • International Finance Corporation, 2019. <i>Creating Impact</i> Chapter 1 p. 1-13, Chapter 2 p. 36-40. (IFC)*

Class Number and Topic	Reading Preparation
<ul style="list-style-type: none"> • Origins of impact investing • Theories of change – what are impact investors trying to do differently? • What impacts do investors seek? 	<ul style="list-style-type: none"> • International Finance Corporation, 2020. “Investing for Impact: The Global Impact Investing Market.” (IFC20) * • Godeke, S., and Briaud, P., 2020. Impact Investing Handbook: A Guide for Practitioners, Rockefeller Philanthropy Advisors. Introduction and Chapters 1 and 3* • Brest, P., Gilson, R., and Wolfson, M., 2019. “How Investors Can (and Can’t) Create Social Value.” Journal of Corporate Law. (BGW) • Global Impact Investing Network 2020 Annual Investor Survey (Survey) • Cheng, I., Hong, H.G., and Shue, K., 2020. “Do Managers Do Good with Other People’s Money? (CHS) <p>Guest Speaker TBA Team draft slide deck due</p>
<p>10. Impact Measurement</p> <ul style="list-style-type: none"> ▪ Is there a positive or negative relationship between financial and impact performance? Theory and evidence 	<ul style="list-style-type: none"> • Mudaliar, A. and Bass, R., 2017. “GIIN Perspectives: <i>Evidence on the Financial Performance of Impact Investments</i> (GIIN17)* • Jackson, E.T., 2013. “Interrogating the Theory of Change: Evaluating Impact Investing Where it Matters Most.” Journal of Sustainable Finance & Investment 3 (2): 95–110. (JSFI) • <i>In class discussion: Acumen Fund: Measurement of Impact Investing (HBR:9-310-011)</i>
<p>11. Integrity of sustainable finance: Green washing</p> <ul style="list-style-type: none"> ▪ Audit and assurance of ESG reporting ▪ Investor governance: Fiduciary duties of asset owners and managers. ▪ Embedding ESG in the investment process. ▪ Empirical evidence for ESG investing ▪ Sustainable investing / stewardship reporting. 	<ul style="list-style-type: none"> • Edmans: Chapter 10 and Conclusion* • Principles for Responsible Investment, “Fiduciary Duty in the 21st Century”, 2019. (Fiduciary)* • Fancy, T., 2021. “Financial World Greenwashing the public with deadly distraction in sustainable investing practices” (Fancy)* • Bebchuk, L.A. and Tallarita, R., 2020. “The Illusory Promise of Stakeholder Governance”, working draft, March 2020. (Promise) • Schanzenbach, M.M. and Sitkoff, R.H., 2020. “Reconciling Fiduciary Duty and Social Conscience: The Law and Economics of ESG Investing by a Trustee”, Stanford Law Review. (SLR) • Mayer, C., 2020. Shareholderism versus Stakeholderism – a Misconceived Contradiction. A Comment on ‘The Illusory Promise of Stakeholder Governance’ by Bechuk and Tallarita. (ECGI)

Class Number and Topic	Reading Preparation
	<ul style="list-style-type: none"> • Bicarri, C., 2021. Beyond greenwashing: a culture of superficial ESG regulatory compliance could set us back years (B)* • Scientific Beta, 2021. “Everything you need to know about portfolio greenwashing,” Webinar. (Beta) • Giambetta, G., 2021. “Amazon under fire for 401(K) Investments” (Amazon)
12. Team presentations	<p><i>Team presentations and reports Due</i></p> <p><i>Peer evaluation due</i></p>

* Required Readings

MEMORANDUM
Peter F. Bronfman Business Library

TO: Lilian Ng, Professor of Finance, Schulich School of Business

SUBJECT: Library Statement for **FINE 6880 3.0: Sustainable Finance and Impact Investment**

FROM: Xuemei Li, Business Librarian

DATE: August 24th, 2021

This course covers diverse aspects of sustainable finance, including ESG measurement, socially responsible and impact investing, integrated reporting, and risk management, and provides rigorous training at the nexus of sustainability and financial management. Students will gain insights into sustainable and responsible decision-making in finance and how corporations and investors respond to market forces and regulations requiring them to invest responsibly. 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.

The subject librarian has gone through the bibliography items listed in the course proposal and also the detailed timely reading list included in the course outline. The books listed in this course proposal and outline which are not currently in our collections will be ordered and added to our collections before the course is delivered. The Libraries will purchase e-books instead of print books where possible. The instructor is encouraged to embed e-books' permalinks in Canvas (see [Creating Permalinks for EResources Guide](#) for details), to check with [Copyright Office](#) to see whether excerpts of a print book can be scanned and posted in Canvas and also to use the [Libraries' reserve services](#) to ensure equitable student access to print books that cannot be scanned.

The subject 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, i.e. articles, reports, blog posts, podcasts, and videos etc. and determine if the publishers' or websites owners' 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. Due to copyright restrictions, permalinks to Harvard Business Review (HBR) articles cannot be used in Canvas. The instructor can provide a complete citation to the HBR articles 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 an HBR article into the guide's search widget to easily locate and read the article.

For the Harvard Business Case studies which are not freely available through the library, if a coursepack is not arranged by the instructor, the students can purchase the cases individually through the [Harvard Business Publishing website](#). Additionally, there are several articles in the recommended reading list which are not freely available, e.g. Paid content in Responsible Investor can only be available within 6 days of its publication through a free trial. The subject

librarian recommends that the instructor to search the Libraries' subscribed databases for similar articles instead (see [Finding Business Articles Guides](#) for details).

In addition to article databases such as *Proquest Business*, *Business Source Complete*, *JSTOR*, *ECONLit*, *Factiva*, and *Nexis Uni*, students have access to e-books through *Proquest Ebook Central*, *Ebook at ScholarsPortal*, and *Ebsco eBooks*. Streaming videos are available on topics related to this course through the *Films on Demand* platform. Relevant databases such as *OECD iLibrary*, *Sustainalytics*, *Bloomberg*, *Datastream via Eikon*, *MorningStar Direct*, *MSCI KLD via WRDS* are also available for students in this course.

Students can also consult the libraries' research guides:

Finding Business Articles

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

Business Ethics

<https://researchguides.library.yorku.ca/businessethics>

Corporate Governance

<https://researchguides.library.yorku.ca/corporategovernance>

Finance Research

<https://researchguides.library.yorku.ca/finance>

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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Minerva Cernea, Experiential Education Faculty Lead

Date: April 27, 2021

Re: New Course Proposal - 3-credit elective MBA course, Professional Development for Managers

Motion:

That Faculty Council approves MGMT 6350 3.00 Professional Development for Managers.

Rationale:

The overall intent of the course is to enhance the employability of our MBA student body. Based on experiential learning pedagogy, the course will seek to develop the oral and written communication skills of students. As part of this course, students will learn how to build and deliver compelling presentations. As well, behavioral and case interview skills of the students will be evaluated and developed. Further, as part of this course, students will have the opportunity to interact with senior corporate executives and alumni in order to gain actionable insights around the skills that will make them attractive to employers.

New Course Proposal Form

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

1. Program:

Master of Business Administration (MBA)

2. Course Number:

MGMT 6350

3. Credit Value:

3 Credits

4. Long Course Title:

Professional Development for Managers

5. Short Course Title:

Professional Development for Managers

6. Effective Session:

Winter 2022

7. Calendar (Short) Course Description:

This is the description of the course as it will appear in the University course repository and related publications. Calendar (short) course descriptions should be written in the present tense and may be a maximum of 60 words. Please include information with respect to any pre-/co-requisites and/or crosslisting or integration in the course description. Please indicate if the language of instruction is other than English.

This course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) engage in self-assessment, (2) develop an awareness of the changing professional environment (3) learn how to interact with other professionals in different cultural and organizational settings, and (4) promote themselves in an efficient manner.

8. Expanded Course Description:

This is the detailed course description that will be published in course outlines, program handbooks, etc. Expand upon the short description in order to give academic approval committees a full and clear sense of the aims and objectives of the course and the types of materials it will cover.

Is it enough to have the technical management knowledge to secure a great job and have a successful career? Research shows that interpersonal skills predict success in career and life in general. Understanding your interests and motivators and how are these reflected in your career choices, building a detailed and well researched strategic career plan, are important components in managing successfully your career as opposed to just reacting at what happens to you in your professional life.

This course will provide the base knowledge for career and interpersonal skills, necessary to succeed in the job market, as well as specific industry knowledge.

The course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increased employability.

The students (1) engage in self-assessment, (2) develop an awareness of the changing professional environment (3) learn how to interact with other professionals in different cultural and organizational settings, and (4) promote themselves in an efficient manner.

9. Course Learning Outcomes

(Necessary for Quality Assurance approval and cyclical program reviews)

What will students be able to do upon completion of this course specifically?

The course has two main objectives:

(1) **Increase the students' employability.** This will be achieved by providing information and coaching to support students to obtain relevant internships and jobs, both through in class sessions and the mandatory one-on-one coaching sessions for each student.

(2) **Professional Development** focused on the development of knowledge and skills required to operate as a manager. This will be achieved both through in class sessions, guided discussions with industry guest speakers, simulations, and MBA Alumni Panel.

This course is designed to develop a range of skills required for career success.

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students' employability

Outcomes:

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

- Build a customized strategy for securing a relevant job
- Use job search tools to maximize their impact
- Manage and market their own personal brand in cover letters, resumes, elevator pitches and social media (LinkedIn)
- Understand and apply professional interviewing skills
- Accept and reject job offers and negotiate an employment contract
- Understand sector specific job markets trends

Objective 2. Professional Development

Outcomes:

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

- Assess their personal strengths and preferences and develop a plan to address areas required to enhance their personal professional development
- Deliver effective business presentations
- Build authentic and value creating relationships that will enable employment-related opportunities
- Work effectively in cross-cultural teams

10. Rationale:

Please indicate how the proposed course will contribute to the academic objectives of the program. Please provide a description of the learning outcomes/objects for the course. As well, please indicate the relationship of the proposed course to other existing options, particularly with respect to focus/content/approach. If overlap with other existing courses exists, please indicate the nature and extent of consultation that has taken place. Additionally, please append the graduate program's existing learning outcomes as a separate document.

This course is aligned with the academic objectives of the MBA program, specifically Goal no. 2: Professional Communication & Self-awareness, adding the necessary skills and knowledge for increasing students' ability to successfully manage their careers and increase their employability.

The MBA Program Learning Outcomes are attached in a separate document.

11. Evaluation:

Please supply a detailed breakdown of course requirements, including the type and percentage value of each assignment. The expectation is that course assignments can normally be accomplished within the course period. If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Class Participation	1	10%	10%	Individual	Each Class
Resume	1	10%	20%	Individual	Class 2
Cover Letter	1	10%	30%	Individual	Class 2
Interview video	1	10%	40%	Individual	Class 12
LinkedIn updated profile	1	10%	50%	Individual	Class 12
Strategic Job Search Plan	1	10%	60%	Individual	Class 8
Networking simulation	1	10%	70%	Groups	Class 3
One-on-one Coaching Sessions	2	10%	80%	Individual	Class 6, Class 12
Quiz	1	20%	100%	Individual	Class 12
			100%		

This course is designed using a variety of pedagogical approaches—interactive lectures, class discussions, simulations/role-playing, and individual/group presentations. There will also be a number of guest speakers throughout the semester who will present their experience in various topics.

A minimum of 4 hours of work outside class (keeping up with reading/videos, preparing assignments, and so on) is required each week. Students are expected to have read or watch all assigned materials and videos and made an honest effort to think critically

("outside the box") prior to each class meeting in order to be prepared to discuss them in class.

Students are expected to attend all classes. Failure to attend any of the classes, without prior permission from the Instructor or appropriate documentation in the event of unforeseen and extenuating circumstances (as verified by the Instructor or Student Services), will lead to a 10% reduction of grade.

If absent, students are still responsible for all contents, assignments and information covered in class.

12. Integrated Courses:

N/A

13. Crosslisted Courses:

N/A

14. Faculty Resources:

Provide the names of faculty members in your program qualified to teach this course. Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.

Dr. Minerva Cernea will teach this course. It will be offered in the Winter for the MBA sections that start in the Fall, and in the Fall for the MBA sections that start in the Winter.

This course will not impact faculty resources.

15. Physical Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, labs, etc.), including whether or not additional/other physical resources are required and how the need for these additional/other physical resources will be met.

This course will use the physical resources available in the Schulich School of Business.

16. Bibliography and Library Statement:

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

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

17. Instructors and Faculty Coordinator

Initial instructor

<Indicate who will be the first instructor for this course.>

Dr. Minerva Cernea

Alternative instructors

<Indicate other persons, especially full-time faculty members, who have the ability and interest to teach this course in the future.>

Ashwin Joshi

Course coordinator

<Indicate the full-time faculty member who will coordinate this course, in the event it is taught by a part-time instructor or is offered in multiple sections.>

Dr. Minerva Cernea

18. Specializations

Primary area or specialization

<Indicate the primary area or specialization where the proposed course will be listed in the program handbook.>

This course will be listed as a primary course in the MBA area.

Secondary areas or specializations

<List all other areas or specializations where the proposed course will be listed as an elective.>

None for the initial offering. It may eventually be offered to other master-level programs if demand grows.

19. Student Contact and Enrolment

Contact hours

<State the number of classroom hours of this course per term. If there is a lab requirement, also state the number of lab hours per term.>

36 hours (3 hours per week for 12 weeks)

Maximum enrolment

<For core courses, 55. For electives, 45. Any other maximum requires approval from the Associate Dean Academic and explicit endorsement from the Program Committee and Faculty Council.>

Maximum enrolment will be 45 students.

Expected enrolment

<State the expected “steady-state” enrolment. It is understood that new courses may take one or two terms to reach this level.>

55 students

Evidence for enrolment expectations

<Provide evidence or a rational argument for your enrolment expectations.>

There has been long-standing interest expressed by the MBA students for this course. The MBA Director (Ashwin Joshi) and various GBC Presidents over the years (e.g., Frank Paul, Kikeloye Oyarinde, Azra Samji) have raised the need for such a course in the MBA program based on their consultation with the student body. As well, the CDC has run a workshop series on this subject that has been very well received.

20. Human Participants Research

<If any assignment for this course involves Human Participants Research, the course outline should make reference to the Human Participants Research procedures and approval process. Otherwise indicate “N/A”.>

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.**

<Specify the course or courses being deleted.>

N/A

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

<State the reason the program needs this new course and provide evidence that the Area has no elective with student enrolments low enough to warrant deletion. Approval from the ADA will be required.>

This course will provide the required skills and knowledge to increase the MBA students' employability. Based on comments from prior GBC Presidents and attendance at CDC workshops on this topic, the demand for this course will be high.

Course Originator

Minerva Cernea
Signature

April 27, 2021
Date

Dr. Minerva Cernea
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.

1. Kevin Tasa, Ph.D., Associate Professor and Program Director, Master of Management
2. Eileen Mary Fischer, Professor of Marketing and Director PhD Program
3. Kiridaran Kanagaretnam, Professor of Accounting and Associate Dean, Students
4. Winny Shen, Associate Professor of Organization Studies
5. Grant Packard, Associate Professor Marketing, Program Director Master of Marketing
6. Melanie Cao, Professor of Finance, Director Master of Finance
7. David Rice, Associate Professor of Marketing
8. Alexandra Campbell, Associate Professor of Marketing and Director of IMBA

SPECIAL NOTE: The CDC was also consulted and Rob Hines, Executive Director, has approved it.

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.

NOTE: Because this is an MGMT course, the MBA Program Director will be the signatory in this section.

<u>Ashwin Joshi</u>	<u>April 27, 2021</u>
Signature	Date

<u>Ashwin Joshi</u>	<u>MBA Program Director</u>
Name of Coordinator or Director	Area or Specialization

Degree Program

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

<u>Ashwin Joshi</u>	<u>April 27, 2021</u>
Signature	Date

<u>Ashwin Joshi</u>	<u>MBA Program Director</u>
Name of Program Director	Program

Program Committee

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

<u>Marcia Annisette</u>	<u>September 9, 2021</u>
Signature	Date

<u>Marcia Annisette, Associate Dean Academic</u>	<u>Master Programs Committee</u>
Name of Committee Chair	Committee

Course Outline

Fall 2021

Class day and time: Thursday, 11:30am to 2:30pm

Instructor

Minerva Cernea, PhD
(416) 736-2100 extension 77913
Seymour Schulich Building – N203C
mcernea@schulich.yorku.ca

Assistant

Nisha Jani
(416) 736-2100 extension 55942
Seymour Schulich Building
njani@schulich.yorku.ca

Office hours: By Appointment

Dr. Minerva Cernea has over six years of experience in teaching and coaching students at Schulich School of Business and has extensive leadership experience locally and internationally, managing directly organizations as well as selecting leaders/managers for different companies around the world. Conducting executive search assignments for over 18 years, Dr. Cernea completed more than 450 senior-level assignments across the Industrial, Technology, Financial, and Consumer Goods sectors, in 18 countries, from North America, Europe, Asia, Africa, and the Middle East. Prior to Executive Search Dr. Cernea worked as Marketing Manager Romania for Apple Computer and prior to that she worked in research engineering. Dr. Cernea has a Master of Science degree in Electronics and Telecommunications Engineering, an International Executive MBA/General Management specialization, and a PhD degree in International Psychology / Organizations and Systems with focus on cross-cultural leadership effectiveness. She is fluent in English, French, and Romanian.

Brief Description

This course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development, including securing internships and conducting full time job search in the business arena. The students (1) engage in self-assessment, (2) develop an awareness of the changing professional environment (3) learn how to interact with other professionals in different cultural and organizational settings, and (4) promote themselves in an efficient manner.

Prerequisites/Co-requisites/Course Exclusions: None.

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Course Learning Outcomes

The course has two main objectives:

(1) Increase the students' employability. This will be achieved by providing information and coaching to support students to obtain relevant internships and jobs, both through in class sessions and the mandatory one-on-one coaching sessions for each student.

(2) Professional Development focused on the development of knowledge and skills required to operate as a manager. This will be achieved both through in class sessions, guided discussions with industry guest speakers, simulations, and MBA Alumni Panel.

This course is designed to develop a range of skills required for career success.

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students' employability

Outcomes:

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

- Build a customized strategy for securing a relevant job
- Use job search tools to maximize their impact
- Manage and market their own personal brand in cover letters, resumes, elevator pitches and social media (LinkedIn)
- Understand and apply professional interviewing skills
- Accept and reject job offers and negotiate an employment contract
- Understand sector specific job markets trends

Objective 2. Professional Development

Outcomes:

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

- Assess their personal strengths and preferences and develop a plan to address areas required to enhance their personal professional development
- Deliver effective business presentations
- Build authentic and value creating relationships that will enable employment-related opportunities
- Work effectively in cross-cultural teams

Organization of the Course

The course will start with a self-assessment of the student's interests, motivators, skills and organizational culture preferences. The results will aid in recommending suitable career options. The knowledge and skills the students will develop in this course will support their progress towards achieving short-term and long-term career goals. The progress is supported by three components: (1) one-on-one coaching sessions with the instructor; (2) in-course learning sessions and (3) community-based learning (Speakers and Alumni).

The modules focused on providing support for securing jobs are designed to offer the students the platform to be successful. Topics include learning the job search tools and skills, understanding the job market trends, learning how to design an effective strategy for securing a relevant job.

The modules focused on Professional Development are designed to provide students with the skills and knowledge necessary to be effective managers, to instill a desire for learning and personal growth, and to help develop a demeanor that is 'polished' and 'poised.' Topics include networking, building business relationships, and developing their personal brand and communication skills.

An important component of the course is the Speaker Series, which will allow the students to interact with senior level executives, including Alumni and other experts from various types of organizations and organizational functions. This will provide the students with the opportunity to put into practice the knowledge and skills acquired throughout the course. The topics covered by each speaker will be career-related and include leadership styles, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers. Students are expected to research each speaker prior to the session and actively participate in it.

Students are also expected to participate in extra-curricular career development events throughout the course such as: networking sessions, conferences, club activities, etc.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Class Participation	1	10%	10%	Individual
Resume	1	10%	20%	Individual
Cover Letter	1	10%	30%	Individual
Interview video	1	10%	40%	Individual
LinkedIn updated profile	1	10%	50%	Individual
Strategic Job Search Plan	1	10%	60%	Individual
Networking simulation	1	10%	70%	Groups
One-on-one Coaching Sessions	2	10%	80%	Individual
Quiz	1	20%	100%	Individual
			100%	

For details, see "Assignments/Projects: Descriptions" (p. 11)

Course Material

This course will not have in-class handouts, all materials will be posted on Canvas. Please check it frequently.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed using a variety of pedagogical approaches—interactive lectures, class discussions, simulations/role-playing, and individual/group presentations. There will also be a number of guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of

instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read or watch all assigned materials and videos and made an honest effort to think critically ("outside the box") prior to each class meeting in order to be prepared to discuss them in class.

This course demands hard work and dedication. A minimum of 4 hours of work outside class (keeping up with reading/videos, preparing assignments, and so on) is required each week. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

The below assignments are required for this course:

1. Resume
2. Cover letter
3. Video interview
4. LinkedIn updated profile
5. Strategic job search plan
6. Networking Simulation
7. Two one-on-one coaching sessions
8. Quiz

The course is aimed to prepare the students to acquire knowledge and develop skills that will help them (a) secure meaningful jobs and (b) acquire knowledge and develop skills that will make them be successful managers. It is therefore expected that the students are regularly attending the classes.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. Failure to attend any of the classes, without prior permission from the Instructor or appropriate documentation in the event of unforeseen and extenuating circumstances (as verified by the Instructor or Student Services), will lead to a 10% reduction of grade. If absent, students are still responsible for all contents, assignments and information covered in class.

During class, please focus on the lesson at hand. Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time (up to 5 minutes before the class starts) to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business. This is an important part of developing yourself as a human being.

Online Zoom teaching

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.

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. Please ask your question once - the instructor will address questions periodically to avoid regular disruptions to the flow of the lecture. If your question remains unanswered at the end of the lecture, please feel free to ask it again at that time.

Minimize doing other things (e.g., texting, talking to others) as it detracts from your and others learning environment. Focus and be present.

When attending the course and related events, students are expected to wear business formal attire, as part of the learning process. Please read the article in the next link to understand what is expected: <http://smallbusiness.chron.com/difference-between-business-casual-business-attire-24536.html>.

The students are expected to use in the course, always, English language, as a sign of respect towards the other participants in the class.

Contacting the Instructor

The best way to reach the instructor is via e-mail.

Disclaimer

The instructor reserves the right to make changes to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Class-by-Class Syllabus

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

<session date> Professional Development for Managers – Class Introduction and Professional Branding

Prep:

- Session 1
- This class will provide an overview of the course, its benefits, key learnings, expectations
 - Professional branding: students will learn about the Canadian resume, cover letter and elevator pitch

Read / Watch:

1. Ultimate Career Guide, Chapter 3: Marketing Yourself: Resumes and Cover Letters

You can download Your Career Guide from:

<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>

2. View Beyond B-School webinar (Resume and Cover Letter), available via the CDC web platform; link: <http://york.beyondb-school.com/home.aspx?referer=2>

3. Elevator Pitch: <https://www.youtube.com/watch?v=tMSz5MZxuPM>

Assignment Due Session 2:

- Email your instructor your updated resume and updated cover letter with the targeted job description
- Complete the CareerLeader™ (For MBA/Masters); to access CareerLeader, please email career@schulich.yorku.ca with your:
 - First and Last Names
 - '@schulich.yorku.ca' Email
 - Degree
 - Graduation Month & Year

You'll receive a report outlining your skills, motivators, interests, and a list of career paths to explore. Please send your report to the Instructor before Session 2.

Please allow up to 2 Business days for processing by the Career Development Centre

Assignment Due Session 4:

- Create and practice your Elevator Pitch; start now with your practice.

<session date> Professional Development for Managers – Self-assessment and Job Search Strategy

Session 2 Prep:

- This class will help students reflect on their personal strengths and define their career goals and mission statement from their CareerLeader assessment.
- Students will learn how to search for a job, locally and internationally, while understanding the cultural context and potential challenges.

Read:

Ultimate Career Guide, Chapter 2: Getting to Know Yourself

You can download Your Career Guide from:

<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>

Assignment Due Session 6:

- Schedule your first one-on-one coaching session with the Instructor starting from now until Session 6. In the first one-on-one coaching session (45min) the CareerLeader Assessment results will be discussed as well as the career options. The students are expected to complete the CareerLeader Assessment before the coaching session, read and send the report to the Instructor.

Assignment Due Session 8:

- Start researching the job target market. Create a report in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (max 5 slides, min 18-point font). Be prepared to present in the class in Session 8

<session
date> Professional Development for Managers – Networking

Session 3 Prep:

- Students will learn about the importance of networking and how to obtain successful results in different cultural contexts both face-to-face and online – using LinkedIn.
- The Networking Simulation will allow the students to practice and receive instant feedback on their performance.

Read:

1. Ultimate Career Guide, Chapter 4: Marketing Yourself: Networking
2. Ultimate Career Guide, Chapter 5: Marketing Yourself: LinkedIn

You can download Your Career Guide from:

<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>

Assignment Due before your second coaching session:

- Students will update their LinkedIn profile. Start now and have the profile ready before the second coaching session.

<session
date> Professional Development for Managers – Verbal Communication

Session 4 Prep:

- Students will learn about culturally specific rules for effective communication – voice, tone, and body language
- Students will apply the knowledge practicing their Elevator Pitches

Watch:

1. Intonation: <https://www.youtube.com/watch?v=3ZrUJ0BkBy0>
2. Vocal Branding: https://www.youtube.com/watch?v=p_ylzGfHKOs
3. Vocal Executive Presence: <https://www.youtube.com/watch?v=02EJ1ldC6tE>

<session
date> Professional Development for Managers – Interviewing 1

Session 5 Prep:

- Students will learn how to interview effectively on phone, video or face-to-face, how to communicate with passion, sincerity and credibility; how to feel at ease and reduce their anxiety in a cross-cultural context
- Students will learn how to negotiate a job offer

Read:

1. Sehgal, K., Claman, P., & Knight, R. (2019, November 6). To Ace Your Job Interview, Get into Character and Rehearse. Harvard Business Review. <https://hbr.org/2017/04/to-ace-your-job-interview-get-into-character-and-rehearse>.

You can access at: <http://researchguides.library.yorku.ca/HBR>

2. Ultimate Career Guide, Chapter 6: The Art of the Interview

You can download Your Career Guide from:

<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>

3. Malhotra, D. (2020, November 20). 15 Rules for Negotiating a Job Offer. Harvard Business Review. <https://hbr.org/2014/04/15-rules-for-negotiating-a-job-offer>.

You can access at: <http://researchguides.library.yorku.ca/HBR>

Assignment Due before your second coaching session:

- Students will use Quinncia, an AI Mock Interviewing platform, available via Schulich Handshake platform, to record their video interview. Please note that you will be first asked to upload your resume, critique it, and then the AI system will generate a series of questions for the mock interview. Please send the link to your video interview to the Instructor, before the second coaching session.

The instructions on how to set up an account can be accessed here:

<https://yorku.joinhandshake.com/articles/18022>)

<session date> Professional Development for Managers – Interviewing 2

Prep:

- Session 6
- Students will learn about case interviews, when are these used and how to practice in order to achieve results

Watch:

1. McKinsey Case Interview Example:
https://www.youtube.com/watch?v=orsNS3YG_KE
2. Bain Full Case Interview Example: <https://www.youtube.com/watch?v=jL0DzzPLsa4>

Assignment Due Session 7:

- Research the Speaker for next week (he/she will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date> Professional Development for Managers – Speaker Series 1 and Presentations

Prep:

- Session 7
- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
 - Students will learn about how to create powerful presentation – Developing PowerPoint deck and Storyboards

Watch:

1. Duarte, N. (2012, December 11). Create Slides People Will Remember. HBR.
<https://hbr.org/video/2235534274001/create-slides-people-will-remember>.

Assignment Due Session 12:

- Schedule your second one-on-one coaching session with the Instructor starting from now until Session 12. In the second one-on-one coaching session (45min) the Instructor will review the resume, cover letter, the video interview, and the LinkedIn profile. The student will send to the Instructor, prior to the session, the updated resume, cover letter, video interview and the link to the LinkedIn profile.

<session date> Professional Development for Managers – Teamwork and Conflict Management

Prep:

- Session 8
- Students will learn to operate successfully in culturally diverse teams.

Read:

- Maimon, A. (2017, April 17). How Self-Managed Teams Can Resolve Conflict. Harvard Business Review. <https://hbr.org/2017/04/how-self-managed-teams-can-resolve-conflict>.

Assignment Due Session 9:

- Research the Speaker for next week (the Speaker will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date>	<u>Professional Development for Managers – Speaker Series 2 and Improvisation</u>
Session 9	<p><u>Prep:</u></p> <ul style="list-style-type: none"> ▪ Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers ▪ Students will learn and practice improvisation techniques, that can be applied in interviews and networking

Read / Watch:

1. Gino, F. (2019, May 17). Using Improv to Unite Your Team. HBR. <https://hbr.org/video/6038086711001/using-improv-to-unite-your-team>.
2. Siliezar, J. (2019, May 2). Improv skills can translate to social and professional skills. Harvard Gazette. <https://news.harvard.edu/gazette/story/2019/05/improv-skills-can-translate-to-social-and-professional-skills/>.
You can access at: <http://researchguides.library.yorku.ca/HBR>

Assignment Due Session 10:

- Research the Alumni (Alumni will be announced via email)
- Prepare 1 question for the MBA Alumni Panel (each student)
- As a group (5-6 students), the students will prepare a PowerPoint presentation, using the PowerPoint decks and storyboard learned principles – the Instructor will provide the topic

<session date>	<u>Professional Development for Managers – MBA Alumni Panel</u>
Session 10	<p><u>Prep:</u></p> <ul style="list-style-type: none"> ▪ MBA Alumni will discuss and share ideas about their professional career progression ▪ Students, in groups of 5-6 students, will present their PowerPoint Presentation to the MBA Alumni Panel – who will select the best presentation

Assignment Due Session 11:

- Research the Speaker for next week (The Speaker will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date>	<u>Professional Development for Managers – Speaker Series 3 and Reflection</u>
Session 11	<p><u>Prep:</u></p> <ul style="list-style-type: none"> ▪ Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers

- Students will learn about reflection, Ryan's 5Rs Model and how to apply in their professional life

Read:

Ryan, M. 2013. "The Pedagogical Balancing Act: Teaching Reflection in Higher Education." *Teaching in Higher Education* 18 (2): 144–155.
doi:10.1080/13562517.2012.694104

Permalink to this article – students will just have to insert their Passport York to access the article from this link: <https://doi-org.ezproxy.library.yorku.ca/10.1080/13562517.2012.694104>

Assignment Due Session 12:

- Research the Speaker for next week (The Speaker will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date>	<u>Professional Development for Managers – Speaker Series 4 (virtual) and Dining Etiquette</u>
Session 12	<p><u>Prep:</u></p> <ul style="list-style-type: none"> ▪ Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers ▪ Students will learn how to behave when invited for a breakfast/lunch/dinner meeting/interview/networking and they will understand how to pick up on relevant cultural cues. The session will be structured as a breakfast meeting

Assignments/Projects and Exam[s]: Descriptions

Class Participation (10% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above.

Resume (10% -- Individual)

The students will learn how to create a professional Canadian resume and they have to submit their resume, for evaluation, to the Instructor.

Cover letter (10% -- Individual)

The students will learn how to create a professional Canadian cover letter and they have to submit their cover letter, for evaluation, to the Instructor.

Interview Video (10% -- Individual)

Students will use Quinnia, an AI Mock Interviewing platform, available via Schulich Handshake platform, to record their video interview. Please note that you will be first asked to upload your resume, critique it, and then the AI system will generate a series of questions for the mock interview.

The instructions on how to set up an account can be accessed here:

(<https://yorku.joinhandshake.com/articles/18022>)

The students will receive feedback from the Instructor on their recorded interview and have a mock face to face interview, in one-on-one coaching session.

LinkedIn Updated Profile (10% -- Individual)

The students will create or update their LinkedIn profile based on the knowledge from the class session and will send the link of their LinkedIn profile to the Instructor, for approval.

Strategic job search plan (10% -- Individual)

The students will create a strategic job search plan, including a rationale for the targeted sectors and companies, and clear objectives and timelines, incorporating the course learnings. Each student will submit a written report in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (max 5 slides, min 18-point font). The students should be prepared to present the Strategic Job Search in the class.

Networking Simulation (10% -- Individual)

The students are expected to prepare for and actively participate in the networking simulation. The participation is evaluated individually.

Two one-on-one coaching sessions (10% -- Individual)

Each student has to have two one-on-one coaching sessions with the Instructor.

In the first one-on-one coaching session (45min) the CareerLeader Assessment results will be discussed as well as the career options. The students are expected to complete the CareerLeader Assessment before the coaching session, read and send the report to the Instructor.

In the second one-on-one coaching session (45min) the Instructor will review the resume, cover letter, the video interview, and the LinkedIn profile. The student will send to the Instructor, prior to the session, the updated resume, cover letter, video interview and the link to the LinkedIn profile.

Quiz (20% -- Individual)

At the end of the course the students will have a Quiz that will test the course knowledge.

Late Projects: Please make sure the written report is submitted on the due date indicated on the course outline. Late assignments will be penalized.

Evaluation of Assignments/Projects and Exams

Class Participation (10% -- Individual)

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). A baseline grade will be given, and it can be increased depending on such efforts and contributions.

Resume (10% -- Individual)

Students will be evaluated for the quality of their updated resume and how it incorporates all the learned rules.

Cover letter (10% -- Individual)

Students will be evaluated for the quality of their cover letter, how it incorporates the learned rules and how it is relevant to a job description.

Interview Video (10% -- Individual)

Students will be evaluated on the quality of their video interview, how the learned rules are applied.

LinkedIn Updated Profile (10% -- Individual)

Students will be evaluated based on how their LinkedIn profile is following the learned rules.

Strategic Job Search Plan (10% -- Individual)

The Strategic Job Search Plan will be graded based on the quality of the job market research, organization of thoughts, clarity and specificity of proposed objectives and timelines. Writing skills will also be evaluated, as well as the application of the PowerPoint deck and storyboard learned rules.

Networking Simulation (10% -- Individual)

Students will be evaluated primarily for their preparedness and contributions during the simulation.

Two one-on-one coaching sessions (10% -- Individual)

Students will be evaluated for coming prepared to the coaching sessions.

Quiz (20% -- Individual)

At the end of the course the students will have a Quiz that will test the course knowledge.

Calculation of Course Grade

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

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “Deliverables at a Glance” section above.

The resulting percentage grade will then be converted to a letter grade as follows:

<http://gradstudies.yorku.ca/current-students/regulations/courses-grading#grading>

These letter grades corresponds to the Schulich’s 9- value index system as discussed below.

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1) for graduate students (see <http://ada.schulich.yorku.ca/teaching-learning/policies/grading/>). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2 for graduate students.

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://schulich.yorku.ca/programs/bba/> and <http://schulich.yorku.ca/programs/mba/>.

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. <Date> Professional Development for Managers – Class Introduction and Professional Branding		<p>1.Ultimate Career Guide, Chapter 3: Marketing Yourself: Resumes and Cover Letters You can download Your Career Guide from:</p> <p>https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web</p> <p>2.View Beyond B-School webinar (Resume and Cover Letter), available via the CDC web platform; link: http://york.beyondb-school.com/home.aspx?referrer=2</p> <p>3. Elevator Pitch: https://www.youtube.com/watch?v=tMSz5MZxuPM</p>	
2. <Date> Professional Development for Managers – Self-assessment and Job Search Strategy		<p>Ultimate Career Guide, Chapter 2: Getting to Know Yourself You can download Your Career Guide from:</p> <p>https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web</p>	Updated Resume Updates Cover Letter CareerLeader Report
3. <Date> Professional Development for Managers – Networking		<p>1.Ultimate Career Guide, Chapter 4: Marketing Yourself: Networking 2.Ultimate Career Guide, Chapter 5: Marketing Yourself: LinkedIn You can download Your Career Guide from:</p> <p>https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web</p>	
4. <Date> Professional Development for Managers – Verbal Communication		<p>1.Intonation: https://www.youtube.com/watch?v=3ZrUJOBkBy0</p> <p>2.Vocal Branding: https://www.youtube.com/watch?v=p_ylzGfHKOs</p> <p>3.Vocal Executive Presence: https://www.youtube.com/watch?v=02EJ1IdC6tE</p>	Elevator Pitch

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
5. <Date> Professional Development for Managers – Interviewing 1		<p>1. Sehgal, K., Claman, P., & Knight, R. (2019, November 6). To Ace Your Job Interview, Get into Character and Rehearse. Harvard Business Review. https://hbr.org/2017/04/to-ace-your-job-interview-get-into-character-and-rehearse.</p> <p>You can access at: http://researchguides.library.yorku.ca/HBR</p> <p>2. Ultimate Career Guide, Chapter 6: The Art of the Interview You can download Your Career Guide from: https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web</p> <p>3. Malhotra, D. (2020, November 20). 15 Rules for Negotiating a Job Offer. Harvard Business Review. https://hbr.org/2014/04/15-rules-for-negotiating-a-job-offer.</p> <p>You can access at: http://researchguides.library.yorku.ca/HBR</p>	
6. <Date> Professional Development for Managers – Interviewing 2		<p>1. McKinsey Case Interview Example: https://www.youtube.com/watch?v=orsNS3YG_KE</p> <p>2. Bain Full Case Interview Example: https://www.youtube.com/watch?v=jL0DzzPLsa4</p>	
	NO CLASS (Reading Week)		
7. <Date> Professional Development for Managers – Speaker Series 1 and Presentations		<p>Duarte, N. (2012, December 11). Create Slides People Will Remember. HBR. https://hbr.org/video/2235534274001/create-slides-people-will-remember.</p>	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
8. <Date> Professional Development for Managers – Teamwork and Conflict Management		Maimon, A. (2017, April 17). How Self-Managed Teams Can Resolve Conflict. Harvard Business Review. https://hbr.org/2017/04/how-self-managed-teams-can-resolve-conflict .	Report in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (max 5 slides, min 18-point font). Be prepared to present in the class
9. <Date> Professional Development for Managers – Speaker Series 2 and Improvisation		1. Gino, F. (2019, May 17). Using Improv to Unite Your Team. HBR. https://hbr.org/video/6038086711001/using-improv-to-unite-your-team . 2. Siliezar, J. (2019, May 2). Improv skills can translate to social and professional skills. Harvard Gazette. https://news.harvard.edu/gazette/story/2019/05/improv-skills-can-translate-to-social-and-professional-skills/ .	
10. <Date> Professional Development for Managers – MBA Alumni Panel			Group PowerPoint Presentation
11. <Date> Professional Development for Managers – Speaker Series 3 and Reflection		Ryan, M. 2013. "The Pedagogical Balancing Act: Teaching Reflection in Higher Education." Teaching in Higher Education 18 (2): 144–155. doi:10.1080/13562517.2012.694104	
12. <Date> Professional Development for Managers – Speaker Series 4 (virtual) and Dining Etiquette			

SUBJECT: Library Statement for MGMT 6350: Professional Development for Managers

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

DATE: May 11, 2021

MGMT 6350: Professional Development for Managers

York University Libraries (YUL) will be able to support the proposed course, *MGMT 6350: Professional Development for Managers*. The course will help MBA students develop skills that will help them secure internships, interview for jobs, and network in different cultural and organizational settings. YUL's strong collection of business databases, electronic journals, and eBooks will help students complete specific assignments, such as the Strategic Job Search Plan assignment.

1. Required Course Readings and Videos

The course proposal does not list a required textbook; instead, students will be asked to read materials prepared by Schulich's Career Development Centre, trade journal and newspaper articles, and watch videos from various providers.

The subject librarian reviewed all of the links in the course proposal and made recommendations for various resources. For example, *Harvard Business Review (HBR)* articles are listed in the course proposal. The instructor has listed the relevant HBR citations and provided students with a link to the library's [Harvard Business Review article guide](#), which is the recommended practice for providing access to HBR content in Canvas. Students can copy and paste the title of the HBR article into the guide's search widget to locate and read the articles.

The subject 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. Some of the materials listed in the course proposal are videos from YouTube, as well as an article from the *Harvard Gazette*. It is difficult to determine if these resources, which appear to be freely available, can be used in the course. The Copyright Office will check all of these resources to determine if the publishers' terms of use allow for the content to be used in a course.

2. Resources for Course Assignments

Students will complete a variety of assignments throughout the course. While not all of the assignments will require library resources, students may wish to consult some of the following secondary resources when they work on assignments such as their Strategic Job Search Plan assignment:

Books & eBooks

Searching the library's catalogue using subject headings such as *Career Development* shows that YUL has a number of print and eBooks on the overarching course topic. Many of the books are available electronically, while the majority of the print books can be located at the Peter F. Bronfman Business 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.

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.

Company and Industry Business Databases

Students will also have access to key company and industry research databases that will help them with their job search assignment. For example, *IBISworld*, *Marketline Advantage*, and *Passport* provide access to industry and market research reports. These reports discuss industry trends, opportunities, and challenges. *Marketline Advantage* also provides access to company reports, while *Mergent Online* can be used to download company financials and broker research reports. 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 also wish to embed the link to the [Career Research for Business Students research guide](#) in Canvas.

3. Research Help & Consultation Support

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), use the online chat service, and book a Zoom consultation with a [business librarian](#).

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mark Kamstra, Professor of Finance
Date: April 14, 2021
Re: Course Change to FINE 6310

Motion: That Faculty Council approves a change to the course name, short description, and learning outcomes of FINE 6310

Rationale: The course name, short description, and learning outcomes were developed before a career as a data scientist was a well-established path for our students. These changes help make it clearer to our students that this course provides them with tools they will need to master to become a data scientist, or to manage data scientists.

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

Fine 6310 3.00

3. Course Title

Econometrics of Financial Markets

a) Short Course Title

Econometrics of Financial Markets

4. Existing Pre-requisites/Co-Requisites

Co-requisite: FINE 6200

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

	in course number
	in credit value (provide course outline)
X	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
X	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
X	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 2022

7. Academic Rationale

The current title/description of the course were developed before a career as a data scientist was a well-established path for our students. These changes help make it clearer to our students that this course provides them with tools they will need to master to become a data scientist, or to manage data scientists.

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>Course Title: Econometrics of Financial Markets</p> <p>Brief Description This empirical methods course focuses on the statistical techniques that are most often used in the analysis of financial markets. The list of topics includes: statistical properties of asset returns, tests of asset pricing models, the efficient market hypothesis, event study methodology, simulation methods, panel data analysis, and volatility estimation methods such as GARCH, value at risk, and time-varying correlations.</p> <p>Course Learning Outcomes</p> <ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge: Students will become familiar with <ol style="list-style-type: none"> a. the application of statistical methods to financial data; b. time series estimation and forecasting; c. return forecasting; d. measurement of expected returns; e. cross-sectional and time-series evidence of equity pricing anomalies; f. return volatility modeling; g. value-at-risk measurement; h. neural network models; 2. Knowledge of Methodologies: <ol style="list-style-type: none"> a. advanced statistical methods and concepts including the use of SAS for data analysis; b. statistical analysis of asset returns; c. tests of asset pricing models; d. event study design; e. panel data methods. 3. Level of Application of Knowledge: Students will develop, evaluate, optimize, and prioritize strategies related to <ol style="list-style-type: none"> a. portfolio return analysis; b. event study evaluation; 	<p>Course Title: Applications of Data Science in Finance</p> <p>Brief Description The focus is on using modern programming to perform statistical analysis as used in finance. Applications include assessing properties of asset returns, testing asset pricing models, conducting event studies, understanding simulation methods and panel data analysis, and modelling volatility, value-at-risk, and time-varying correlations. Students will learn about empirical methods in finance by performing statistical analysis on financial data.</p> <p>Course Learning Outcomes</p> <ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge: Students will become familiar with <ol style="list-style-type: none"> a. the application of statistical methods to financial data; b. time series estimation and forecasting; c. return forecasting; d. measurement of expected returns; e. cross-sectional and time-series evidence of equity pricing anomalies; f. return volatility modeling; g. value-at-risk measurement; h. neural network models; i. Programming, including Python, SAS and Excel. 2. Knowledge of Methodologies: <ol style="list-style-type: none"> a. advanced statistical methods and concepts including the use of SAS and Python for data analysis; b. statistical analysis of asset returns; c. tests of asset pricing models; d. event study design; e. panel data methods. 3. Level of Application of Knowledge: Students will develop, evaluate,

<p>c. testing for pricing anomalies (searching for alpha).</p> <p>4. Awareness of Limits of Knowledge: Discussion of methodological issues will highlight problems of implementation and challenges of real-world applications.</p> <p>5. Level of Communication Skills: Students will become proficient at</p> <p>a. Producing return analysis reports;</p> <p>b. concisely sorting, summarizing, and communicating complex statistical information with the written word and graphical displays.</p>	<p>optimize, and prioritize strategies related to</p> <p>a. portfolio return analysis;</p> <p>b. event study evaluation;</p> <p>c. testing for pricing anomalies (searching for alpha).</p> <p>4. Awareness of Limits of Knowledge: Discussion of methodological issues will highlight problems of implementation and challenges of real-world applications.</p> <p>5. Level of Communication Skills: Students will become proficient at</p> <p>a. Producing return analysis reports;</p> <p>b. concisely sorting, summarizing, and communicating complex statistical information with the written word and graphical displays.</p>
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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

Mark Kamstra

Signature

April 14, 2021

Date

Mark Kamstra

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

April 14, 2021

Date

Lilian Ng
Name

Director of Finance
Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

April 14, 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

September 9, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

FINE 6310 A 3.0: Applications of Data Science in Finance



Course Outline: Fall 2020
Class day: Wednesday 7 – 9:50 PM
Room: Zoom

Instructor
Dr. M. Kamstra
(416) 736-2100 ext. 33302
N204 C Seymour Schulich Building
mkamstra@yorku.ca
Office hours: Wednesday 17:30-18:30, 22:00-23:00, or by appointment

Assistant
Carolyn Potter
416-736-5072
N204A
fine@schulich.yorku.ca

Professor Kamstra's research expertise includes topics in behavioral finance, market seasonality, and econometrics. He has published papers in outlets including American Economic Review, the Journal of Financial and Quantitative Analysis, and the Review of Financial Studies. He tweets on finance topics as @MarkJKamstra and routinely presents his research at universities and institutions around the world.

Brief Description

The focus is on using modern programming to perform statistical analysis as used in finance. Applications include assessing properties of asset returns, testing asset pricing models, conducting event studies, understanding simulation methods and panel data analysis, and modelling volatility, value-at-risk, and time-varying correlations. Students will learn about empirical methods in finance by performing statistical analysis on financial data.

Co-requisite: FINE 6200

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Course Learning Outcomes

1. Depth and Breadth of Knowledge: Students will become familiar with
 - a. the application of statistical methods to financial data;
 - b. time series estimation and forecasting;
 - c. return forecasting;
 - d. measurement of expected returns;
 - e. cross-sectional and time-series evidence of equity pricing anomalies;
 - f. return volatility modeling;
 - g. value-at-risk measurement;
 - h. neural network models.
 - i. Programming, including Python, SAS and Excel.
2. Knowledge of Methodologies:
 - a. advanced statistical methods and concepts including the use of Python and SAS for data analysis;
 - b. statistical analysis of asset returns;
 - c. tests of asset pricing models;
 - d. event study design;
 - e. panel data methods.
3. Level of Application of Knowledge: Students will develop, evaluate, optimize, and prioritize strategies related to
 - a. portfolio return analysis;
 - b. event study evaluation;
 - c. testing for pricing anomalies (searching for alpha).
4. Awareness of Limits of Knowledge: Discussion of methodological issues will highlight problems of implementation and challenges of real-world applications.
5. Level of Communication Skills: Students will become proficient at
 - a. Producing return analysis reports;
 - b. concisely sorting, summarizing, and communicating complex statistical information with the written word and graphical displays.

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.

Task	Quantity	% Weight	Total %	Author
Class participation	10	1	10	Individual
Weekly Homework (Best 8 of 10)	8	2.5	20	Individual
Group Assignment I	1	5	5	Group
Group Event Study Proposal	1	5	5	Group
Group Assignment II, Event Study	1	15	15	Group
Weekly Quizzes (Best 4 of 5)	4	5	20	Individual
Group Research Paper Proposal	1	5	5	Group
Group Research Paper Report	1	20	20	Group
			100%	

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

Course Material

The readings are for background on course topics, when a student needs additional sources to understand class concepts. There is far too much material listed here to be read in its entirety. Primary texts for this course include the following books, available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

- Sollis, R. Empirical Finance for Finance and Banking, Wiley, 2012. (S)
- Barreto, H. and F.M. Howland, Introductory Econometrics: Using Monte Carlo Simulation with Microsoft Excel, Cambridge University Press. (BH)
[Ebook available online through library](#)

Suggested for Complementary Readings:

- Campbell, J., A. Lo and C. MacKinlay, 1997, The Econometrics of Financial Markets, Princeton. (This book is at the PhD level.) (CLM)
[Ebook available online through library](#)
- Gouriéroux, C. and J. Jasiak: Financial Econometrics (Princeton University Press, 2001) (GJ)

Sollis provides some introductory material and covers in depth many topics we focus on. BH focuses on Excel and introductory econometrics. If you are particularly weak on background statistics, and/or you like using Excel, BH is a must-have. Most of the course topics are covered in these two texts, but a great number of additional topics are also covered in these texts. Students are not expected or encouraged to read these texts cover-to-cover but to rather to read selected topics related to lecture material and topics, if the class slides are unclear.

CLM provides a finance perspective on statistical analysis, though it is very technical and advanced. Much of the material of CLM is at a PhD level – I expect students will use this as a reference text, but some students, with weak backgrounds in statistics, will not find CLM helpful. GJ focuses on financial econometrics and is also a useful reference text.

Student Preparation for Class and Class Participation: Expectations

Preparation. The course has no single dedicated text, so the best preparation for lecture is to watch any videos posted in advance of class (if applicable), review the slides, identify unfamiliar topics, and then reference the primary readings listed above, as needed. Students will only be responsible for material covered in class, assignments, or videos, not for materials in texts that we have not covered in class, assignments, or videos.

Class Participation (contribution). I expect students to raise issues in class related to the lecture material. I will keep track of attendance and participation and will reward both enthusiasm and insightful contributions.

Class-by-Class Syllabus

The list of lecture topics and readings specifies the material covered, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted.

Class	Topic	Readings and Activities The readings provide students background material and are optional. Students will be responsible only for material covered in class. The CLM and GJ readings are technical and deep background for only the interested students.	Deliverables
1	Review of Basic Statistics	- Ebooks will be made available - Lab time for introduction to SAS and data resources.	-Nothing
2	Review of Basic Statistics Con't	- BH Ch. 2-4, 9, 10, 15, 16, and 21.3 - Lab time for use of SAS and Excel, and simple exercises.	-Weekly Homework
3	Time Series Econometrics	- S Ch. 2, GJ Ch. 2 - An ebook will also be made available	-Weekly Homework
4	Asset Return Predictability	- S Ch. 6, BH Ch. 20, 21, CLM Ch. 2, GJ Appendix 6.1 - Lab time intended to wrap up first group assignment.	-Weekly Homework - Quiz
5	Event Studies	- BH Ch. 12, 22, CLM Ch. 4	-Group Assignment I
6	Event Studies Continued	- Lab time intended to start second group assignment (data collection).	-Weekly Homework -Group Event Study Proposal Quiz
Reading Week, October 26 th -30 th			
7	Asset Pricing	- S Ch. 4, 5, - CLM Ch. 5, 6.1, 6.2.1-6.2.3, 6.3, 6.5, GJ Ch. 4.2, 9	-Weekly Homework
8	Asset Pricing	- Lab time intended to wrap up second group assignment.	-Weekly Homework -Quiz
9	Asset Pricing	- Lab time intended to start third group assignment (data collection).	-2 nd Group Assignment
10	Volatility	- S Ch. 3.3, CLM: Ch. 9.3.2, 12, GJ Ch. 6 - Lab time for introduction to modelling volatility and to continue third group assignment (programming).	-Weekly Homework -Group Research Paper Proposal - Quiz
11	Value at Risk	- S Ch. 9, GJ Ch. 16 Additional materials will be made available online. - Lab time intended to wrap up third group assignment.	-Weekly Homework
12	Market Microstructure	- CLM Ch. 3, GJ Ch. 14	Group Research Paper Report - Quiz

Written Assignments/Projects and Exam[s]: Descriptions

Class Participation

I expect students will attend every class, with exceptions permitted only for medical reasons or by prior arrangement with me. A full percent will be deducted for missing a class, up to a maximum of 10%.

Weekly Homework

Weekly homework will be assigned and will be discussed at the beginning of the next class. The objective is to keep students on track during the term and give students a chance to ask questions and participate. A component of the homework will be data analysis assignments. The data analysis will typically be related to group assignments and help students build up to their group reports. The overall weekly homework grade for the course will automatically be based on a student's best 8 out of the 10 homework scores.

Group Assignments

Students will be expected to complete empirical exercises related to the course material to be given in due time during the course. The assignments will be a group effort involving data exercises, with each group composed of 3 to 5 students.

Quizzes

These will take place during class and consist of a short set of multiple choice and/or true/false questions. These quizzes in any given week will cover material not covered by previous quizzes and/or videos (if applicable). That is, quiz questions will be based on material only if we have discussed that material in class. The quiz questions will also exclude material from that day's lecture. The overall weekly quiz grade for the course will automatically be based on a student's best 8 out of the 10 quiz scores.

Group Research Paper

This assignment will be a group effort, with each group consisting of 3 to 5 students. Each group will write an empirical research study on the topic of market-neutral portfolio construction, though students can develop their own project topic, with consultation from me. Such projects could be a replication of an existing study with a minor extension and should include an application of one of the techniques examined in the course. Time permitting, each group will present to the class the research output during the last week of the course.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: Percentage grades will be translated to letter grades. Typically 70% would be the break point for a B-, 80% for an A-. Grades may be curved (upwards), if necessary.

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

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

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://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 (once you have logged onto passport York) <http://www.yorku.ca/cds/>.

Exams (Absence from)

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

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services, at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services, 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>.

After these two steps are completed, you may write the exam at a time to be arranged by the finance area. If students miss the deferred exam with a legitimate reason as determined by Student Services, the student will be allowed to write the exam the next time the course is offered.

Students' Reuse of Teaching Materials from York Courses

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. 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. Uploading materials to sites such as Course Hero or OneClass would qualify as copyright infringement.

Quick Reference: Summary of Classes, Activities and Deliverables

Class	Topic	Activities	Deliverables
1	Review of Basic Statistics	- Lab time for introduction to SAS and data resources.	-Nothing
2	Review of Basic Statistics Con't	- Lab time for use of SAS and Excel, and simple exercises.	-Weekly Homework
3	Time Series Econometrics		-Weekly Homework
4	Asset Return Predictability	- Lab time intended to wrap up first group assignment.	-Weekly Homework - Quiz
5	Event Studies		-Group Assignment I
6	Event Studies Continued	- Lab time intended to start second group assignment (data collection, programming).	-Weekly Homework -Group Event Study Proposal Quiz
Reading Week, October 26 th -30 th			
7	Asset Pricing		-Weekly Homework
8	Asset Pricing	- Lab time intended to wrap up second group assignment.	-Weekly Homework -Quiz
9	Asset Pricing	- Lab time intended to start third group assignment (data collection).	-2 nd Group Assignment
10	Volatility	- Lab time for introduction to modelling volatility and to continue third group assignment (programming).	-Weekly Homework -Group Research Paper Proposal - Quiz
11	Value at Risk	- Lab time intended to wrap up third group assignment.	-Weekly Homework
12	Market Microstructure		Group Research Paper Report - Quiz

To: Faculty Council, Schulich School of Business
From: Ingo Holzinger, Director, Strategy Field Study
Date: September 2, 2021
Re: Change to the Pre-Requisites for MGMT 6090: Strategy Field Study Formation

Motion: That Faculty Council approve the motion to equalize the pre- and co-requisites for MGMT 6090 for part-time and full-time MBA students.

Rationale:

Currently, the pre-/co-requisites for MGMT 6090 ('601') are different for FT and PT students. Historically, this was done to ensure that all MBA students complete the Strategy Field Study in the last two terms of their program. However, this creates at least two significant problems:

1. There is no clear academic rationale for treating FT and PT students differently. The purpose of pre-requisites is to ensure that students have the knowledge and skills to succeed in a course (e.g., need to complete basic accounting before taking advanced accounting). Following this logic, there is no academic reason for having different prerequisites for FT and PT students. If anything, Schulich's PT MBA students tend to be older and more experienced than the FT students. Hence, their ability to complete the Strategy Field Study is at least as strong as that of the FT students.
2. Having different pre-requisites for FT and PT students creates problems for FT students who want to switch to PT status. That switch makes the student instantly ineligible to start the Strategy Field Study. For example, this can happen when a student deals with personal issues that prevent them from taking a full course load or when a student secures an internship and changes their status to PT. Often, these students are already a member of an approved team and are then required to de-enrol from MGMT 6090 and postpone the start of the Strategy Field Study. Not only does that alter their study plan, but it also puts their team at a disadvantage.

Moreover, PT students who have not completed the pre-requisites often petition to receive a pre-requisite waiver for MGMT 6090. The petition can be approved if there are extenuating circumstances that prevent the student from completing the pre-requisites before enrolling in MGMT 6090. This process causes students a great degree of uncertainty and takes up significant administrative resources.

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 6090 0.00

3. Course Title

a) Long Course Title

Strategy Field Study Formation

b) Short Course Title

Strategy Field Study Formation

4. Existing Pre-requisites/Co-Requisites

Full-Time Students:

Pre-requisites: All 5000-level required Foundations of Management core courses

Co-requisite: SGMT 6000

Part-Time Students:

Pre-requisites: All 5000-level required Foundations of Management core courses; SGMT 6000; 4 elective courses

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

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

6. Effective Session of Proposed Change(s)

Winter 2022

7. Academic Rationale

Currently, the pre-/co-requisites for MGMT 6090 ('601') are different for FT and PT students.

Historically, this was done to ensure that all MBA students complete the Strategy Field Study in the last two terms of their program. However, this creates at least two significant problems:

- 1. There is no clear academic rationale for treating FT and PT students differently. The purpose of*

pre-requisites is to ensure that students have the knowledge and skills to succeed in a course (e.g., need to complete basic accounting before taking advanced accounting). Following this logic, there is no academic reason for having different prerequisites for FT and PT students. If anything, Schulich's PT MBA students tend to be older and more experienced than the Ft students. Hence, their ability to complete the Strategy Field Study is at least as strong as that of the FT students.

2. Having different pre-requisites for FT and PT students creates problems for FT students who want to switch to PT status. That switch makes the student instantly ineligible to start the Strategy Field Study. For example, this can happen when a student deals with personal issues that prevent them from taking a full course load or when a student secures an internship and changes their status to PT. Often, these students are already a member of an approved team and are then required to de-enrol from MGMT 6090 and postpone the start of the Strategy Field Study. Not only does that alter their study plan, but it also puts their team at a disadvantage.

Moreover, PT students who have not completed the pre-requisites often petition to receive a pre-requisite waiver for MGMT 6090. The petition can be approved if there are extenuating circumstances that prevent the student from completing the pre-requisites before enrolling in MGMT 6090. This process causes students a great degree of uncertainty and takes up significant administrative resources.

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>The Strategy Field Study represents the culmination of a student's work in the MBA program. Through a two-term study of an actual organization, students working together as a team attempt to integrate, apply, and test all the knowledge and skills they have acquired throughout their studies. Students must form and register their groups for this Strategy Field Study in the term that they begin the process and must register in MGMT 6090.00 to formalize the start of the study. Students must also register for MGMT 6100.30 in either the first or second term they are working on the Strategy Field Study. NOTE: Students undertake their Strategy Field Study during the last two semesters of their program.</p> <p>Pre-/Co-Requisites: Full-Time Students: Pre-requisites: All 5000-level required Foundations of Management core courses Co-requisite: SGMT 6000.30</p> <p>Part-Time Students: Pre-requisites: All 5000-level required Foundations of Management core courses; SGMT 6000.30; 4 elective courses</p>	<p>The Strategy Field Study represents the culmination of a student's work in the MBA program. Through a two-term study of an actual organization, students working together as a team attempt to integrate, apply, and test all the knowledge and skills they have acquired throughout their studies. Students must form and register their groups for this Strategy Field Study in the term that they begin the process and must register in MGMT 6090.00 to formalize the start of the study. Students must also register for MGMT 6100.30 in either the first or second term they are working on the Strategy Field Study. NOTE: Students undertake their Strategy Field Study during the last two semesters of their program.</p> <p>Pre-/Co-Requisites: (For all MBA students:) Pre-requisites: All 5000-level required Foundations of Management core courses Co-requisite: SGMT 6000.30</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



Signature

02 September 2021

Date

Ingo Holzinger
Name

Director, Strategy Field Study
Area or Specialization

Approvals:

Area or Specialization

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



Signature

02 September 2021

Date

Ingo Holzinger
Name

Director, Strategy Field Study
Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

September 2, 2021

Date

Ashwin Joshi
Name of Program Director

MBA
Program

Program Committee

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

Marcia Annisette

Signature

September 9, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

Memo

To: Schulich Faculty Council

From: David Johnston, Program Director, MSCM Program, SSB

Date: September 2, 2021

Re: Two Course Changes in the MSCM Program

Motion: We move that Faculty Council approve the following motions:

1. Reduce the length and associated GPA weighting of OMIS 6300 Managing Change in Supply Chains, from 12 to 6 weeks in length and credit value from 3.00 to 1.50
2. Increase the length and associated GPA weighting of OMIS 6320 Managing New Supply Chain Technology, from 6 weeks to 12 weeks in length and credit value from 1.50 to 3.00.
3. Substitute the word "Digital "and for the word "New" in the course title for OMIS 6320. Proposed title "Managing Digital Supply Chain Technology".

Rationale:

Entering the 3rd year of operations for the Master of Supply Chain Management program we have learned in consultation with industry, students and instructors that there are some minor changes required to keep the curriculum relevant to the career requirements of supply chain professionals. The need to manage operational transformation in organizations created by technological and socio-economic change are accelerating. The fundamental learning objectives of the two courses that address this concern and thus involved in this motion remain unchanged. Their position in the sequencing of courses for the overall program remain unchanged. Also unchanged is the evaluation of learning objectives except for minor adjustments to reflect the change in workload for the students.

We propose to change the amount of instructional resources and student time allocated between two courses. The key learnings in "Managing Change in Supply Chain" can be delivered in half the time and therefore the course can be reduced from 12 to 6 weeks of engagement. The proposed change would change the credit value from 3.00 to 1.50. "Managing New Supply Chain Technology" in contrast requires more time in order for students to get the depth of learning required to understand and participate in the information technology and analytic driven changes driving the improvement of supply chains. The proposed change would increase the student engagement from 6 to 12 weeks and the credit value from 1.50 to 3.00. The proposed minor change in the title and description for this course (the addition of the word "digital") reflects the reality that the new technology that supply chain functions are implementing revolve fundamentally around the infrastructure to support data driven decision support and the associated software and hardware.

The attached change of course documents and course outlines documents detail how we propose to re-allocate the work load of students between the two courses to achieve the right balance with no net change to the student's workload. We propose to implement these changes for Winter 2022.

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 School of Business, Master of Supply Chain Management

2. Course Number and Credit Value

OMIS 6300 3.00

3. Course Title

a) Long Course Title

Managing Change in Supply Chains

b) Short Course Title

Managing Change in Supply Chains

4. Existing Pre-requisites

OMIS 6200 Supply Chain Strategy

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

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

6. Effective Session of Proposed Change(s)

Winter 2022

7. Academic Rationale

The key learnings in "Managing Change in Supply Chains" can be delivered in half the time and therefore the course can be reduced from 12 to 6 weeks of student engagement. That will reduce the credit value from 3.00 to 1.50. Learning objectives remain unchanged. The course position in the sequencing of courses for the overall MSCM program remain unchanged. Also unchanged is the evaluation of learning objectives except for minor adjustments to reflect the change in workload for the students.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
OMIS 6300 3.00	OMIS 6300 1.50

9. Consultation

Does not apply.

Originator



Signature

September 1 2021

Date

David Johnston

Name

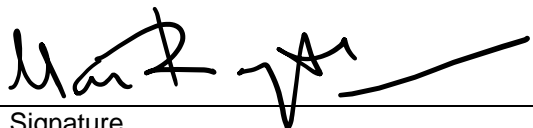
Master of Supply Chain Management

Area or Specialization

Approvals:

Area or Specialization

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



Signature

September 1 2021

Date

M. RUNGTUSANATHAM

Name

Operations Management and
Information Systems Area

Area or Specialization

Degree Program

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



Signature

September 1 2021

Date

David Johnston

Name of Program Director

Master of Supply Chain Management

Program

Program Committee

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

Marcia Annisette

Signature

September 9, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

OMIS6300- 1.50: Managing Change In Supply Chains



Course Outline

Semester Year: Winter, 2022

Time: TBA

Room: TBA

Instructor

Name: Ed Burns

Tel: 705-446-6290

Email: EBurns@schulich.yorku.ca

Office Hours: By Appointment only.

Assistant

Name: Denise Dunbar

Email: denise1@schulich.yorku.ca

Biography of Instructor:

Ed Burns' career has included senior positions as a Vice President with SNC Lavalin, and CEO of a Tier 1 supplier to leading corporations in the EMS sector, such as HP, Cisco, Qualcomm, Nokia, Motorola Celestica, Flextronics etc. Ed spent most of his career with Canadian Pacific Limited (CP), where he created and led the Management Services (MS) group, which became one of the largest internal operations performance improvement groups in North America, and has been a Business Operations Analyst at Black and Decker, and an Electronic Engineer with Philips Electronics in Europe. As well as running his own online business, he is currently teaching MBA, IMBA, Master of Management and Master of Supply Chain Management programs in Operations Management, Supply Chain Management, Change Management, Information Technology, and Management of Technological Innovation at Schulich School of Business. He is also teaching Courses in Business Process Management (BPM) and Change Management at the School for Continuing Studies University of Toronto for experienced managers and professionals. Ed holds an MBA from the University of Manchester Business School and an Honors Degree in Applied Physics from the University of Bradford.

Ed lives in Collingwood Ontario. When not working online, teaching in class and running his online business, enjoys Cycling, Kayaking and Fishing

Brief Description

Major changes to supply chains must align logistics, inventory management, purchasing, distribution, customer service and manufacturing by engaging critical stakeholders within and between organizations. This course takes a design for supply chain approach to all business cases for critical organizational initiatives. Best practices in managing teams and engaging all relevant stakeholders in a process of change are highlighted.

Prerequisite: OMIS 6200

Contents

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Course Learning Outcomes

Changing Supply Chains successfully to achieve results requires a comprehensive understanding of not only i) the technical aspects of the change, the so called “hard” aspects, but also ii) a parallel comprehensive understanding of the so called “soft” aspects of the change such as engaging stakeholders, generating buy in and support for the change, and mobilizing a diverse array of internal and external parties while simultaneously negotiating change with Supply Chain Partners to execute the change successfully.

The technical aspects of analyzing and modelling the supply chain successfully, include understanding trade-offs both internally, between functional silos, and externally with supply chain partners such as customers, suppliers and other supply chain partners and stakeholders, and are typically data and analytically driven. Many changes will be related to ERP or other software or software related Implementation. However, to generate innovations, changes and/or potential recommendations to improve performance, reduce costs or (positively) disrupt the supply chain through innovation require much more than just data and analysis. In order to make the recommended changes actually happen and achieve the anticipated bottom line results we now must engage the organization itself and then external supply chain partners and stakeholders, and all those parties required to make the required changes work. Regardless of the quality or value of the proposed innovations or ideas for change this does not happen automatically and is nearly always not as easy as it might seem at first. This course discusses a generalized framework of how to develop a roadmap or action plan required to successfully operationalize any supply chain innovation or change to drive results, including the specific issue of making supply chains more sustainable.

In this course students will learn to:

- Engage the organization including leadership levels, functional areas, middle managers and employees to create agreement and consensus to support and drive the innovations and make the desired changes happen.
- Mobilize external parties such as suppliers, customers, and other supply chain partners and create and gain their support to make the desired changes happen.
- Manage the change as it progresses, ensuring problems are resolved, barriers are identified and eliminated, and ensuring the desired results are achieved.
- Deal with resistance to implementation across the supply chain, especially in situations where the interests of one or more of the SC partners, and other internal parties may not align with the objectives are outcomes of the change itself.

- Ensure the change “sticks”, and the change is not rejected by cultural, sustainability or alignment issues of internal or external stakeholders.
- Negotiate with supply chain partners.
- Begin to incorporate more Sustainability into Supply Chains.

To achieve these objectives, students will be engaged in class discussions, group assignments and exercises supplemented by background reading and individual practice to solidify learning. Students will demonstrate their understanding and mastery of concepts and approaches through contributions and participation in-class discussions, project assignments, and formal testing. Throughout this course we will be discussing many “best practices” in change management.

Deliverables at a Glance

Groups will be pre-organized and will comprised of a mix of full-time, part-time and International Students, to provide opportunity for sharing of experiences, within the group relative to the content of the course.

Assignment/Task	Quantity	% Weight	Total %	Author
Individual Participation	5	20	20	Individual
Group Reflective Submissions	5	10	10	Group
Group Project – Change Management Plan	1	20	20	Group
Peer Evaluation - Individual Contribution to Group Work	1	9	9	
Completion of Course Evaluation	1	1	1	
Final Exam	1	40	40	Individual
			100%	

Individual Participation (20%) In this course, there are typically many students who bring experience of Change Management (both good and bad). We have found that students often have a wealth of experience (sometimes without realizing it), around making, participating in, or being impacted by, change in all its forms. Sharing and discussion of these experiences in class as individual participation in relation to the course content has proven to be a valuable component of this course. Individual participation is typically such activities as asking relevant and insightful questions in class, and/or responding to questions posed to class, providing experiences that illustrate the points being made, and/or contributing to discussions and/or any other notable contribution(s) to Class.

I will be using the following schema to grade participation. Each class has a maximum of 4 participation points. There are 5 classes of 4 points each, and in addition there will be a further 4 points awarded for posting a personal introduction for classmates and instructor, and a further 4 points will be awarded at the instructor’s discretion, and a further 4 points for submission of the Peer Evaluation to total a maximum of 32 points. Simply showing up to class, but not contributing, to the class or to group work in the course will garner 10/32 points, a grade of 31% for this component., though I do not expect many or even any to score that poorly on this component.

Participation points will be awarded on the following schema.

- 0 = not attended, no heads up
- 1 = not attended, heads up (Medical Exceptions Only – requiring a Doctor's Note or other Supporting Documentation)
- 2 = attended, silent
- 3 = attended, minor contribution
- 4 = attended, significant contribution to discussion
- 3 classes or more missed = course failed

Students will receive grading on their individual class participation score via Canvas a day or two after class.

Group Reflective Submissions. (10%) Each group will meet offline via ZOOM in the week after class, and discuss the content of the class, sharing their own experience of the topic(s) with classmates, then reflect on the sum of all experiences shared and discussions of those experiences, and then generate a short (600 -750 word max) report explaining and documenting those experiences in relation to the content of that Class.

Groups can expect to receive feedback & grading on their Group Reflective Submissions prior to the following class.

Group Project – Change Management Plan. (20%) Groups will be required to develop a Change Management Plan for a very typical situation that any Supply Chain Manager might encounter.

Peer Evaluation of Individual Contribution to Group Work. (9%) Since group work will be online outside of class times, it will therefore not be visible to the instructor, and consequently it will be difficult for the instructor to evaluate individual contributions to the final group deliverables. Therefore, the instructor will ask the members of each group to evaluate each other's contribution to the group work on both the Reflective Submissions and the Change management Plan. The instructor will provide a suitable evaluation document for each student to use. Submission of this Peer Evaluation is counted towards participation.

Completion of Course Evaluation (1%) An additional 1% of grading will be awarded to class, pro-rated to the % completion of Course Evaluations. For instance if 80 % of class completes a course evaluation, the entire class will be awarded 80 % of 1 % = 0.80 % in additional grading.

Final Exam (40%) This two-hour open book exam is a test of the students grasp of key concepts and content in the course. Questions will be a mix of 5-part multiple choice and essay questions.

Course Material

The course text is;

John P. Kotter, Leading Change, 2012, Publisher Harvard Business Review Press,

ISBN-13: 978-1422186435.

Note that this text is available in used condition often for under \$ 20. The text is a very easy and non-technical read.

The course will be run via CANVAS which contains general information for Schulich students and information and materials specific to this course, including lecture slides, Excel spreadsheets, practice problems, references to additional readings and other supporting materials. In addition it is a source of specific questions and instructions for the preparation of case studies and assignments. This material is posted well in advance before the start of the course. Make sure you check CANVAS frequently, and especially prior to class, for any updates, announcements or notifications from the instructor.

Readings and Cases for this course are in a Course Pack, that must be purchased separately. Instructions for accessing are posted on the course Canvas site. This material is for your personal use only and is not to be shared or distributed in any form.

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.

Expectations for Student Preparation, Participation and Class Conduct

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

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

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

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

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

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

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

Student Checklist of Expectations for Class Conduct

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

Class-by-Class Syllabus

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

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

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
(1)	<u>Course Overview, the Kotter Model, Stakeholders and Change Readiness</u>
	<u>Part A – Course Overview</u>
	<p>This course will focus on the problems, issues and solutions that can be encountered when trying to make a change within a Supply Chain. The instructor will begin the course by overviewing the content, components, requirements, expectations and evaluation approach for this course.</p>
	<u>Part B - The Kotter Model</u>
	<p>This class introduces the Kotter Framework for managing change and discusses the context in relation to Supply Chain Management. We will overview the main requirements for implementing successful change in almost any situation and relate the model to Supply Chain specific situations.</p>
	Reading; Kotter – Leading Change – Chapters 1 & 2, The Change Problem
	Questions for Class Discussion
	<ol style="list-style-type: none"> 1. How often do you see both Technical & Social aspects of any SC Change discussed? 2. Do you think that Kotter's eight factors capture what is required to make a successful change?, if not what do you think is missing?
	<u>Part C – Stakeholders</u>
	<p>We will discuss the many different stakeholders in any supply chain, and the many different motivations and conflicting interests present in any Supply Chain Change.</p>
	Reading; Managing for Stakeholders and the Purpose of Business (Course Pack
	Questions for Class Discussion
	<ol style="list-style-type: none"> 1. How do we identify all the stakeholders in a Supply Chain Change? 2. Who are the Stakeholders in any Supply Chain Change?

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
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Part D - Change Readiness and Capacity for Change

A common, and often incorrect, assumption, that is commonly made before embarking on any change is that the organization, its stakeholders and its Supply Chain Partners are ready to change. In the real world this is not always the case, and organizations are not necessarily ready, willing and able to change. In this class we will outline the factors that go into making an organization "Change Ready".

Secondly even if the organization is ready to change, it might not, for a variety of reasons, be capable and/or have the capacity to, participate in and contribute to making the change under consideration a success. We will also discuss some of the factors that go into building capacity for change.

Reading: Sample Change Readiness Assessment (CRA) by Ed Burns

Questions for Class Discussion

1. What kinds of factors or issues will impact an organizations ability to change?, and how would you attempt to address them?
2. Are the factors or issues impacting within an organization the same or similar to those impacting SC stakeholders or partners? and how would you attempt to address them?
3. How often is "Change Readiness" considered before making a change?
4. What (if anything) can be done about adverse scores in a CRA?

(2) A Sense of Urgency, and Guiding Coalitions

Part A – Creating a Sense of Urgency

A prerequisite for making any change is the presence of a sense of urgency in making the change occur. If there is no urgency, any change is unlikely to be successful. This class talks about ways of generating urgency, both internally and externally. It focusses on a particular problem endemic in supply chains, that of creating urgency for the change in a supply chain within supply chain partners over whom you have no direct control, and whom you might require to act against what might seem their immediate best interests, for the "greater good" of improving supply chain performance and better serving customers.

Reading; Kotter – Leading Change – Chapter 3 – A sense of Urgency

Watch Videos;

Kotter on "False Urgency"

<https://www.youtube.com/watch?v=U5802FBaMSI>

Schultz on Starbucks (please excuse subtitles – but this is the best summary)

<https://www.youtube.com/watch?v=KSX3jNi2mZ>

Doyle on Domino's

<https://www.youtube.com/watch?v=ZxnoTPe4aho>

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
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Questions for Class Discussion - Urgency

1. Can anyone give us good examples either of compelling urgency, lack of urgency, and false urgency?
2. Have you encountered “No-No’s” yet? and give an example of how were they dealt with? (or not!)

Questions for Class Discussion - Stakeholder Urgency

1. What might be good strategies to promote a sense of urgency amongst SC stakeholders?
2. Is urgency easier to manage internally (with employees) vs. externally (with suppliers, customers and other stakeholders)?
3. What factors will prevent stakeholders having a sense of urgency to implement your SC change?
4. What is the difference between “activity” and “progress”

Part B - Forming a Guiding Coalition

Even with a sense of urgency for both internal and external employees, partners and stakeholders, the change will not happen by itself. Some kind of leadership, organization or oversight of the effort is required to drive the change across all the employees, partners and stakeholders, address any implementation or execution problems as they arise, and ensures that the change succeeds, and the desired results are obtained. This is called a Guiding Coalition.

In this class we will discuss effective and ineffective Guiding Coalitions and their subsequent impact on the likelihood of success of any change, and then we will focus on the critical role that trust plays in facilitating positive relationships both internally with employees and externally with suppliers, SC partners, and other stakeholders. One of the issues that comes into play in the Guiding Coalition is the relative degree of power in the Supply Chain. An overly powerful SC partner for instance, who does not want to proceed with the change can readily disrupt any well-intentioned change.

Reading; Kotter – Leading Change – Chapter 4 – Guiding Coalition

Reading; Building Coalitions. (Course Pack)

Reading; The Use and Abuse of Power in Supply Chains Business Horizons (Available in Library) Volume 42, Issue 1, January–February 1999, Pages 55-65

Charles L. Munson, Meir J. Rosenblatt¹², Zehava Rosenblatt

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Questions for Class Discussion – i) Guiding Coalition in general

1. Anyone tried to make a change on your own and without allies? How do you identify the and get them onside?
2. What are the differences between a “Project Sponsor”, a “Guiding Coalition, a “Steering Committee”, or a “Project Team”
3. What are, or might be, typical deficiencies in Guiding Coalitions? –What was the result?
4. Examples of who should or who shouldn’t be part of a Guiding Coalition?
5. Do you agree with Kotter that Organizations are over-managed and under-led (Kotter – LC Ch 2) with regard to Change? Why do you think this is? and what is the result?

Questions for Class Discussion - ii) – Guiding Coalition Makeup

1. What are the key requirements to make up an effective Guiding Coalition?
2. How do we go about developing a Guiding Coalition?
3. Are the factors that go into building an effective Guiding Coalition within an organization, any different to those for building an effective Guiding Coalition with SC Partners and Stakeholders?
4. How do we handle SC Partners & Stakeholders who will be negatively impacted by the decision?

Questions for Class Discussion - iii) – Power

1. What is power in the contexts of organizations and Supply Chains?
2. Who holds the power in Supply Chains?
3. What typically happens when specific people, organizations or entities in the Supply Chain have most of the power?
4. How do we effect a Supply Chain change when we are not the dominant partner and have little power in a Supply Chain?

Questions for Class Discussion - iv) – Trust

1. What are some good ways to develop trust in a Guiding Coalition?
2. What are some good ways to undermine and/or destroy trust in a Guiding Coalition?
3. Do you think you can move Supply Chain relationships forward without any trust?
4. How does being virtual impact the development of trust?
5. How can we effect change in a Supply Chain when we don’t trust some or all our Partners or Stakeholders?

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(3) Developing and Communicating a Vision

Part A – Developing a Vision

Even with a suitable Guiding Coalition up to the task, the organization now needs to define more details of the change and what the organization & process(es) will look like when the change is completed. This is accomplished by generating and sharing a common vision for the change. This class will discuss how to develop an adequate and motivating vision for the change, and how to get all the required SC partners and stakeholders buy in and support.

Reading; Kotter – Leading Change – Chapter 5 – Vision

Reading; Enabling Bold Visions(Course Pack)

Reading; Starbucks Vision

<http://www.forbes.com/sites/hbsworkingknowledge/2014/08/25/starbucks-reinvented/#352a00706751> (Links to an external site.)

<https://www.starbucks.ca/about-us/company-information/mission-statement> (Links to an external site.)

Reading (Amazons SC Innovations);

<https://logisticsviewpoints.com/2018/01/08/amazon-supply-chain-innovative-world/> (Links to an external site.)

Questions for Class Discussion – Amazons Vision

1. How does Amazon's Vision stack up against Kotter's criteria? Does the Vision meet Kotter's criteria? What is notable about what it says or doesn't say?

Part B – Communicating the Vision

Even with a clearly defined vision, this has to be communicated throughout the organization to have any effect. This class focusses on ways to communicate the vision both internally and externally, to ensure both employees and the necessary stakeholders are informed of the new approaches and changes to come, and hopefully begin to engage their support and get them "bought-in".

Reading; Kotter – Leading Change – Chapter 6 – Communicating the Vision

Reading; The Vision Thing (Course Pack)

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Questions for Class Discussion - Communicating Vision

1. Why is communications so important in Change Management?
2. What are the main difficulties in articulating a vision of the change to Employees, SC Partners and Stakeholders?
3. What are some of the requirements for successful Leadership Communication?
4. What methods can we use to best communicate the vision of the change?
5. Why is communication such an emotional issue?
6. Can anyone provide an example of Kubler-Ross in relation to an SC Change?

Has anyone seen or heard of a Change Management Plan being used in an SC change?, What form did it take?, How was it developed?, How was it communicated?, and what effect did it have?

(4) Empowerment, Short term Wins, and Consolidating Change

Part A – Empowering Others

Empowerment is an often misused and poorly understood term, yet it is a vital part of rolling any change out into action. Empowerment is important both within the organization, and also with Stakeholders and SC partners. Underlying empowerment, whether internally or externally, is the fundamental make or break issue of trust. This class will discuss Empowerment and the all important issue of Trusting Employees and Stakeholders to both generate and support actions designed to achieve the anticipated results of the change.

Reading; Kotter – Leading Change – Chapter 7 – Empowerment

Case Study; The Empowerment Effort That Came Undone (SportsGear) (Course Pack)

Questions for Class Discussion - Empowerment

1. What level of Empowerment have you experienced?
2. Why do you think you were or were not empowered, and why was that?
3. What impact did being empowered or not have on the SC Change?
4. If you weren't being empowered-what would you do?

Questions for Class Discussion on Case Study - SportsGear

1. What are George Marlow's options at this point?
2. What is the fundamental problem with the Empowerment program as initially conceived at Sports gear?
3. What tactical errors do you think were made out in the rollout of empowerment?, and what
4. should have been done instead?

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Part B – Planning for Short term Wins

As the change rolls through into execution, if the change is successful, initial results will begin to appear. These initial results are called Short Term Wins and obtaining these Short Term Wins is an important indicator that the change is going to be successful. Short term Wins also motivate internal and external stakeholders and confirm that the intent and execution of the change was accurate and correct.

Reading; Kotter – Leading Change – Chapter 8 – ST wins

Reading; Successful Change Programs Begin with Results(Course Pack)

Questions for Class Discussion – Planning for Short term Wins

1. Why are short term wins so important in change?
2. Poll – Do you subscribe to Kotter's assertion that STW's can change culture?
3. What is a good example of a "False win", and what impact might it have had on the SC change at the time?
4. What are the main differences between activity centred change programs vs results based change programs?
5. What kinds of things can Leadership and Management levels start to do to ensure some short term wins?

Part C – Consolidating Change

With changes now ongoing, and preliminary results appearing in the Supply Chain it now becomes important to ensure that benefits of the change "stick", and are not unwound or unmade by resistance. This is a problematic and much more difficult step than many think, and it is frequently omitted to the detriment of the change. This is where latent or overt resistance can often become more readily apparent, and managers who lead change need to be aware of why and how resistance emerges, and how best to handle it.

Reading; Kotter – Leading Change – Chapter 9 – Consolidating Gains

Questions for Class Discussion – Consolidating Change

1. Is there a point at which Management realizes "it's working" or "it's not"?
2. Who makes that assessment?
3. Anyone with some good experience of skills transfer (or not) from Consultants?
4. What happens if it is obvious the change is failing?
5. What kinds of reasons are there for benefits being "lost" or failing to appear?
6. Why does resistance often appear now?, and what forms can it take?
7. Why do you think Baselines are not done as often as they should be?
8. Good examples of "Pilot Projects"?

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(5) Anchoring New Approaches, Change Resistance and Current Issues

Part A – Anchoring New Approaches

Now the supply chain is operating differently than before as a result of the changes made, and hopefully generating the anticipated results and improvements, management attention inevitably begins to shift to the next initiative or project. So now it becomes important to ensure that the improvements “stick”, and that the supply chain does not revert back to its earlier configuration after management attention moves on. This is where changes must be anchored in the organizational culture of all the organization, its stakeholders, and SC Partners. In this class we will discuss the impact of organizational culture on change, how to identify potential problems in advance, and develop strategies to mitigate

Reading; Kotter – Leading Change – Chapter 10 – Anchoring Change

Questions for Class Discussions – Anchoring

1. POLL – what kinds of cultures have you worked in or are you working in now?
2. Any insights, tips, pointers for making change work in differing cultures?
3. How do you change an organizational culture?

Part B – Change Resistance

All the steps in the Kotter framework are specifically designed to reduce or eliminate resistance to change. If all the steps in the Kotter framework and reasonably and successfully implemented there should be little to no resistance to change. Experience suggests the exact opposite in most cases as resistance to change emerges somewhere along in the change process, implying that Kotter’s framework or some equivalent or adequate change process has not been followed. In this part of the class, we will discuss common reasons for resistance to change and how to overcome them by utilizing the Kotter Framework, with some help from some best practices.

<https://www.torbenrick.eu/blog/change-management/12-reasons-why-people-resist-change/> (Links to an external site.)

Part C – Current Issues

In this last part of the course, we will overview and discuss some current issues in making changes in Supply Chains. These are i) Successfully Implementing ERP, ii) Negotiating with SC Partners, and iii) Sustainability.

i) Successfully Implementing ERP

ERP systems are commonly critical parts of Supply Chain management Information Systems.

We will discuss the social side of implementing ERP, and the many common social failures of

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ERP implementation, viewed through the lens of the Kotter framework. I will also overview a number of best practices to help ensure ERP success.

Optional Reading; The Long Conversation; Learning how to Master Enterprise Systems – Lorenzo et al. The California Management Review (Available in Library)

i) Negotiating

SC Partners and Stakeholders will frequently have issues or concerns with a proposed SC change. If left unresolved, these concerns might be sufficient to prevent successful implementation of the change and must be addressed by negotiation. Failure to include or address such problems as the “What’s in it for me” and maintaining trust of SC partners or stakeholders is a common stumbling block. In this case we will discuss how to recognize and articulate partner concerns and develop strategies to address them by negotiation.

ii) Sustainability

Recent events such as Covid and its resultant impact on Global Supply Chains has laid bare the lack of sustainability of many supply chains and subsequent vulnerabilities to many different kinds of global and even local disruption. We will discuss general sustainability issues from a Supply Chain perspective, focusing on Change Management Aspects.

Group Project – Case Study – Change Management Plan for ERP Implementation

Each group will develop a Change Management Plan, based on the Kotter framework for ERP Implementation in Broadband X, based on the information in the case study. The instructor will present a summary of key points in Class 6. See APPENDIX 2 for More Details

Case Study; Broadband – X (Course Pack)

Group Project Summary, “Top Ten Takeaways” and Final Exam

(6)

Part A – Group Project Case Summary & Discussion

The instructor will overview highlights of the Group Case reports on the Broadband – X case, and will discuss the challenges implementing effective ERP systems in Supply Chains.

Part B – “The Top Ten Takeaways”

The instructor will bring the course to a close by summarizing the “Top Ten Takeaways” from this course

Part C – The Final Exam

This class and course will end with a 2-hour final exam consisting of a mix of multiple choice and essay questions and held in class or other suitable venue.

Calculation of Course Grade

The student's grade in the course is computed from his/her performance each of the graded components in the course. Numerical grades will be assigned to each component and the results will be aggregated as described in "Deliverables at a Glance". Students are expected to hand in work for grading in a timely fashion. Late work will not be accepted without prior approval of the instructor (exceptional circumstances only). Schulich policies will be followed with regards to missed exams.

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

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

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

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

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

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

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

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

APPENDIX 1 – Quick Reference; Summary of Classes, Activities, and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Evaluation
1. Overview, Kotter, Stakeholders and Change Readiness Thursday XXXXX		Kotter – Leading Change – Chapters 1 & 2, The Change Problem Managing for Stakeholders and the Purpose of Business (Course Pack) Sample Change Readiness Assessment (CRA) by Ed Burns	Participation Reflective Submission
2. Urgency and Guiding Coalitions Thursday XXXXX		Kotter – Leading Change – Chapter 3 – A sense of Urgency Kotter – Leading Change – Chapter 4 – Guiding Coalition Building Coalitions. (Course Pack) The use and abuse of power in supply chains (Course Pack)	Participation Reflective Submission
3. Developing and Communicating a Vision Thursday XXXXX		Kotter – Leading Change – Chapter 5 – Vision Kotter - Leading Change – Chapter 6 – Communicating Vision Enabling Bold Visions (Course Pack) The Vision Thing (Course Pack)	Participation Reflective Submission
4. Empowerment, Short term Wins, and Consolidating Change Thursday XXXXX	The Empowerment Effort That Came Undone (SportsGear) (Course Pack)	Kotter – Leading Change – Chapter 7 – Empowering Others Kotter – Leading Change – Chapter 8 – ST wins. Kotter – Leading Change – Chapter 9 - Consolidating Improvement Successful Change Programs Begin with Results (Course Pack)	Participation Reflective Submission
5. Anchoring New approaches Change Resistance and Current Issues Thursday XXXXX		Kotter – Leading Change – Chapter 10 - Anchoring	Participation Reflective Submission Group Project Report Broadband – X (Course Pack)
6. “Top Ten Takeaways” and Final Exam Thursday XXXXX		Broadband – X (Course Pack)	Final Exam Group Peer Evaluation

APPENDIX 2 – Group Project Report– Broadband X

A common arena for application of Change Management Principles in Supply Chains is implementation of a new ERP platforms, and/or enhancement and/or replacement of existing ERP platforms. A very typical situation is described in the case Broadband - X in the course pack.

Each group is to review the case, which is very typical of an almost entirely technically driven ERP implementation. Then each group will answer the following questions;

- a) Based on what is presented in the case, is this ERP implementation likely to succeed or fail?
- b) Identify what seem to be the strengths and weaknesses evident so far in planning the Implementation of the new ERP system.
- c) Based on those strengths and weaknesses, what kinds of opportunities and/or problems might be expected to develop as implementation progresses.
- d) Based on the Kotter framework and the content of the course, generate a Change Management Plan that will maximise the chance of implementation success.

The Instructor may also provide supplemental information to the case as required.

Answers to the above questions will be documented in a formal report and uploaded into CANVAS by the due date. Instructor will provide specific feedback to each group and summarise the key points in Module 12.

Report Format; No more than 10 – 12 pages, single spaced and no less than 11 or 12 point font. (Likely 5,000 to 6,000 words)

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 School of Business, Master of Supply Chain Management

2. Course Number and Credit Value

OMIS 6320 1.50

3. Course Title

a) Long Course Title

Managing New Supply Chain Technology

b) Short Course Title

Managing New Supply Chain Technology

4. Existing Pre-requisites

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

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

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

6. Effective Session of Proposed Change(s)

Winter 2022

7. Academic Rationale

Managing New Supply Chain Technology" in contrast requires more time in order for students to get the depth of learning required to understand and participate in the information technology and analytic driven changes driving the improvement of supply chains. The proposed change would increase the student engagement from 6 to 12 weeks and the credit value from 1.50 to 3.00. The proposed change in the title for this course (the substitution of the word "digital" for "new") reflects the reality that the new technology that supply chain functions are implementing revolve fundamentally around the infrastructure to support data driven decision support and the associated software and hardware. The new title will be "Managing Digital Supply Chain Technology". We adjusted the description to better emphasize the focusing of the course.

The fundamental learning objectives motion remain unchanged. The course's position in the sequencing of courses for the overall program remain unchanged. Also unchanged is the evaluation of learning objectives except for minor adjustments to reflect the change in workload for the students.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>OMIS 6320 1.50 Managing New Supply Chain Technology</p> <p>This course provides frameworks to evaluate and plan the adoption and implementation of supply chain new technologies. This includes the assessment of the competitive limits of existing organizational systems, processes and relationships for doing supply chain tasks and supporting potentially new business models. We discuss the challenges and strategies for innovating to secure supply chains against risks such as climate change and technological disruption</p>	<p>OMIS 6320 3.0 Managing Digital Supply Chain Technology</p> <p>This course provides frameworks to evaluate and plan the adoption and implementation of new and existing supply chain technologies. We examine, 1) the business case for the digital transformation of supply chains, 2) informational and physical transformation of supply chains in transportation distribution systems and operations and 3) leveraging relationships with supply chain partners and employees to innovate.</p>

9. Consultation

Does not apply.

Originator



Signature

September 1 2021

Date

David Johnston

Name


Master of Supply Chain Management

Area or Specialization

Approvals:

Area or Specialization

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


Signature

September 1 2021
Date

M. RUNGTUSANATHAM
Name

Operations Management and
Information Systems Area
Area or Specialization

Degree Program

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


Signature

September 1 2021
Date

David Johnston
Name of Program Director

Master of Supply Chain Management
Program

Program Committee

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

Marcia Annisette
Signature

September 9, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Semester Year: Winter 2022

Time: TBA

Instructor

Hossam Ali-Hassan
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Hossam Ali-Hassan is an Associate Professor of Business Administration at the Glendon campus of York University. He holds a Ph.D. in MIS from Schulich School of Business, an MBA from McGill University, and a B.Eng in Computer and Communications from the American University of Beirut. His current research interests include business analytics, data literacy, experiential learning, social media, social capital, and job performance. Prior to his academic career, he worked for many years as a technologist and consultant.

Brief Description

This course provides frameworks to evaluate and plan the adoption and implementation of new and existing supply chain technologies. We examine, 1) the business case for the digital transformation of supply chains, 2) informational and physical transformation of supply chains in transportation distribution systems and operations and 3) leveraging relationships with supply chain partners and employees to innovate.

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

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Course Learning Outcomes

This short course provides a conceptual and hands-on experience to understand the impact of digital transformation on an organization's supply chain management capabilities. The overall objective is help future supply chain managers have a better understanding of the role and value of technology in general and enterprise systems and business analytics in particular, and make more informed choices in terms of what and when to adopt new technology. Students work extensively with an SAP ERP system to manage the operations of an organization and rely on business analytics tools to support strategic and operational decision making.

In this course students will learn the following skills as they apply to supply chain technology:

1. Learn about the role, impact, and value of technology and enterprise systems in supply chain operations and decisions
2. Have a firsthand exposure to a real Enterprise System by managing the operations of an organization in a competitive simulation (ERPsim) based on a real SAP ERP system
3. Build and apply simple dashboards using Business Analytics tools (Tableau and Power BI)
4. Interpret business data and make strategic and operational decisions in the simulation related to ordering raw material, and production and distribution of finished good
5. Learn about different supply chain technologies, systems, providers, and trends
6. Understand the basics of adopting a supply chain system

To achieve these objectives, students will be engaged in class presentations and discussions, hands-on exercises, and a competitive group simulation based on an SAP ERP system. This will be supplemented by background reading and individual practice to solidify learning. Students will demonstrate their individual mastery of course content through individual readings and assignments, self-paced massive open online courses (MOOC), a group simulation project and a final exam.

Deliverables at a Glance

Course work is designed to fit with a delivery over a 12-week period. We use Canvas as the platform for submitting assignments.

Assignment/Task	Quantity	% Weight	Total %	Author
Assignments (case studies and hands-on analytics exercises)	3	4	12	Individual
MOOC self-paced courses	2	2	4	Individual
Midterm exam	1	20	20	Individual
Peer evaluation	1	4	4	Individual

Assignment/Task	Quantity	% Weight	Total %	Author
SAP ERPsim performance (rank) and report	1	40	40	Group
Final Exam	1	20	20	Individual
			100.00%	

Assignments. Every week students will be expected to read a couple of chapters from the eBook available with the ERPsim license and complete a total of three graded assignments this term. The graded assignments consist of either the analysis of a topic or case and submission of a short report or hands-on exercises using one of the Business Analytics tools covered in this course. Value: 12%

MOOC self-paced courses. Students will be asked to attend and complete two short online self-paced massive open online courses (MOOC) from openSAP (<https://open.sap.com/>) or LinkedIn Learning. Examples of courses are Digital Transformation Across the Extended Supply Chain – In a Nutshell and Digital Supply Chain – From Design to Operate. Each course takes 2-3 hours and when the students complete the assignment, they get a “Record of Achievement” from SAP and receive a course grade. The deadline for finishing the courses is February 27. Each course is worth 2.5%. Value: 4%

Peer evaluation. To ensure equity and fairness in group projects, each student will evaluate the performance of their team members at the end of term. Students will be judged by their peers based on their contribution, participation, responsibility, and involvement in the group ERPsim project. Value: 4%

SAP ERPsim group simulation. ERPsim is a business simulation game for SAP ERP in which participants use a real ERP system to manage their virtual company in a competitive market. Students will learn about business processes and how to use an ERP system to manage them. Students will build a simple dashboard using analytics tools like Tableau and PowerBI to visualize and interpret the data and make well informed decisions. ERPsim is played in groups of 4-5 students each. The ERPsim game is competitive, i.e. teams are competing in the same markets with their products for the same customers. We will be running several rounds of the ERPsim manufacturing game to demonstrate process integration in a competitive environment. Participation is mandatory, and you and your team will be graded according to how well your company performs and on your group report. The performance or rank in the simulation is worth 10%, and the report 30%. Reports are to be submitted in Canvas before Class 12. Value: 40%

Midterm and Final Exams. These are 90-minute exams covering all course material and classroom discussions. Each exam is worth 20%. The midterm exam will take place on Week 6 and the final exam on Week 12. The exams will take place in class or online via Canvas. Value: 40%.

Course Materials

There are two sources of materials you will need for this course:

1) ERPsim. You will play the SAP ERP online simulation, ERPsim, in classes 2, 3, 4 and 5. Each student will need to buy a license for \$50 CAD to participate in the game. With the license, students get access to the pedagogical material via the Learning Portal, including participant's guides, job aids, and tutorial videos along with two eBooks (Information Technologies in Organizations and Readings on Enterprise Resource

Planning). Each student will receive an invitation email after the first session with a link to purchase the ERPSim license. The MSCM program will cover the other costs of the simulation.

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

Expectations for Student Preparation, Participation and Class Conduct

Preparation. Students are expected to read the assigned readings and be prepared to discuss them in class. This is necessary for good class discussion and required to complete the various deliverables for the course.

Student Checklist of Expectations for Online Class Conduct

1. Be prepared for class. You should expect to be called upon in class to answer a question.
2. Be online on time for class. Given the short duration of the course we need to use the full amount of time available without distracting interruptions from late arrivals and early departures.
3. Keep the instructor informed. Do not suffer in silence. Let the instructor know if you are having problems. Let it be known if you cannot attend class. You do not want to miss anything.
4. Check Canvas the day before class to make sure you are aware of any class announcements and to download any PowerPoint slides and other documents left there by the instructor.
5. Get the information directly from the instructor. If you have a question about the course, contact the instructor directly. Do not rely on second hand information from other students and former students of the course. When in doubt, first consult this course outline.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. More detailed information to guide students in preparing each class will sometimes be posted on Canvas. Please make checking the Canvas a regular part of your class preparation.

Class Schedule			
Date	Topic	Reading and preparation	Hands-on Exercise
January 11 th			
Conceptual	Course outline and overview	Material on Canvas	

	Introduction to business processes and Enterprise Systems (ERP, SCM and CRM)	eBook Chapters 2A, 3A, 3B	
Hands-on	Introduction to SAP ERPsim	ERPsim documentation and videos	
January 18th			
Conceptual	Introduction to data structure and data modeling	Material on Canvas eBook Chapters 4A, 4B	
Hands-on	SAP ERPsim practice simulation	ERPsim documentation and videos	ERPsim Manufacturing Introduction game
January 25th			
Conceptual	Data structure and data modeling	eBook Chapter 4C eBook 2 Chapter 8	
Hands-on	ERP simulation	ERPsim documentation	ERPsim Manufacturing Extended game
Assignment due	Case assignment	Material on Canvas	
February 1st			
Conceptual	Business intelligence and analytics	eBook Chapters 5A Material on Canvas	
Hands-on	Analytics exercise	Tableau and Power BI documentation	Tableau or Power BI exercises
February 8th			
Conceptual	Business intelligence and analytics	Material on Canvas	
Hands-on	Analytics exercise	Tableau and Power BI documentation	Tableau or Power BI exercises
Assignment due	Analytics assignment	Material on Canvas	Tableau or Power BI assignment
February 15th			
Exam	Midterm Exam		
March 1st			
Conceptual	Dashboards	Material on Canvas eBook 2 chapter 17 Tableau documentation	
Hands-on	Dashboard exercise	ERPsim documentation	Tableau dashboard creation
March 8th			
Conceptual	Overview of supply chain technologies, providers, and solutions	Material on Canvas eBook 2 chapters 1 and 2	
Hands-on	ERP simulation	ERPsim documentation	ERPsim Manufacturing Extended game
Assignment due	Analytics assignment (Dashboard)	Material on Canvas	Tableau dashboard
March 15th			
Conceptual	Selection and implementation of enterprise systems	Material on Canvas eBook 2 chapters 3 and 4	
Hands-on	ERP simulation	ERPsim documentation	ERPsim Manufacturing Advanced game
Assignment due	Analytics exercise (Dashboard)	Material on Canvas	Tableau or PowerBI exercises
March 22nd			
Conceptual	Future trends in supply chain technologies	Material on Canvas eBook 2 Chapter 21	

Hands-on	ERP simulation	ERPsim documentation	ERPsim Manufacturing Advanced game with Dashboard
March 29 th			
Hands-on	Competitive ERP simulation (graded)		ERPsim Manufacturing Advanced game with Dashboard
April 5 th			
Exam	Final exam		

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

Calculation of Course Grade

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

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

Grading. The university requires that final course grades for a student be reported as a letter grade that gets converted into a Grade Point Average (GPA). Most grading is reported though as percentages. Below is how those percentages fit with Schulich School of Business and Graduate Studies, York University grading policies.

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

Graduate students are held to a high standard of performance. To graduate, a student must achieve an cumulative GPA of at least 4.40 (or B- or approximately 68 %). They cannot fail any course in a program and expect to graduate. Cumulative GPA is calculated using the index value of all a student's final grades assigned during a degree program. In the MSCM all courses are required core courses. Class averages in any graduate required core course normally is no higher than 6.0 (or a B+ or 75-79 percent).

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

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

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

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

Exams (Absence from) 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.

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

Memo

From: Mike Valente, Director of Undergraduate Programs

To: Faculty Council

Re: Undergraduate Programs Committee Work Plan for 2021-2022

Date: September 8th, 2021

1. Continue strategy subcommittee meetings to develop strategic alternatives for the undergraduate program
 2. Present results of subcommittee meetings on undergraduate program objectives, purpose and strategy
 3. Continue to explore partnerships with York faculties to enhance innovative offerings
 4. Continue to expand international opportunities through input from T. Peridis
 5. Continue to incorporate experiential education opportunities in the program
 6. Explore program wide education opportunities for communication skills
 7. Review new course proposals as well as change proposals for existing courses
 8. Review of academic policies and guidelines, as appropriate
 9. Meet with the Undergraduate Business Society on a regular basis
-

Memo

From: Marcia Annisette, Associate Dean, Academic

To: Faculty Council

Re: MPC-PCC Committee Work-plan

Date: September 9, 2021

The Committee's work plan for 2021-2022 includes the following.

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

Additional items by program:

MBA, Ashwin Joshi

1. On-going program review
2. Formalization of Program Learning Outcomes
3. Ensuring alignment of program with Program Learning Outcomes

MBA/JD, Peter MacDonald

1. Revise current MBA/JD admission requirements to waive the GMAT requirement for MBA/JD applicants who have been admitted to, and enrolled in, Osgoode's JD Program. This approach has been adopted by Rotman and will remove an unnecessary admission barrier to Schulich's MBA/JD Program. The LSAT measures similar academic abilities and aptitudes to that of the GMAT, and students enrolled in their first year of Osgoode's JD Program:
 - (i) are typically strong students, with notable commitment to academic excellence; and
 - (ii) represent a significant source of potential applicants for Schulich's MBA/JD Program (some of whom are dissuaded from applying to the Program on the Schulich-side due to the GMAT requirement).
2. Continue expanding recruitment efforts to maintain robust enrolment in our MBA/JD Program, by:
 - (i) increasing the number of student information-sessions hosted each year at Schulich and Osgoode;
 - (ii) involving successful alumni in the recruitment activities of Schulich and Osgoode; and
 - (iii) enhancing marketing initiatives involving non-Schulich/Osgoode student audiences.
3. Encourage ongoing, active alumni involvement in our MBA/JD Program through Mgmt 5500 guest-speaking engagements, participation in the Annual MBA/JD Conference and attendance at other student/alumni events.
4. Assist the MBA/JD Student Association in planning and implementing various internal and external events with leading businesses and law firms throughout the year.
5. Maintain outstanding Program reputation through high quality MBA/JD course delivery and Program-related extra-curricular activities.

MAcc, Viswanath Trivedi

Our work plan for the MAcc / DIAC / DAAC includes the following expected milestones:

Program Expansion:

- Obtain permission to offer DIAC Term 0 in Hyderabad India with admission requirements specific to that cohort.
- Roll out the DIAC Term 0 in Hyderabad program either in the Summer of 2022 or the Summer of 2023 depending on the unfolding COVID situation and other factors.
- Submit a proposal for a part-time MAcc program.

Program Uptake:

- Improve the quality of students entering the DIAC program in Toronto in general and specifically by targeting high-quality students in India.
- Continue to strive for a higher BBA/iBBA to MAcc conversion ratio through information sessions and accessibility through email / phone to answer questions.

Curriculum Relevance:

- Continue to roll out Data Analytics and Information Systems (DIAS) concepts throughout the MACC/DIAC/DAAC curriculum.
- Provide continuing support to CFE candidates post-graduation.
- Update syllabi of MACC courses by explicitly listing top CPA competencies covered.

Relationship Building:

- Improve relations with MAcc alumni through surveys.
- Continue to forge relationships with industry leaders / experts to provide access to employers.

MBAN, MMAI & MSCM, David Johnston

This year we continue to develop five capabilities to better support learning in all three programs.

- 1) Refine delivery of courses using a blended learning approach.
- 2) Systematically improve the onboarding of client process and project management of the experiential learning component of each program (i.e., industry consulting projects).
- 3) Standardize student and industry feedback to guide curriculum improvement.
- 4) Standardize student career development activities (i.e., resumes and coaching).
- 5) Collaboration with industry partners to develop extra-curricular opportunities for students to learn and network. (i.e., competitions, working groups, career talks)

Specific to the MBAN Program and the MPC oversight:

- 1) Get approval and implement changes to curriculum involving the retirement of courses, modifications to existing ones and addition of new a new course proposed earlier in 2021. (Details to be submitted to MPC September 2021)
- 2) Implement Digital Transformation Specialization in MBA.

Specific to the MSCM Program and the MPC oversight:

- 1) Reallocating credit value and student workload for two courses (OMIS 6300 and OMIS 6320) to reflect increased emphasis of digital transformation and analytics in supply chain management careers. (Details to be submitted to MPC September 2021)
- 2) Develop a plan to adjust the curriculum and structure of the program to better accommodate an expanded part time student population.
- 3) Support MBA specialization in Supply Chain Management
- 4) Support the supply chain component of the Master of Healthcare Management program

MF, Melanie Cao

The Master of Finance (MFIN) Program has the following plan for 2021-2022:

- Exploring the possibility of adding one stream to the existing 2 streams by utilizing existing Schulich courses.
- Exploring the possibility of adding an optional internship component.
- Organizing more events for existing MF students to interact with MF alumni.

MMKG, Grant Packard

- Introduce a fall term student group assignment strategy to help build foundational skills and confidence in students with no academic or work experience related to management.
- Increase student opportunity to specialize their marketing knowledge and competencies by removing one core course and replacing it with an elective.
- Implement new Field Project course group assignment and work site matching process to improve the student experience.
- Conduct strategic program assessment and planning to reassess admission criteria and curriculum after two years operating under initial design.
- Enhance marketing area awareness of and involvement in program.

Memo

From: Marcia Annisette & Matthias Kipping

To: Schulich Faculty Council

Re: Kellogg-Schulich EMBA Committee Work Plan for 2021-2022

Date: 9 September 2021

In addition to conducting routine matters, such as approving new courses taken by our students, at the partner schools within the Kellogg Global Network, or deciding requests for extensions to a Leave of Absence, the committee will:

1. Finalize revisions to the KS EMBA program structure and core courses as well as the rules governing elective choices to bring our curriculum in line with the Kellogg Global EMBA Network, while keeping in mind the need to strengthen our competitive position within Canada by trying to (a) reduce the number of days away from work for the students, (b) provide Schulich specific content; and (c) improve extra-curricular offerings, namely with respect to leadership development.
2. Accompany the return of the program to campus making sure to gradually restore the in-person instruction and networking, which is what makes this program special, while dealing flexibly with lingering impacts resulting from the Covid pandemic.
3. Resolve some discrepancies between the program's rules and regulations approved by the York University Senate and those published in the Student Guide, so as to align these as much as possible with other programs at Schulich and the relevant policies of the partner schools.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Eileen Fischer, Chair of PhD Committee
Date: September 10, 2021
Re: PhD Committee Work Plan for 2021-2022

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

- Refine and improve PhD recruitment procedures
- Continue to update PhD curriculum
- Consider integration of the new area into the PhD Program
- Update the PhD website for both functionality and layout improvement, as well as updating content for consistency and accuracy
- Identify ways in which the Ph.D. program and support to students can be further improved.
- Encourage students to apply for major awards
- Review and rank students' applications for various awards (OGS, SSHRC, etc.), as is required by FGS
- Engage in the admissions process in Spring 2022 for Fall 2022

Memo

From: Giri Kanagaretnam

To: Schulich Faculty Council

Re: Master's Admissions Committee Work Plan for 2021-2022

Date: September 8, 2021

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

The committee has already adjudicated several files since July 2021 for the September 2020 admissions. It plans to continue reviewing admission files of candidates for January 2022 intake.

Memo

From: Ashwin Joshi
To: Faculty Council
Re: Nominating Committee Work-plan 2021-2022
Date: September 3, 2021

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Steve Weiss, Chair
Date: September 10, 2021
Re: Student Affairs Committee Work Plan for 2021-2022

The mandate of the Student Affairs Committee (SAC) is to hear and make decisions on undergraduate and graduate student petitions (excluding the EMBA and PhD programs) for relief or exemption from one or more academic rules and regulations (e.g., promotion standards) and on petitions for other exceptional circumstances (e.g., extended leaves of absence). SAC also adjudicates cases involving academic honesty that have not been resolved in exploratory meetings.

SAC will usually meet monthly, but more frequently as needed, to ensure timely resolution of student cases.

For the coming year, SAC members anticipate little change from last year in the volume and types of petitions that come before us. We will continue to consider and assess the effects of COVID-19 on student well-being and performance. In addition, we will endeavor to identify recurring policy issues and engage in dialogue about them with the School's other functional units (e.g., the 601 Office).

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Moren Lévesque, Chair of the Tenure & Promotion Committee
Date: 10 September 2021
Re: SSB Tenure & Promotion Committee Work Plan for 2021-2022

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

The T&P Committees has also been creating SSB Guidelines for Tenure and Promotion to the rank of Associate Professor under the Teaching Stream and will process this document for proper approvals (i.e., Faculty Council and Senate T&P Committee). Moreover, the T&P Committees plans to create SSB Guidelines for Promotion to the rank of Professor under the Teaching Stream and process this document for proper approvals.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Dirk Matten, Associate Dean, Research
Date: September 10, 2021
Re: Research Committee Work Plan for 2021-2022

Work-plan

1. Faculty level ethics approvals: Process protocols for course-based research involving human participants.
2. Oversee applications of York Research Chair 2021-22 competition.
3. Oversee applications of external research grants (e.g., SSHRC, NSERC, CIHR).
4. Oversee applications of prestigious nominations - e.g., Royal Society of Canada, York University President's Research Award.
5. Research Excellence Fellowship: Review Schulich's new research excellence fellowship applications.
6. Research Website: Oversee the newly launched Schulich research website.
7. Recommendations on various initiatives to encourage a recourse intensive culture at Schulich and encourage faculty members to communicate research success for Media Release (The Research Office recently launched a new approach to sharing faculty research successes – sending a quick note to a dedicated email address, researchsuccess@schulich.yorku.ca).
8. Oversee Schulich's new Media-Guide (soon to be released).
9. Approve contents for Spotlight on Research 2020-21.
10. Oversee Schulich Research Day 2022.
11. Review data needs for accreditations and rankings.
12. Coordinate seminar series workshops throughout School.
13. Promote creation of new 'Centre of Excellence' to capitalize on Schulich's research strengths.
14. Build on collaboration with the service unit – 'Development and Alumni Relations' to take part in School's various initiatives.