

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 October 22nd at 11:30am.

AGENDA

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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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Upcoming Meeting Dates for 2021-2022:

Schulich Executive Committee:

Friday November 26, 2021
Friday January 21, 2022
Friday February 25, 2022
Friday April 8, 2022

Schulich Faculty Council:

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

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2021-22 academic year will be held remotely via Zoom on Friday November 5th at 11:30am.

AGENDA

1. **Welcome & Chair's Remarks**
2. **Dean's Remarks** (*recording*)
3. **Open Forum:** Q&A with newly appointed Dean Detlev Zwick
4. **PhD/GBC/UBS Initiatives**
5. **Adjournment**

CONSENT AGENDA

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

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Upcoming Meeting Dates for 2021-2022:

Schulich Executive Committee:

Friday November 26, 2021
Friday January 21, 2022
Friday February 25, 2022
Friday April 8, 2022

Schulich Faculty Council:

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

Memo

To: Schulich Faculty Council

From: David Johnston, Acting Program Director, MBAN

Date: September 1st, 2021

Re: Non-Major MBAN Program Change

Motion: That Faculty Council approves replacements of core courses in the MBAN Program and the modification to required program credits.

Rationale: The vision of the MBAN program is to become a top-of-mind, go-to program globally for individuals with non-technical undergraduate degrees who are interested in data analytics. The program enables the students to acquire methodological and business knowledge and skills for the management and analysis of data and for effective decision making in for-profit, non-profit, and governmental organizations. To achieve this vision, we would like to increase the balance between managerial and technical-skills courses that constitute core courses. In the current program structure, qualitative/managerial courses constitute 27% of the core courses offered in the program. With the proposed changes, this ratio will increase to 44%. To achieve our goal, we went over all the current courses in detail and identified those which can be retired from the program without any loss of content that is reflected in the cutting-edge analytics field. For example, we propose to retire MBAN 6400 Multivariate Analytics. In recent years, machine learning techniques replaced statistical learning techniques. In MBAN 6400, we used to cover multivariate cross sectional data analysis, however with the increased emphasis on machine learning techniques our students seldom use these techniques when they start with the industry. They tend to use the machine learning techniques that are taught in MBAN 6110 3.00 Data Science I and MBAN 6120 3.00 Data Science II.

We started to teach programming languages such as R and Python as the demand for these languages increased in the industry. As a result, we decided to offer OMIS 6350 Advanced Spreadsheet Modelling & Programming for Business 3.00 as an elective course for those students who are interested in coding in spreadsheets.

We are also retiring MBAN 5210 Predictive Analytics II 3.00, and MBAN 5120 Data Management and Programming 3.00 from the core courses and introduce managerial courses such as MGMT 6700 Project Management 3.00, and ORGS 6500 Interpersonal Managerial Skills 3.00. The new courses introduced in the program tie back to the learning outcomes such as ability to apply strategies to work effectively in interdisciplinary teams.

In summary, the program continues to offer 45 course credit hours but going forward with 4 courses retired (12 course credit hours) and 4 courses added (12 course credits). The table in Appendix II (page 1) summarizes the changes proposed to the MBAN Program. The 4 courses added already exist in the curriculum of the Schulich School of Business. There are also revisions to the elective list to enable students to acquire relevant content, details also noted in Appendix II (page 2).

Summary

Non-Major Modification Program Changes To MBAN Program For Approval

1. Program: Schulich Master of Business Analytics (MBAN)
 2. Degree Designation: Graduate
 3. Type of Modification: Changes to degree requirements
 4. Effective Date: April 2022
-

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

The following curricular changes to the MBAN program are proposed:

- Conversion of the following courses from core to elective:
 - OMIS 6350 3.0 Advanced Spreadsheet Modelling & Programming for Business
- Conversion of the following courses from elective to core:
 - ORGS 6500 3.0 Interpersonal Managerial Skills
 - MGMT 6700 3.0 Project Management
 - OMIS 6000 3.0 Models and Applications in Operational Research
- Retirement of the following courses from the program:
 - MBAN 5120 3.0 Data Management & Programming
 - MBAN 5210 3.0 Predictive Modelling II
 - MBAN 6400 3.0 Multivariate Methods for Analytics
- Addition of the following new elective courses to be available in the MBAN Program:
 - MBAN 6610 3.0 Digital Transformation in Services
- Additional revisions to list of electives (Appendix II)

Please see **Appendix II** for a comparison of the existing program and the proposed program as well as the revised elective list. The proposed changes keep the total number of credits the same as before, 45 credits. The total number of credits for the core courses is reduced to 30, and the credits and total number of credits for the elective courses is increased to 9 credits. The experiential learning course MBAN 6090 is kept at 6 credits as before.

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

The vision of the MBAN program is to become a top-of-mind, go-to program globally for individuals with non-technical undergraduate degrees who are interested in data analytics. The program enables the students to acquire methodological and business knowledge and skills for the management and analysis of data and for effective decision making in for-profit, non-profit, and governmental organizations. To achieve this vision, we would like to increase the balance between managerial and technical-skills courses that constitute core courses. In the current program structure, qualitative/managerial courses constitute 27% of the core courses offered in the program. With the proposed changes, this ratio will increase to 44%. To achieve our goal, we went over the all the current courses in detail and

identified those which can be retired from the program without any loss of content that is reflected in the cutting-edge analytics field. For example, we propose to retire MBAN 6400 Multivariate Analytics. In recent years, machine learning techniques replaced statistical learning techniques. In MBAN 6400, we used to cover multivariate cross sectional data analysis, however with the increased emphasis on machine learning techniques our students seldomly use these techniques when they start with the industry. They tend to use the machine learning techniques that are taught in MBAN 6110 3.00 Data Science I and MBAN 6120 3.00 Data Science II.

We started to teach programming languages such as R and Python as the demand for these languages increased in the industry. As a result, we decided to offer OMIS 6350 Advanced Spreadsheet Modelling & Programming for Business 3.00 as an elective course for those students who are interested in coding in spreadsheets.

We are also retiring MBAN 5210 Predictive Modelling II 3.00, and MBAN 5120 Data Management and Programming 3.00 from the core courses and introduce managerial courses such as MGMT 6700 Project Management 3.00, and ORGS 6500 Interpersonal Managerial Skills 3.00. The new courses introduced in the program tie back to the learning outcomes such as ability to apply strategies to work effectively in interdisciplinary teams.

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

See Appendix III

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

The proposal has been discussed with Schulich's Student Services team, the OMIS Area faculty, and the Associate Dean Academic. All are in support of these change. There is no anticipated impact on other programs.

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

No new resources are needed.

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

As the MBAN is a one-year program, no students currently in the program will be affected. The changes would take place with the start of a new intake of students in May 2022.

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

The number of credits for core courses is reduced to 30 credits, and the credits for the elective courses is increased to 9 credits. Please see Appendix I for the updated calendar copy.

Current Program Copy:	Proposed Program Copy:
<p>MASTER OF BUSINESS ANALYTICS</p> <p>The Master of Business Analytics is a professional degree program offered by the Schulich School of Business and designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The Business Analytics program may serve as a foundation to pursue a PhD in this field. Students gain a conceptual understanding and methodological competence of established techniques in business analytics that are used to create and interpret knowledge in various business environments. They are able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key measurement of performance and organizational planning. Graduates of this program understand how to apply business analytics to generate solutions that balance time, resources and complexity. They possess a skill set that is both quantitative and qualitative, with the technical competence to analyze data coupled with the skills required to communicate insights effectively.</p> <p>This program culminates in a two-term experiential capstone course in which students complete a hands-on, problem-driven analytics project and develop applicable business solutions. Students interface directly with industry leaders and develop both technical and organizational expertise. All Schulich MBAN students are awarded the much-coveted SAS™ (Statistical Analysis Software) certification upon completion of the program. Please visit http://schulich.yorku.ca/mban for more information.</p> <p>ADMISSION REQUIREMENTS</p> <p>Applicants should possess an undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work. To be considered for admission to the MBAN program, applicants must have an undergraduate degree from a postsecondary institution in one of the following subjects: mathematics, business, computer science, economics, engineering or science. Successful applicants will have completed at least one university course on a listed topic, from at least two of the three categories below.</p> <p>Mathematics/Statistics</p> <ul style="list-style-type: none"> -introductory statistics -calculus -data mining and machine learning -introduction to data science -linear algebra <p>Computer Science</p> <ul style="list-style-type: none"> -introduction to programming -introduction to data structures -algorithms -introduction to databases -data mining <p>Business</p>	<p>MASTER OF BUSINESS ANALYTICS</p> <p>The Master of Business Analytics is a professional degree program offered by the Schulich School of Business and designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The Business Analytics program may serve as a foundation to pursue a PhD in this field. Students gain a conceptual understanding and methodological competence of established techniques in business analytics that are used to create and interpret knowledge in various business environments. They are able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key measurement of performance and organizational planning. Graduates of this program understand how to apply business analytics to generate solutions that balance time, resources and complexity. They possess a skill set that is both quantitative and qualitative, with the technical competence to analyze data coupled with the skills required to communicate insights effectively.</p> <p>This one year, three term program culminates with an experiential capstone course spanning the last two terms in which students complete a hands-on, problem-driven analytics project and develop applicable business solutions. Students interface directly with industry leaders and develop both technical and organizational expertise. All Schulich MBAN students are awarded the SAS™ (Statistical Analysis Software) certification upon completion of the program. Please visit http://schulich.yorku.ca/mban for more information.</p> <p>ADMISSION REQUIREMENTS</p> <p>Applicants should possess an undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work. To be considered for admission to the MBAN program, applicants must have an undergraduate degree from a postsecondary institution in one of the following subjects: mathematics, business, computer science, economics, engineering or science. Successful applicants will have completed at least one university course on a listed topic, from at least two of the three categories below.</p> <p>Mathematics/Statistics</p> <ul style="list-style-type: none"> -introductory statistics -calculus -data mining and machine learning -introduction to data science -linear algebra <p>Computer Science</p> <ul style="list-style-type: none"> -introduction to programming -introduction to data structures -algorithms -introduction to databases -data mining <p>Business</p>

<ul style="list-style-type: none"> -business intelligence - data management - data science for business - artificial intelligence for business - business analytics <p>Post-degree work experience is recommended but not mandatory.</p> <p>Demonstration of academic ability through high GMAT/GRE are recommended but not required.</p> <p>Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master’s Preparation Program offered by the York University English Language Institute.</p> <p>Completion of the online application including submission of essays, an up-to-date résumé and two references.</p> <p>DEGREE REQUIREMENTS Students must successfully complete: 45 credits of course work, consisting of: 33 credits of core courses, 6 credits of an experiential learning course (Analytics Consulting Project) undertaken in terms 2 and 3, and, 6 credits of elective courses. All other requirements are identical to those of Schulich’s other master’s programs.</p> <p>PROGRAM ENTRY The MBAN program can be completed on a full-time basis. Entry is summer term.</p> <p>PROGRAM LENGTH The Graduate Program in Business Analytics is a three-term program..</p>	<ul style="list-style-type: none"> -business intelligence - data management - data science for business - artificial intelligence for business - business analytics <p>Post-degree work experience is recommended but not mandatory.</p> <p>Demonstration of academic ability through high GMAT/GRE are recommended but not required.</p> <p>Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master’s Preparation Program offered by the York University English Language Institute.</p> <p>Completion of the online application including submission of essays, an up-to-date résumé and two references.</p> <p>DEGREE REQUIREMENTS Students must successfully complete: 45 credits of course work, consisting of: 30 credits of core courses, 6 credits of an experiential learning course (Analytics Consulting Project) undertaken in terms 2 and 3, and, 9 credits of elective courses. All other requirements are identical to those of Schulich’s other master’s programs.</p> <p>PROGRAM ENTRY The MBAN program can be completed on a full-time basis. Entry is summer term.</p> <p>PROGRAM LENGTH The Graduate Program in Business Analytics is a three-term program..</p>
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MBAN Current Curriculum	Credits	MBAN Proposed Curriculum	Credits
Term I (Summer Term)		Term I (Summer Term)	
MBAN 5120 Data Management & Programming	3 hrs	MBAN 6200 Realizing Value from AI and Analytics in Organizations	3 hrs
MBAN 5140 Visual Analytics and Modelling	3 hrs	MBAN 5140 Visual Analytics and Modelling	3 hrs
MBAN 6110 Data Science I	3 hrs	MBAN 6110 Data Science I	3 hrs
MBAN 5330 Big Data Fundamentals & Applications	3 hrs	MBAN 5330 Big Data Fundamentals & Applications	3 hrs
MBAN 5110 Predictive Modelling I	3 hrs	Elective I (MBA or MBAN electives)*	3 hrs
Term II (Fall Term)		Term II (Fall Term)	
MBAN 5210 Predictive Modelling II	3 hrs	MBAN 5110 Predictive Modelling	3 hrs
OMIS 6350 Advanced Spreadsheet Modelling	3 hrs	MGMT 6700 Project Management	3 hrs
MBAN 6120 Data Science II	3 hrs	MBAN 6120 Data Science II	3 hrs
MBAN 6090 Analytics Consulting Project	3 hrs	MBAN 6090 Analytics Consulting Project	3 hrs
Elective I (MBA or MBAN electives)*	3 hrs	Elective II (MBA or MBAN electives)*	3 hrs
Term III (Winter Term)		Term III (Winter Term)	
MBAN 6400 Multivariate Methods for Business Analytics	3 hrs	ORGS 6500 Interpersonal Managerial Skills	3 hrs
MBAN 6200 Realizing Value from AI and Analytics in Organizations	3 hrs	OMIS 6000 Models & Applications in Operational Research	3 hrs
GS/PHIL 5340 Ethics and Societal Implications of AI	3 hrs	GS/PHIL 5340 Ethics and Societal Implications of AI	3 hrs
MBAN 6090 Analytics Consulting Project	3 hrs	MBAN 6090 Analytics Consulting Project	3 hrs
Elective II (MBA or MBAN electives)*	3 hrs	Elective III (MBA or MBAN electives)*	3 hrs

Legend

Red strike through: Retired courses

Yellow highlight: New courses to the program

Green highlight: Existing courses modified for the new design

Current	Proposed
<p>LIST OF ELECTIVES</p> <p>ACTG 5210 1.50 Management Accounting ACTG 6350 1.50 Advanced Cost & Management Accounting ECON 6210 3.00 Economic Forecasting And Analysis FINE 6310 3.00 Econometrics Of Financial Markets FNSV 6700 3.00 Management Of Risk In Financial Institutions FNSV 6990 1.50 Enterprise Risk Management & Strategy MBAN 6500 3.00 Artificial Intelligence In Business I MBAN 6510 3.00 Artificial Intelligence In Business II MBAN 6700 3.00 Project Management MKTG 6050 3.00 Marketing Research MKTG 6150 3.00 Consumer Behaviour MKTG 6250 3.00 Business Marketing MKTG 6300 3.00 Service Marketing MKTG 6360 3.00 Marketing Metrics OMIS 6000 3.00 Models & Applications In Operational Research OMIS 6500 3.00 Global Operations And Information Management OMIS 6560 3.00 Supply Chain Management OMIS 6955 3.00 Service Operations Management ORGS 6350 3.00 Managing Change ORGS 6500 3.00 Interpersonal Managerial Skills ORGS 6560 3.00 Negotiations SGMT 6000 3.00 Strategic Management SGMT 6250 3.00 Strategy Execution SGMT 6700 3.00 Strategic Capability Development</p>	<p>LIST OF ELECTIVES</p> <p>ACTG 5210 -- Management Accounting ECON 6210 -- Economic Forecasting and Analysis FINE 6310 -- Econometrics of Financial Markets FNSV 6700 -- Management of Risk in Financial Institutions FNSV 6990 -- Enterprise Risk Management & Strategy MBAN 6500 -- Business Applications in AI MBAN 6510 -- Business Applications in AI II MKTG 6050 -- Marketing Research MKTG 6150 -- Consumer Behaviour MKTG 6250 -- Business Marketing MKTG 6300 -- Service Marketing MKTG 6360 -- Marketing Metrics OMIS 6350 -- Advanced Spreadsheet & Programming for Business (was core) OMIS 6560 -- Supply Chain Management OMIS 6955 -- Service Operations Management ORGS 6350 -- Managing Change ORGS 6560 -- Negotiations</p>

Program Level Learning Outcomes	Term 1				Term 2				Term 3			
	MBAN 6200 Realizing Value from AI and Analytics in Organizations	MBAN 6110 Data Science I	MBAN 5330 Big Data Fundamentals & Applications	MBAN 5140 Visual Analytics and Modelling	MGMT 6700 Project Management	MABN 6120 Data Science II	MBAN 5110 Predictive Modelling	MBAN 6090 Analytics Consulting Project	GS/PHIL 5340 Ethics and Societal Implications of AI	OMIS 6000 Models & Applications in Operational Research	ORGS 6500 Interpersonal Managerial Skills	MBAN 6090 Analytics Consulting Project
1. Analytical Skills and Enhanced Decision-Making												
1.1. Apply big data analysis tools and techniques to enhance business decision making.		I	I			D	I	R		R		A
1.2. Design data-science solutions for problems commonly found in business.		I	I				I	A		R		A
1.3. Manage a business analytics project through all phases of the data science lifecycle.	D	I	I			A	R	R				A
1.4. Apply mathematical, statistical, and machine learning foundations of AI in the context of an evidence-based business decision support process.		I								R		
1.5. Apply strategic thinking skills to managerial decision making.	I				R			A	R			A
1.6. Recognize the limitations of theoretical models, techniques, and empirical findings.		I				D	R			A		
2. Professional Communication												
2.1. Prepare and deliver an effective and engaging oral presentation for both technical and non-technical audiences.	R			I				R			D	R
2.2. Prepare an effective and engaging written report for both technical and non-technical audiences.	R			I				R			D	R
2.3. Apply strategies to work effectively in interdisciplinary teams.	I				R				R		A	
3. Ethics & Social Responsibility												
3.1. Identify the ethical and social responsibilities related to the collection, analysis and reporting of the data.	I							R	A			R
3.2. Describe, analyze, and devise solutions for ethical and social issues that arise in business analytics.	I							R	A			R

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



OMIS6350 F2021 CREDITS: 3.00

OMIS 6350 A - ADVANCED SPREADSHEET MODELLING & PROGRAMMING FOR BUSINESS

🕒 MON 08:30-10:30 🏠 REMOTE

INSTRUCTOR

Julian Scott Yeomans

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THIS COURSE IS ONLY OPEN TO MBAN STUDENTS. This course requires a PC with Windows 10 and Office 365. Other platforms will be incompatible with course work.

JULIAN SCOTT YEOMANS BIOGRAPHY

Professor Yeomans holds degrees in management science/information systems, environmental engineering, and statistics. He generally teaches courses on spreadsheet-based decision support systems and VBA programming. He has published 5 books (3 on climate change uncertainties, 2 on production scheduling) and over 125 peer-reviewed, academic journal articles on a wide range of topics. His current research focuses upon simulation-optimization, machine learning, visual analytics, population-based metaheuristics, and modelling-to-generate-alternatives. Application areas include environmental informatics, solid/hazardous waste management, empirical finance, and the optimal osmotic dehydration of fruits, vegetables, and fungi.

BRIEF DESCRIPTION

This course enables the design, development, and implementation of integrated business analysis systems by combining the extended functionality of spreadsheets with the Visual Basic for Applications (VBA) programming language. The course demonstrates the power of combining the advanced analysis and modelling techniques of spreadsheets and VBA through applications to several practical problems from disparate business functions.

Prerequisites: SB/OMIS 5110 1.50 and SB/OMIS 5120 1.50 or permission of the Instructor.

LEARNING IN THE REMOTE CLASSROOM

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

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

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

complete course requirements.

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

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

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

Technical Issues

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

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignments 40%			
Assignment 1		20%	Mon Nov 1, 2021 at 08:30am EDT
Assignment 2		20%	Mon Nov 29, 2021 at 08:30am EST
Group Project 40%			
Group Project		40%	Mon Dec 6, 2021 at 11:59pm EST
Bi-Weekly In Class Short Quizzes 20%			
Quiz 1		5%	Mon Sep 27, 2021 at 09:30am EDT
Quiz 2		5%	Mon Oct 18, 2021 at 09:30am EDT
Quiz 3		5%	Mon Nov 1, 2021 at 09:30am EDT
Quiz 4		5%	Mon Nov 15, 2021 at 09:30am EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment 1

 **Due Date:** Mon Nov 1, 2021 at 08:30am EDT

Assignment 1 Fall 2021.docx  (https://schulich.instructure.com/courses/5938/files/577700/download?download_frd=1)

Accounts.xlsx  (https://schulich.instructure.com/courses/5938/files/561341/download?download_frd=1)

Book Reps Finished.xlsm  (https://schulich.instructure.com/courses/5938/files/561063/download?download_frd=1)

Book Reps.xlsx  (https://schulich.instructure.com/courses/5938/files/561173/download?download_frd=1)

Recent Sales Finished.xlsm  (https://schulich.instructure.com/courses/5938/files/561168/download?download_frd=1)

Recent Sales.xlsm  (https://schulich.instructure.com/courses/5938/files/561213/download?download_frd=1)

Assignment 2

 **Due Date:** Mon Nov 29, 2021 at 08:30am EST

Details available Wed Oct 27, 2021 at 12:00am EDT

Group Project

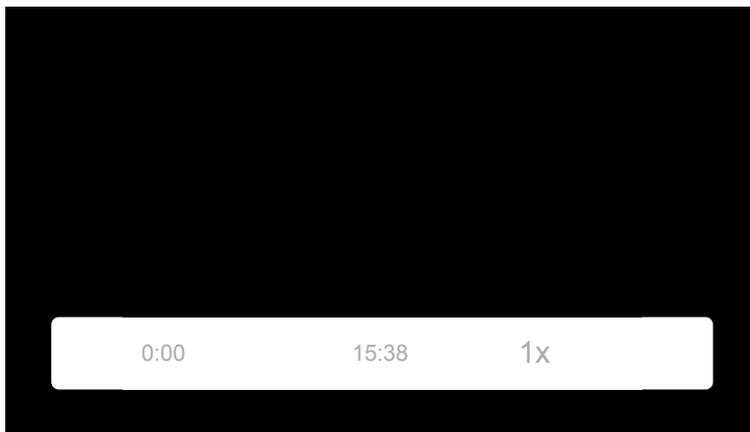
 **Due Date:** Mon Dec 6, 2021 at 11:59pm EST

Group Projects.docx  (https://schulich.instructure.com/courses/5938/files/577627/download?download_frd=1)

Group Project Capacity Setting with Solver & Simulation.docx 
(https://schulich.instructure.com/courses/5938/files/581135/download?download_frd=1)

Group Project Capacity Setting with Solver & Simulation.xlsm 
(https://schulich.instructure.com/courses/5938/files/577626/download?download_frd=1)

Project Presentation & Final Report.ppt  (https://schulich.instructure.com/courses/5938/files/561266/download?download_frd=1)



Quiz 1

 **Due Date:** Mon Sep 27, 2021 at 09:30am EDT

Quiz 2

 **Due Date:** Mon Oct 18, 2021 at 09:30am EDT

Details available Mon Oct 18, 2021 at 07:30am EDT

Quiz 3

 **Due Date:** Mon Nov 1, 2021 at 09:30am EDT

Details available Mon Nov 1, 2021 at 07:30am EDT

Quiz 4

 **Due Date:** Mon Nov 15, 2021 at 09:30am EST

Details available Mon Nov 15, 2021 at 07:30am EST

CALCULATING COURSE GRADE

Grading Scheme

A+ 100% to 89.5%

A < 89.5% to 84.5%

A- < 84.5% to 79.5%

B+ < 79.5% to 74.5%

B < 74.5% to 69.5%

B- < 69.5% to 64.5%

C+ < 64.5% to 59.5%

C < 59.5% to 54.5%

C- < 54.5% to 49.5%

F < 49.5% to 0%

GRADING SCHEME

CLASS-BY-CLASS SYLLABUS

Class 1 - Excel VBA I

Sep 13/21

Overview: [Class 1 - Excel VBA I](#)

Excel VBA I

Introduction to Programming with Visual Basic for Applications (VBA).

The VBA Environment – VBA Editor, Object Browser, Properties & Methods, Libraries, Classes & Members.

Programming and Recording Macros – Recording Macros, VBA Code, Event Procedures, Customizing Ribbons, Toolbars and Menu Options.

Assigned Readings, Cases, etc.

Text Chapters 1, 2 (Skim only), 3, 4, 5, 16

Text Chapter 4 (Read 35-45 in-depth, Note modified code, skim 43-44)

Text Chapter 3 (Skim - will need to re-read several times over semester)

Class 2 - Excel VBA II & Excel VBA IIIA

Sep 20/21

Overview: [Class 2 - Excel VBA II & Excel VBA IIIA](#)

Excel VBA II & Excel VBA IIIA

More on Objects – Objects and Their Properties & Methods, Workbooks & Worksheets, Ranges, Charts & Drawing Objects, Referencing in VBA, WITH Construct

Variables – Message Boxes, Input Boxes, VBA Math Functions, Variable Scope

Assigned Readings, Cases, etc.

Text Chapters 5, 6, 10

Class 3 - Excel VBA IIIB & Excel VBA IIIC

Sep 27/21

Overview: [Class 3 - Excel VBA IIIB & Excel VBA IIIC](#)

Excel VBA IIIB & Excel VBA IIIC

Procedures – Organizing Sub Procedures, Creating Function Procedures

Programming Structures – If-Then, Logical, Loops, Select, Case, Exit/End Statements

Applications – Banking Account Management

Assigned Readings, Cases, etc.

Text Chapters 7, 10

Class 4 - Excel VBA IIID & Excel VBA IV

Oct 4/21

Overview: [Class 4 - Excel VBA IIID & Excel VBA IV](#)

Excel VBA IIID & Excel VBA IV

Arrays – When to Use, Size, Indexing, Dynamic, Multidimensional.

Developing a User Interface – User Forms & Options, Event Procedures, Error Checking, Navigating, Professional Appearance.

Applications – “Phonebooks”, Real Estate Search Spreadsheet Application, Product Search Form.

Assigned Readings, Cases, etc.

Text Chapters 9, 11, 12

Class 5 - Excel VBA IIID & Excel VBA IV (continued)

Oct 18/21

Overview: [Class 5 - Excel VBA IIID & Excel VBA IV \(continued\)](#)

Excel VBA IIID & Excel VBA IV (continued)

Arrays – When to Use, Size, Indexing, Dynamic, Multidimensional

Developing a User Interface – User Forms & Options, Event Procedures, Error Checking, Navigating, Professional Appearance

Applications – “Phonebooks”, Real Estate Search Spreadsheet Application, Product Search Form

Assigned Readings, Cases, etc.

Text Chapters 9, 11, 12 (continued)

Class 6 - Excel Extended Functionality B & Excel VBA V

Oct 25/21

Overview: [Class 6 - Excel Extended Functionality B & Excel VBA V](#)

Excel Extended Functionality B & Excel VBA V

Extended Spreadsheet Functionality

Simulation – Data Tables, Scenario Manager, Generating Random Numbers From Distributions

Simulation Re-Visited – Simulation with VBA, Animation, Analysis

Applications – Game of Craps

Assigned Readings, Cases, etc.

Text Chapters 13, 14

Class 7 - Excel Extended Functionality A & Excel VBA V

Nov 1/21

Overview: [Class 7 - Excel Extended Functionality A & Excel VBA V](#)

Excel Extended Functionality A & Excel VBA V

Solver and Modeling –Linear, Integer, & Non-Linear Mathematical Modelling with Excel Solver

Solver Re-Visited – Review of Solver, Solver Commands using VBA

Applications – Dynamic Production Problem

Assigned Readings, Cases, etc.

Text Chapter 17

Assignment Due

Assignment 1

Class 8 - Excel Basic Functionality B & Excel Extended Functionality B

Nov 8/21

Overview: [Class 8 - Excel Basic Functionality B & Excel Extended Functionality B](#)

Excel Basic Functionality B & Excel Extended Functionality B

Extended Spreadsheet Functionality

Statistical Analysis – Descriptive Statistics, Histograms, Regression, Trend Curves, Distributions

Working with Large Data Sets – Importing/Exporting Data From: Files, Databases & the Web.

Data Sorting, Data Filtering, Data Validation & Consolidation, Pivot Tables

Assigned Readings, Cases, etc.

Text Chapters 15, 17

Class 9 - Excel VBA VI & VII

Nov 15/21

Overview: [Class 9 - Excel VBA VI & VII Copy](#)

Excel VBA VI & VII

Working with Large Data Revisited – Using External Databases, Importing & Exporting Data,

Performing Queries with SQL

Debugging – Error Checking, Types of Errors, Debug Toolbar, Debug Windows, Tips

Applications – Transcript Query

Assigned Readings, Cases, etc.

Text Chapters 3, 12, 13, 14 (Reference also 23, 31, 32)

Class 10 - Application Development, Case Studies, Applications

Nov 22/21

Overview: [Class 10 - Application Development, Case Studies, Applications](#)

Application Development, Case Studies, Applications

Development Process – Defining the Process, Application overview, Spreadsheets, User Interface, Procedures, Resolve Options

GUI Design and Programming Principles – Theory Behind Good GUI Design, Users, Tasks & Goals, Clarity, Consistency, Good & Bad Designs Using Buttons/Boxes/Controls/Forms/Procedures, Programming Practices

Case Studies and DSS Application Demonstration.

Portfolio Management and Optimization,

A University Student Information System

Assigned Readings, Cases, etc.

Text Chapters 18

Case Handout Material

Class 11 - Selected Topics

Nov 29/21

Overview: [Class 11 - Selected Topics](#)

Selected Topics

Assigned Readings, Cases, etc.

To be determined

Assigned work due

Assignment 2

Class 12 - Final Project

Dec 6/21

Overview: [Class 12 - Presentations](#)

Presentations

Presentations of Student DSS Projects, Course Wrap-Up, Extensions

At the instructor's discretion, Final Projects & Presentations may be due/held on the date of the Regularly scheduled examination for the class.

Assigned work due

Group Project

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

This is an **online only class**, this semester - the second time it has been offered in this fashion. Consequently, one should reasonably expect to encounter an assortment of "growing pains" and technical hiccups along the way. Maintaining a sense of humour throughout would be a definite asset (fortunately, one must generally possess a sense of humour to be part of the Schulich community).

This course stresses VBA programming and requires a rather intense interaction with the materials. I do not believe that a 3-hour technical session conducted synchronously each week using Zoom would be appropriate for learning the course content. Even more so, given that those enrolled in the course are spread throughout the world.

Hence, videos have been recorded of all of lecture materials, so that **much of the course content can be delivered in essentially an asynchronous fashion.**

You will need to go through each set of videos, each week, with the appropriate files open on your computer and mimic/enter/follow all of the actions on your own device. You should pause the videos at each stage to perform the appropriate actions and observe the resulting consequences on your own system.

Both "before" and "after" files will be available via Canvas, and the videos will demonstrate how to progress from one to the other. Learning in this course is not a passive process, you **must** engage directly and consistently with all materials. Different computers and systems can - and do - "behave" in very different - and unanticipated - ways. You must explore the actions to learn and become familiar with the course concepts and how to extend them to other applications/situations. This is learning-by-doing. You must experiment! Tentanda Via!

Every 2 weeks (starting in Class 3), there will be a short, time-limited quiz based on the materials from the classes in the previous 2 weeks. These quizzes will generally consist of 5-10 true/false, multiple choice, and/or fill-in-the-blanks questions. You must check the syllabus for the detailed scheduling and timing availability of these quizzes. There should be a link provided to each quiz that is accessible from within each class module. If you have gone through the material in a hands-on fashion and understand the concepts, then the answers should be relatively straightforward (hopefully, that is).

During the regularly scheduled course time, each week, there will be a Zoom session that will run for an hour or so. Other than for Class 1, these sessions can be considered as entirely voluntary, during which I will go through and/or demonstrate some materials related to that week's content. In addition, you can consider these as drop-in sessions - somewhat akin to office hours - when you can discuss course items with the instructor.

In addition, there will be one or more discussions set up on Canvas. The discussion forum(s) will permit dialogue with classmates where questions/issues/problems can be posed and answered by classmates. The instructor will monitor the discussions periodically and provide additional input/clarifications, but the discussion is planned to be student-centric.

For online learning, it can be quite advantageous to add a second computer screen to your configuration. For things like Zoom sessions, this permits one screen showing participants and a second screen for projected documents from the presenter and/or for running your own applications simultaneously. A second screen configuration is also useful for improving the overall layout in offline work. I, personally, had been using a screen from an old desktop (which was very satisfactory) prior to purchasing a somewhat "fancier", larger one. Note - a second screen is simply a friendly suggestion to facilitate your online working environment.

For the course materials, you will need to use a PC. While Apple/Macintosh products are superior for many things (social networking), they are technically deficient in other areas...and, in particular, they are completely deficient for developing user form applications. Unfortunately, there is no satisfactory workaround to circumvent these technical limitations. In past years, York libraries have provided a service that lends out PCs for the semester (I cannot vouch whether this program is still in operation at the moment).

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

Academic Honesty

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

Accommodations

For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see

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

Exams (Absence from)

Midterm

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

Final

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

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

* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

Visiting Campus

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities

- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>).

Some courses are being offered in a hyflex format for the first time in the Fall 2021 term. While instructors have done their best to prepare and will be supported by a technology assistant, adjusting to a new teaching environment and technology can take time. Please offer your patience, understanding, and support to all members of the course (instructors, TAs and classmates alike) as everyone learns and adjusts to this new format.

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities:
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

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

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

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

last updated: Feb 05 1:02pm EST.



ORGS6500 W2021 CREDITS: 3.00

ORGS 6500 F - INTERPERSONAL MANAGERIAL SKILLS

🕒 MON 11:30-14:30 🏠

INSTRUCTOR

Stephen Friedman

✉️ sfriedman@schulich.york
u.ca

📍 N303G



ADMIN

Carla D'Agostino

✉️ cdagostino@schulich.york
u.ca

📞 416.736.2100 Ext. 55095

🏠 N303A SSB

STEPHEN FRIEDMAN BIOGRAPHY

Stephen specializes in teaching leaders and management professionals about various aspects of interpersonal communication, management skills and leadership development in the workplace. His extensive education experience includes online and live education.

He is an award winning member of the Faculty at the Schulich School of Business at York University since 2000, where he teaches Organizational Behaviour, Team Development, Human Resource Management and Leadership in the BBA, MBA, Masters of Marketing, Masters of Management and Masters of Artificial Intelligence programs. Stephen has worked with groups and individuals across a broad range of industries Stephen's casual and affable delivery style immediately puts his participants at ease and sets a unique interactive and engaging tone which has made him a sought after and repeat speaker, educator and coach for numerous organizations across Canada. His style is authentic, provocative, humorous and fun. He holds an M.A. and an Honours B.A. in Psychology.

Additionally, Stephen Friedman is a skilled and recognized executive coach, facilitator and educator of leadership and management skills development, team development, organizational learning and human resource management for numerous organizations and individuals. His experience with in this area spans over 25 years.

BRIEF DESCRIPTION

Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence). Prerequisites: SB/ORGS 5100 3.00 and SB/MGMT 5150 3.00.

COURSE LEARNING OUTCOMES

ORGS 6500 is an advanced, self-directed and experiential course, designed to provide students with a learning laboratory in which they identify and experience their own interpersonal managerial style and its effectiveness. The course builds upon and relies heavily upon material from Organizational Behavior, Communication and Psychology and **self directed research/reading**. The course also emphasizes experiencing oneself as an active problem-solver, using course material, concepts and experiences to create action and distinct learning outcomes.

According to a number of studies, communication, problem-solving and teamwork skills topped the list of skill gaps found in Canadian organizations. While quantitative, analytic, and conceptual ability are essential components of the manager's skill set, this course is predicated on the recognition that these abilities, in the absence of effective interpersonal skills, do not produce effective managers, leaders or community members.

The purpose of this course, therefore, is to assist practising and/or aspiring managers, professionals, organizational/community members and leaders in the development of personal and interpersonal competencies. This course will move toward this objective via a combination of conceptual and experiential instructional material, with emphasis on written reflection, experiential and participative activities, simulations, quizzes and class involvement as a means of identifying, exploring and developing managerial skills through the lens of self-directed learning.

Given that this is a remote course, there will be a mix of synchronous (in Zoom, with others, class time) and asynchronous content (complete on you own, with classmates, and/or on your time/place). Due to the nature of the content and format, the class will be fluid in it's format. Stay aware of announcements in Canvas as well as the syllabus as content and tasks may change weekly.

A key component in the process of identifying and developing managerial skills is the development of **self-awareness**. The kind of management/interpersonal skills that bring great outcomes stem from deep, and often transformative experiences in self and other awareness. Students should be prepared for this kind of learning experience. The course therefore begins with a focus on self-awareness, and then moves to focus on interpersonal and managerial skills.

LEARNING REMOTELY

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

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

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

Technical Issues

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

Time Zone

All course meeting times are Eastern Time (ET) unless otherwise indicated.

Etiquette, Courtesy & Engagement

Courtesy in the classroom is crucial to an effective learning environment. Think of a Zoom class 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
- Have paper and a pen or pencil handy to take notes.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as students at the Schulich.

COURSE MATERIAL

Required materials for this course consists of two textbooks, documents/articles/videos posted on Canvas weekly (for each module) and Canvas Readings. Every week, **you should check the Modules section for required materials/documents/articles/videos and their locations. There will be materials added here throughout the term.**

Required reading for this course includes the following textbooks. They are both available for purchase from the York University Bookstore (free shipping). Details regarding ordering these books is below.

1. de Janasz, Dowd, and Schneider “Interpersonal Skills in Organizations”, 6th Edition, McGraw Hill

2. Short, Ronald, “Learning in Relationship: Foundation for Personal & Professional Success”, 1998, Learning in Action Technologies.

3. All Canvas materials/documents/articles/videos.

Please note that only the “Interpersonal Skills in Organizations” text is available for digital use. The “Learning in Relationship” book is ONLY available in hard copy so be sure to order soon!

Below is the course URL for the students to register for Connect Online Access (the digital version of the text). This feature is included with the purchase of the text: ORGS 6500 <https://connect.mheducation.com/class/a->

sections-ebook-access-5 (Links to an external site.) (https://connect.mheducation.com/class/a-sections-ebook-access-5)

To purchase from the York University Bookstore

- Go to <https://www.bookstore.yorku.ca/> (Links to an external site.) (Links to an external site.) (<https://www.bookstore.yorku.ca/>)
- On the right of the screen, click "Textbooks"
- Click "Buy (Find your textbooks)"
- Campus and Term (Keele Summer 2020), Department, Course, and Section
- Click "Add"
- Add as many course books as you'd like at this step
- Once done, click "Get Your Books"
- From here, choose which books you would like to purchase (new/electronic/used (not always available))
- Click "Purchase"
- ****Important** Enter coupon code "FreeShip" at this step and click "Apply"**
- Click "Check out"
- This will prompt the student to create an account in order to finalize the purchase.

A confirmation email of the purchase will be sent to the email address provided, and the book(s) will then be sent to the address provided.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Personal Reflection Memo #1 5%			
Personal Reflection Memo #1	Individual	5%	Mon Feb 8, 2021 at 11:30am EST
Personal Reflection Memo #2 5%			
Personal Reflection Memo #2	Individual	5%	Mon Apr 5, 2021 at 11:59pm EDT
Personal Reflection Memo #3 5%			
Personal Reflection Memo #3	Individual	5%	Mon Apr 5, 2021 at 11:59pm EDT
Personal Reflection Memo #4 5%			
Personal Reflection Memo #4	Individual	5%	Mon Apr 5, 2021 at 11:59pm EDT
Skill Application Report #1 20%			
Skill Application Report #1	Individual	20%	Mon Apr 5, 2021 at 11:59pm EDT
Skill Application Report #2 20%			
Skill Application Report #2	Individual	20%	Mon Apr 5, 2021 at 11:59pm EDT
Final Journal 20%			
Final Journal	Individual	20%	Mon Apr 5, 2021 at 11:59pm EDT
Class Participation 20%			
Class Participation	Individual	20%	Mon Apr 5, 2021 at 11:30am EDT
Johari Window Activity - Submit Responses Here.	Individual	0%	
Activity: Incomplete Leader	Individual	0%	Mon Jan 18, 2021 at 11:30am EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Personal Reflection Memo #1

 **Due Date:** Mon Feb 8, 2021 at 11:30am EST

Please see details for this assignment below:

Personal Reflection Memos - Details and Instructions

Personal Reflection Memo #2

 **Due Date:** Mon Apr 5, 2021 at 11:59pm EDT

Please see details for this assignment below:

Personal Reflection Memos - Details and Instructions

Personal Reflection Memo #3

 **Due Date:** Mon Apr 5, 2021 at 11:59pm EDT

Please see details for this assignment below:

Personal Reflection Memos - Details and Instructions

Personal Reflection Memo #4

 **Due Date:** Mon Apr 5, 2021 at 11:59pm EDT

Please see details for this assignment below:

Personal Reflection Memos - Details and Instructions

Skill Application Report #1

 **Due Date:** Mon Apr 5, 2021 at 11:59pm EDT

Please see details for this assignment below:

Skill Application Reports - Detailed Instructions

Skill Application Report #2

 **Due Date:** Mon Apr 5, 2021 at 11:59pm EDT

Please see details for this assignment below:

Skill Application Reports - Detailed Instructions

Final Journal

 **Due Date:** Mon Apr 5, 2021 at 11:59pm EDT

Value: 20%

At the end of the term you will be required to submit a journal which contains:

- All the drafts of your Personal Application Memos
- All the drafts of your Skill Application Reports
- **A final course summary (20%)** - details to be handed out in class

The journal is due at the end of the term, before the end of the final class.

Details are here:

Instructions for final summary-1.pdf  (https://schulich.instructure.com/courses/4903/files/321364/download?download_frd=1)

Due to the experiential nature of this course, students are strongly encouraged to establish a timetable for handing in materials in order to receive feedback in a timely manner. Further details will be discussed in class.

Class Participation

 **Due Date:** Mon Apr 5, 2021 at 11:30am EDT

Class Engagement and Participation

Since so much of the learning in this course depends on participating in the skill practice exercises held in (Zoom) class, out of class on your own and with others, **it is imperative that students not miss scheduled synchronous components or out of class exercises/activities/required reading.**

For this reason, **20%** of the **final grade** will be based on **class engagement participation. This includes peer feedback, completing pre-work, pop quizzes and pop tasks as well as some presentations.**

Class contribution in this virtual environment will also include Zoom etiquette, which includes:

- On time attendance in class and on time completion of tasks
- Video required for ALL

- No pajamas, or in bed.
- Use your name not nickname or email in Zoom.

The instructor will maintain records and will provide individual feedback at any point during the semester on request. Some criteria for class contributions include:

Excellent	Students “make things happen” by always seizing the initiative
Good	Students “know what happened” and frequently provide insight
Average	Students “watch things happen” and occasionally participate
Below Average	Students, while appearing observant rarely speak up
Poor	Students do not participate, miss classes, arrive late, etc.

Excellent participation would be characterized by the following:

1. Initiates information relative to topics discussed
2. Accurately exhibits knowledge of course content
3. Demonstrates excellent listening by remaining on the “same page” as class
4. Raises questions that need to be further explored
5. Clarifies points that others may not understand
6. Draws upon personal experience or personal opinion
7. Offers relevant, succinct input to class
8. Demonstrates ability to apply, analyse, and synthesize course material
9. Demonstrates willingness to take risk in the kind of engagement required for a class of this nature
10. Consistently attends class

Activity: Incomplete Leader

 **Due Date:** Mon Jan 18, 2021 at 11:30am EST

Read: In Praise of The Incomplete Leader (Canvas), prepare answers, submit in Canvas:

1. What role does self-awareness play in:

-Sensemaking?

-Relating?

-Visioning?

-Inventing?

2. Are you “incomplete”?

3. In what ways?

[Johari Window Activity - Submit Responses Here.](#)

- Complete exercise 2-D and share in your group (for a richer set of info, try the Online version posted)
- How do you compare to the average?
- As a group, discuss how disclosing some elements of the self (e.g., personality, biases) can improve relationships. Do some research together!
- Individually, develop some ideas for using disclosure to build trust, jot it down and submit:

-What do I need to show others about myself?

-How can this build trust? Am I prepared to face the risk to trust?

WRITTEN ASSIGNMENTS: EVALUATION

Please note, this is an experiential course, and the learning will be graded according to your abilities listed below:

1. The criteria to be used in the evaluation of all reports will be the extent to which you are able to reflect honestly, meaningfully and with ownership, and to describe the skill applications in an owned, solution-oriented, integrated and descriptive manner.
2. **Due to the self-directed nature of this course, students are strongly encouraged to establish a timetable for handing in work in order to receive timely feedback.**

CALCULATING COURSE GRADE

Final grades will be allocated as per the assignment value. Students are encouraged to seek feedback on a regular basis.

Assignments are expected to be submitted on time on the date they are due unless otherwise stated. Late assignments (if any) will normally incur a penalty of one letter grade per day. Please note that if there are extenuating circumstances for not completing assignments on time, you are required to contact the instructor beforehand. In this course, securing permission is preferable to begging for forgiveness.

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, and for this course, numeric grades will be calculated/converted as per the scale below:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0
Percent	90% - 100%	85% - 89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	Below 50%

Schulich grading policy does not require a preset translation of percentages into specific letter grades. In this class, final letter grades will be determined by the following process:

Each assignment will be returned to students with a numerical score. These will then be summed and converted to a letter grade. This will result in your 9 point grade. I will keep a running tally on the participation grade and students may check to see how they are doing during the course of the term.

Grade A+ A A- B+ B B- C+ C C- F

Grade Points 9 8 7 6 5 4 3 2 1 0

GRADING SCHEME

A+	100% to 89.5%
A	< 89.5% to 84.5%
A-	< 84.5% to 79.5%
B+	< 79.5% to 74.5%
B	< 74.5% to 69.5%
B-	< 69.5% to 64.5%
C+	< 64.5% to 59.5%
C	< 59.5% to 54.5%
C-	< 54.5% to 49.5%
F	< 49.5% to 0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Overview and Introduction

Jan 11/21

Overview: Overview and Introduction

Topic

Overview and Introduction

Assigned Readings, Exercises & Handouts

Complete:

Exercise 1-B The Big Five Personality Test (Text)

Read/View:

Text – Chapter 1 – Journey into Self-Awareness

All posted Canvas readings/videos

R. Short – Part 1

Class 2 - Developing Self-Awareness (Continued), Self-disclosure and Trust

Jan 18/21

Overview: Developing Self-Awareness (Continued), Self-disclosure and Trust

Class Session

Class 2

Topic

Developing Self-Awareness (Continued), Self-disclosure and Trust

Assigned Readings, Exercises & Handouts

Complete:

Exercise 1-B The Big Five Personality Test (Text)

Exercise 2-D Johari Window Questionnaire

Read:

Text – Chapter 1 – Journey into Self-Awareness

Text – Chapter 2 – Self-disclosure and Trust

Canvas materials

Class 3 - Self-management, EQ & Stress

Jan 25/21

Overview: Self-management - EQ & Stress

Class Session

Class 3

Topic

Self-management - EQ & Stress

Assigned Readings, Exercises & Handouts

Read:

Text – Chapter 4 – Self-management

Canvas readings

Handout:

1. Skills Applications Instructions

Assigned work due

N/A

Class 4 - EQ
and
Managing
Stress 2

(Understanding and Working with Diverse Others)

Feb 1/21

Overview: Understanding and Working with Diverse Others

Class Session

Class 4

Topic

Understanding and Working with Diverse Others

Assigned Readings, Exercises & Handouts

Complete: Exercise 5-A (individually)

Read:

Text – Chapter 5

Canvas readings

Assigned work due

N/A

Class 5 - Communication 1 - Listening & Supporting Others

Feb 8/21

Overview: Communication 1 - Listening & Supporting Others

Class Session

Class 5

Topic

Communication 1 - Listening & Supporting Others

Assigned Readings, Exercises & Handouts

Complete: TBA

Read:

Text – Chapter 6 – Listening and Nonverbal Communication

1. Short – Part 2

Canvas readings

Assigned work due

At least one PeRm submitted by today

Class 6 - Communication 2 - Communicating Effectively

Feb 22/21

Overview: Communication 2 - Communicating Effectively

Class Session

Class 6

Topic

Communication 2 - Communicating Effectively

Assigned Readings, Exercises & Handouts

Complete: Exercise 7-B (parts 1 & 2)

Read:

Text – Chapter 7 – Communicating Effectively

Canvas readings

Assigned work due

N/A

Class 7 - Communication 3 - Persuasion, Power and Influence

Mar 1/21

Overview: Communication 3 - Persuasion, Power and Influence

Class Session

Class 7

Topic

Communication 3 - Persuasion, Power and Influence

Assigned Readings, Exercises & Handouts

Read:

Text – Chapter 8 – Persuading Individuals and Audiences

Text – Chapter 15 – Power & Influence

Canvas readings

Assigned work due

N/A

Class 8 - Managing Conflict

Mar 8/21

Overview: Managing Conflict

Class Session

Class 8

Topic

Managing Conflict

Assigned Readings, Exercises & Handouts

Complete:
Conflict Mode Instrument (TBA)

Read:
Text – Chapter 11 – Managing Conflict
Canvas Readings

Class 9 -
Feedback
Class



Feedb
ack
Class

Class 10 - Asynchronous Simulation - Decision Making

Mar 22/21

Overview: Decision Making and Its Challenges - SIMULATION

Class Session

Class 10

Topic

Decision Making and Its Challenges

Assigned Readings, Exercises & Handouts

Complete:
Text – Chapter 14 – Making Decisions and Solving Problems Creatively
All Canvas materials

Assigned work due in class:

Simulation Completion

Class 11 - Simulation Debrief, Coaching & Providing Feedback

Mar 29/21

Overview: Simulation Debrief, Coaching & Providing Feedback

Class Session

Class 11

Topic

Coaching & Providing Feedback

Assigned Readings, Exercises & Handouts

Read:
Text – Chapter 17 – Coaching and Providing Feedback
Canvas readings
R. Short – Part 3

Assigned work due

N/A

Class 12 - Wrap-up

Apr 5/21

Overview: [Wrap-up](#)

Class Session

Class 12

Topic

Wrap-up

Assignment Due

Assignment Due:

Final Journal includes:

1. 4 PeRM's and all drafts
2. 2 Skill Apps and all drafts
3. Relevant notes
4. Final Journal Summary

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

The value of this learning depends greatly on student involvement, input and responsibility. Students are encouraged to prepare well for every class and during class, to concentrate on making genuine, significant contributions to discussions and activities.

This class follows an Adult Education Model and requires commitment to class attendance, participation and personal responsibility for learning outcomes in a way that is likely unique for most students.

Preparation

- 1)** This class will **require you** to pre purchase the required textbook.
- 2)** You are expected to have read the assigned material in the order listed in the course outline. The amount of reading varies by class so plan accordingly.
- 3)** Some classes require you to complete questionnaires, assessments, etc. **PRIOR TO READING THE ASSIGNED CHAPTERS FOR THAT WEEK. You are ABSOLUTELY expected to complete the assigned exercises and assessments each week as per the outline. These activities are crucial to the adequate completion of the graded components of this course as well as to your own learning.** This is absolutely essential to both completion of the graded assignments, and more importantly, your time.

Class Attendance and Participation

Since so much of the learning in this course depends on participating in the skill practice exercises held in class, it **is imperative that students not miss class** and have read the relevant skill learning components of each chapter, as well as any other assigned materials, before each class. For this reason, **20%** of the **final grade** will be based on **class participation. Anyone missing more than three classes without obtaining prior permission cannot achieve a grade higher than C+.**

The instructor will maintain records and will provide individual feedback at any point during the semester on request. Students are evaluated based on attendance (5/20), preparedness (10/20), and the quality of contribution to class discussion and activities (5/20). Obviously, preparedness depends upon attendance.

Some criteria for class contributions include:

Excellent	Students “make things happen” by always seizing the initiative
Good	Students “know what happened” and frequently provide insight
Average	Students “watch things happen” and occasionally participate
Below Average	Students, while appearing observant rarely speak up
Poor	Students do not participate, miss classes, arrive late

Excellent participation would be characterized by the following:

1. Initiates information relative to topics discussed

2. Accurately exhibits knowledge of course content
3. Demonstrates excellent listening by remaining on the "same page" as class

Deliverables

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

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last updated: Mar 26 2:03pm EDT.

**MGMT6700 W2021 CREDITS: 3.00**

MGMT 6700 F - PROJECT MANAGEMENT

🕒 WED 11:30-14:30 🏠

INSTRUCTOR

Mark Thomas✉️ mthomas@schulich.york
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📞 416.988.9750

🏠 S337 SSB

ADMIN

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Please contact Mark Thomas via email on Canvas**Family Day: February 15, 2021 - University Closed****Graduate Reading Week: February 23-26, 2021 - No Classes**

MARK THOMAS BIOGRAPHY

Mark has more than 20 years of business management, education and logistics consulting experience. He is a seasoned manager of design, implementation and business process improvement. Mark has senior executive experience in industry and extensive supply chain design and implementation experience for major companies, including Kraft, Nestle, Campbell's Soup, CBS (Canadian Blood Services), CPDN (the Canadian Pharmaceutical Distribution Network), Plexxus, amazon.ca and Clorox.

Mark is a Professional Engineer (Industrial) and holds an MBA. He was a Director on the board of the Supply Chain Canada association for over ten years. He is also a Project Management Professional (PMP) with PMI, a certified Change Management practitioner with PROSCI and a trained Lean Six Sigma Black Belt.

Mark teaches MBA and BBA classes at Schulich School of Business at York University in Toronto, specializing in Supply Chain Management, Operations Management, Managerial Decisions Analysis and Project Management. He is the Program Director for the Schulich Executive Education Centre for Supply Chain Management, and is a regular instructor on "Designing and Operating World Class Distribution Centres", "Inventory Management" and other topics.

BRIEF DESCRIPTION

This course covers the strategic, organizational and operational aspects of managing projects. Students learn to manage the technical, behavioural, political and cultural aspects of temporary groups performing unique tasks. Topics covered include: defining deliverables, formulating project strategy, effective group organization and management, dynamically allocating resources, managing without authority, and resolving conflict. Traditional cost and time management techniques are covered using contemporary software packages.

Prerequisite: All 5100-series Required Foundations of Management Core Courses.

COURSE LEARNING OUTCOMES

Students will learn the basic concepts of project management and using Microsoft Project (or equivalent software) will be exposed to computerized and manual methods for project management. In addition, students will learn the organizational and interpersonal aspects of project management. At the end of the course students will have been provided with sufficient knowledge to operate effectively as a member of a project team.

Organization of the Course

Today, project management techniques are used in virtually every industry ranging from the planning of a charitable fundraiser to the development of an e-commerce application. Articles in both Fortune and the Wall Street Journal have argued that project management is finding an increasing place in business. The editor of the International Journal of Project Management goes so far as to argue that “into the 21st century, project-based management will sweep aside traditional functional line management”. Self-serving rhetoric aside, it seems clear that knowledge of project management techniques is as fundamental to the business toolkit as are knowledge of finance and accounting. This is particularly true in Information Technology where most applications development and implementations are treated as projects.

Pedagogy

This course relies on a diversity of teaching media to enhance the learning experience of each student. To this effect, a mix of lectures, class discussions and group presentations may be used.

In-class discussions represent a major pedagogical dimension of this course; therefore, quality class participation is expected from each student. It is your responsibility to read the appropriate material (which will be assigned from the recommended reading list) before class. Unless prior arrangements have been made with the instructor, no late assignments will be accepted.

To help students connect with the material they will be formed into project groups and will work on a project for the duration of the course. Details will be presented at the first class.

LEARNING REMOTELY

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

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

Technical Issues

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

- Enter the classroom with your microphone switched off (note: this can be automatic setting established by the instructor.)
- Turn on your web cam. Even though you are participating remotely, it's important for the instructor and other students to be able to see you for both attendance and participation purposes. Having the webcam on also promotes better engagement for all.
- Don't Zoom from your phone -- the functionality is limited.
- Change your screen view setting to show your full name rather than an email address (this serves as your name card).
- Avoid distracting activities, such as conversing with people in the background, eating or drinking on camera. Ensure the microphone is muted when doing any of these activities and keep them to a minimum.
- To participate, raise your hand using the Zoom tool, wait to be called on, and then unmute before speaking.
- Use the chat function to ask questions during the lecture (note: the chat function can be used in a variety of ways such as promoting participation, so instructors should become familiar with this feature).
- Dress appropriately!

COURSE MATERIAL

Required reading for this course includes the following book:

Project Management: The Managerial Process, 8th edition, by Gray and Larson, McGraw-Hill:

Connect (etext) version: ISBN13: 9781260242379

Connect and print version: ISBN13: 9781260884661

Printed version: ISBN #978-1-260-57043-4

The textbook can be purchased from the York Bookstore (<https://bookstore.yorku.ca>) or the publisher website (<https://www.mheducation.ca/ise-project-management-the-managerial-process-9781260570434-can-group#configurable-product-options-title> (<https://www.mheducation.ca/ise-project-management-the-managerial-process-9781260570434-can-group#configurable-product-options-title>)).

Connect Technical Support:

Visit <http://mpss.mhhe.com/support> (<https://nam05.safelinks.protection.outlook.com/?url=http%3A%2F%2Fmpss.mhhe.com%2Fsupport&data=01%7C01%7Cmeagan.hay%40mheducation.com%7Cf40c42b6fd674576927908d7e0905093%7Cf919b1efc0c347358fca0928ec&sd=01%7C01%7Cmeagan.hay%40mheducation.com%7Cf40c42b6fd674576927908d7e0905093%7Cf919b1efc0c347358fca0928ec&reserved=0>) for Connect registration instructions, Connect Student Q&A and Searchable Q&A.

To submit a support ticket with the McGraw-Hill Care Centre, visit www.mheducation.ca/support (<https://nam05.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.mheducation.ca%2Fsupport&>

`data=01%7C01%7Cmeagan.hay%40mheducation.com%7Cf40c42b6fd674576927908d7e0905093%7Cf919b1efc0c347358fca0928ec`
`sdata=uYShb8JJaguTYxyZSCsTrQsnjKBtp95mgnylpDBunA%3D&reserved=0)` or call 1-800-565-5758.

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Third party copyrighted materials (such as slide decks, 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.

Grading Plan

Name:	Range:
A+	100 % to 90.0%
A	< 90.0 % to 85.0%
A-	< 85.0 % to 80.0%
B+	< 80.0 % to 75.0%
B	< 75.0 % to 70.0%
B-	< 70.0 % to 65.0%
C+	< 65.0 % to 60.0%
C	< 60.0 % to 55.0%
C-	< 55.0 % to 50.0%
F	< 50.0 % to 0.0%

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignments 50%			
All 8 Connect Assignments	0e	20%	Sat Mar 20, 2021 at 11:59pm EDT
Self Study 1 - Ch 1 & 2	0e	0%	Tue Jan 19, 2021 at 11:59pm EST
Self Study 2 - Ch 4 & 6	0e	0%	Tue Jan 26, 2021 at 11:59pm EST
Self Study 3 - Ch 5	0e	0%	Tue Feb 2, 2021 at 11:59pm EST
Self Study 4 - Ch 8	0e	0%	Tue Feb 9, 2021 at 11:59pm EST
Self Study 5 - Ch 7	0e	0%	Tue Feb 16, 2021 at 11:59pm EST
Self Study 6 - Ch 13 & 14	0e	0%	Tue Mar 2, 2021 at 11:59pm EST
Self Study 7 - Ch 3	0e	0%	Tue Mar 9, 2021 at 12:59pm EST
Self Study 8 - Ch 10 & 11	0e	0%	Tue Mar 16, 2021 at 11:59pm EDT
Case Study 1 - Whistler Ski Resort Project	0e	10%	Tue Feb 2, 2021 at 11:59pm EST
Case Study 2 - Case 7.4 XSU Spring Concert	0e	10%	Tue Mar 2, 2021 at 11:59pm EST
Case Study 3 -- 10.3 Cerberus Corporation p 388	0e	10%	Tue Mar 23, 2021 at 11:59pm EDT
Group Project Submission 30%			
Term Project Presentation Slides Submission (Canvas)	0e	10%	Tue Apr 6, 2021 at 11:59pm EDT
Term Report Document Submission (Canvas)	0e	20%	Tue Apr 6, 2021 at 11:59pm EDT
Participation 20%			
Course Participation and Attendance	0e	10%	Wed Apr 7, 2021 at 02:00pm EDT

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Discussion 1 -- Project Success		1%	Tue Jan 19, 2021 at 11:59pm EST
Discussion 2 -- Building a Network		1%	Tue Jan 26, 2021 at 11:59pm EST
Discussion 3 -- Cost Estimating		1%	Tue Feb 2, 2021 at 11:59pm EST
Discussion 4 - Resource Constraints		1%	Tue Feb 9, 2021 at 11:59pm EST
Discussion 5 - Risk		1%	Tue Feb 16, 2021 at 11:59pm EST
Discussion 6 -- Winding Up a Project		1%	Tue Mar 2, 2021 at 11:59pm EST
Discussion 7 -- Organizational Culture		1%	Tue Mar 9, 2021 at 11:59pm EST
Discussion 8 - Leadership		1%	Tue Mar 16, 2021 at 11:59pm EDT
Discussion 9 -- Agile		1%	Tue Mar 23, 2021 at 11:59pm EDT
Discussion 10 -- Project and Change Management		1%	Tue Mar 30, 2021 at 11:59pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

All 8 Connect Assignments

 **Due Date:** Sat Mar 20, 2021 at 11:59pm EDT

This is the grade out of 20 for your 8 Connect assignments

You all did so well that the marks were curved down to an average of 80% (A-)

Self Study 1 - Ch 1 & 2

 **Due Date:** Tue Jan 19, 2021 at 11:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 2 - Ch 4 & 6

 **Due Date:** Tue Jan 26, 2021 at 11:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 3 - Ch 5

 **Due Date:** Tue Feb 2, 2021 at 11:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 4 - Ch 8

 **Due Date:** Tue Feb 9, 2021 at 11:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 5 - Ch 7

 **Due Date:** Tue Feb 16, 2021 at 11:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 6 - Ch 13 & 14

 **Due Date:** Tue Mar 2, 2021 at 11:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 7 - Ch 3

 **Due Date:** Tue Mar 9, 2021 at 12:59pm EST

Connect Assignment on the McGraw Hill Website for this course

Self Study 8 - Ch 10 & 11

 **Due Date:** Tue Mar 16, 2021 at 11:59pm EDT

Connect Assignment on the McGraw Hill Website for this course

Case Study 1 - Whistler Ski Resort Project

 **Due Date:** Tue Feb 2, 2021 at 11:59pm EST

Here is the case study to read, assess and answer in a businesslike fashion.

It will be handed in through Canvas and discussed in the class.

Due the evening before class -- no exceptions.

- Page 202 in Chapter 6 of the text shows our Case Study #1: "Whistler Ski Resort Project"
- Assess the given information and make a well-composed report for the president with a solid Executive Summary.
- Single spaced
- Answer these questions:

1.How would you prioritize Time/Cost/Functionality in a priority matrix and why do you think that

2.Create the project network in the style we have discussed in class

3.Identify the project length and critical path

4.Can the project be completed by October 1

5.What major risks to the critical path timing exist and what actions might you take to mitigate the risks

- The Case should not be more than about 5 pages plus Executive Summary and title page, but I do not set a limit.

Case Study 2 - Case 7.4 XSU Spring Concert

 **Due Date:** Tue Mar 2, 2021 at 11:59pm EST

Text page 245: Case 7.4 XSU Spring Concert

Please refresh yourself on the tips from Case Study #1 and the grading approach (which will be quite similar in Case #2)

Please submit the case before the deadline.

Answer these questions in place of the ones in the textbook:

1. Identify 8 significant potential risks associated with this project

2. Use a FMEA risk assessment form as discussed in class to analyze the identified risks

3. Continuing to use the FMEA approach, determine a strong mitigation step for each risk and re-rate each risk.

4. What contingency actions do you also recommend, using an approach as in Figure 7.8?
5. Using a Power / Interest format like in Figure 4.9 of the textbook, name and classify the leading stakeholders in each quadrant.

Case Study 3 -- 10.3 Cerberus Corporation p 388

 **Due Date:** Tue Mar 23, 2021 at 11:59pm EDT

Please refresh yourself on the tips from Case Study #1 and the grading approach (which will be quite similar in Case #2)

Please submit the case before the deadline.

Answer these questions in place of the ones in the textbook:

You are Susan Steele's boss Tom Sterne. You can see that there is tension and frustration with respect to this situation.

Put on your Business and Project Management hats.

1. What leadership aspects were missing in this situation with all three people:
 - Tom
 - Susan
 - Jon
2. What can Susan do now to salvage the situation
3. If you could wind back the clock to before you (Tom) assigned Susan to this project, create a simplified project charter with sections on:
 - Scope including all important aspects and charts on what is In and Out of scope
 - RACI
 - Timing (simplified Gantt chart)
 - Simple risk register with the top 3 risks
 - Sign-offs required

Term Project Presentation Slides Submission (Canvas)

 **Due Date:** Tue Apr 6, 2021 at 11:59pm EDT

Term Report Document Submission (Canvas)

 **Due Date:** Tue Apr 6, 2021 at 11:59pm EDT

Course Participation and Attendance

 **Due Date:** Wed Apr 7, 2021 at 02:00pm EDT

Note that Participation is graded out of 20%, which is composed of up to 5% for perfect attendance plus up to 15% for consistent and insightful comments in class and on the Discussion boards-- I kept track of both.

For example, someone that attended most but not all classes and rarely said anything may have a score 5 out of 20. Someone that was always in attendance and had insightful questions and comments each class would have a score of 20. Remember, as it says in the course outline, "Attendance is not participation."

Preparation

This course will consist of a combination of theory and practical application. 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.

In-Class Participation (contribution)

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 have failed the course.** You have missed a class if you are not present for more than 50% of the class. If you feel that you must 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 frequently 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 Responsibilities

1. Be prepared for class. You should expect to be called upon in class to present your analysis and positions
2. Be early for class. We need to use the full amount of class 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
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.
4. Identify yourself. Universities can be impersonal places, do not become a number! in SSB lecture classes, **COME**

TO EVERY CLASS WITH A READABLE NAME CARD (SHOWING YOUR OFFICIAL SSB REGISTERED NAMES)

(Black writing on White Paper or Cardstock). This is important for monitoring your participation and for me to get to know you. Identify all your work completely with student number and name.

5. Check the Canvas database the day of the class to make sure you are aware of any class announcements and to download any PowerPoint slides and other documents left there by the
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
7. Do not use any electronic devices in class 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. To protect individual privacy, no part of any class can be photographed .

Discussion 1 -- Project Success

 **Due Date:** Tue Jan 19, 2021 at 11:59pm EST

200 words or less:

Name a medium sized project that you have done or seen done.

What was the time, cost and quality of the final product?

How much would each improve if you were a well-organized Project Manager?

Discussion 2 -- Building a Network

 **Due Date:** Tue Jan 26, 2021 at 11:59pm EST

When designing and assessing a project network:

On a Forward Pass -- why do we use the higher early-finish time value of two or more merging activities?

And on a Backward Pass -- why do we use the lower latest-start value of two or more activities following a Burst activity?

Discussion 3 -- Cost Estimating

 **Due Date:** Tue Feb 2, 2021 at 11:59pm EST

You are working with a variety of stakeholders to create a cost estimate for a project -- e.g. the bank manager, the CEO, the project team, another manager, etc.

Describe whether top-down or bottom-up estimating is appropriate in each case.

Discussion 4 - Resource Constraints

 **Due Date:** Tue Feb 9, 2021 at 11:59pm EST

Name any industry you are most familiar with.

Give two great examples of each of the three types on constraints -- six in all.

Discussion 5 - Risk

 **Due Date:** Tue Feb 16, 2021 at 11:59pm EST

As a business leader, briefly describe a few situations when it is better to be:

- risk-averse
- risk-tolerant

and why...

Discussion 6 -- Winding Up a Project

 **Due Date:** Tue Mar 2, 2021 at 11:59pm EST

What is needed from the project manager and the key stakeholders to have an effective project close and wind-up?

Discussion 7 -- Organizational Culture

 **Due Date:** Tue Mar 9, 2021 at 11:59pm EST

Name a well known company and grade it (with your reasons) on these three aspects of culture (from this week's readings):

- Team Focus
- Risk Tolerance
- Means-ends orientation

Discussion 8 - Leadership

 **Due Date:** Tue Mar 16, 2021 at 11:59pm EDT

Who is the person you admire most with respect to Leadership and why, in the context of learnings in this course ...

Discussion 9 -- Agile

 **Due Date:** Tue Mar 23, 2021 at 11:59pm EDT

How do you satisfactorily answer a CFO who wants a budget and tracking of project progress, when you are in an Agile software development project?

Discussion 10 -- Project and Change Management

 **Due Date:** Tue Mar 30, 2021 at 11:59pm EDT

Your VP just spoke to you in her office and asked you to be the Project Manager and Change Manager of a new workplace change -- your group is moving "downtown" into the building where the main offices of the company are.

What are the first three Project Management aspects you will do (and why) and what three Change Management aspects do you need to be on top of?

GRADING SCHEME

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

Class 1 - Background to Project Management

Jan 13/21

Overview-1: Background to Project Management

Background to Project Management

A Brief History of Project Management

Project Management in the Post-Industrial Era

Virtual Projects

Assigned Readings, Cases, etc.

Gray & Larson Ch1, pp 2-19

Class 2 - Projects and Organizational Strategy

Jan 20/21

Overview-2: Projects and Organizational Strategy

Projects and Organizational Strategy

The Project Portfolio

Establishing a Selection and Priority System

Defining the Scope and Objectives of the Project

Assigned Readings, Cases, etc.

Gray & Larson Ch2, pp28-55

Gray & Larson Ch4, pp104-111

Assigned work due

McGraw Hill *Connect* your self-study for Ch 1 and Ch 2 by 11:59 the previous day

Class 3 - Defining the Project

Jan 27/21

Overview-3: Defining the Project

Defining the Project

Creating a Work Breakdown structure

Pert/CPM

Estimating Activity Duration

Activity Lists and Network Diagrams

Creating Baseline Schedules

Controlling Schedule Changes

A Project Life Cycle Model

Developing a Simple Network and Project Plan

Executing a Simple Project

Assigned Readings, Cases, etc.

Gray & Larson Ch4, 111-127

Gray & Larson Ch6, pp 168-195

Assigned work due

McGraw Hill *Connect* your self-study for Ch 4 and Ch 6 by 11:59 the previous day

Class 4 - Controlling Costs

Feb 3/21

[Overview-4: Controlling Costs](#)

Controlling Costs

- Basic Principles of Project Cost Management
- Cost Estimating
- Cost Budgeting
- Cost Control

Assigned Readings, Cases, etc.

Gray & Larson Ch5, pp134-158

Assigned work due

McGraw Hill *Connect* your self-study for Ch5 by 11:59 the previous day

Class 5 - Controlling Resources

Feb 10/21

[Overview-5: Controlling Resources](#)

- Controlling Resources
 - Types of Resource Constraints
 - Resource Allocation Methods
 - Resource Leveling – Adjusting the Baseline Schedule
 - Producing A “Real -Time” Project Schedule

Assigned Readings, Cases, etc.

Gray & Larson Ch8, pp258-287

Assigned work due

McGraw Hill *Connect* your self-study for Ch8 by 11:59 the previous day

Class 6 - Risk and Interface Management

Feb 17/21

[Overview-6: Risk and Interface Management](#)

Risk and Interface Management

- Why Risk Management Is Important
- Risk Identification and Control
- Why Interface Management Is Important
- Creating Interface Management Teams
- Developing an Interface Management Plan

Assigned Readings, Cases, etc.

Gray & Larson Ch7, pp212-238

Assigned work due

McGraw Hill Connect your self-study for Ch7 by 11:59 the previous day

Class 7 -
Managing
Project
Progress &

Wind-Up**Mar 3/21**

Overview-7: Managing Project Progress & Wind-Up

Managing Project Progress & Wind-Up

Project Progress & Performance
The Project Audit Process
Project Closure

Assigned Readings, Cases, etc.

Gray & Larson Ch13, pp474-503
Gray & Larson Ch14, pp532-553

Assigned work due

McGraw Hill Connect your self-study for Ch13 & Ch14 by 11:59 the previous day

Class 8 - Organizational Structures for Managing Projects**Mar 10/21**

Overview-8: Organizational Structures for Managing Projects

Organizational Structures for Managing Projects
Definitions of Alternative Project Structures
Organizational Culture and Project Management
Choosing the Appropriate Project Management Structure
Project Structures and Implications for Team Members

Assigned Readings, Cases, etc.

Gray & Larson Ch3, pp68-93

Assigned work due

McGraw Hill Connect your self-study for Ch3 by 11:59 the previous day

Class 9 - Leadership and Project Management; Selection and Management of Project Team**Mar 17/21**

Overview-9: Leadership and Project Management and Selection and Management of Project Team

Leadership and Project Management

Characteristics of Effective Project Managers
Managing Versus Leading a Project
Build Trust and Commitment
Ethics and Project Management

Selection and Management of Project Team

Selecting and Building High Performance Project Teams
Managing Virtual Project Teams
Running Effective Project Meetings
Pitfalls of Project Teams

Assigned Readings, Cases, etc.

Gray & Larson Ch10, pp354-378
Gray & Larson Ch11, pp390-421

Assigned work due

McGraw Hill Connect your self-study for Ch10 and Ch11 by 11:59 the previous day

Class 10 - Agile Project

Management

Mar 24/21

Overview-10: Agile Project Management

Agile Project Management

Comparing Agile to "Waterfall"
Identify core Agile principles
Limitations and concerns

Assigned Readings, Cases, etc.

Gray & Larson Ch15 pp 562-581

Assigned work due

Prepare to discuss Case 15.1 – Introducing Scrum at P2P

Class 11 --Change Management

Mar 31/21

Overview-11: Change Management

Change Management

Assigned Readings, Cases, etc.

material provided

Class 12 - In-Class Group Project - Presentations and Course Review

Apr 7/21

Overview-12: Class 12 - In-Class Group Project - Presentations and Course Review

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

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

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

last updated: Oct 18 8:10am EDT.

**OMIS6000 F2021 CREDITS: 3.00**

OMIS 6000 A - MODELS & APPLICATIONS IN OPERATIONAL RESEARCH

🕒 THU 08:30 - 10:30 🏠 REMOTE

INSTRUCTOR

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Monday, October 11, 2021: Thanksgiving - University Closed**Graduate Reading Week: October 26, 27, 28, 29, 2021 - No classes**

ADAM DIAMANT BIOGRAPHY

Applies optimization and decomposition methods, machine learning, stochastic modeling, queueing theory, simulation, and econometric techniques to model complex, real-world systems in health care, supply chain management, routing and logistics, and scheduling.

BRIEF DESCRIPTION

Provides a survey of selected topics in operational research (OR). Emphasis is placed on the practical application of OR tools rather than on the mathematical properties. Application areas include: financial planning and portfolio selection, production, priority planning and marketing. Topics include: linear programming and its applications; programming to achieve a set of goals or targets with applications in finance and production; capital budgeting and project selection; transportation and network models; and portfolio models. Prerequisites: SB/OMIS 5120 1.50 and SB/OMIS 5210 1.50 or permission of the Instructor.

COURSE LEARNING OUTCOMES

Operational Research (OR) plays an important role in solving complex decision-making problems in organizations, both private and public. It has aided in improving the productivity of many companies

and has been the determining factor in substantial cost savings and quality improvement initiatives. It can also be used as a tool for prediction and many techniques in machine learning (ML) formulate optimization problems over data sets. With some basic knowledge of OR tools and what they can achieve, you will be in a position to formulate and solve important problems within your organization.

The purpose of this course is to provide students with an exposure to, and an appreciation for, what OR tools can do. It will also teach basic skills in the application of these tools. A wide range of cases and OR applications will be discussed, and some state-of-the-art software presently available for dealing with complex decision-making problems will be demonstrated. The course will discuss both prescriptive and predictive analytics. It will consist of a mix of lectures on OR and ML topics and techniques together with discussions of several cases and decision situations. The central theme of the course will be to have all topics motivated by circumstances that require evidenced-based decision-making. Thus, students will develop a sense of how to approach complex problems of a technical nature. Further, a ubiquitous feature in modern management is the central role that data plays in driving core business processes. Consequently, students will learn exact methods on how to effectively analyze data sets using an optimization framework that seeks provably optimal solutions.

The objectives of this course are:

- To expose you to the main concepts of quantitative reasoning in a business
- To develop a proficiency with mathematical models and computational tools for prescriptive analytics.
- To provide you with opportunities to improve your problem solving and critical thinking
- To understand the relationship between optimization technology and prescriptive/predictive problems.
- To facilitate a deeper understanding of machine learning models using an optimization framework.

The course is organized into two modules. Module A introduces students to optimization technology for prescriptive analytics and includes topics such as linear programming, sensitivity analysis, integer programs, goal programs, mixed-integer linear programs, and nonlinear programming. Application areas include financial management, inventory modelling, revenue management, production, transportation, process analysis, scheduling, and supply chain management. Module B takes the view that machine learning is the application of optimization technology on historical data sets. As a result, we extend our discussion of nonlinear programs and formulate supervised and unsupervised learning models as optimization problems. Topics include regression (e.g., least squares, quantile, least absolute deviation), regularization (e.g., best-subset selection, ridge, lasso), classification (e.g., logistic, support vector machines), nearest neighbors, clustering, and principal component analysis (PCA). We apply this optimization framework to several data sets in order to obtain managerial insight. The benefits of using an exact approach to machine learning for prediction tasks is that it provides a certificate of optimality, there is added expressiveness in the mathematical language, and there are fewer hyperparameters to tune. Further, all computational analysis can be performed in Microsoft Excel using the **Solver tool** (<https://support.office.com/en-us/article/define-and-solve-a-problem-by-using-solver-5d1a388f-079d-43ac-a7eb-f63e45925040>) and open-source add-ins such as **OpenSolver** (<https://opensolver.org>).

Classes will consist of a combination of quantitative theory and practical application. Some sessions will be more conceptually oriented, while others will have a greater emphasis on computational modeling. Techniques and concepts will be reinforced by in-class examples, at-home assignments, and exams. Students should read assigned materials before as well as after class to support their understanding of the material. They should be also prepared to actively participate in class discussions and in-class problem solving exercises. Mastery of the techniques taught in this course requires regular practice. Students are encouraged to work on practice problems both individually and in groups. Readings and practice problems are provided on **Canvas** and can be found in several of the class resources. Students are free to solve other problems from the text or other sources, as well as to try any additional problems posted on **Canvas**.

LEARNING IN THE REMOTE CLASSROOM

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

1. Computer

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>) . Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

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

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

Technical Issues

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

COURSE MATERIAL

There are *no* required textbooks for this course. There are several resources that are highly recommended.

- **Burkov (2019). The Hundred-Page Machine Learning Book.** <http://themlbook.com>
(<http://themlbook.com>)
- **Ragsdale, C. (2010). Spreadsheet modeling & decision analysis: A practical introduction to management science.** Nelson Education. <http://www.wiredglitz.com>
[/Spreadsheet_Modeling_and_Decision_Analysis__A_Practical_Introduction_to_Management_Science](http://www.wiredglitz.com)
(<http://www.wiredglitz.com>
[/Spreadsheet_Modeling_and_Decision_Analysis__A_Practical_Introduction_to_Management_Science__Revised_Book_Only](http://www.wiredglitz.com))
- **Tulett, D. (2018). Decision Modeling.** Memorial University. <https://linney.mun.ca/pages/view.php?ref=36808> (<https://linney.mun.ca/pages/view.php?ref=36808>)

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As the creator of those materials, the instructor(s) is the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g., uploading the content to a website like **CourseHero**) 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.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Assignments 36%			
Assignment #1: Linear Programming and Sensitivity Analysis		12%	Sat Oct 9, 2021 at 11:59pm EDT
Assignment #2: MILP Models and Goal Programming		12%	Mon Nov 1, 2021 at 11:59pm EDT
Assignment #3: Supervised Machine Learning		12%	Thu Dec 9, 2021 at 11:59pm EST
Midterm Exam 32%			
Midterm Exam: Prescriptive Analytics		32%	Thu Nov 4, 2021 at 11:40am EDT
Final Exam 32%			
Final Exam: Predictive Analytics		32%	Thu Dec 16, 2021 at 11:30am EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment #1: Linear Programming and Sensitivity Analysis

 **Due Date:** Thu Oct 7, 2021 at 11:59pm EDT

This assignment will cover material from weeks 1-3.

OMIS_6000__Assignment_1__Fall_2021 - Questions.pdf  (https://schulich.instructure.com/courses/5922/files/584910/download?download_frd=1)
sp500_data.xlsx  (https://schulich.instructure.com/courses/5922/files/592650/download?download_frd=1)

Answer Key:

OMIS_6000__Assignment_1__Fall_2021 - Answers.pdf  (https://schulich.instructure.com/courses/5922/files/597431/download?download_frd=1)

Feedback:

The average for this assignment was 75% while the median was 79%. For the most part, I was super impressed at everyone's Excel coding skills. However, please be careful with some of the formulation/implementation details. Some things to think about for the future:

- If you are going to analyze the sensitivity report, then you cannot include integer variables in your Solver formulation.
 - When formulating a linear program, please do not include non-linear relationships in the spreadsheet. You either won't be able to run Solver with SimplexLP (it gives an error) or you have to use another computational engine which does not guarantee an optimal solution.
 - Make sure your code runs before you submit it. For several submissions, running it without any modification produced an error.
 - I reviewed everyone's Excel spreadsheets. Note that even though people made different assumptions (for which you may have lost marks), as long as you didn't deviate from those assumptions in your Excel formulation, you didn't lose additional marks on implementation.
 - When providing managerial insight after reflecting on the problem, make sure you are clear and concise about what your recommendation is. Providing a handful of statements that may or may not be correct without elaboration will not increase your grade.
-

Assignments are to be completed individually. **Assignments are due at the date/time specified; the exact date and time will be posted in Canvas. Late work (even one minute after the deadline) will be penalized 15% per day up to a maximum of three days after which you will receive a mark of zero.** Exceptions will only be granted for medical and other serious emergencies with appropriate documentation. Please make every effort to let the instructor know in advance (e.g., more than 24 hours before the assignment is due) if your assignment is going to be late – use email. Supporting documentation will be required as per the Schulich policy on missed tests and assignments. There are no makeup assignments nor are there any assignments for extra-credit.

Please make sure to submit:

1. A Microsoft Excel (Solver/OpenSolver) implementation for each question.
2. A document with the answers to the questions (show only a minimal amount of work). See the file **AnswerSheet.docx**  (https://schulich.instructure.com/courses/5886/files/563446/download?download_frd=1) for an example on how to structure your submission.

When submitting an assignment or the midterm, you are agreeing that the work is your own, that you have not copied from any other person's work, and that you have read and understand Schulich's academic honesty policies. All deliverables will be submitted to a plagiarism checker for review. The plagiarism checker will compare your work with other students in the class as well as the answer key to determine the amount of similarity between each student in the class. High similarity on a question will result in a mark of 0.

Assignment #2: MILP Models and Goal Programming

 **Due Date:** Mon Nov 1, 2021 at 11:59pm EDT

This assignment will cover material from weeks 4-6.

OMIS_6000__Assignment_2__Fall_2021 - Questions.pdf  (https://schulich.instructure.com/courses/5922/files/597432/download?download_frd=1)

Trees.csv  (https://schulich.instructure.com/courses/5922/files/584999/download?download_frd=1)

Assignments are to be completed individually. **Assignments are due at the date/time specified; the exact date and time will be posted in Canvas. Late work (even one minute after the deadline) will be penalized 15% per day up to a maximum of three days after which you will receive a mark of zero.** Exceptions will only be granted for medical and other serious emergencies with appropriate documentation. Please make every effort to let the instructor know in advance (e.g., more than 24 hours before the assignment is due) if your assignment is going to be late – use email. Supporting documentation will be required as per the Schulich policy on missed tests and

assignments. There are no makeup assignments nor are there any assignments for extra-credit.

Please make sure to submit:

1. A Microsoft Excel (Solver/OpenSolver) implementation for each question.
2. A document with the answers to the questions (show only a minimal amount of work). See the file **AnswerSheet.docx**  (https://schulich.instructure.com/courses/5886/files/563446/download?download_frd=1) for an example on how to structure your submission.

When submitting an assignment or the midterm, you are agreeing that the work is your own, that you have not copied from any other person's work, and that you have read and understand Schulich's academic honesty policies. All deliverables will be submitted to a plagiarism checker for review. The plagiarism checker will compare your work with other students in the class as well as the answer key to determine the amount of similarity between each student in the class. High similarity on a question will result in a mark of 0.

Assignment #3: Supervised Machine Learning

 **Due Date:** Thu Dec 9, 2021 at 11:59pm EST

Details available Thu Nov 11, 2021 at 08:30am EST

Midterm Exam: Prescriptive Analytics

 **Due Date:** Thu Nov 4, 2021 at 11:40am EDT

Students will **individually** write a **3-hour, open-book, take-home**, midterm exam that covers all topics taught during weeks 1 - 6 inclusive. Both quantitative and qualitative questions can be expected and knowledge of Microsoft Excel Solver is required. The format is as follows: on **November 4 @ 8:30 am**, the exam questions will be posted. You will have until **November 4 @ 11:30 am** to complete the exam. After which, you will have until **November 4 @ 11:40 pm** to submit all relevant documents on Canvas. Make sure you are regularly saving your work to ensure that you don't lose any valuable code. Late submissions will not be accepted, however, multiple submissions are permissible; I will only grade the final submission.

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.

Additional Practice Questions: OMIS6000-PracticeQuestions.pdf  (https://schulich.instructure.com/courses/5922/files/600214/download?download_frd=1)

Note that the questions contained in the file are associated with past in-person, *written* exams as well as previous versions of the course. As a result, there is no Microsoft Excel Solver solution corresponding to the implementation of these formulations. Nevertheless, the file does provide a good study resource in addition to the assignments and in-class examples.

- **Content:** Linear Programs, Sensitivity Analysis, Integer and Binary Programs, MILP models, Goal Programs.

- **Study Material:** The exam is *heavily* based on the lecture slides, example questions, and the assignments. If you require additional practice, please see the reference material for extra question. Be judicious, do not complete questions that we have not discussed in-class.
- **Format:** It will be identical to the assignments. You will receive 2-3 questions. For each question, you will be asked to solve the problem using Microsoft Excel and answer several short-answer questions.
- **Technological Support:** If you have questions, I will be on Zoom for the duration of the exam to answer them. Specifically, enter the Zoom meeting like you would at the beginning of a normal lecture. I will then assign you to an individual breakout room. If you have questions during the exam, please send me a private message and I will enter your breakout room (i.e., you can request that I join your meeting by clicking **Ask for Help**). Note that I may be in the process of answering questions from your classmates so I may not immediately enter the breakout room (just like if the exam was in-person). Once I answer your questions, I will then leave the breakout room. This format ensures that all of our correspondences are private and confidential. Note that there is no requirement that you attend class nor do you need to be connected to the internet for the duration of the midterm (only to download the questions and submit the answers).

Please make sure to submit:

1. A Microsoft Excel implementation for each question.
2. A document (**AnswerSheetMidterm.docx**  (https://schulich.instructure.com/courses/5922/files/599674/download?download_frd=1)) with the answers to the questions (show only a minimal amount of work).

When submitting the midterm exam for grading, you are agreeing that the work is your own, that you have not copied from any other person's work, and that you have read and understand Schulich's academic honesty policies. All deliverables will be submitted to a plagiarism detector for review which will compare your work with other students in the class. High similarity on a question will result in a mark of 0.

Breakout Rooms in Zoom:

For more information on breakout rooms, please see this **article** (<https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>) . Note that after students are assigned to a breakout room, there will be a timer that indicates when the breakout room will automatically end. This time represents the duration until the end of the examination. You will have 10 minutes after this time expires to submit your work on Canvas. Documents received after this time will **not** be accepted.

Exam Questions and Related Material:

OMIS_6000__Midterm_Exam__Fall_2021 - Questions.pdf  (https://schulich.instructure.com/courses/5922/files/600069/download?download_frd=1)

Midterm-Student.xlsx  (https://schulich.instructure.com/courses/5922/files/600070/download?download_frd=1)

Final Exam: Predictive Analytics

 **Due Date:** Thu Dec 16, 2021 at 11:30am EST

Details available Thu Dec 16, 2021 at 08:30am EST

GRADING SCHEME

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

Introduction - Welcome!

 Slide Deck: Introduction to Operational Research
 Video: Introduction to Operational Research
 Organization of the Course
 Course Support
 Academic Honesty

Week 1 - Introduction to Mathematical Programming

Sep 16/21

Overview: Course Introduction and Introduction to Mathematical Programming

Class Session

Introduction to operations research (OR) and mathematical modeling.
The difference between prescriptive and predictive analytics.
Linear programming and the graphical solution method.
Review of mathematical notation used in optimization.

Week 2 - Modeling with Excel and Sensitivity Analysis

Sep 23/21

Overview: Modeling with Excel and Sensitivity Analysis

Class Session

The Excel **Solver tool** (<https://support.office.com/en-us/article/define-and-solve-a-problem-by-using-solver-5d1a388f-079d-43ac-a7eb-f63e45925040>) and **OpenSolver** (<https://opensolver.org>).
Overview of the Simplex algorithm.
Range of optimality for the objective function.
Range of feasibility for the constraint set.
Shadow prices and reduced costs.

To Do:

Work on the first assignment (see the **Assignments** page).

Week 3 - Linear Programming Models

Sep 30/21

Overview: Linear Programming Models

Class Session

Ratio and proportion constraints.
Transportation and transshipment problems.
Multi-period optimization models.
Linearizing absolute value constraints.

To Do:

Work on the first assignment (see the **Assignments** page).

Week 4 - Integer and Binary Programming

Oct 7/21

Overview: Integer and Binary Programming

Class Session

The integer lattice and the branch-and-bound algorithm.
Scheduling, covering, and assignment problems.
Logical constraints (e.g., conjunctions, disjunctions).

To Do:

Submit the first assignment on **Canvas**.

Week 5 - Mixed Linear Integer Programs (MILPs)

Oct 14/21

Overview: Mixed Linear Integer Programs (MILPs)

Class Session

Incorporating multiple types of decision variables.
Linking constraints (i.e., connecting mixed-type decision variables).

To Do:

Work on the second assignment (see the **Assignments** page).

Week 6 - Goal Programming

Oct 21/21

Overview: Goal Programming

Class Session

Hard versus soft constraints.
Multi-objective linear programs.
Pricing deviational variables.

To Do:

Work on the second assignment (see the **Assignments** page).
Study for the in-class midterm exam (see the **Assignments** page)

Week 7 - Midterm Exam

Nov 4/21

Overview: Midterm Exam

Class Session

In-class midterm exam.

To Do:

Study for the in-class midterm exam (see the **Assignments** page).

Week 8 - Nonlinear Programming

Nov 11/21

Overview: Nonlinear Programming

Class Session

Solving NLPs using Microsoft Excel Solver.
Bilinear constraints and distance functions.
Quadratic optimization and optimal least squares regression.
Empirical risk minimization and loss functions.

To Do:

Submit the second assignment on **Canvas**.

Week 9 - Introduction to Prediction Using Optimization Technology

Nov 18/21

Overview: Introduction to Prediction

Class Session

ML Production: Training, testing, and evaluation.
Feature engineering: One-hot encoding, transformations.
Out-of-sample performance metrics for regression and classification: root mean squared error (RMSE), mean absolute error (MAE), R-squared, confusion matrices, precision, recall, and the F1 score.
The bias-variance tradeoff (overfitting vs. underfitting).
Discussion of approximate and exact ML approaches.

Week 10 - Supervised Learning: Regression and Regularization

Nov 25/21

Overview: Supervised Learning: Regression and Regularization

Class Session

Lasso and ridge regression (1-norm and 2-norm regularization).
Best subset selection (0-norm regularization).
Quantile regression and least absolute deviation (LAD).
Nonparametric regression: K-nearest neighbor.

To Do:

Work on the third assignment (see the **Assignments** page).

**Week 11 -
Supervised
Learning:
Classification****Problems****Dec 2/21****Overview:** Supervised Learning: Classification Problems**Class Session**

Support vector machines (SVMs) and logistic regression.
Nonparametric classification: K-nearest neighbor.

To Do:

Work on the third assignment (see the **Assignments** page).

Week 12 - Unsupervised Learning: Clustering**Dec 9/21****Overview:** Unsupervised Learning: Clustering**Class Session**

K-means clustering and capacitated clustering.
Review of prescriptive vs. predictive methodology.

To Do:

Submit the third assignment on **Canvas**.
Study for the final exam.

Final Exam**Final Exam: Predictive Analytics**

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Class Participation (contribution)

Although there is no formal participation mark, it is strongly suggested that you attend all sessions and actively participate in lectures. This will ensure you get the most out of the course. Be a positive influence on the classroom environment. This includes coming prepared to class, practicing active listening during lecture, participating in class discussions with insightful and constructive comments, engaging in classroom activities, and ensuring all interactions with the instructor and your peers are respectful and courteous. Further, all interactions outside the classroom should be conducted in an appropriate manner. This includes, but is not limited to, well-written and polite email correspondences, thoughtful and considerate office hour discussions (note: attending office hours is not mandatory but is encouraged), and being punctual to all scheduled meetings with the instructor.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

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

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Memo

To: Schulich Faculty Council

From: David Johnston, Acting Program Director, MBAN

Date: September 2nd, 2021

Re: MBAN Course Changes

Motion: That Faculty Council approve the following course changes:

- MBAN 5120 3.00 Predictive Analytics II (retirement)
- MBAN 5210 3.00 Data Management and Programming (retirement)
- MBAN 6400 3.00 Multivariate Analytics (retirement)

Rationale:

The vision of the MBAN program is to become a top-of-mind, go-to program globally for individuals with non-technical undergraduate degrees who are interested in data analytics. The program enables the students to acquire methodological and business knowledge and skills for the management and analysis of data and for effective decision making in for-profit, non-profit, and governmental organizations. To achieve this vision, we would like to increase the balance between managerial and technical-skills courses that constitute core courses. In the current program structure, qualitative/managerial courses constitute 27% of the core courses offered in the program. With the proposed changes, this ratio will increase to 44%. To achieve our goal, we went over the all the current courses in detail and identified those which can be retired from the program without any loss of content that is reflected in the cutting-edge analytics field. For example, we propose to retire MBAN 6400 Multivariate Analytics 3.00. In recent years, machine learning techniques replaced statistical learning techniques. In MBAN 6400, we used to cover multivariate cross sectional data analysis, however with the increased emphasis on machine learning techniques our students seldomly use these techniques when they start with the industry. They tend to use the machine learning techniques that are taught in MBAN 6110 3.00 Data Science I and MBAN 6120 3.00 Data Science II.

We are also retiring MBAN 5120 Predictive Analytics II 3.00, and MBAN 5120 Data Management and Programming 3.00 from the core courses and introduce managerial courses such as MGMT 6700 Project Management 3.00, and ORGS 6500 Interpersonal Managerial Skills 3.00. The new courses introduced in the program tie back to the learning outcomes such as ability to apply strategies to work effectively in interdisciplinary teams.

Course Change Proposal Template

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

1. **Program**
Schulich MBAN Program
2. **Course Number and Credit Value**
MBAN 5120 3.00
3. **Course Title**
 - a) **Long Course Title**
Data Management and Programming
 - b) **Short Course Title**
Data Management and Programming
4. **Existing Pre-requisites/Co-Requisites**
N/A
5. **Type of Course Change (indicate all that apply)**

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

6. **Effective Session of Proposed Change(s)**
Summer 2022
7. **Academic Rationale**
With the introduction of MBAN 5330 3.00 Big Data Fundamentals and Applications, we no longer need this course. This change will also open valuable real-estate in the program to provide our students with more managerial courses to strike a balance between technical and managerial courses for the MBAN Program.
8. **Proposed Course Information**
N/A

Existing Course Information (Change from)	Proposed Course Information (Change to)
N/A	N/A

9. Consultation

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

Originator



Signature

August 25th 2021

Date

David Johnston

Name

OMIS Area

Area or Specialization

Approvals:

Area or Specialization

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



Signature

August 25th 2021

Date

David Johnston

Name

OMIS 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 A. Johnston

Name of Program Director

MBAN

Program

Program Committee

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

Marcia Annisette

Signature

October 7, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

Course Change Proposal Template

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

1. **Program**
Schulich MBAN Program
2. **Course Number and Credit Value**
MBAN 5210 3.00
3. **Course Title**
 - a) **Long Course Title**
Predictive Modelling II
 - b) **Short Course Title**
Predictive Modelling II
4. **Existing Pre-requisites/Co-Requisites**
Predictive Modelling I
5. **Type of Course Change (indicate all that apply)**

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

6. **Effective Session of Proposed Change(s)**
Summer 2022

7. **Academic Rationale**
In the original program, we had two predictive analytics courses. In the revised program, we are reducing the number of predictive analytics courses into one. Predictive Analytics course coupled with Data Science I and II courses will provide our students the foundations in analytics. This change will also open valuable real-estate in the program to provide our students with more managerial courses to strike a balance between technical and managerial courses for the MBAN Program.

8. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
N/A	N/A

9. Consultation

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

Originator



Signature

August 25th 2021

Date

David Johnston

Name

OMIS Area

Area or Specialization

Approvals:

Area or Specialization

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



Signature

August 25th 2021

Date

David Johnston

Name

OMIS 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 A. Johnston

Name of Program Director

MBAN

Program

Program Committee

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

Marcia Annisette

Signature

October 7, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

Course Change Proposal Template

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

1. Program

Schulich MBAN Program

2. Course Number and Credit Value

MBAN 6400 3.00

3. Course Title

a) Long Course Title

Multivariate Methods for Business Analytics

b) Short Course Title

Multivariate Methods for Business Analytics

4. Existing Pre-requisites/Co-Requisites

Predictive Modelling II

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

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

6. Effective Session of Proposed Change(s)

Summer 2022

7. Academic Rationale

With the development of machine learning techniques, the implementation of statistical learning with multivariate variables diminishes in the analytics industry. As a result, we are retiring Multivariate Analytics course to open up space for more managerial courses in the MBAN Program.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
N/A	N/A

9. Consultation

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

Originator



Signature

August 25th 2021

Date

David Johnston

Name

OMIS Area

Area or Specialization

Approvals:

Area or Specialization

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



Signature

August 25th 2021

Date

David Johnston

Name

OMIS 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 A. Johnston

Name of Program Director

MBAN

Program

Program Committee

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

Marcia Annisette

Signature

October 7, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

Memo

To: Schulich Faculty Council

From: David Johnston, Acting Program Director, MBAN

Date: September 2nd, 2021

Re: New Course – OMIS 6610

Motion: That Faculty Council approve the introduction of the new elective OMIS 6610 3.00 Digital Transformation in Services in the MBAN and MBA Digital Transformation Specialization.

Rationale:

The proposed course will be the final of the four courses in the MBA Specialization in Digital Transformation. The first three courses, MBAN 5140 3.00 Visual Analytics and Modelling, MBAN 6200 3.00 Realizing Value from AI and Analytics, and MBAN 6510 3.00 Artificial Intelligence in Business I provide detailed managerial and foundational knowledge in digital technologies. This fourth course builds on this knowledge to create a framework for a disruptive digital strategy. In addition, this course will also provide tremendous value as an elective to students enrolled in the Schulich Master of Business Analytics (MBAN). This elective will help MBAN students to apply the knowledge from their specializations into the workplace by thinking about how tools such as big data analytics and artificial intelligence can be integrated strategically to align with the goals of an organization and enable disruptive transformation.

New Course Proposal Form

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

1. Program: Schulich Master of Business Analytics (MBAN), and MBA

2. Course Number: OMIS 6610

3. Credit Value:
3.0

4. Long Course Title:
Digital Transformation in Services

5. Short Course Title:
Digital Transformation

6. Effective Session:
Winter 2022

7. Calendar (Short) Course Description:

Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements.

8. Expanded Course Description:

Service industry constitutes approximately 70% of the Canadian economy. Digital technologies are rapidly changing the way service organizations do business and interact with their customers. While investing in technological advancements, services struggle with reaping the benefits of this powerful shift. In this course, students explore and learn the foundations and components of digital transformation and make the connection between the strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements.

9. Course Learning Outcomes

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

- Define digital transformation.
- Apply digital transformation concepts to improve the customer experience.
- Utilize core operations for a successful implementation of digital transformation.
- Identify the technological foundations that enable digital transformation.
- Utilize the organizational capabilities needed to achieve digital transformation.

10. Rationale:

The proposed course will be the final of the four courses in the MBA Specialization in Digital Transformation. The first three courses, MBAN 5140 3.00 Visual Analytics and Modelling, MBAN 6200 3.00 Realizing Value from AI and Analytics, and MBAN 6510 3.00 Artificial Intelligence in Business I provide detailed managerial and foundational knowledge in digital technologies. This fourth course builds on this knowledge to create a framework for a disruptive digital strategy. In addition, this course will also provide tremendous value as an elective to students enrolled in the Schulich Master of Business Analytics (MBAN). This elective will help MBAN students to apply the knowledge from their specializations into the workplace by thinking about how tools such as big data analytics and artificial intelligence can be integrated strategically to align with the goals of an organization and enable disruptive transformation.

11. Evaluation:

Two components will be evaluated to contribute to the final course grade.

1. Four case studies, reviewing current relevant transformation examples, will be discussed in class and students will each submit an individual written assessment.
2. Two group case studies will allow them to make decisions on various trade-offs for digital transformation initiatives within organizations.

Deliverable	Weight	Total Weight	Format
Individual Case Studies (four)	12.5%	50%	Individual
Group Case Study (A)	30%	30%	Groups of 4 to 5
Group Case Study (B)	20%	20%	Groups of 4 to 5
	<u>100%</u>		

12. Integrated Courses:

N/A

13. Crosslisted Courses:

N/A

14. Faculty Resources:

This course will be offered annually in the winter semester, or more frequently if demand within the MBA Specialization in Digital Transformation increases. Impact on faculty resources should be low.

15. Physical Resources:

This course will likely be delivered in person starting in the 2021-2022 academic year, depending on the policies of York University. No physical resources or lab space will be required.

16. Bibliography and Library Statement:

- Brock, J.K.U., and von Wangenheim, F. 2019. What digital transformation leaders can teach you about realistic artificial intelligence, California Management Review, 61(4). 110 – 134.
- Brynjolfsson, E., and McAfee, A. 2015. The digitization of just about everything, Rotman Magazine, Fall.

- Caro, F., Sadr, R. 2019. The Internet of Things (IoT) in retail: Bridging supply and demand
- Davis, J. 2020. Cloud Wars Go Global
- Gfrerer, A., Hutter, K., Fuller, J., Strohle, T. 2021. Ready or not: Managers' and employees' different perceptions of digital readiness, *California Management Review*, 63(2), 23 – 48.
- Ketzenberg, M., and Akturk, S., 2021. How “buy online and pick-up in store” gives retailers an edge
- Kim, E., Beckman, S.L., Agogino, A. 2018. Design road mapping in an uncertain world: Implementing a customer experience focused strategy, *California Management Review*, 61(1), 43–70.
- Lee, I., Lee, K. 2015. The internet of things (IoT): Applications, investments, and for enterprises, *Business Horizons*, 58. 431 – 440.
- McAfee, A., and Brynjolfsson, E. 2012. Big Data: The management revolution. *Harvard Business Review*, Oct.
- Schrage, M., and Kiron, D. 2018. Machine learning in the retail industry, *Sloan Management Review*.
- Seran, T., and Bez, S. M. 2020. Open innovation's “multiunit back-end problem”: How corporations can overcome business unit rivalry, *California Management Review*, 1 – 23.
- Sia, S.K., Weill, P., Zhang, N. 2021. Designing a future ready enterprise: The digital transformation of DBS Bank, *California Management Review*, 63(3), 35–57.
- Siebel, T.M. 2019. Digital Transformation, Survive and Thrive in an Era of Mass Extinction.
- Westerman, G., Bonnet, D., McAfee, A. 2014. *Leading Digital*

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

17. Instructors and Faculty Coordinator

Initial instructor

Dr. Murat Kristal

Alternative instructors

David Markwell

David Elsner

Dr. Ron Babin

Shane Saunderson

Course coordinator

Dr. Murat Kristal

18. Specializations

Primary area or specialization

Master of Business Administration, Digital Transformation Specialization

Master of Business Analytics (MBAN)

Secondary areas or specializations

N/A

19. Student Contact and Enrolment

Contact hours

36 hours (12 weeks x 3h per week)

Maximum enrolment

45

Expected enrolment

45

Evidence for enrolment expectations

The MBA Specialization in Digital Transformation will drive demand for this course from the MBA programs in addition to enrolment from MBAN/MMAI students choosing to explore digital transformation through this course as an elective.

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.

In addition to the value of this course to the MBA Specialization in Digital Transformation, we perceive great value to the course as an elective to the MBAN and MMAI programs. As both programs deal with the management of disruptive technologies (i.e. business analytics and artificial intelligence), a course that teaches students to think about the strategic implications of such disruptive technologies will be extremely useful for situating their specialized knowledge within real-world organizations. This course will encourage students to combine the learnings from their program with knowledge of digital strategy to prepare them for the realities of deploying strategies for digital transformation within modern business.

Course Originator

Murat Kristal
Signature

August 20, 2021
Date

Murat Kristal
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.

Following Faculty Have Given their Approval by E-mail

1. Kiridaran (Giri) Kanagaretnam
2. Theodoros Peridis
3. Melanie Cao
4. Lilian Ng
5. Eileen Mary Fischer
6. David Rice
7. Jim Clayton
8. Viswanath U Trivedi

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.

Manus Rungtusanatham (electronic) September 3, 2021
Signature Date

Manus Rungtusanatham OMIS
Name of Coordinator or Director Area or Specialization

Degree Program

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



Signature September 1, 2021
Date

David A. Johnston

Name of Program Director MBAN
Program

Program Committee

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

Marcia Annisette October 7, 2021
Signature Date

Marcia Annisette Master Programs Committee
Name of Committee Chair Committee

OMIS 6610 3.00: Digital Transformation in Services

Course Outline

Winter 2022

Class day and time: TBD

Instructor

Dr. Murat Kristal

(416) 736-2100 extension 44593

mkristal@yorku.ca

Office hours: by appointment

Dr. Murat Kristal is an Associate Professor of Operations Management at the Schulich School of Business at York University in Toronto, Canada. He joined the Schulich School of Business faculty in 2004, and he received his Ph.D. from the University of North Carolina at Chapel Hill in 2005. Dr. Kristal is the founding director of Master of Business Analytics (www.schulich.yorku.ca/mban), and Master of Management in Artificial Intelligence (www.schulich.yorku.ca/mmai) Programs at Schulich. In 2016, he was named one of the Top 40 Professors under 40. He has published in top Operations and Supply Chain Management Journals throughout his career, and he worked with various companies in North America and Europe to help them achieve their analytics and AI goals.

Brief Description

Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements.

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Course Learning Outcomes

At the conclusion of this course, the students will:

- Be able to define what digital transformation is.
- Be able to use digital transformation to improve customer experience.
- Be able to utilize core operations for a successful implementation of digital transformation.
- Be able to identify the technological foundations that enable digital transformation.
- Be able to utilize the organizational capabilities needed to achieve digital transformation.

Deliverables at a Glance

Deliverable	Weight	Total Weight	Format
Individual Case Studies (four)	12.5%	50%	Individual
Group Case Study (A)	30%	30%	Groups of 4 to 5
Group Case Study (B)	20%	20%	Groups of 4 to 5
	<u>100%</u>		

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 4) and “Evaluation of Written Assignments/Projects and Exams” (p. 5).

Course Material

Required reading for this course includes a course pack. It is available for purchase from the York University Bookstore or via PDF download (<http://bookstore.blog.yorku.ca>).

1. MBAN 6610 Course Pack
Required readings and cases for the course are compiled in there.

In addition, a Course Materials Database (CMD) has been created for this course within Schulich’s Canvas system. Crucial information regarding the course, including readings, and assignments, will be posted there. Please check it frequently.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, facilitated discussions, guest speakers, case studies, individual assignments, and group projects. It will adopt a largely interactive style as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce and further explore key concepts.

Student Preparation

A key component to learning within this course will be through informed class discussion and collaboration. Strategy can be a fluid topic with no singular answers, and as such, core to this course will be an open, respectful dialogue among students and lecturers. Students who get the most from this course will come prepared with knowledge from assigned readings/videos and be ready to engage in

engaged, thoughtful discussion. Students are strongly encouraged to ask questions, actively participate, and respectfully challenge points raised in class.

Readings, videos, and other homework for this course will not be cut-and-dry concepts. As such, students are encouraged to think critically and bring their own experiences and perspectives to course material. It is only through these new ideas and discussions around them that we may evolve our thinking on the material and better engage with and understand it.

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, and projects. If you are struggling with a concept in the course or an assignment, contact the instructor for clarification or further discussion.

Group Work

This course will feature a few projects that will be done collaboratively with your peers. Group sizes will depend on the number of students enrolled. Working with a group can be frustrating at times, however, this experience is critical to your growth as a manager and leader. Groups may experience challenges or issues with one or more members and are expected to handle these situations respectfully and professionally. If group interactions become disrespectful, unprofessional, or against Schulich's code of conduct, the instructor should be contacted to formally investigate the issue. The students will be assigned to their groups randomly.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. 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 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.

Contacting the Instructor

The best way to reach the instructors is via e-mail. In person meetings may be arranged if needed.

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.

Written Assignments/Projects and Exam[s]: Descriptions

Individual Case Studies (four) (50% -- Individual)

Current digital transformation examples, from industry, will be discussed to illustrate concepts presented in class lectures. Cases will be from published material. Instructors will ask students to provide a written report that summarizes the issues of the case in a logical structure, and addresses the challenges presented in the case using the concepts discussed in class.

Group Case Studies (two) (50% -- Groups of 4 to 5)

The student groups will be randomly assigned to make presentations for one of the group cases at the end of the term. For each group who is assigned to make a presentation for a particular case study, that case will be treated as Group Case Study (A) and the other group case study will be treated as Group Case Study (B). The Group Case Study (A) is worth 30%, and Group Case Study (B) is worth 20%.

Turnitin

Turnitin is a web-based service that checks for passages in your document that match work submitted by other students or that matched online sources. Note that certain phrases in the assignment will always be flagged as similar to other students, so a percentage of commonality indicated by Turnitin is not necessarily an indication of academic misconduct. The instructor will review the Turnitin results and notify you if there are any concerns.

Students are encouraged to login to <http://turnitin.com> to create an account, if they do not already have one, and to attach themselves to this section early in the course. Do not wait until the assignment is due. Use the following Class ID and Enrollment Password information to set up the account and to post assignments:

Section	Class ID	Enrollment Password
xx	Xxxxxxxx	xxxxxxxxxx

Late Projects: Please make sure the written report is submitted on the due date indicated on the course outline. No late assignments will be accepted.

Evaluation of Written Assignments/Projects and Exams

Individual Case Study (four) (50% -- Individual)

Students will discuss four case studies throughout the course. Each student will be expected to submit four individual case reports, which will be worth 12.5% each. Case reports will be marked based on the clarity of the case interpretation, a logical approach to resolving the case issues, and an application of the concepts presented in class.

Group Case Study (two) (50% -- Groups of 4 to 5)

There are two group case studies. Students need to make a presentation in the Group Case Study (A). For the Group Case Study (B) the deliverables will be the same except the class presentation. The groups will be randomly assigned to which case study that they will be presenting. The case written report will answer the questions posed in the case. The groups need to provide a detailed analysis of the situation, identify the trade-offs, and provide a rationale for their suggested course of action. Each group will present their Case Study (A) and the rest of the class will join the discussion. The grade for this component will be

weighted for the quality of the report, the quality of presentation and a peer assessment of group contribution. The weighting for Case Study (A) is as follows:

- Written Report 60%
- Class Presentation 25%
- Peer Assessment 15%

The report will be evaluated for quality of analysis, presentation, and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in each group will receive the same mark.

The report combines knowledge from across all classes to allow students to demonstrate a full understanding of course material. Since it is a group project and all members are expected to contribute evenly: all group members will be expected to speak during the in-class presentation of their project, the written report should be submitted with a brief list of the individual efforts of each member (bullet point is fine), and 15% of the final project will be dictated by peer assessment.

The peer assessment will be both qualitative and quantitative in nature. Each member will score their peers on a scale from 0 to 15 and the average score will determine that individuals score out of 15% to be contributed to their overall final project mark. In addition, all team members will be expected to complete a brief form highlighting for each teammate a strength and area of improvement, using a table such as:

Name	Assessment	Strength	Area to Improve	Signature
1.	/15			
2.	/15			
3.	/15			
4.	/15			
5.	/15			

The weighting for Case Study (B) is as follows:

- Written Report 70%
- Peer Assessment 30%

The report will be evaluated for quality of analysis, presentation, and organization of thoughts, and understanding of context. All students in each group will receive the same mark.

This report combines knowledge from across all classes to allow students to demonstrate a full understanding of course material. Since it is a group project, and all members are expected to contribute evenly: all group members will be expected to contribute to the written report. The written report should be submitted with a brief list of the individual efforts of each member (bullet point is fine), and 30% of Case Study (B) will be dictated by peer assessment.

The peer assessment will be both qualitative and quantitative in nature. Each member will score their peers on a scale from 0 to 30 and the average score will determine that individuals score out of 30% to be contributed to their overall final project mark. In addition, all team members will be expected to complete a brief form highlighting for each teammate a strength and area of improvement, using a table such as:

Name	Assessment	Strength	Area to Improve	Signature
1.	/30			
2.	/30			
3.	/30			
4.	/30			
5.	/30			

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 and D (2) for undergraduate 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 and between 5.5 and 7.0 for undergraduate 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

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and where such changes need to be announced between class sessions, an e-mail will be sent to students' Lotus Notes email accounts, notifying them of the change.

Session Date	Topic and Assigned Readings/Cases
Class 1	<p>Class Introduction, Overview and Setting the Context</p> <p>This class will introduce students to the overall concepts and theoretical underpinnings of digital innovation, disruption and transformation.</p> <p><u>Topic:</u> What is Digital Transformation?</p> <ul style="list-style-type: none"> • Siebel, T.M. 2019. Digital Transformation – Chapter 1 • Siebel, T.M. 2019. Digital Transformation – Chapter 2 • Brock, J.K.U., and von Wangenheim, F. 2019. What digital transformation leaders can teach you about realistic artificial intelligence, California Management Review, 61(4). 110 – 134. • Guest Speaker
Class 2	<p><u>Topic:</u> Customer Experience</p> <p>Transforming the customer experience is at the heart of digital transformation. In this class, students will learn how digital technologies will change the companies interact with their customers.</p> <ul style="list-style-type: none"> • Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 2 • Kim, E., Beckman, S.L., Agogino, A. 2018. Design road mapping in an uncertain world: Implementing a customer experience focused strategy, California Management Review, 61(1), 43–70. <p>Due: Individual Case Study 1 - Lemonade: Delighting Insurance Customers with AI and Behavioral Economics.</p>
Class 3	<p><u>Topic:</u> Core Operations and Digital Transformation</p> <p>In industry after industry, companies with better operations create a competitive advantage through superior productivity, efficiency, and agility. Strong operational capabilities are a prerequisite for exceptional digitally powered customer experience. In this session, the students will learn how core operations play an important role in digital transformation.</p> <ul style="list-style-type: none"> • Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 3 • Sia, S.K., Weill, P., Zhang, N. 2021. Designing a future ready enterprise: The digital transformation of DBS Bank, California Management Review, 63(3), 35–57. • Special Collection: Big data at work, MIT Sloan Management Review • Guest Speaker
Class 4	<p><u>Topic:</u> Cloud Computing</p> <p>This class will give students a crash-course in disruptive technologies being leveraged today. Students will gain a basic understanding of the function of technologies such as AI, IoT, blockchain, and more so that they may harness these technologies when creating new strategies.</p> <ul style="list-style-type: none"> • Siebel, T.M. 2019. Digital Transformation – Chapter 4 • Davis, J. 2020. Cloud Wars Go Global

	Due: Individual Case Study 2 – Fintech: Choosing a Cloud Services Provider
Class 5	<p><u>Topic:</u> Big Data</p> <p>As the computing power and storage capacity have increased, it became possible to process and store increasingly large data sets. In this class we will focus on Big Data, and how it is utilized within an organization.</p> <ul style="list-style-type: none"> • Siebel, T.M. 2019. Digital Transformation – Chapter 5 • Brynjolfsson, E., and McAfee, A. 2015. The digitization of just about everything, Rotman Magazine, Fall. • McAfee, A., and Brynjolfsson, E. 2012. Big Data: The management revolution. Harvard Business Review, Oct. • Guest Speaker
Class 6	<p><u>Topic:</u> Data Governance and Management in Enterprises</p> <p>Building on previous week's class, in this class we will focus on Data Governance and Management.</p> <ul style="list-style-type: none"> • Guest Speaker <p>Due: Individual Case Study 3 – TD Bank Group: Building an effective enterprise data management policy</p>
Class 7	<p><u>Topic:</u> Internet of Things</p> <p>In this class, we will explore the Internet of Things and explore the challenges and opportunities that IoT brings to organizations.</p> <ul style="list-style-type: none"> ▪ Tutorial on IoT. • Siebel, T.M. 2019. Digital Transformation – Chapter 5 • Lee, I., Lee, K. 2015. The internet of things (IoT): Applications, investments, and for enterprises, Business Horizons, 58. 431 – 440. • Caro, F., Sadr, R. 2019. The Internet of Things (IoT) in retail: Bridging supply and demand • Guest Speaker
Class 8	<p><u>Topic:</u> The Digital Enterprise</p> <p>In this class, we start to investigate how companies transformed into digital enterprises and how organizational adaption to digital technologies ensure long term survival of the firm.</p> <ul style="list-style-type: none"> • Siebel, T.M. 2019. Digital Transformation – Chapter 9 • Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 6 • Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 7 <p>Due: Individual Case Study 4 – Caterpillar Tunneling: Revitalizing user adoption of business intelligence</p>
Class 9	<p><u>Topic:</u> The Building Digital Capabilities (Technology)</p> <p>In this session, we get into how to build the digital capabilities from a technology point of view.</p> <ul style="list-style-type: none"> • Siebel, T.M. 2019. Digital Transformation – Chapter 10 • Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 8 • Guest Speaker
Class 10	<p><u>Topic:</u> The Building Digital Capabilities (Strategy)</p> <p>In this session, we get into how to build the digital capabilities from a strategy point of view.</p>

	<ul style="list-style-type: none"> • Siebel, T.M. 2019. Digital Transformation – Chapter 11 • Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 9 • Guest Speaker
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Class 11	<p><u>Topic:</u> Digital Transformation in the Financial Services This week will consider applications of Digital Transformation in the Financial Services Sector.</p> <ul style="list-style-type: none"> • Gfrerer, A., Hutter, K., Fuller, J., Strohle, T. 2021. Ready or not: Managers' and employees' different perceptions of digital readiness, <i>California Management Review</i>, 63(2), 23 – 48. • Seran, T., and Bez, S. M. 2020. Open innovation's "multiunit back-end problem": How corporations can overcome business unit rivalry, <i>California Management Review</i>, 1 – 23. <p>Due: Group Case Study 1 – Eastern Bank: Innovating through Eastern Labs</p>
Class 12	<p><u>Topic:</u> Digital Transformation in the Retail Sector</p> <ul style="list-style-type: none"> • Schrage, M., and Kiron, D. 2018. Machine learning in the retail industry, <i>Sloan Management Review</i>. • Ketzenberg, M., and Akturk, S., 2021. How "buy online and pick-up in store" gives retailers an edge <p>Due: Group Case Study 2 – Digital Transformation at Brazilian Retailer Magazine Luiza</p>

Timing of assignments

Assignment	Assigned in Class	Due in Class	Contribution to final grade
Individual Case Study 1	1	2	12.5%
Individual Case Study 2	3	4	12.5%
Individual Case Study 3	5	6	12.5%
Individual Case Study 4	7	8	12.5%
Group Case Study (A)	3	11	30%
Group Case Study (B)	3	12	20%

MEMORANDUM
Peter F. Bronfman Business Library

TO: Murat Kristal, Associate Professor of OMIS, Schulich School of Business

SUBJECT: Library Statement for MBAN **6610 3.0: Digital Transformation in Services**

FROM: Xuemei Li, Business Librarian

DATE: September 7th, 2021

Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements. York University Libraries (YUL) 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.

A course pack will be provided for students to purchase through the York University Bookstore. The books listed in this course proposal and outline which are not currently in YUL collections will be ordered and added to our collections before the course is delivered. YUL 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).

The instructor is recommended to use 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 to determine if the publishers' or information providers' 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 share with the students 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.

In addition to business article databases such as *Proquest Business*, *Business Source Complete*, *ECONLit*, *Factiva*, and *Nexis Uni*, students can search multidisciplinary databases *Scholars Portal*, *Scopus*, *Web of Science* and *Compendex/INSPEC via Engineering Village* for articles with a technological perspective. Students have access to relevant 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. Students have access to a wide range of company, industry and market research databases, e.g. *Marketline Advantage*, *Mergent Online*, *Passport*, *Fitch Connect* (formerly *BMI Research*), *IBISWorld*, *Mergent Intellect*, *Hoovers*, *Capital IQ* and *Bloomberg* etc. In particular, *Gartner Intraweb*, which is a valuable resource with related IT reports, is also available for students in this course.

Students can also consult the libraries' research guides:

Finding Business Articles

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

Company Research

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

Industry Research

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

Market Research

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

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. The librarian responsible for this subject area can also prepare a research session that is tailored to the information needs of students in this course. Additionally, students in the MBAN program have access to the Bronfman Business Library's workshop series that cover master's level research skills and APA citation basics. These workshops are held twice a year in the Fall and Winter semesters.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Grant Packard, MMKG Program Director
Date: September 24, 2021
Re: Program change of core course and program credits in the Master of Marketing program

Motion:

Request that Faculty Council approve changing MKTG 6570 Strategic Professional Selling from a core course in the Master of Marketing (MMKG) program. This change would decrease core course credits (36 -> 33 credits) and increase elective credits (6 -> 9 credits). Strategic Professional Selling would be offered as an elective available to MMKG, MBA and one year masters students at Schulich to assess student demand for it the same term for which the proposed change would go into effect (Winter 2023).

Rationale:

- MMKG students have strongly expressed interest in additional electives to support specialization. The MMKG program offers only 2 elective slots.
 - Other Schulich one-year masters programs offer more electives than the MMKG program (MMGT, MACC each offer 3 elective slots).
- Foundational knowledge and understanding of the role of personal selling in Marketing is delivered in the curriculum of core course MKTG 5200 Marketing Management.
 - In most leading undergraduate and graduate marketing programs, intensive Sales courses are an elective rather than a core course.
- The first two cohorts of MMKG students (2019 and 2020) expressed dissatisfaction with MKTG 6570 Strategic Professional Selling as a core/required course.
 - An internal survey indicates the majority (over 80%) of MMKG students do not intend to pursue formal Sales role employment after graduation.
- By offering MKTG 6570 an elective, we can mount one less course section overall, and assess support for the course as an elective through a mix of interested MMKG, MBA, and other one-year masters students.
 - Based on student requests to MMKG program directors and Student Service, we expect minimum demand for MKTG 6570 as an elective should be roughly 15-20 MMKG students and 15-20 MBA students per year. There may be some additional unmeasured demand from other one year master program students.

Non-Major Modification Program Changes

1. Program: Master of Marketing, Schulich School of Business
 2. Degree Designation: MMKG
 3. Type of Modification: Change of course from core to elective
 4. Effective Date: January 2023
-

5. State what the changes are (Example: increase / decrease to the number of major credits)
 - i. Remove MKTG 6570 Strategic Professional Selling as a core MMKG course (3 credit).
 - ii. Replace the course with one 6000-level marketing elective course (3 credit).
6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

The only MMKG program learning outcome with a potential linkage to the need for a core course in Professional Selling is “*Core Knowledge and Understanding: Define the main theories, concepts, and methods in the field of marketing.*”

While Sales is indeed an important method in the field of marketing, the concept, main theories, and an overview of methods pertaining to the Sales function are already delivered in the core course MKTG 5200 Marketing Management. The depth of learning offered by a full 3 credit course on the Sales function is not necessary for students to possess core knowledge and understanding in the marketing field. A Professional Selling course will better serve students as an elective taken by students interested in developing deep, specialized knowledge in this area. This approach would treat Sales more consistently with other elective courses in marketing that offer deeper knowledge in specific marketing functions, such as: Strategic Marketing Communications, Retail Marketing, Services Marketing, Customer Experience, and New Product Development.

ii. The proposed program change would bring the program in line with the core / elective balance of the MMGT and MACC programs. The MMKG currently has 12 core courses (36 credit hours total) and only two elective course slots (6 credit hours). The proposed program change would reduce core courses to 11 (33 credit hours) and increase elective courses to three (9 credit hours). This represents a modest shift in the core course load (versus electives) from 86% to 79% of the program. Total program credit hours required for the program would remain unchanged (42 credits).

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

Updated component of program indicated with yellow highlighting.

	Term 1					Term 2					Term 3			
Program Level Goals & Learning Objectives	Business Comm. & Team Dynamics MSTM 5000	Financial Decisions for Managers ACTG 5200	Marketing Management MKTG 5200	Marketing Research MKTG 6050	Digital Marketing Strategy MKTG 6560	Field Project 1 - Strategy MKTG 6000	Consumer Insights MKTG 6140	Marketing Analytics MKTG 6370	6000 Level Marketing Elective ELECTIVE	6000 Level Marketing Elective ELECTIVE	Field Project 2 - Implementation MKTG 6001	Creativity & Innovation MGMT 6810	Brand Management MKTG 6550	6000 Level Marketing Elective ELECTIVE
Goal 1: Core Business Knowledge & Understanding														
1.1 Define the main theories, concepts, and methods in the field of marketing.		R	I	R	R	R	R	R	R	R	R	R	R	R
Goal 2: Critical Analysis and Decision-Making														
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.		R	R	A	R	R	R	R	R	R	R	R	R	R
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.			I	R	R	R		A	R	R	R	R	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.						I					A			

Goal 3: Professional Communication															
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.	I	R	R	R	R	A	R					R	R	R	R
3.2 Write a clear, effective and engaging business document appropriate for the target audience.	I	R	R	R	R	A	R	R	R	R		R	R	R	R
3.3 Apply appropriate strategies to work effectively in teams.	I		R	R	R	R	R	R				A	R	R	R
Goal 4: Ethical Behaviour & Social Responsibility															
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.		R	I	R	R	R	R	A	R	R	R			R	R

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

David Rice, former MMKG Program Director

Ashwin Joshi, MBA Program Director

Eileen Fischer, Marketing Area Coordinator & PhD Program Director

Kevin Tasa, MGMT Program Director

Marcia Annisette, Associate Dean Academic & Master Programs Committee Chair

Consultation was also undertaken with MMKG program students. Students requested additional electives in the program to support pursuit of their own marketing specialization interests in a March 2021 program Townhall meeting attended by 85 students, Dean Zwick, and both the former and current MMKG program directors. A follow-up online student survey completed by 30 students identified Strategic Professional Selling as the first choice to make an elective (rather than core) course.

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

At the outset, this program change reduces instructor resource and classroom allocation requirements as we will mount one fewer course section. That is, the course will be

reduced from two core sections to one elective section. If student demand across the MMKG, MBA, and other one-year masters programs is such that a second elective section is desired, there will be no change in resource implications.

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

Students currently enrolled in the program are not impacted by the proposed program change. The change would take effect for marketing materials produced in the Summer of 2022 (for Fall 2023 intake). New students enrolled in the MMKG program as of Fall term 2022 will still be able to take the course in Winter term 2023, but it will be an elective rather than a core course.

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

Existing Program Information	Proposed Program Information
<p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> - 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. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. - Strong internships and prior work experience are recommended but not mandatory. - Applicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). - Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master’s Preparation Program offered by the York University English Language Institute. - Completion of the online application including submission of essays, an up-to-date résumé and two references. <p>DEGREE REQUIREMENTS</p> <p>Students must successfully complete 42 credits of coursework comprised of:</p> <ul style="list-style-type: none"> ⊖ 36 credits of core courses; and, ⊖ 6 credits of electives. In addition to the curriculum requirements, the Graduate Program in Marketing is 	<p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> - 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. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. - Strong internships and prior work experience are recommended but not mandatory. - Applicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). - Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master’s Preparation Program offered by the York University English Language Institute. - Completion of the online application including submission of essays, an up-to-date résumé and two references. <p>DEGREE REQUIREMENTS</p> <p>Students must successfully complete 42 credits of coursework comprised of:</p> <ul style="list-style-type: none"> ⊖ 33 credits of core courses; and, ⊖ 9 credits of electives. In addition to the curriculum requirements, the Graduate Program in Marketing is

preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics. All other requirements are identical to those of Schulich's other master's programs.

PROGRAM ENTRY

The MMKG program can be completed on a full-time basis. Entry is fall term.

PROGRAM LENGTH

The Graduate Program in Marketing is a three-term program.

preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics. All other requirements are identical to those of Schulich's other master's programs.

PROGRAM ENTRY

The MMKG program can be completed on a full-time basis. Entry is fall term.

PROGRAM LENGTH

The Graduate Program in Marketing is a three-term program.

Current program requirements (affected course indicated by shading)

Term 1 (Fall) 15.00 Credits	Term 2 (Winter) 15.00 Credits	Term 3 (Summer) 12.00 Credits
MSTM 5000 3.00 Bus Comms & Team Dynamics	MKTG 6000 3.00 Field Project 1: Strategy	MKTG 6001 3.00 Field Project 2: Implementation
ACTG 5200 3.00 Financial Decisions for Managers	MKTG 6140 3.00 Consumer Insights	MKTG 6550 3.00 Brand Management
MKTG 5200 3.00 Marketing Management	MKTG 6370 3.00 Marketing Analytics	MKTG 6810 3.00 Creativity in Marketing
MKTG 6050 3.00 Marketing Research	MKTG 6570 3.00 Strategic Professional Selling	6000-Level Marketing Elective (3.00 credits)
MKTG 6560 3.00 Digital Marketing	6000-Level Marketing Elective (3.00 credits)	

Proposed program requirements (affected course indicated by shading)

Term 1 (Fall) 15.00 Credits	Term 2 (Winter) 15.00 Credits	Term 3 (Summer) 12.00 Credits
MSTM 5000 3.00 Bus Comms & Team Dynamics	MKTG 6000 3.00 Field Project 1: Strategy	MKTG 6001 3.00 Field Project 2: Implementation
ACTG 5200 3.00 Financial Decisions for Managers	MKTG 6140 3.00 Consumer Insights	MKTG 6550 3.00 Brand Management
MKTG 5200 3.00 Marketing Management	MKTG 6370 3.00 Marketing Analytics	MKTG 6810 3.00 Creativity in Marketing
MKTG 6050 3.00 Marketing Research	6000-Level Marketing Elective (3.00 credits)	6000-Level Marketing Elective (3.00 credits)
MKTG 6560 3.00 Digital Marketing	6000-Level Marketing Elective (3.00 credits)	

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Grant Packard, MMKG Program Director
Date: September 24, 2021
Re: Minor course change of course description and learning outcomes for MKTG 6570 Strategic Professional Selling course.

Motion:

That Faculty Council approve minor changes to the course description and course learning outcomes for MKTG 6570 Strategic Professional Selling.

Rationale:

- We wish to update the course description to de-emphasize the financial benefits, job satisfaction, and “forced” time in Sales roles before individuals may advance to other marketing roles, and instead emphasize (a) development of core knowledge and understanding of Sales models, processes, and strategies as well as (b) development of individual professional selling competencies not only in Sales roles, but across all marketing roles.
- We also wish to simplify the course learning outcomes, which were unnecessarily detailed, containing 12 specific points. The proposed course learning outcomes would be streamlined to four points, and include mention of macro strategic facets of Sales (the Sales “ecosystem” and how Sales fits into an organization’s structure, processes and go-to-market strategies).

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

Schulich Master of Marketing Program (MMKG)

2. Responsible Unit:

Marketing (MKTG)

3. Subject Code (Rubric) and Course Number:

MKTG 6570

4. Credit Value:

3.00

5. Long Course Title:

Strategic Professional Selling

6. Short Course Title:

Strategic Professional Selling

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

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

8. Effective Term/Calendar Year of Proposed Change(s):

Winter 2023

9. Rationale:

We wish to update (1) the course description to de-emphasize the financial benefits, job satisfaction, and “forced” time in Sales roles before individuals may advance to other marketing roles, and instead emphasize (a) development of core knowledge and understanding of Sales models, processes, and strategies as well as (b) development of individual professional selling competencies not only in Sales roles, but across all roles in marketing. We also wish to (2) simplify the course learning outcomes.

10. Proposed Course Information:

Approved course information appears on the left, and proposed course information on the right. How course information has been changed is indicated using strikethrough (left column).

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Course description A highly lucrative and satisfying career path for students is in professional sales. In fact, many organizations require hires to spend time in sales before making the move into another function such as marketing. This is because sales is the only function in a business that is directly responsible for revenue generation, through interacting with the customer. The most successful sales professionals do not really “sell” anything; rather, they are customer relationship managers, matching the needs of their customers with firm offerings. In this course students will learn frameworks and tools that will help them succeed in professional sales.</p> <p>Course Learning Outcomes</p> <p>1. Understand key drivers of success in sales</p>	<p>Course Description Managers today need a deep understanding of Sales as a process and function to drive business success. What’s more, managers often do more “selling” internally than sales people do with customers, and thus require expert selling skills. In this course, students will learn organizational sales models, processes, and strategies, and develop critical skills such as active listening, persuasion, and alignment-building.</p> <p>Course Learning Outcomes</p> <p>1. Understand key drivers of success in sales</p>

<p>2. Learn the relationship between strategic planning, marketing planning, and sales implementation</p> <p>3. Understand the importance of marketing segmentation in successful sales implementation</p> <p>4. Learn how to build strong sales plans</p> <p>5. Learn the role of developing and implementing customer plans in successful sales strategies</p> <p>6. Learn how to develop and deliver customer value propositions through a sales pitch</p> <p>7. Learn the basics of how to operate a sales force and key activities used in effective sales management</p> <p>8. To help students develop a set of deeper abilities that they will use the rest of their lives (borrowed with thanks to Adam F. Falk):</p> <ul style="list-style-type: none"> a. Write effectively b. Argue persuasively c. Solve problems creatively d. Adapt and learn independently 	<p>2. Understand the Sales “ecosystem,” and how Sales fits into an organization’s structure, processes, and go-to-market strategies</p> <p>3. Learn and apply a practical framework to understand organizational sales models and how they operate</p> <p>4. Help students develop self-awareness and a deeper set of selling skills for professional and personal success – such as active listening, communication, persuasion, handling objections, and alignment building</p>
--	---

11. Enrolment Notes:

If a corresponding Program Change is approved, this course will be available for listing as an elective to MMKG, MBA, and one-year masters students. If the Program Change is not approved, the course will continue to be a core course for MMKG students.

12. Consultation:

Consultation has taken place with the following stakeholders:

Hugues Gibault, incoming instructor of Strategic Professional Selling

David Rice, former MMKG Program Director

Ashwin Joshi, MBA Program Director

Eileen Fischer, Marketing Area Coordinator & PhD Program Director

Kevin Tasa, MMGT Program Director

Marcia Annisette, Associate Dean Academic & Master Programs Committee Chair

Originator:



Signature

September 24, 2021

Date

Grant Packard

Name

Marketing

Area or Specialization

Approvals:

Area or Specialization

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



Signature

September 29, 2021

Date

Eileen Fischer

Name

Marketing

Area or Specialization

Degree Program:

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



Signature

September 24, 2021

Date

Grant Packard

Name of Program Director

Master of Marketing

Program

Program Committee:

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

<u>Marcia Annisette</u>	<u>October 7, 2021</u>
Signature	Date
<u>Marcia Annisette</u>	<u>Master Programs Committee</u>
Name of Committee Chair	Committee

Course Outline

Winter 2023

Instructor

Name
Office Location
Phone
Email

Assistant

Name
Office Location
Phone
Email

Office hours: insert 1.5 hours of available time / week

[Insert instructor bio here]

Brief Description

A highly lucrative and satisfying career path for students is in professional sales. In fact, many organizations require hires to spend time in sales before making the move into another function such as marketing. This is because sales is the only function in a business that is directly responsible for revenue generation, through interacting with the customer. The most successful sales professionals do not really “sell” anything; rather, they are customer relationship managers, matching the needs of their customers with firm offerings. In this course students will learn frameworks and tools that will help them succeed in professional sales.

Managers today need a deep understanding of Sales as a process and function to drive business success. What’s more, managers often do more “selling” internally than sales people do with customers, and thus require expert selling skills. In this course, students will learn organizational sales models, processes, and strategies, and develop critical skills such as active listening, persuasion, and alignment-building.

Prerequisites: MKTG 5200 Marketing Management

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Quick Reference: Summary of Classes, Activities and Deliverables9

Course Learning Outcomes

1. Understand key drivers of success in sales
2. Learn the relationship between strategic planning, marketing planning, and sales implementation
3. Understand the importance of marketing segmentation in successful sales implementation
4. Learn how to build strong sales plans
5. Learn the role of developing and implementing customer plans in successful sales strategies
6. Learn how to develop and deliver customer value propositions through a sales pitch
7. Learn the basics of how to operate a sales force and key activities used in effective sales management
8. To help students develop a set of deeper abilities that they will use the rest of their lives (borrowed with thanks to Adam F. Falk):
 - a. Write effectively
 - b. Argue persuasively
 - c. Solve problems creatively
 - d. Adapt and learn independently
2. Understand the Sales “ecosystem,” and how Sales fits into an organization’s structure, processes, and go-to-market strategies
3. Learn and apply a practical framework to understand organizational sales models and how they operate
4. Help students develop self-awareness and a deeper set of selling skills for professional and personal success – such as active listening, communication, persuasion, handling objections, and alignment building

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
GCSC Submission	1	10	10	Individual
Book Summary	1	20	20	Individual
Book Summary presentation	1	10	10	Individual
Sales interview	1	20	20	Individual
Sales Plan	1	20	20	Pair
Sales Role Play	1	20	20	Pair (same as above)
			100%	

For details, see “Written Assignments/Projects: Descriptions” (p. 5) and “Evaluation ...” (p. 6).

Course Material

Sell – Trust-Based Professional Selling, by Ingram, Laforge, et al, Cengage.
ISBN-13: 978-1-337-40793-9

Canvas will contain general information for Schulich students and information and materials specific to this course. Check it frequently.

Student Preparation for Class and Class Participation: Expectations

Preparation

Slides for the upcoming class will be posted on Canvas. Sales is an interactive and fast changing subject. I will use current events to explain various aspects of sales and expect the class to bring their own perspective to the class by following key sales stories in the news.

Class Participation (contribution)

Your Class Participation and Contribution is expected in this course. Poor attendance (more than two classes missed without reason/permission) will affect your grade, moving your grade down a full grade (e.g., from A to B), depending upon severity. Contributions to in-class discussions, and awareness of issues in required readings are expected. It is important that you have read the material prior to attending class.

Class-by-Class Syllabus

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

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

January Introduction to Selling and Sales Management

15

(Class 1)

- Discussion of syllabus
- Introductions
- Sign up for book choice for book summary assignment
- Who to choose for your interview
- Sales as a model, process, and function
- The Sales "ecosystem"
- Why learn about selling?
- GCSC Submission Discussion

Prep:

- Review course outline
- Chapter 1 – Overview of Professional Selling

January Requirements for Successful Sales Interactions

22

(Class 2)

- Relationship building
- What do buyers want?
- Trust building
- Buyers

Prep:

- Chapter 2 – Building Trust & Sales Ethics
- Chapter 3 – Understanding Buyers

Assignment Due:

- GCSC Submission – submit your pitch video directly to GCSC and submit a copy on Canvas
-

January 29 (Class 3)	<u>Effective Questioning & Prospecting</u> <ul style="list-style-type: none">• Getting the most out of every interaction• SPIN Selling• Active Listening• Prospecting <p><u>Prep:</u></p> <ul style="list-style-type: none">▪ Chapter 4 – Communication Skills▪ Chapter 5 – Strategic Prospecting & Preparing for Sales Dialogue <p><u>Assignment Due:</u></p> <ul style="list-style-type: none">▪ Sales professional or sales manager interview strategy and guide (1 page)
February 5 (Class 4)	<u>Presentation Planning & Communicating Value</u> <ul style="list-style-type: none">• Customer-focused dialogue• Types of communications• Sales Plan• Creating customer value <p><u>Prep:</u></p> <ul style="list-style-type: none">▪ Chapter 6 – Planning Sales Dialogues & Presentations▪ Chapter 7 – Sales Dialogue: Creating & Communicating Value
February 12 (Class 5)	<u>Earning Commitment</u> <ul style="list-style-type: none">• Alignment Building• Handling Objections• Trial closes <p><u>Prep:</u></p> <ul style="list-style-type: none">▪ Chapter 8 – Addressing Concerns and Earning Commitment <p><u>Assignment Due:</u></p> <ul style="list-style-type: none">▪ Book Summary
February 19 (Class 6)	<u>Growing Your Business Through Leverage</u> <ul style="list-style-type: none">• Building relationships• Being a customer advocate <p><u>Prep:</u></p> <ul style="list-style-type: none">▪ Chapter 9 – Expanding Customer Relationships <p><u>Assignment Due:</u></p> <ul style="list-style-type: none">▪ Sales professional or sales manager interview
Mar 4 (Class 7)	<u>Book Summary Presentations</u> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none">▪ Book Summary Presentation Slides
March 11 (Class 8)	<u>Book Summary Presentations</u> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none">▪ Sales Plan

-
- March 18 Sales Management I
(Class 9)
- Effective self-leadership
 - Territory analysis and planning

Prep:

- Chapter 10 – Adding Value: Self-Leadership & Teamwork
-

- March 25 Sales Management II
(Class 10)
- Sales force allocation
 - How to manage sales force performance
 - Why do silos exist between marketing and sales?
 - The role of CRM in successful sales strategies
-

- April 1 Sales Role Play Presentations
(Class 11)

Assignment Due:

- Sales Role Play Video
-

- April 8 Sales Role Play Presentations
(Class 12)
-

Written Assignments/Projects: Descriptions

See detailed assignments in Canvas

Jan 22 Great Canadian Sales Competition Submission (10%)

The Great Canadian Sales Competition (GCSC) introduces and educates more than 4,000 university and college students each year on sales as a potential career path. Along the way, participants develop real world business and sales skills, learn about some of the hottest and best-established companies and many meet their next employer!

Pick something you are passionate about, and – on a 30-90 second video – state what makes it better than the alternatives.

Jan 29 Sales Professional or Sales Manager Interview Strategy & Guide (1 page) (no grade)

For your sales interview assignment you'll want to make the most of your time. Do you want to understand sales from a reps point of view or that of a manager? Are you concerned with how to sell or how to manage those who sell?

Planning ahead is key to strong sales and a great interview. Let me know what you are looking for in your interview and show me the questions that you will be asking. There is no grade for this assignment but you cannot submit your interview without having your strategy and questions submitted in advance.

Feb 12 Book Summary (20%)

It is said that sales is one of the oldest professions. You will choose from a selection of leading sales and sales management books. Your goal is to distill the core concepts of the book into only 3 pages! Why do they apply to sales and how do they apply to you and your classmates?

Feb 19 Sales Professional or Sales Manager Interview (20%)

You will take your approved strategy and questions and conduct an interview with your chosen sales rep or sales manager. What did you learn? If you could do the interview over again, what would you change? How will you apply what you have learned?

Mar 4 Book Summary Presentation Slides (grade is for the presentation in class 10%)

Presentation skills are one of the most important skills in selling. Take your book summary and in 5 minutes tell us what you learned, how we can apply your learnings to our careers and whether we should read the book or not.

Are you persuasive enough? Students will be given slips to “buy” two books – will they buy yours? Top 2 “selling” books will receive extra marks.

Mar 11 Sales Plan (20%)

You are a salesperson for a leading enterprise company and your partner will be a buyer at a large company. Planning for your sales presentation is important since the sale could be worth millions of dollars. Your sales plan will talk about your company, the industry and your prospect and their industry. What questions will you ask? How will you deal with their objections? How do you ensure that your work results in a long-term relationship?

Apr 1 Sales Role Play Video (20%)

You and your partner will bring your sales plan to life in this video. In your 8-minute video you will take your prospect through an entire (albeit compressed) sales engagement. Classmates will vote on which products they would buy based on the presentation. The top two teams will receive extra marks.

Evaluation of Written Assignments/Projects

Great Canadian Sales Competition Submission (10%) – GCSC judges will grade the pitches based on value proposition, confidence, credibility and close. Top submissions will have the opportunity to move ahead in the competition.

Book Summary (20%) - Your book summary will be evaluated on your ability to distill the book into 3 key learnings that you found most valuable. Your ability to communicate that value and provide real life application. How are these new learnings important in your career and how might they apply to the careers of your classmates.

Sales professional or sales manager interview (20%) - Develop a list of around 20 questions prior to the interview. Base your questions on the firm, industry and what you would like to learn. Submit a paper, not more than 5 pages, double spaced with the following sections, which I will use for grading criteria: introduction to the interviewee, why you picked this person, what you hoped to learn, the logic behind your questions, what you learned, interview transcript (list of questions and answers – Appendix that does not count towards the 5 pages), contact information for interviewee.

Book Summary Presentation (10%) - Presentation skills are one of the most important skills in selling. You will be graded on the quality of your slides. Contrast? Design? Did you keep your audience in mind? Even more important is your presentation ability. Are you clear? Focused? No crutch words? Did you close and will we buy the book?

Sales Plan (20%) – You only get one chance to make a first impression. Your sales plan outlines everything about you, your company, your prospect and their company. A successful sales can result in many years of repeat business. Your plan will be evaluated based on thoroughness of information researched and the plan for the sales presentation.

Sales Video (20%) - Did you take us through a convincing sales call? Did you ask questions to uncover need? Were you able to turn features into benefits? Did you deal with objections in an effective manner and were you able to close the sale? Both members of the team are responsible for the video content and success.

Late assignments are not accepted. We may discuss assignments in-class the day that they are submitted. In fairness to everyone in the class, I cannot accept any late assignments. A late submission will result in a letter grade penalty for that assignment. There is no way to make up for a missed assignment; I do not offer additional assignments or extra work in lieu of a missed assignment. Given these facts, please pay close attention to deadlines.

Calculation of Course Grade

Final grades in this class will follow the usual distribution for electives in the Schulich MBA, which means that the average grade in this class will be calculated as 5.7, between a B and B+. In this class, final course grades will be determined by the following process: letter grades will be assigned for all assignments. Means and deviations for all graded assignments will be provided to students. At the completion of the course, grades will be adjusted to reflect course averages and rounded.

A+	90 - 100	9 points
A	80 - 89	8 points
A-	70 - 79	7 points
B+	60 - 69	6 points
B	50 - 59	5 points
B-	40 - 49	4 points
C+	30 - 39	3 points
C	20 - 29	2 points
C-	10 - 19	1 point
F	Below 10	0 points

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.

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Exams (Absence from)

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services, at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services, Associate Director, (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. January 15 Introduction to Selling and Sales management	<ul style="list-style-type: none"> • Discussion of syllabus • Introductions • Sign up for book choice for book summary assignment • Sales as a career • Why learn about selling? • GCSC Submission Discussion 	<ul style="list-style-type: none"> • Review course outline • Chapter 1 – Overview of Professional Selling 	
2. January 22 Requirements for Successful Sales Interactions	<ul style="list-style-type: none"> • Relationship building • What do buyers want? • Trust building • Buyers 	<ul style="list-style-type: none"> • Chapter 2 – Building Trust & Sales Ethics • Chapter 3 – Understanding Buyers 	GCSC Submission due
3. January 29 Effective Questioning & Prospecting	<ul style="list-style-type: none"> • Getting the most out of every interaction • SPIN Selling • Active Listening • Prospecting 	<ul style="list-style-type: none"> • Chapter 4 – Communication Skills • Chapter 5 – Strategic Prospective & Preparing for Sales Dialogue 	Sales professional or sales manager interview strategy and guide (1 page) due
4. February 5 Presentation Planning & Communicating Value	<ul style="list-style-type: none"> • Customer-focused dialogue • Types of communications • Sale Plan • Creating customer value 	<ul style="list-style-type: none"> • Chapter 6 – Planning Sales Dialogues & Presentations • Chapter 7 – Sales Dialogue: Creating & Communicating Value 	
5. February 12 Earning Commitment	<ul style="list-style-type: none"> • Addressing concerns • Objections • Trial Closes 	<ul style="list-style-type: none"> • Chapter 8 – Addressing Concerns & Earning Commitment 	Book Summary due
6. February 19 Growing Your Business Through Leverage	<ul style="list-style-type: none"> • Building relationships • Being a customer advocate 	<ul style="list-style-type: none"> • Chapter 9 – Expanding Customer Relationships 	Sales Professional or Sales Manager Interview due
	<i>NO CLASS (Reading Week)</i>		
7. March 4 Book Summary Presentations	<ul style="list-style-type: none"> • Present book summary 		Book summary presentation slides due
8. March 11 Book Summary Presentations	<ul style="list-style-type: none"> • Present book summary • Be prepared to “buy” 2 of the books at the end of all presentations 		Sales Plan due

Class No., Title and Date	In-Class	Reading Preparation (excluding cases and optional readings)	Written Preparation
9. March 18 Sales management I	<ul style="list-style-type: none"> • Effective self-leadership • Territory analysis and planning 	<ul style="list-style-type: none"> • Chapter 10 – Adding Value: Self-Leadership & Teamwork 	
10. March 25 Sales management II	<ul style="list-style-type: none"> • Sales force allocation • How to manage sales force performance • Why do silos exist between marketing and sales? • The role of CRM in successful sales strategies 		
11. April 1 Sales Role Play Presentations	View videos Provide constructive feedback and reflection		Sales Role Play Video due
12. April 8 Sales Role Play Presentations	View videos Provide constructive feedback and reflection		

Memorandum

To: Faculty Council
From: Yisong Tian
Date: June 17, 2021
Subject: SB/FINE 6800 3.00 – Changing Pre-requisite to Co-requisite

Motion:

That Faculty Council approve changing SB/FINE 6200 3.00 from a prerequisite for SB/FINE6800 to a co-requisite.

Rationale:

Much of the contents from SB/FINE 6200 3.00 that are needed for SB/FINE 6800 3.00 are covered in the first four weeks of the semester. Changing SB/FINE 6200 3.00 from a pre-requisite to a co-requisite should thus have minimal impact. This change allows more students to take both electives. Currently, students who wish to take both courses concurrently must get instructor's permission which is typically granted anyway. This change saves these students from going through this unnecessary step and allows more students to consider taking SB/FINE 6800 3.00 as an elective.

Course Change Proposal Template

1. Program

Schulich MBA Program

2. Course Number and Credit Value

SB/FINE 6800 3.00

3. Course Title

a) Long Course Title

Options, Futures and Other Derivative Securities

b) Short Course Title

Options, Futures and Other Derivative Securities

4. Existing Pre-requisites/Co-Requisites

Prerequisite: SB/FINE 6200 3.00

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 (Change in rubric from FNEN to FINE)

6. Effective Session of Proposed Change(s)

Winter 2022

7. Academic Rationale

Motion:

That the Faculty Council approve changing SB/FINE 6200 3.00 from a prerequisite for SB/FINE6800 to a co-requisite.

Rationale:

Much of the contents from SB/FINE 6200 3.00 that are needed for SB/FINE 6800 3.00 are covered in the first four weeks of the semester. Changing SB/FINE 6200 3.00 from a pre-requisite to a co-requisite should thus have minimal impact. This change allows more students to take both electives. Currently, students who wish to take both courses concurrently must get instructor's permission which is typically granted anyway. This change saves these students from going through this unnecessary step and allows more students to consider taking SB/FINE 6800 3.00 as an elective.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
Program: MBA/IMBA Course number and credit value: FINE 6800 3.00 Prerequisite(s): FINE 6200 3.00	Program: MBA/IMBA Course number and credit value: FINE 6800 3.00 Co-requisite(s): FINE6200 3.00

9. Consultation

The required change has been consulted with all members of the Finance area and approved by Finance Area Coordinator (Lilian Ng).

Originator



Signature

06/16/2021

Date

Yisong Tian

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

September 22, 2021

Date

Lilian Ng

Name

Finance Area

Area or Specialization

Degree Program

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

Ashwin Joshi

Signature

September 22, 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

October 7, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

FINE 6800 F 3.00: Options, Futures and Other Derivative Securities



Course Outline
Winter 2021

Tuesdays, 8:30-11:30 a.m., beginning on January 12
SSB E115 (Online only)

Instructor

Professor Yisong S. Tian

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Prof. Tian is an expert on option pricing and executive compensation and has published extensively on these and other topics in more than 18 finance journals. He joined Schulich in 1999 and has taught BBA, MBA, Financial Engineering, Master of Finance, and Ph.D. classes.

Brief Description

This course explains the way in which derivative securities such as options, futures contracts, forward contracts, swaps and interest rate caps can be valued. It discusses arbitrage relationships, risk neutral valuation, the creation of options synthetically, numerical procedures and the evaluation of credit risk.

Corequisite: for MBA and IMBA students: SB/FINE 6200 3.00, for MF students: SB/MFIN 5600 3.00.

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Course Learning Outcomes

Futures, options, and other derivative securities have become increasingly important in the field of finance. The objective of this course is to examine why these securities exist, where and how they are traded, how to use them in financial engineering and risk management, and how to effectively

model and value them. In order to accomplish this objective, all students are expected to read the assigned lecture notes, textbook chapters and articles in advance of each week's class, work out the recommended end-of-the-chapter questions and problems (see the Class-by-Class Syllabus on pp. 3-8) in the week each topic is covered, and complete all assigned homework (individual assignments or group projects) on time. Although class participation is not graded in the course, all students are encouraged to participate in classroom discussions. Excel spreadsheet applications are used extensively throughout the course. Sample spreadsheet files are provided in order to enhance classroom experience and help you get started in these applications.

Deliverables at a Glance

Students are expected to read the assigned chapters, work out the assigned end-of-chapter problems, complete written homework assignments and group projects, and prepare for exams/quizzes. In the table below, the impact of each task on your final grade for the course is indicated in the "% weight" column.

Assignment/Task	Quantity	% Weight	Total %	Author
Homework Assignments	2	10	20	Individual
Options Trading Simulation	1	15	15	Group
Option Valuation Project	1	25	25	Group
Final Exam	1	40	<u>40</u>	Individual
			100%	

For details, see "Written Assignments/Projects and Exam[s]: Descriptions" (p. 8) and "Evaluation of Written Assignments/Projects and Exam" (p. 10).

Course Material

Reading material for the course has been organized in three locations: a required textbook (and the accompanying Student Solutions Manual), lecture notes and supplementary material posted on Canvas, and two optional textbooks. Not every source is needed for each class. Every week, you should check the Class-by-Class Syllabus below for readings and their locations (see pp. 3-8).

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

John C. Hull, *Options, Futures, and Other Derivatives*, Pearson, 10/E, 2018 (ISBN-10: 978-0-13-447208-X).

Optional reading for this course includes a student solutions manual accompanying the above textbook and two optional textbooks (all of which are recommended but not required) for this course:

1. John C. Hull, *Options, Futures and Other Derivatives 10e: Solutions Manual*, Prentice Hall, 2018 (ISBN-10: 013462999X).
2. John C. Hull, *Risk Management and Financial Institutions*, Wiley, 5/E, 2018 (ISBN-10: 1119448115; ISBN-13: 978-1119448112), Ebook version available online at the

library via link:

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/mc13rm/alma991036307949305164

3. Robert L. Macdonald, Derivatives Markets, Addison-Wesley, 3/E, 2013.

Canvas is an important resource for this class. Further required readings including lecture notes/slides, journal articles and other supplementary materials are posted on Canvas. You may access it via the Schulich Canvas portal (<https://schulich.instructure.com>). Check Canvas regularly for updates, corrections and announcements (at least twice a week).

Please note that:

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

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

Student Preparation for Class and Class Participation: Expectations

In addition to the prerequisite (SB/FINE 6200), the course material also assumes sufficient prior knowledge of Calculus, Probability Theory and Statistics. Students who have concerns about the above-mentioned knowledge should take a quick look at the material in Chapters 14 and 15 of the Hull textbook. Material covered in these chapters illustrates the level of technical skills required for the successful completion of this course.

Students are also required to learn and use the DerivaGem Software that accompanies the Hull textbook on their own. Some assignment questions may require the use of the software.

Preparation. Be prepared to put in at least 6 hours of prep work outside the classroom time each week. You are expected to have read all the assigned material listed in the Class-by-Class Syllabus for each class and have worked out the assigned end-of-chapters problems ahead of each class.

Class Participation (contribution). Class participation is NOT graded in this course. Nevertheless, you are encouraged to actively participate in class discussions, ask questions, provide real world examples, or challenge the conventional or accepted viewpoints from the business media, your peers and even the instructor.

Class-by-Class Syllabus

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

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

Jan. 12 Introduction

(Session 1) Prep:

- An overview of derivative securities and markets
- Mechanics of options markets
- Chapter 1, Problems 1.5, 1.9, 1.10, 1.13, 1.38
- Chapter 10, Problems 10.5, 10.17, 10.19, 10.26

Read:

1. Chapters 1, 10, and 37

Optional:

- Lowenstein, Roger. *When Genius Failed: The Rise and Fall of Long-Term Capital Management*. New York: Random House, 2000.

Jan. 19 Stock Options

(Session 2) Prep:

- Properties of stock options
- Option trading strategies
- Chapter 11, Problems 11.2, 11.11-11.14, 11.25, 11.28
- Chapter 12, Problems 12.7, 12.10, 12.25

Read:

1. Chapters 11, 12

Optional:

- Stoll, Hans R. "The Relationship between Put and Call Option Prices," *Journal of Finance* 24 (December 1969), pp. 801-824.
- Diz, Fernando, and Thomas J. Finucane. "The Rationality of Early Exercise Decisions: Evidence from the S&P 100 Index Options Market," *Review of Financial Studies* 6 (Winter 1993), pp. 765-797.
- Poteshman, Allen M., and Vitaly Serbin. "Clearly Irrational Financial Market Behavior: Evidence from the Early Exercise of Exchange Traded Stock Options," *Journal of Finance* 58 (February 2003), pp.37-70.
- Barraclough, Kathryn, and Robert E. Whaley. "Early Exercise of Put Options on Stocks," *Journal of Finance* 67 (August 2012), pp.1423-1456.

Jan. 26 Introduction to Binomial Trees

(Session 3) Prep:

- Single-period vs. multi-period trees
- Risk-neutral valuation
- Early exercise
- Limiting properties
- Chapter 13, Problems 13.5, 13.11, 13.14, 13.22

Read:

1. Chapter 13

Optional:

- Cox, John C., Stephen A. Ross, and Mark Rubinstein. "Option Pricing: A Simplified Approach," *Journal of Financial Economics* 7 (October 1979), pp. 229-264.

Feb. 2 The Black-Scholes-Merton Model

(Session 4) Prep:

- Lognormality and geometric Brownian motion
- Monte Carlo simulation
- The Black-Scholes-Merton model
- Chapter 14, Problems 14.13, 14.14
- Chapter 15, Problems 15.4, 15.11, 15.15, 15.22, 15.30
- Chapter 21, Problem 21.16

Read:

1. Chapters 14, 15, 21.6

Optional:

- Black, Fischer "Fact and Fantasy in the Use of Options and Corporate Liabilities," *Financial Analysts Journal* 31 (July/August 1975), pp. 36-41, 61-72.
- Black, Fischer "How We Came Up with the Option Pricing Formula," *Journal of Portfolio Management* 15 (1989), pp. 4-8.
- Black, Fischer, and Myron Scholes. "The Pricing of Options and Corporate Liabilities," *Journal of Political Economy* 81 (May/June 1973), pp. 637-659.
- Merton, Robert C. "Theory of Rational Option Pricing," *Bell Journal of Economics and Management Science* 4 (Spring 1973), pp. 141-183.
- Roll, Richard. "An Analytic Valuation Formula for Unprotected American Call Options on Stocks with Known Dividends," *Journal of Financial Economics* 5 (1977), pp. 251-258.
- Geske, R. "A Note on an Analytic Valuation Formula for Unprotected American Call Options on Stocks with Known Dividends," *Journal of Financial Economics* 7 (1979), pp. 375-380.
- Whaley, Robert E. "On the Valuation of American Call Options on Stocks with Known Dividends," *Journal of Financial Economics* 9 (1981), pp. 207-211.
- Barone-Adesi, Giovanni, and Robert E. Whaley. "Efficient Analytic Approximation of American Option Values," *Journal of Finance* 42 (1987), pp. 301-320.

First Trading Day, Options Trading Simulation, Feb. 1 (tentative)

Feb. 9 Applications of the Black-Scholes-Merton Model

(Session 5) Prep:

- Dividends
- Historical vs. implied volatility
- Volatility smiles/skews
- Model-free implied volatility
- Employee stock options
- Chapter 16, Problems 16.15, 16.16
- Chapter 15, Problem 15.28
- Chapter 20, Problems 20.13, 20.14

Read:

1. Chapters 15 (15.4, 15.11 and 15.12), 16, 20

Optional:

- Whaley, Robert E. "Derivatives on Market Volatility: Hedging Tools Long Overdue," *Journal of Derivatives* 1 (1993), pp. 71-84.
- Whaley, Robert E. "The Investor Fear Gauge," *Journal of Portfolio Management* 26 (2000), pp. 12-17.
- Bakshi, Gurdip, Nikunj Kapadia and Dilip Madan "Stock Return Characteristics, Skew Laws, and the Differential Pricing of Individual Equity Options," *Review of Financial Studies* 16 (2003), 101-143.
- Britton-Jones, Mark and Anthony Neuberger "Option Prices, Implied Price Processes, and Stochastic Volatility," *Journal of Finance* 55 (2000), 839-866.
- Jiang, George J. and Yisong S. Tian "Model-Free Implied Volatility and its Information Content," *Review of Financial Studies* 18 (2005), 1305-1342.

Feb. 16 Forward and Futures Contracts

(Session 6) Prep:

- Mechanics of futures markets
- Forward and futures prices
- Cost of carry
- Hedging using forward and futures contracts
- Chapter 2, Problems 2.3, 2.11, 2.17, 2.25, 2.30
- Chapter 3, Problems 3.7, 3.16, 3.31
- Chapter 5, Problems 5.9-5.11, 5.14, 5.16, 5.30, 5.31, 5.34

Read:

1. Chapters 2, 3, 5

Optional:

- Adam, Tim R., and Chitru S. Fernando. "Hedging, Speculation, and Shareholder Value," *Journal of Financial Economics* 81 (2006), pp. 283-309.
- Campello, Murillo, Chen Lin, Yue Ma, and Hong Zou. "The Real and Financial Implications of Corporate Hedging," *Journal of Finance* 66 (2011), pp. 1615-1647.

- Culp, Christopher and Merton H. Miller. "Metallgesellschaft and the Economics of Synthetic Storage," *Journal of Applied Corporate Finance* 7 (Winter 1995), pp. 62-76.
- Graham, John R., and Clifford W. Smith, Jr. "Tax Incentives to Hedge," *Journal of Finance* 54 (1999), pp. 2241-2262.
- Robison, Peter, Asjlyyn Loder, and Alan Bjerga. "Amber Waves of Pain," *BusinessWeek* (cover story, July 22, 2010).

First Written Assignment Due at Beginning of Class on Feb. 16

Feb. 23 READING WEEK – NO CLASS

Mar. 2 Options on Stock Indexes, Currencies and Futures

(Session 7) Prep:

- Stock index options
- Options on currencies
- Options on futures contracts
- Chapter 13, Problems 13.17, 13.29
- Chapter 17, Problems 17.6, 17.7, 17.12, 17.14
- Chapter 18, Problems 18.7, 18.9, 18.16, 18.26

Read:

1. Chapters 13.11, 17, 18

Optional:

- Black, Fischer "The Pricing of Commodity Contracts," *Journal of Financial Economics* 3 (1976), pp. 167-179.

Mar. 9 Binomial Tree Models Revisited

(Session 8) Prep:

- Continuous dividends at a constant rate
- Discrete dividends
- European vs. American options
- Early exercise
- Chapter 21, Problems 21.10, 21.12, 21.14

Read:

2. Chapters 21.1-21.3

Group Project Due at the Beginning of Class (on Mar. 9)

Mar. 16 The Greek Letters

(Session 9) Prep:

- What are option Greeks?
- How to work with Greeks?
- How to calculate option Greeks using binomial trees?
- Application of option Greeks to option trading strategies

- Option Greeks-based hedging strategies for option writers
- Chapter 19, Problems 19.14, 19.24, 19.29
- Chapter 21, Problems 21.11, 21.33

Read:

1. Chapters 13.6, 19, 21.1

Mar. 23 Exotic Options

(Session 10) Prep:

- Path independent exotic options
- Path dependent exotic options
- Installment exotic options
- Applications in financial engineering, risk management and corporate finance
- Chapter 26, Problems 26.3, 26.4, 26.16, 26.17, 26.20, 26.22

Read:

1. Chapters 16, 26

Mar. 30 Value at Risk

(Session 11) Prep:

- The VaR measure
- Historical simulation
- Model-building approach
- Other issues
- Chapter 22, Problems 22.1, 22.5, 22.10, 22.17, 22.18

Read:

1. Chapter 22

Apr. 6 Real Options

(Session 12) Prep:

- What are real options?
- How to value real options?
- How to estimate the market price of risk?
- Applications of real options?
- Chapter 36, Problems 36.1, 36.5, 36.6

Read:

1. Chapter 36

Second Written Assignment Due at Beginning of Class on Apr. 6

Last Trading Day, Options Trading Simulation, Apr. 9 (tentative)

FINAL EXAM (7-10 p.m., Apr. 18)

Written Assignments/Projects and Exam[s]: Descriptions

There are two written homework assignments, one group project, and a final exam. Details of these requirements are provided below.

Written Assignments

- Each written assignment has a number of questions that are similar to the end-of-chapter questions and problems in the textbook and examples discussed in class. Some of these questions may also require the use of excel spreadsheets or the DerivaGem software for computational help or assistance. They are designed to test your knowledge on the topics covered in the course and to make sure that you are keeping pace with the course and have digested all the materials we have covered in class. The due dates for individual assignments are stated in the weekly schedule below (subject to change).
- Due to the on-going pandemic, the completed assignment must be submitted to the instructor as email attachment(s) before the beginning of class on due date (as stated in the "Class-by-Class Syllabus"). Failure to submit on time will result in late penalty of a 20% loss of the total marks for each day overdue. Homework submitted one minute to 24 hours after the due date is considered one day overdue. Late penalty may be waived at the instructor's discretion if there are extenuating circumstances (e.g., illness with documented proof). Detailed information on the written assignments will be distributed during the term.

Group Projects

- There are two group projects in this course, an Options Trading Simulation run by the Montreal Exchange and a Structured Product Valuation project.
- You are expected to work in a group of three students, formed on a self-selection basis. Groups of less than three students (e.g., a group of two students) are allowed but discouraged. Groups of more than three students are not permitted. You will remain in the same group for both projects. Once you have formed a group of three students, you should inform the instructor of the group members. All students are expected to be in a group by the second week of class. After that date, all remaining students who are not yet in a group will be assigned into groups by the instructor.

Group Project #1: Options Trading Simulation:

- Options Trading Simulation is run by the Montreal Exchange, lasting ten weeks from the first week of February to the second week of April.
- Each team (group) must register with the Montreal Exchange (m-x.ca/sim) on their own, before the deadline set by the Montreal Exchange. Registration is free of charge.
- Each team is given an initial virtual cash account of \$100,000 to trade options.
- Although each team may trade options in any way they wish, there is also a mandatory component required by the Montreal Exchange:
 - To construct the options portfolio, each team must choose at least 10 Canadian options classes from 100 of the most active securities in the market.

- Each team must execute 5 mandatory strategies. Each mandatory strategy must be executed in a single transaction, with a minimum notational value of \$5,000 or 10 options contracts.
- All positions must be liquidated on the last trading day before market close.

Further details of the mandatory component are available at the Montreal Exchange website: https://www.m-x.ca/uni_simulation_options_en.php.

- Your grade for the Options Trading Simulation will be based on the total return over the 8-week period, with the top team receiving 100% and the last team 60%. If your team fails to complete any mandatory component, your grade will drop all the way to 50%, regardless of your total return over the 8-week period. In cases of multiple violations of the mandatory requirement, the instructor may use discretion to reduce your grade even further to below 50%.
- More details on the Simulation will be forthcoming from the Montreal Exchange (m-x.ca/sim).

Group Project #2: Structured Product Valuation:

- This group project is designed as a way to directly apply what you have learned in this course in a real-world setting. You will be asked to evaluate actual derivative contracts (e.g., an index-linked note) that are sold by investment banks to institutional and/or individual investors. You will determine whether or not they are appropriate for individual or institutional investors. Part of the requirement is to price these contracts, compare your valuation with the actual price from the investment bank, and explain any discrepancies between your value and the bank's price. A challenging part of the project is that the derivative contracts can be quite complex and there is usually no model from the textbook that can be directly used to analyze or price them.
- Other details of the project including the project description and requirement for the written report will be distributed subsequently. The due date of the group project is tentatively March 9 (subject to change).

Examinations

- The final exam will be 100% multiple choice questions, 3 hours long, and closed-book but allowing for the use of formula sheets (covering all necessary formulas) provided by the instructor. The final exam will be administered online via Canvas, using Respondus Lockdown Browser and Monitor. More details of the online exam will be provided later in the semester.
- The final exam will take place during the regularly scheduled examination period after the last day of class. Students should not make plans to be away from Toronto during any portion of the announced examination period until the dates for their specific examinations have been announced.

Due Dates

Feb. 16 First written homework assignment
 Max Length: None (typed or handwritten)
 Value: 10%

- Mar. 9 Structured product valuation project written report
 Max Length: 10 pages (minimum 11-point font), double-spaced (including tables, figures or other exhibits and appendices, but excluding table of contents, executive summary or references).
 Value: 25%
- Apr. 6 Second written homework assignment
 Max Length: None
 Value: 10%
- Apr. 9 Options Trading Simulation, last trading day
 Max Length: None
 Value: 15%

Evaluation of Written Assignments/Projects and Exams

Due to the on-going pandemic, the written assignment/option valuation project report must be submitted as email attachment(s) to the instructor before the beginning of class on the specified due date. While the option valuation project report must be typed, the written assignment may be typed or handwritten. Late submissions without a prior arrangement are not accepted.

While the written assignments will be graded by a teaching assistant, the option valuation project report and exams/quizzes will be graded by the instructor personally.

Marking Disputes: If you have a marking concern, you must return the assignment or group project report to the instructor no later than one week after the material has been returned to the class. Attach a typed or handwritten note indicating where the re-marking is required. Please keep in mind that the instructor may adjust your grade up or down, depending on the outcome of the re-marking.

Calculation of Course Grade

In this class, graded components are usually marked numerically in percentages. These numerical component grades are then combined to calculate the overall numerical grades for the course, using the weights stated in the table below:

Assignment/Task	Quantity	% Weight	Total %	Author
Homework assignments	2	10	20	Individual
Options Trading Simulation	1	15	15	Group
Structured Product Valuation	1	25	25	Group
Final Exam	1	40	<u>40</u>	Individual
			100%	

The overall numerical grades (from 0 to 100%) will be converted to letter grades (e.g., A+, A, etc.), and their associated Schulich grade points, using the conversion table below:

Letter Grade	Grade Point/Index Value	Percentage Points
A+	9	90-100

A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49

When translating numerical grade to letter grade, I reserve the right to round the decimals up or down. For example, I have the discretion to either round 89.5% up to A+ or down to A. However, consistency is maintained so that if one student with numerical grade 89.5% is rounded up to A+, then all other students with numerical grade in the range 89.5–89.9% will be rounded up to A+ as well. Likewise, if one student with numerical grade 89.4% is rounded down to A, then all other students with numerical grade in the range 89.1–89.4% will be rounded down to A as well.

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

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

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

Exams/quizzes (Absence from)

Within 24 hours of missing an exam or quiz, 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 or quiz must be submitted to the Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss an exam or quiz due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

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. Jan. 12 Introduction		Chapters 1, 10, 37	
2. Jan. 19 Stock option properties and trading strategies		Chapters 11, 12	Self-selected group due
3. Jan. 26 Introduction to Binomial Trees		Chapter 13	
4. Feb. 2 The Black-Scholes-Merton Model		Chapters 14, 15, 21.6	
5. Feb. 9 Applications of the Black-Scholes-Merton Model		Chapters 15 (15.4, 15.11, 15.12), 16, 20	
6. Feb. 16 Forward and Futures Contracts		Chapters 2, 3, 5	1 st written assignment due (beg. of class)
Feb. 23	NO CLASS (Reading Week)		
7. Mar. 2 Options on Stock Indices, Currencies and Futures		Chapters 13.11, 17, 18	
8. Mar. 9 Binomial tree models revisited		Chapters 21.1-21.3	Structured Valuation report due Product project
9. Mar. 16 The Greek Letters		Chapters 13.6, 19, 21.1	
10. Mar. 23 Exotic Options		Chapters 16, 26	
11. Mar. 30 Value at Risk		Chapter 22	
12. Apr. 6 Real Options		Chapter 36	2 nd written assignment due (beg. of class)

Course Outline Winter 2021

Section X: Wednesdays, 7-10pm, beginning on September 15

Instructor

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Dr. Pauline Shum Nolan is a Professor of Finance at the Schulich School of Business over 20 years of experience teaching investments. She is the founding Director of the Master of Finance programme (2008-2015) and had served as the Director of the PhD programme (2001-2005). She also taught for the Mercer School of Pension Investment Management from 2008 to 2015. Dr. Shum has been a member of the investments committee of the York University Pension Plan since December 2004, and has sat on numerous portfolio manager searches, asset allocation, alternative investments, and performance sub-committees. Her research spans several areas, including ETFs, and has been presented at international industry and academic conferences. Dr. Shum Nolan has won prestigious awards for her research, including the Toronto CFA Society Hillsdale Investment Management Research Award twice. Dr. Shum Nolan is also a tech entrepreneur, and co-founded [Wealthscope](#), a FinTech company specializing in data-driven portfolio and retirement planning analytics.

Brief Description

The course begins with an overview of the investment environment in North America, followed by a more in-depth analysis of key investment topics. These topics include modern portfolio theory, asset pricing models, term structure of interest rates, stock and bond portfolio management, evaluation of portfolio performance, and behavioural finance. This course serves as a useful introduction to the Chartered Financial Analyst (CFA) curriculum, but also aim to provide students with hands-on empirical experience in financial market data analysis and strategies.

Prerequisite: FINE5200 3.0 (no exception unless you have passed CFA level I).

Course Learning Outcomes

By the end of the course, students can expect to have a good understanding of the North American investment environment, modern portfolio theory and its criticisms, equity portfolio management and performance evaluation, risk factors in equity markets, the relationship between long and short term interest rates, the basics of fixed income portfolio management, and the influence of human judgement on investment decisions.

Please note: this course does not cover financial derivatives. Students are encouraged to complete the investments sequence by taking FINE6800 3.0 Options, Futures, and Other Derivatives.

Deliverables at a Glance

Assignment/Task	% Weight	Author
Stocktrak	5	Group
Midterm	35	Individual
Final exam	40	Individual
Research project and presentation	20	Group
	100%	

Course Material

Textbook: Bodie et al., Investments, 9th Canadian edition, McGraw-Hill Ryerson, 2019. (Referred to as B on the reading list.)

Articles and other short readings will be posted on the course CANVAS.

Student Preparation for Class and Class Participation: Expectations

Special online format. For the winter of 2020, classes will be held exclusively online, using a combination of synchronous (approximately two hours per week) and asynchronous sessions (approximately one hour per week). To increase engagement, I'd prefer that all students turn on their video during class. Please use a virtual background if you would rather not show your actual environment. For information on virtual background in Zoom, visit: <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>.

Preparation. To do well in the course, students should: i) prepare for and attend every class, ii) keep up with the assigned readings, iii) complete all of the assigned exercises, iv) be up-to-date on financial market developments, v) meet the milestones for the research project, to be given in class.

Students are expected to know basic statistical concepts, such as mean, variance, covariance, and correlation coefficient. Students must make sure that they have a clear understanding of these concepts prior to the start of the term.

End-of-chapter appendices in the textbook can be excluded, unless otherwise stated. Additional material will be posted on the course Canvas.

Class Participation (contribution). While no marks are allocated to class attendance and participation, it is in students' best interest to attend every class and make the best of the learning experience (which you are paying a lot of money for). Based on past experience, students who skipped classes very rarely did well in the course.

Project: Description

Mar 31 Group research project and presentation: Low/minimum volatility portfolios

Construct a low or minimum volatility equity portfolio. Play the role of an asset management team/firm for institutional clients. Present your investment philosophy and rationale for this portfolio, as well as the relevant portfolio data and evidence in support of your strategy. The results you present CANNOT be “fictitious”. I may ask you for your data and computer code to prove that you actually constructed the portfolio.

Each group is allocated 25 minutes: 20 minutes for presentation, and 5 minutes for questions from the floor. All members of the group are responsible for presenting and answering questions from the audience. Individuals who do not present will not receive the 10% presentation marks.

Value: 20% (10% presentation and Q&A, 10% analysis and PPT)

Jan 25 to

Apr 2

Group Stocktrak project

Stocktrak is a stock market simulation game that requires students to follow financial news and the markets throughout the course of the term. Trading starts on January 25, and ends 10 weeks later on April 2. Each group should i) enter their group composition (student names) on Canvas, ii) devise their investment strategy, and iii) register their account on Stocktrak no later than Friday, January 22. I expect every account to be fully invested (no more than 10% cash) by the end of the first trading day and throughout the duration of the game, or there will be a penalty (20% of the project marks). The mark for this project will be based on the average of two class rankings: cumulative portfolio return and the Sharpe ratio.

Please register using the link provided in class.

Value: 5%

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 5.2 and 6.2.

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

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

Exams (Absence from)

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. Note that there is NO make-up midterm in this course. Students who miss the midterm due to medical reasons, must provide a doctor's note using the official Schulich "Attending Physician's Statement", and will write a "comprehensive" final exam, to be explained in the first class.

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 the official Schulich "Attending Physician's Statement".

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Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Topic(s)	Reading Preparation	Written Preparation
1. Introduction and basic concepts	Course overview; the Investment Environment	B: Chapters 1, 2, 3, 4	
2. Portfolio concepts	Constructing Portfolios	B: Chapters 5, 6	
3. Asset allocation	The Markowitz model and its extensions	B: Chapter 7	
4. Asset pricing models	Single Index Model; CAPM,	B: Chapters 8, 9	
5. Portfolio Performance; equity portfolio strategies	Fund manager evaluation; equity funds – strategies and process	B: Chapter 24	
6. Equity portfolio strategies	Fama and French and other factor models	B: Chapters 10.5, 13.3	
7. Midterm + class	Midterm, followed by a class		
8. Fixed Income I	Bond Prices and Yields (review); term structure of interest rates	B: Chapters 14, 15	
9. Fixed Income II	Term structure of interest rates; duration	B: Chapters 15, 16.1	
10. Fixed Income III	Bond Portfolio Strategies	B: Chapters 16	
11 Group presentations			PPT deck due by 30 minutes before class – all groups
12. Group presentations and Behavioural Finance	Behavioural Finance	B: Chapter 12.1	

SCHULICH SCHOOL OF BUSINESS

THE GMM REIMAGINED

SEPTEMBER 2021

Prepared by Richard Ross

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A. EXECUTIVE SUMMARY

The purpose of this document is to outline our new Vision, Mission and Strategy for the Global Metals and Minerals Management Program (“GMM”) at the Schulich School of Business (“Schulich”). We refer to this as the GMM Reimagined.

We believe that it is time for the GMM to evolve. Our goal is to ensure the program’s ongoing relevance and expand our global reach to students who are not only interested in the metals and minerals sector but also the industries that rely on metals and minerals as critical raw materials in their supply chain. We also plan to broaden our student base beyond just MBA students.

Our **New Vision** is therefore:

“To develop leaders who will ensure the responsible development and use of metals and minerals globally.”

Our **New Mission** to support this Vision is:

“To provide a world-class business education that is globally accessible to current and future leaders in companies where metals and minerals play an important role. The focus of this education is:

- *The analysis and assessment of the critical role that metals and minerals play in the global economy. This includes the entire value chain from the extraction of metals and minerals to the end-users of these products.*
- *Developing leadership skills in our students that will drive wealth creation while ensuring the responsible development and use of metals and minerals for the benefit of all stakeholders.”*

Our **Strategy** to achieve our Vision and Mission is:

- Rebranding our program from Global Mining Management (“GMM”) to Global Metals & Minerals Management (“GMM”).
- Curriculum Development to ensure the GMM’s relevance to the changing dynamics of the global economy with respect to the extraction and use of metals and minerals.
- Expanding our Global Reach including the development of a Standalone GMM Diploma offered to non-MBA students in an intensive, integrated and blended learning environment together with MBA GMM specialization students.

B. OUR PAST

The GMM MBA specialization was launched ten years ago in the Fall of 2011 commencing with the development of MINE 6100. The timing of this course and the subsequent development of the full suite of GMM courses was prompted by the strength of the global metals and minerals industry (“Industry”), which had seen exponential growth during the first decade of the 21st century. The Canadian Institute of Mining, Metallurgy and Petroleum had identified an urgent need on the part of metals and minerals companies (“Companies”) for leadership talent and believed Schulich was well positioned to support this initiative. There was also great interest from MBA students for the job prospects that this rapidly growing sector had to offer.

As noted in the graph below, the timing of the launch of the GMM corresponded with the peak of the last commodity cycle. From 2011 to 2020, the Industry experienced one of the deepest and most protracted downturns in recent history.

S&P Metals and Mining index



During this period, Industry consolidations took place and Companies carefully managed costs and curtailed growth plans. This reduced the number of job opportunities for our graduates and as a result our student enrolment was negatively impacted. Despite this, our brightest and best students were able to secure meaningful career opportunities. This demonstrated to us that the learnings from the GMM were very relevant to Companies, irrespective of where they found themselves in the commodity cycle.

As far as the prospects for the Industry, there are many signs that we are at the beginning of another strong upturn in the commodity cycle, which could last for many years. We have seen a significant resurgence across all metals and minerals prices during the past year. There is an optimism in the sector that we have not seen for some time, and it bodes well for the coming decade.

Irrespective of the cyclicity of the Industry, the fact remains that metals and minerals play such an important part in the world economy and will continue to do so for decades to come. As global economies move toward a low carbon economy, the reliance on metals and minerals will only increase. One does not have to look much further than electric vehicles or windmills to appreciate how significant metals and minerals are to a low carbon economy. Elon Musk, CEO of Tesla, was recently quoted imploring Companies to produce more nickel to meet the growing demand for their battery technology. A recent World Bank Group report stated that the global production of metals and minerals could increase by approximately 500% by 2050 to meet the growing demand for clean energy technologies. The Canadian government is also prioritizing the Industry through its Canadian Minerals and Metals Action Plan that was launched in 2020. Many other countries around the globe are implementing similar initiatives to address the supply of critical metals and minerals.

As a result, we are optimistic about the long-term potential for the Industry, the GMM and for our graduates.

C. OUR FUTURE

It is therefore an opportune time to reflect on what we have learnt over the first decade of the GMM and to assess the future direction of the Industry to ensure our relevance for years to come.

Our Students

The reason that our program exists is to provide students the skills and knowledge to become the next generation of leaders across the entire metals and minerals value chain. This value chain includes companies that; explore for metals and minerals, construct and operate mines, smelt and refine metals and fabricators who convert metals into useable products for the end-users. It also includes companies that provide goods and services to the Industry, consulting companies that advise the Industry and financial institutions that provide financing. Some of our students also have leadership roles in government and Non-Governmental Organizations. Finally, we are also of interest to students who want to work in downstream industries where metals and minerals play a critical role in their supply chain. Understanding the challenges and opportunities that arise from collaboration with upstream producers is key to ensuring long term viable strategies for these downstream companies.

Our Curriculum

Our curriculum has evolved over the past decade and is now based entirely on the Defining Characteristics of the Industry, which are those unique or significant features which materially shape and define the reality of the Industry. This provides a clear focus to our curriculum so that our students gain knowledge and skills that are practical and directly relevant to the strategies that Companies develop and execute. We also believe that what we teach is not as important as the values we impart to our students. It is these values that will have the most significant impact on the business choices our students make in future. These values are core to responsible business practices in the Industry. The Industry can have such a profound impact on local communities, and we ensure our students have an awareness of their own values and how to find common values with the stakeholders that are impacted by the choices that Companies make. The Industry can also have a profound impact on the environment, both positively and negatively. Mining, smelting and refining processes have a negative impact depending on the waste management processes in place. The products the Industry produces, however, are critical to the global economy and particularly to the transition to a low carbon economy. Exploring this conundrum and assessing the net impact of the Industry on society is core to our teachings.

Vision and Mission

In order to effectively communicate our role to both students and the Industry, we are changing our Vision and Mission to ensure it accurately reflects our goals and aspirations.

Our **New Vision** is:

“To develop leaders who will ensure the responsible development and use of metals and minerals globally.”

Our **New Mission** is:

“To provide a world-class business education that is globally accessible to current and future leaders in companies where metals and minerals play an important role. The focus of this education is:

- *The analysis and assessment of the critical role that metals and minerals play in the global economy. This includes the entire value chain from the extraction of metals and minerals to the end users of these products.*
- *Developing leadership skills that will drive wealth creation while ensuring the responsible development and use of metals and minerals for the benefit of all stakeholders.”*

D. OUR STRATEGY

There are many steps we need to pursue to achieve our new Vision and Mission. The three most important elements of our strategy, which will be our focus over the next three years, are summarized below

1. **Rebranding** our program from Global Mining Management (“GMM”) to Global Metals & Minerals Management (“GMM”).
2. **Curriculum Development** to ensure the GMM’s relevance to the changing dynamics of the global economy with respect to the extraction and use of metals and minerals.
3. **Expanding our Global Reach** including the development of a Standalone GMM Diploma offered to non-MBA students in an intensive, integrated and blended learning environment together with MBA GMM specialization students.

1. Our Strategy - Rebranding

We will rebrand our specialization from Global Mining Management (“GMM”) to ***Global Metals and Minerals Management (“GMM”)***.

The primary focus of our curriculum in the past, and therefore the brand of the GMM, has been on the “activity of mining”. This is, and will continue to be, an important part of our curriculum. However, we need to broaden our focus to ensure we have adequately considered the entire value chain from the extraction of metals and minerals to the end-users of the products that the Industry produces. We therefore need to develop our curriculum further, as well as our brand, to reflect the broader role that metals and minerals play in the global economy and how these critical raw materials can be produced in the most responsible manner.

Why is this important? We believe that there will be significant supply constraints to the development and production of metals and minerals in the coming decade. This is due to the challenges that Companies are having with respect to permitting new mine developments and the lack of support from local communities and society in general for the activity of mining, smelting and refining. This will present significant supply chain constraints for downstream companies in industries such as information technology, aerospace, renewable energy, automotive, infrastructure, construction, health care and fertilizers. To address this supply constraint, Companies must continually improve their performance with respect to the environmental impacts of their operations. This includes finding the right balance between the environmental impacts of increased recycling of metals versus new mine development. They must also ensure the equitable distribution of wealth created through more effective collaboration with stakeholders. Downstream companies must take into consideration the environmental impacts of

the products they acquire from the Industry and deepen their collaboration efforts with the Industry to ensure the long-term reliability of their supply chains. These teachings are core to our new curriculum. As a result, our students will develop skills that will be sought after by both metals and minerals companies as well as downstream users of metals.

As noted above, our new name has the benefit of maintaining the “GMM” brand, which is important given the reputation that we have established over the past decade. In addition, to be consistent in the application of our brand we will change the course number prefix for our courses from “MINE” to “GMMM” (i.e. Global Metals and Minerals Management).

2. Our Strategy - Curriculum Development

We will maintain all existing courses and add one course.

For our existing courses, there will be numerous changes to reflect our new Vision and Mission. The courses changes are summarized below and the Course Change Forms are appended to this document. An additional course will be added as a requirement for the GMM Diploma and a New Course Form is also appended.

In addition to the course changes noted below, the way in which we deliver the courses will change significantly as follows:

- GMMM 6100, 6200, 6300, and 6400 will be offered in the Fall semester and will be co-requisite courses. These courses are currently offered over two semesters and have no pre or co-requisites. The reason for this change is that the courses will be taught in an integrative and intensive manner. This will provide students the opportunity to understand the relationships between the various topics that are taught in the GMM courses (refer to Appendix i to view a draft outline of the interrelationship of the four courses). At times during the semester, it may not even be obvious to students that they are taking four separate courses.
- The above noted four courses will also be taught in a blended learning format. To accommodate the Standalone GMM Diploma students, there will be two one-week residencies. These will be held at the beginning and the end of the semester. In between the residencies, the classes will be taught through a combination of live Zoom classes and recorded lectures. The location of these residencies is under consideration, but we are considering both local and global locations.
- The above noted four courses are identical whether the students are studying the MBA GMM Specialization, the Concurrent GMM MBA Diploma or the Standalone GMM Diploma.

Therefore, all students will participate in the same classes, irrespective of the program they are taking.

- GMMM 5100, will be offered to all students at Schulich but will be a pre-requisite for the second year GMM courses. For students taking the Standalone Diploma, we will work with the Schulich Executive Education Centre (“SEEC”) to structure an online course that will be available either in the Spring or Summer. This course will also be made widely available to SEEC’s entire customer base on the assumption that there may be many people interested in taking this course as a one off. We can use this opportunity as a marketing tool to attract those individuals who could benefit from the GMM Diploma.
- GMMM 6500 is a new course that will be a requirement of the Concurrent GMM MBA Diploma and the Standalone GMM Diploma. It will be a Major Research Paper offered in the Winter semester following the Fall intensive semester. The purpose of the course is to provide an opportunity for students to explore one or more topics studied in the Fall. For students who are taking the Standalone GMM Diploma, they may choose to study a topic that is relevant to their job, as most of the GMM Diploma students will most likely be working. We are also considering providing the option for the Concurrent GMM MBA Diploma students to do a work term instead of this Major Research Paper.
- Metals & Minerals Fundamentals. These will be a series of videos that provide student with the fundamental knowledge with respect to the mining life cycle as well as the products the Industry produces. These will be made available to students starting in GMMM 5100 so that they can have this resource at their disposal throughout the entire program.

A summary of the **proposed course name**, *existing name*, approvals required is as follows:

GMMM 5100 1.50 Metals & Minerals in the Global Economy – Winter

Existing Name: MINE 5100 1.50 Introduction to the Global Mining Industry – Winter Semester

Course Change Approval Required:

- Course number
- Course title
- Course description

GMMM 6100 3.00 Strategies for Wealth Creation in the Metals & Minerals Industry – Fall

Existing Name: MINE 6100 3.00 Strategy and Value Creation in Mining - Fall

Approval Required:

- Course number
- Course title
- Course description
- Pre/Co-Requisites

GMMM 6200 3.00 Financing Mineral Development – Fall

Existing Name: MINE 6200 3.00 Financial Strategies in Mining - Fall

Approval Required:

- Course number
- Course title
- Course description
- Pre/Co-Requisites

GMMM 6300 3.00 Stakeholder Collaboration for Responsible Mineral Development & Use - Fall

Existing name: MINE 6300 3.00 Social and Environmental Strategies in Mining - Winter

Approval Required:

- Course number
- Course title
- Course description
- Pre/Co-Requisites

GMMM 6400 3.00 Organizational Excellence in the Metals & Minerals Industry - Fall

Existing Name: MINE 6400 3.00 Managing People in Mining - Winter

Approval Required:

- Course number
- Course title
- Course description
- Pre/Co-Requisites

GMMM 6500 Applying Strategy in the Metals & Minerals Industry - Winter

Approval Required for a new course

3. Our Strategy - Expanding Global Reach

To achieve our new Vision and Mission, we will expand our reach to attract a more diverse student body from around the globe. This will entail several initiatives, the most important being the development of the Standalone GMM Diploma. A Concurrent GMM MBA Diploma will also be added to provide MBA students a deeper dive into the Industry.

The creation of the Standalone GMM Diploma will be a critical component of reaching a larger global audience. There has been a need expressed by many Companies that senior supervisory and management personnel, particularly, at remote sites, have not had access to the education required to grow in their positions. We have also heard from many MBA graduates currently in the Industry who believe our courses could assist them in their continuing education. Many of these individuals are not able to take the full requirements of the MBA. Therefore, we believe that the addition of a Standalone GMM Diploma, which has 16.50 credit requirement, will provide the level of education that they require to advance their careers.

The addition of Standalone GMM Diploma students into the same classes with MBA students will have the added benefit of bringing into the classroom individuals who have more experience in the Industry. This will enrich the learning experience for all students. Our student base will potentially comprise the following:

- MBA/JDMBA students:
 - Schulich Full & Part time
 - Other Canadian and International Universities that recognize Schulich MBA courses

- Entry-level to Mid-level management from:
 - Metals and Minerals companies (Corporate offices and mine-sites)
 - Government Natural Resource Departments (Canadian and International)
 - Support industries (Consulting, Financial Services, Supply Chain)
 - Downstream companies reliant on metals and minerals

We will screen all individuals who have a desire to take the Standalone GMM Diploma to ensure that their educational background and experience will be sufficient to achieve the learning outcomes for the Diploma. Since GMMM 5100 will be a pre-requisite for the GMM Diploma, we will be exposed to these students in advance and can access those students who would be best suited for the Diploma.

We expect that most of the Standalone GMM Diploma students will continue to work while taking the Diploma. For these students, maintaining their responsibilities at work while meeting the requirements of the GMM Diploma will require co-operation from their employers. The combination of the residencies and online learning will provide a learning environment where this is possible. However, we still expect that our students will need to reduce their job workload somewhat. We believe that employers will readily understand the benefits they and their employees will gain from the GMM Diploma. Providing flexibility over a four-month period would appear to be a small price to pay in return for an educational experience that is truly unique.

E. IN CONCLUSION

We recognize that the GMM Reimagined is a very different approach to the GMM as it currently exists. We recognize that it may also be very different to other programs at Schulich. We have developed the GMM Reimagined in a manner that we believe is the optimal way in which to teach our students and to ensure the long-term viability of our program. We recognize that there may be constraints and challenges that will need to be addressed such as students who start in the Winter semester. In that regard, we will work closely with admissions and student services to ensure we have a program that is accessible to as many students as possible and does not conflict with the other requirements of the MBA. We also welcome the input and advice from our Faculty body and look forward to continuing this journey to a GMM Reimagined.

Richard Ross
September 2021

Appendix (i)

Integrated and Intensive Concept Fall Semester 1st Half

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
GMMM 6100	<p><i>5-7 Day Residency</i></p> <ul style="list-style-type: none"> The GMM Strategy Framework The Defining Characteristics of the Metals and Minerals Industry Mining and Metals Evaluation Fundamentals (Key Business Drivers, Risk & Sensitivity Analysis) Foundations for Stakeholder Engagement and Drivers of Collaboration GMM Organizational Excellence Model Team Project Work commences 	Strategic Choices			Long Term Wealth Creation Measurement & Assessment		
GMMM 6200		Key Business Drives (KBDs) – Reserves	KBDs – Production	KBDs – Operating Costs	KBDs – Capital & Reclamation Costs	Project Development Decision Making	
GMMM 6300		Basics of Sustainable Strategies and Multi-Stakeholder Collaboration			Models of Collaboration		
GMMM 6400		The Foundation of Excellence: Structure and Governance	Creating Excellence Through Innovation and Technology		Creating Excellence Through Culture and Leadership		
<u>Video Series</u> METALS & MINERALS FUNDAMENTALS <i>THE MINING LIFE CYCLE</i>	Exploration	Reserves & Resources	Mine Development	Mining Methods	Metallurgical Processing	Reclamation	

Integrated and Intensive Concept Fall Semester 2nd Half

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
GMMM 6100	The Ok Tedi Mine Case Study		The Inmet Mining Case Study			<i>5-7 Day Residency</i> <ul style="list-style-type: none"> • Team Project Workshops and Presentations • Investor Role Play and Stakeholder Role Plays • Individual Assignment Mentoring • Values Assessment Interviews • Company & Stakeholder networking
GMMM 6200	Financial Analysis of Metals & Minerals Companies and Financing Capacity		Financing Strategies for Resource Development			
GMMM 6300	Understanding Stakeholders		Future of Collaboration for Responsible Development and Use of Metals and Minerals			
GMMM 6400	Creating Excellence Through Project and Process Management	Creating Excellence Through Business Intelligence and Risk/Opportunity Management		Creating Excellence Through Collaboration and Partnerships		
<u>Video Series</u> METALS & MINERALS FUNDAMENTALS <i>THE PRODUCTS</i>	Base Metals	Precious Metals and Gemstones	Steel Making Metals	Agriculture & Industrial Minerals	Battery & Rare Earth Metals	Energy Generation Metals

Appendix (ii)
Approvals & Timetable - Masters Program Committee

Item	Explanation	Approval Date
GMM Reimagined Concept	<ul style="list-style-type: none"> ○ Program name change from Global Mining Management to Global Metals & Minerals Management ○ Addition of a Concurrent GMM MBA Diploma to be offered with the MBA Specialization 	Fall 2021
GMMM 5100 Metals & Minerals in the Global Economy	Course changes	Fall 2021
GMMM 6100 Strategies for Wealth Creation in the Metals & Minerals Industry	Course changes	Fall 2021
GMMM 6200 Financing Mineral Development	Course changes	Fall 2021
GMMM 6300 Stakeholder Collaboration for Responsible Mineral Development & Use	Course changes	Fall 2021
GMMM 6400 Organizational Excellence in the Metals & Minerals Industry	Course changes	Fall 2021
GMMM 6500 Applying Strategy in the Metals & Minerals Industry	New Course	Fall 2021
Standalone GMM Diploma	New Diploma Program Includes: <ul style="list-style-type: none"> ● Notice of Intent (submitted to York Senate) ● Masters Program Committee Approval ● Faculty Council ● Executive Committee ● York Senate ● Quality Council 	<ul style="list-style-type: none"> – Completed – Fall 2021 – Fall 2021 – Fall 2021 – Spring 2022 – Spring 2022

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
 From: Richard Ross, Director Global Mining Management
 Date: September 30, 2021
 Re: Overview of Changes to the GMM Specialization

Memo:

The following table summarizes the proposed changes to the GMM specialization:

Item	Current/Existing	Proposed/Future	Comments
Title	Global Mining Management (GMM)	Global Metals and Minerals Management (GMM)	
Specialization Requirements	MINE6100, MINE6200, MINE6300, MINE6400	GMMM5100, GMMM6100, GMMM6200, GMMM6300, GMMM6400	
Credits	4 full credit courses = 12 credits	4 full and 1 half credit courses = 13.5 credits	GMMM5100 will serve as a prerequisite for all GMM students to ensure students are familiar with important GMM concepts.
Course Rubric	MINE	GMMM	
5100 1.5	Introduction to the Global Mining Industry No pre-/corequisites	Metals and Minerals in the Global Economy No pre-/corequisites	Further incorporate downstream activities. Changes: course number, course title, course description
6100 3.0	Strategy and Value Creation in Mining Prerequisites: 5000 series	Strategies for Wealth Creation in the Metals & Minerals Industry Prerequisites: 5000 series, GMMM5100 Corequisites: GMMM6200, GMMM6300, GMMM6400	Further incorporate downstream activities. Changes: course number, course title, course description, pre-/corequisites

6200 3.0	Financial Strategies in Mining Prerequisites: 5000 series	Financing Mineral Development Prerequisites: 5000 series, GMMM5100 Corequisites: GMMM6100, GMMM6300, GMMM6400	Further incorporate downstream activities. Changes: course number, course title, course description, pre-/corequisites
6300 3.0	Social and Environmental Strategies in Mining Prerequisites: 5000 series	Stakeholder Collaboration for Responsible Mineral Development & Use Prerequisites: 5000 series, GMMM5100 Corequisites: GMMM6100, GMMM6200, GMMM6400	Further incorporate downstream activities. Changes: course number, course title, course description, pre-/corequisites
6400 3.0	Managing People in Mining Prerequisites: 5000 series	Organizational Excellence in the Metals and Minerals Industry Prerequisites: 5000 series, GMMM5100 Corequisites: GMMM6100, GMMM6200, GMMM6300	Further incorporate downstream activities. Changes: course number, course title, course description, pre-/corequisites
6900 3.0 -> 6500 3.0	Independent Study No pre-/corequisites	Applying Strategy in Metals and Minerals No pre-/corequisites	New course to replace less structured independent study with experiential research study

Rationale:
The GMM program will now incorporate the entire value chain of the metals and minerals industry, i.e., not just mining. A similar development towards a more integrated view of metals and minerals as parts of a low-carbon future can also be seen in recent company and government activities. The GMM Reimagined will aim to develop leaders who will ensure the responsible development and use of metals and minerals globally. Together with the suggested additions of the GMM Graduate Diplomas (Types 2 and 3) this will allow us to provide a world-class business education that is globally accessible to current and future leaders in companies where metals and minerals play an important role.

Schulich School of Business

Memorandum

To: Faculty Council, Schulich School of Business
From: Richard Ross, Director Global Mining Management
Date: September 21, 2021
Re: Change of title of the Global Mining Management Specialization

Motion:

Approve the change of title for the Global Mining Management (GMM) specialization to “Global Metals and Minerals Management” (GMM).

Rationale:

The changed title better describes the scope of the GMM program which considers the entire value chain of the metals and minerals industry, i.e., not just mining. This change, together with the other suggestions brought forward in this meeting, align with the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

Schulich School of Business

Memorandum

To: Faculty Council, Schulich School of Business
From: Richard Ross, Director Global Mining Management
Date: September 21, 2021
Re: Course Changes – MINE5100, MINE6100, MINE6200, MINE6300, MINE6400

Motion:

Approve the following changes to the MINE courses:

- MINE5100: Course rubric, course title, course description
- MINE6100: Course rubric, course title, course description, pre-/corequisites
- MINE6200: Course rubric, course title, course description, pre-/corequisites
- MINE6300: Course rubric, course title, course description, pre-/corequisites
- MINE6400: Course rubric, course title, course description, pre-/corequisites

Rationale:

The changes to the course rubrics, titles, and descriptions better describe the scope of the GMM program which considers the entire value chain of the metals and minerals industry, i.e., not just mining. These changes, together with the addition of the pre/co-requisites, align with the proposed changes for the GMM specialization and the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

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

MINE 5100 1.50

3. Course Title

a) Long Course Title

Introduction to the Global Mining Industry

b) Short Course Title

4. Existing Pre-requisites/Co-Requisites

NA

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

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

6. Effective Session of Proposed Change(s)

Fall 2022

7. Academic Rationale

The changes to the course number, title and course description better describe the scope of this course. The new version of the course will consider the entire value chain of the metals and minerals industry, i.e. not just mining. It will incorporate an understanding of the links between the global metals and minerals industry and the industries that rely on its products. These changes align with the proposed changes for the GMM specialization and the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p><u>Course Number</u> MINE5100 1.5</p> <p><u>Course Title</u> Introduction to the Global Mining Industry</p> <p><u>Course Description</u> This course provides students with an understanding of the metals & minerals industry and how metals impact the global economy. We examine the mining life cycle and the defining characteristics of the metals and mining industry which address all aspects related to the discovery and production of metals and minerals. We also explore the metal life cycle which starts with metals as the raw materials for industries that produce products that are vital to society. We then analyze and assess the reliance, relationships and collaboration potential between companies that produce metals and those that consume metals.</p>	<p><u>Course Number</u> GMMM5100 1.5</p> <p><u>Course Title</u> Metals and Minerals in the Global Economy</p> <p><u>Course Description</u> This course provides students with an understanding of the metals and minerals industry and its impact on the global economy. We examine the mining life cycle and the defining characteristics of the metals and minerals industry which address all aspects related to the discovery and production of metals and minerals. We also explore the materials life cycle which starts with metals as the raw materials for industries that produce products that are vital to society. We then explore the relationships between companies that produce metals and those that consume metals.</p>

Consultation

Not required

Originator

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Approvals:

Area or Specialization

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

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Degree Program

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

Ashwin Joshi

Signature

September 30, 2021

Date

Ashwin Joshi

Name of Program Director

Schulich MBA

Program

Program Committee

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

Marcia Annisette

Signature

October 7, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

GMMM5100 1.50: Metals and Minerals in the Global Economy



Instructor

Claudia Mueller
G328 McEwen Building
(647) 458-2552
cmueller@schulich.yorku.ca

Claudia Mueller is the Associate Director of the Global Mining Management program and the Director of the Centre of Excellence in Mining Leadership. Claudia is a leadership and management specialist with over ten years of international experience in teaching, research, and consulting.

Brief Description

This course provides students with an understanding of the metals and minerals industry and its impact on the global economy. We examine the mining life cycle and the defining characteristics of the metals and minerals industry which address all aspects related to the discovery and production of metals and minerals. We also explore the materials life cycle which starts with metals as the raw materials for industries that produce products that are vital to society. We then explore the relationships between companies that produce metals and those that consume metals.

Prerequisites: None

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Course Learning Outcomes

The goal of the course is to analyze and assess the relationships between metals and minerals companies and end-user industries of metals.

Analytical Skills and Strategic Decision-Making

Students gain an understanding of the mining life cycle, the metals life cycle and the Defining Characteristics of the Metals and Mining Industry (“Defining Characteristics”). Students study the key business drivers that arise from the mining and materials life cycles and learn to use the Defining Characteristics as a tool for understanding industry contexts. They use this knowledge to analyze the relationships between metals and minerals producers and end-users.

Global Perspective and Responsible Business

Students assess the relationship between the production and use of metals and how this relationship is impacted by global economic factors. They also consider and assess the trade-off between the social and environmental impacts of producing metals and the critical role that metals play in the global economy.

Professional Communication

Throughout the course, students deliver engaging presentations and prepare informative reports that demonstrate their verbal and written communication abilities. Students also work in teams which requires effective communication between team members to achieve team goals.

Deliverables at a Glance

The contribution of each assignment to the final grade for the course as well as the type of the assignments, individual or group, is indicated in the following table:

Assignment	% Total	Author
Participation	10	Individual
Metal Analysis Paper	40	Individual
Team Project	50	Group

For details, see “Assignments Description” (p.7) and “Evaluation of Assignments” (p.8).

Course Material

There is no assigned book for this course.

The specific readings for the course are outlined in the class-by-class syllabus and are updated throughout the semester. All readings will be provided on Canvas. If there are changes to the pre-readings these are indicated at the end of the preceding class. You must check Canvas and this Course Outline frequently to ensure you are meeting the requirements of the course pre-readings

Participation

The participation mark is based on a personal reflection diary that students submit at the end of the semester. The diary must include at least one observation from each class related to a topic or set of facts that you found particularly interesting or relevant to you. For each weekly observation the diary addresses the following:

- Why that observation was chosen and what made it so interesting.
- At least one example, based on research outside of the material presented in class, that illustrates the relevance of the observations to the metals and mining industry and the global economy.

Class-by-Class Syllabus

The dates, topics, homework, and assignments for every class are listed below and added throughout the semester on Canvas.

Any changes to the following are communicated during class and are also posted on Canvas. When changes need to be announced between classes, an email is sent to your Schulich email account.

Date	Topic	Homework	Assignments
Class 1:	<p><u>The World of Metals & Minerals</u></p> <p>The GMM Map of the Global Metals & Minerals Value Chain is introduced. This is an illustration of the value chain from materials produced by the metals and minerals industry to the ultimate end consumers.</p> <p>This map leads us to a discussion of:</p> <ul style="list-style-type: none"> • The critical role of metals in the global economy. • The social and environmental impacts of metal production and how society addresses the cost/benefits of mining versus the use of metals. • The structure of the global metals and minerals industry. <p>We also introduce the three fundamental concepts that will guide us through the course:</p> <ul style="list-style-type: none"> • The Mining Life Cycle • The Metals Life Cycle • The Defining Characteristics of the Metals & Minerals Industry 	<p>Pre-recorded lectures on the Mining Life Cycle</p> <p>“Reimagining Capitalism - A New Way of Thinking About Resource Development: A Values Based Approach”, Richard Ross and Eleanor Westney, 2016</p> <p>“CIBC Weekly Comps Update”</p>	None
Class 2:	<p><u>The Defining Characteristics of the Metals and Minerals Industry.</u></p> <p>The Defining Characteristics of the Metals and Minerals Industry are explored in detail in relation to:</p> <ul style="list-style-type: none"> • The strategies that metals and minerals companies employ. • The key business drivers that arise from these characteristics and how they determine wealth creation. • The structure of the metals and minerals industry and the implications of this with respect to potential 	<p>Pre-recorded lectures on the Mining Life Cycle</p> <p>“The Defining Characteristics of the Metals and Minerals Industry”. Richard Ross, 2020</p>	None

	downstream integration and/or collaboration with end users of metals.		
Class 3:	<p><u>The Mining Life Cycle</u></p> <p>Each team will make a presentation focused on one of the stages of the mining life cycle in relation to the development of Pretium's Bruce Jack Mine.</p>		Team Project Presentation - Part 1
Class 4:	<p><u>The Metals Life Cycle</u></p> <p>We explore the metals life cycle. In that regard we assess:</p> <ul style="list-style-type: none"> • The global economic factors that impact supply and demand of metals and their impact on the volatility of metal prices. • The circular economy and the role of recycling as a critical supply source to the metal life cycle. • How changes in the external environment such as technology trends impacts demand. • The role of metals with respect to achieving a low carbon economy. 	Pre-recorded lecture on Metal's Fundamentals metal prices	None
Class 5:	<p><u>Relationships in the Materials Value Chain</u></p> <p>We assess the current level of collaboration and integration of companies and industries throughout the materials value chain.</p> <p>Based on recent events, we identify companies that participate at several stages of the materials value chain. We investigate the opportunities and challenges that arise from these business models and how the industry might be able to capitalize on collaboration opportunities.</p>	Pre-recorded lecture on Metal's Fundamentals	None
Class 6:	<p><u>Team Presentations</u></p> <p>Each team presents their analysis of an assigned industry where metals are a critical raw material and assess how that metal is core to their business model.</p>		Team Project Presentation - Part 2

Assignments

Metal Analysis Paper – 40%

Students are assigned by the instructor a metal to analyze.

The Metal Analysis Paper, as a minimum, should include the following:

- Overview of the ten largest companies, by market capitalization, that produce the assigned metal as their main product.
- Analysis of one of the above companies whose share price has outperformed its peers over the past ten years (this requires a comparative share price graph). This analysis should include the following:
 - A summary of the business of the company.
 - Four of the Defining Characteristics of the Metals and Minerals Industry that impact this company's strategy.
 - An analysis of what parts of the mining and metals life cycle this company operates in.
- Analysis of the metal price over the past ten years including major global economic events or trends that impacted historical prices.
- Forecast of the metal price for the next five years including an assessment of significant supply and demand considerations.
- Overview of the end-user industry that is most reliant on this metal as its raw material source.
- The Defining Characteristics of that end-user industry (a least five characteristics).
- Analysis of one company in this end-user industry that stands out as a leader in the application of metals to their business and how that metal is critical to the success of their strategy.

The paper must also include an Index, Executive Summary and bibliography

Team Project – 50%

In class 1, students are assigned to teams by the instructor. The teams make two presentations.

Presentation Part 1 (25%)

Each team is assigned a stage in the mining life cycle, i.e. exploration & mineral reserves, mine construction & development, operations & closure.

The team reviews all relevant material with respect to Pretium Resources' experience with the Brucejack mine. This will include the Technical Report (National Instrument 43-101) March 9, 2020 and the companies historical press releases and Annual Information Form.

The teams prepare and present a power point presentation that illustrates the challenges and opportunities and the outcome to Pretium with respect to that stage of the mining life cycle. This includes an assessment of the relevant defining characteristics of the metals and minerals industry and the wealth creation considerations arising from the choices that Pretium made at that stage of the mine life cycle.

The presentation includes an executive summary, index, bibliography. The maximum length of the presentation is 20 minutes.

Presentation Part 2 (25%)

Each team is assigned an end-user industry that relies on metals as a critical component of its raw materials.

The presentation will include the following:

- Analysis of the Defining Characteristics of that industry (at least five characteristics identified).
- Overview of the three largest companies by market capitalization in that industry.

- Analysis of one of the companies in that sector.
- Identification of the major metal (s) that the company relies on and how that metal is used in the production of its end product.
- Analysis of the supply chain of one of the above metals in terms of the major sources of metals and concerns/issues the company should consider regarding the stability of supply.

The presentation includes an executive summary, index, bibliography. The maximum length of the presentation is 20 minutes.

Assignment Submission Process

Assignments are to be submitted through Canvas by their due date. The assignments must be in PDF file format. The naming protocol for the assignment should be: Your Full Name or Team Name. Name of the Assignment. Course Name. For example:

Smith_John. MetalAnalysisPaper. MINE5100W21

Please be sure to include a header in each document containing the same information. This ensures a smooth and expedited marking process.

Evaluation of Assignments/Projects

The evaluation of the assignments takes into consideration whether you met the requirements and deliverable set out in this Course Outline and further amplified, if necessary, during class.

In addition, the evaluation takes into consideration:

- Clarity of thought
- Depth of research
- Professional appearance
- Personal perspectives
- Quality of conclusion and links to specific topics in mining such as sustainability, strategy, finance, and management.

The instructor, in their sole discretion, assigns marks based on a combination of meeting the requirements of the assignment as set out and her assessment of the quality of the work done in relation to the above noted other factors. You are encouraged to speak to the instructor in advance if you have any doubts or concerns regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the other factors noted.

Due to the close integration of the assignments with the material for the classes, the late submission of assignments results in a reduction in marks. For each day that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in one day late the revised grade is an A. If it were handed in two days late the mark would be an A- and so on for each day that the assignment continues to be late. The only exception to this is for serious illness or family emergencies. You must contact the instructor by email in advance in the event of these situations to ensure your grade is not reduced.

Calculation of Course Grade

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

Letter Grade	Grade Point
A+	9.0
A	8.0
A-	7.0
B+	6.0
B	5.0
B-	4.0
C+	3.0
C	2.0
C-	1.0
F	0.0

General Academic Policies: Grading, Academic Honesty and Accommodations

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

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

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

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

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

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

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

MINE 6100 3.00

3. Course Title

a. **Long Course Title**

Strategy and Value Creation in Mining

b. **Short Course Title**

4. Existing Pre-requisites/Co-Requisites

All 5000 series Required Core Foundation Courses

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

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

6. Effective Session of Proposed Change(s)

Fall 2022

7. Academic Rationale

The changes to the course number, title and course description better describe the scope of this course which considers the entire value chain of the metals and minerals industry, i.e. not just mining. These changes, together with the addition of the pre/co-requisites align with the proposed changes for the GMM specialization and the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p><u>Course Number</u> MINE6100 3.00</p> <p><u>Course Title</u> Strategy and Value Creation in Mining</p> <p><u>Course Description</u> Using the GMM Strategy Framework, this course assesses the strategic choices that metals and mining companies make to create wealth in a sustainable manner for stakeholders.</p> <p><u>Pre-Requisites</u> All 5000 series Core Foundation Courses</p> <p><u>Co-Requisites</u> None</p>	<p><u>Course Number</u> GMMM6100 3.00</p> <p><u>Course Title</u> Strategies for Wealth Creation in the Metals & Minerals Industry</p> <p><u>Course Description</u> Using the GMM Strategy Framework, students analyze, assess and develop strategies that metals and minerals companies employ to create wealth over the long term for stakeholders.</p> <p><u>Pre-Requisites</u> All 5000 series Core Foundation Courses GMMM5100</p> <p><u>Co-Requisites</u> GMMM6200, GMMM6300, GMMM6400</p>

Consultation

Not required

Originator

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Approvals:

Area or Specialization

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

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

September 30, 2021
Date

Ashwin Joshi
Name of Program Director

Schulich MBA
Program

Program Committee

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

Marcia Annisette
Signature

October 7, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

GMMM 6100 3.00: Strategy and Value Creation in Mining



Instructor

Richard Ross
ross57@me.com

Office hours: By appointment

Richard Ross is the Program Director of the Global Metals & Minerals Management Program (“GMM”) at the Schulich School of Business and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource industry in senior leadership roles for over 40 years.

Brief Description

Using the GMM Strategy Framework, students analyse, assess and develop strategies that metals and minerals companies employ to create wealth over the long term for stakeholders.

Prerequisites

All 5000-series Required Foundations of Management Core Courses
GMMM 5100

Corequisites

GMMM 6200, GMMM 6300, GMMM 6400

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Learning Outcomes

The objective of this course is to improve students’ decision-making skills and enhance their leadership abilities.

With respect to decision-making skills, by the end of the course, students will be able to demonstrate how to:

- Analyze, assess and develop strategies for global metals and minerals companies through the application of the GMM Strategy Framework taking into consideration:
 - The defining characteristics of the Metals & Minerals Industry and how they determine the strategic choices, key business drivers and elements of organizational excellence of metals and minerals companies.
 - How wealth is created by metals and minerals companies and how that wealth can be equitably shared by stakeholders.
 - The viability of strategies over the long term in a highly cyclical industry.

With respect to leadership abilities, at the end of the course students will be able to:

- Evaluate and assess how personal values impact the choices they and others make and the effect of those choices on those they interact with.
- Communicate more effectively to establish credibility and trust with their stakeholders

Deliverables at a Glance

Evaluation Item	Weighting %	Responsibility
Team Project	40	Team
Strategy Paper	40	Individual
Personal Values Assessment	20	Individual
	100	

Course Material

The main reading for the course is “the Defining Characteristics of the Metals and Minerals Industry”, Richard Ross, September 1 2021. Other readings are noted in the class-by-class syllabus. Changes to the readings and pre-recorded lectures are communicated in advance and posted on Canvass.

Class-by-Class Syllabus

Class topics, preparation and assignments for each class are listed below. Any changes are communicated during class and posted on Canvass.

Topic	Description	Preparation	Assignments
1	<p><u>THE GMM STRATEGY FRAMEWORK</u></p> <ul style="list-style-type: none"> • The four pillars of the GMM Strategy Framework: <ul style="list-style-type: none"> i) Choices ii) Wealth Creation iii) Stakeholders iv) Organizational Excellence • Personal values and their impact on the four pillars of the GMM Strategy Framework. 	<p><u>Readings</u> MINE 6100 Course Outline</p> <p>“Defining Characteristics of the Metals & Minerals Industry”, R. Ross, September 1, 2021</p>	None
2	<p><u>1st Pillar – CHOICES – PART 1</u></p> <ul style="list-style-type: none"> • The Defining Characteristics of the Metals & Minerals Industry and how they impact: <ul style="list-style-type: none"> ○ Choices ○ Wealth creation ○ Stakeholders ○ Organizational Excellence • The role of Visions, Missions and Values 	<p><u>Readings</u> “Defining Characteristics of the Metals & Minerals Industry”, R. Ross, September 1, 2021</p>	None
3	<p><u>1st Pillar – CHOICES - PART 2</u></p> <ul style="list-style-type: none"> • An examination of the strategic choices for metals & minerals companies 	<p><u>Readings</u> “Defining Characteristics of the Metals & Minerals Industry”, R. Ross, September 1, 2021</p>	None

4	<p><u>2nd Pillar - WEALTH CREATION</u></p> <ul style="list-style-type: none"> • Creating “superior” wealth • Wealth creation in relation to risk and opportunity. • Measuring and communicating wealth creation. 	CIBC Weekly Comps	None
5	<p><u>3rd and 4th Pillars - STAKEHOLDERS & ORGANIZATIONAL EXCELLENCE</u></p> <ul style="list-style-type: none"> • The role of stakeholders in determining viable and long-term strategies. • Realizing wealth – A stakeholder perspective. • The role of personal values in the equitable distribution of wealth to stakeholders and managing environmental impacts. • Balancing the needs of all stakeholders to ensure the longevity of strategies including: <ul style="list-style-type: none"> ○ Equitable distribution of wealth ○ Managing and mitigating impacts • The impact of the cyclical nature of metal prices on the sustainability of strategy. • How companies respond to stakeholders through organizational excellence 	<p><u>Readings</u> “A New Way of Thinking about Mining”, R. Ross & E. Westney, August 2015</p>	None
6	<p><u>TEAM PROJECT INTERIM PRESENTATIONS</u></p> <ul style="list-style-type: none"> • Team interim presentations. 	None	Team Project Interim Presentation – The Past
7	<p><u>APPLYING THE GMM FRAMEWORK – OK TEDI CASE STUDY</u></p> <ul style="list-style-type: none"> • The GMM Strategy Framework will be applied to the Ok Tedi Case study. 	<p><u>Readings</u> Extracts from Ok Tedi Mining Limited’s Annual Reviews and other related readings</p>	Strategy Paper Part 1
8	<p><u>APPLYING THE GMM FRAMEWORK – INMET CASE STUDY PART 1</u></p> <ul style="list-style-type: none"> • The GMM Strategy Framework will be applied to the Inmet Case Study. 	<p><u>Readings</u> Extracts from Inmet Mining Corporation’s Regulatory Filings and Press Releases</p>	
9	<p><u>APPLYING THE GMM FRAMEWORK – INMET CASE STUDY PART 2</u></p> <ul style="list-style-type: none"> • The GMM Strategy Framework will be applied to the Inmet Case Study. 	<p><u>Readings</u> Extracts from Inmet Mining Corporation’s Regulatory Filings and Press Releases</p>	
10	<p><u>COMMUNICATING STRATEGY – PART 1</u></p> <ul style="list-style-type: none"> • Role-play meeting between a metals & minerals company and key institutional investors. • Analyzing communication strategies and assessing their effectiveness. 	None	Team Project - Investor Role Play
11	<p><u>COMMUNICATING STRATEGY – PART 2</u></p> <ul style="list-style-type: none"> • A roundtable discussion with a panel of metals & minerals investors exchanging ideas on effective communication strategies. 	None	Team Project – Roundtable Discussion

12	<p><u>TEAM PROJECT FINAL PRESENTATION</u></p> <p>Teams final presentations.</p>	None	<p>Team Project Final Presentation – The Future</p> <p>Strategy Paper Part 2</p>
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Assignments

Assignments are submitted on Canvass by 7:00 pm on their due date.

The electronic file submitted to the CMD must be structured as follows:

- PDF file format.
- File naming protocol for individual assignments: *Student Name (i.e. last_first) - Assignment*. For example: **Smith_John - Strategy Paper – The Past**.
- File naming protocol for the team projects: *Team Company Name – Assignment*. For example: **Barrick – Interim Presentation The Past**
- Include a header on each page of the document containing the file name.

Failure to follow these requirements may result in a reduction of one letter grade at the discretion of the Instructor.

Team Project – 40%

The objectives of the Team Project are as follows:

- Analyze, assess and develop a strategy for a global metals & minerals company through the application of the GMM Strategy Framework.
- Communicate more effectively to establish credibility and trust with stakeholders.

The Team Project has three components as follows:

1. Interim Presentation – “The Past” (Class 6)

The teams make a PowerPoint presentation to the class followed by a Q&A session. The presentation should be made from the perspective of an Institutional Investor who is determining whether to invest in the company based solely on the company’s past performance. The time frame under examination is the past 10 - 15 years.

The presentation must conclude with a decision on the part of the investor to invest or not and the basis for this decision. The GMM Strategy Framework will be used to carry out the analysis and assessment as follows:

CHOICES

- An analysis of the key “Defining Characteristics of the Metals & Minerals Industry” that have driven and impacted the execution of the strategy over the past 15 years.
- An analysis of the key strategic choices (i.e. material investments & operating decisions) made by the company over the past 15 years.

WEALTH CREATION

- An analysis of the wealth created/destroyed by the strategy over the past 15 years in relation to the choices that the company made.
- An assessment of the wealth creation (i.e. was it superior) relative to its peers and to the broader equity markets and how that may have impacted the company’s strategy.

STAKEHOLDERS

- An analysis and assessment of the key stakeholders of the company and their impact on the company’s ability to execute their strategy.

Appendices should be used to provide detailed supporting schedules (appropriately cross-referenced) as well as a bibliography citing reference sources. The Companies' regulatory filings must form a significant component of the bibliography.

2. Investor Role-Play and Roundtable Discussion (Classes 10 & 11)

Students carry out a role-play in Class 10 using the most recent investor slide deck for the company. Members of the team play the role of the senior management of the metals & minerals company presenting the company's strategy to an institutional investor (played by the Instructor and invited guests). The institutional investor then leads a question and answer session with the management team.

After the role-play, the entire class discusses the investor presentations in relation to their effectiveness in communicating strategy and meeting the information needs of the investors.

The students summarize the results of Class 10 and discuss their thoughts in a roundtable format with institutional investors in Class 11 with a focus on how metals & minerals companies can improve the way in which they communicate their strategies as well as their obligations to other stakeholders.

3. Final Presentation – “The Future” (Class 12)

The team makes a PowerPoint presentation to the class followed by a Q&A session. The presentation should be made from the perspective of company executives giving a presentation to a broad cross-section of stakeholders. The learnings from the Investor Role Play should be the basis for this presentation. As a minimum this presentation should address the following:

- A revised Vision and Mission Statement.
- An analysis of the key competitors in the industry sub-sector.
- The organizational advantages the company has and how this makes it an attractive investment/partner over the long term in relation to its competitors.
- The growth opportunities that the company currently has and the impact they will have on wealth creation.
- The risks the company faces and the steps the company is taking to mitigate the risks.
- The choices that the company will focus on in the coming five years to advance the strategy. Specific examples should be used of M&A targets and the synergies or wealth creation opportunities.

All power point presentations should include cross-referenced appendices, which contain detailed supporting information as well as a bibliography.

The composition of the Team Project Grade is as follows:

Component	Weighting%
Interim Presentation	15
Investor Role Play	10
Final Presentation	15
Total Team Mark	40

Strategy Paper - 40%

The objectives of the Strategy Paper are:

- To analyze, assess and develop a strategy for a global metals & minerals company through the application of the GMM Strategy Framework taking into consideration:
 - The defining characteristics of the metals & minerals industry and how they impact the strategic choices of metals & minerals companies.
 - How wealth is created in metals & minerals and how that wealth is equitably shared by all stakeholders.
 - The sustainability of strategies over the long term in a highly cyclical industry.
- Communicate more effectively to establish credibility and trust.

The Strategy Paper will be due in two installments as follows:

Part 1 - Strategy Paper – The Past (Due: November 3rd)

This Paper will focus on the past 15 years of the Company and include an analysis and assessment of the execution of the strategy. The student should conclude whether or not the Company has been successful in the execution of its strategy to date and why. The GMM Framework will be used as a basis for the analysis and assessment as follows:

CHOICES

- An analysis of the key “Defining Characteristics of the Metals & Minerals Industry” that have driven and impacted the execution of the strategy over the past 15 years.
- An analysis of the key strategic choices (i.e. material investments & operating decisions) made by the company over the past 15 years.

WEALTH CREATION

- An analysis of the wealth created/destroyed by the strategy over the past 15 years in relation to the choices that the company made.
- An assessment of the wealth creation (i.e. was it superior) relative to its peers and to the broader equity markets and how that may have impacted the company’s strategy.

STAKEHOLDERS

- An analysis and assessment of the key stakeholders of the company and their impact on the company’s ability to execute their strategy.

Part 2. Strategy Paper – The Future (Due: December 13th)

This Paper will provide an opportunity for the student to develop a strategy for the Company looking to the next five years.

The elements of the Paper should include:

- A revised Vision and Mission Statement.
- An analysis of the key competitors in the industry sub-sector.
- The organizational advantages the company has and how this makes it an attractive investment/partner over the long term in relation to its competitors.
- The growth opportunities that the company currently has and the impact they will have on wealth creation.
- The risks the company faces and the steps the company is taking to mitigate the risks.
- The choices that the company will focus on in the coming five years to advance the strategy. Specific examples should be used of M&A targets and the synergies or wealth creation opportunities.

Both Strategy Papers should include a Cover Page, Index, Executive Summary as well as a bibliography citing reference sources. The Companies’ regulatory filings must form a significant component of the bibliography.

Personal Values Assessment – 20%

Personal values strongly impact the choices we make. Our personal values also impact our reaction to the choices that others make. This is true in our personal lives but equally so in our business endeavors.

Understanding and being able to assess how our personal values impact the choices we make, how those choices impact others and how we react to the choices of others is a critical skill. This will ultimately impact our ability to lead others and to work in team settings in order to achieve the strategy and goals of the organizations in which we work.

The Personal Values Assessment is based on your ability to understand and assess personal values in relation to the choices that are made. The values that you will use will be those that are most important to you.

The output of this assignment is a diary, which you will keep and update on a weekly basis. Each week there must be at least one entry which includes a choice that you made and a choice that you have observed in

another person (please do not use real names in your diary). You will assess those choices in relation to one or more of your values. This would include an evaluation of whether or not you believe the choice supported that value or not as well as how you and others were impacted by that choice.

On a random basis during the semester, the instructor will set up one on one meetings with you to review your progress with your diary and to discuss your learnings from this process. You will also be required to submit your completed diary by Class 12. Your ability to analyze and assess your own values, the values of others around you and how that impacts the choices that are made will form the basis for your mark

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you have met the specific deliverables for each assignment. This comprises approximately half of the overall marks available.

The balance of the marks available are based on the quality of your work as follows:

- Depth of research (as evidenced by the bibliography)
- Clarity of thought (logical and succinct)
- Relevant and creative recommendations (realistic and sustainable)
- Personal perspectives (your opinion and relation to personal experiences you have had)
- Professional appearance (including title pages, headings, spelling and grammar)

You are encouraged to ask any questions or raise concerns you may have regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the quality of your work.

Late submissions of assignments result in a reduction in marks. For the first 48 hours that an assignment is late there is a reduction of one letter grade (assignments are due at 6:00 pm on the due date). For example, if the mark of an assignment would otherwise have been an A+ and is handed in up to 48 hours late the revised grade is an A. If it were handed in between 48 and 96 hours late the mark would be an A-. This pattern of mark reduction continues for subsequent 48-hour intervals. The only exception to this is for serious illness or family emergencies and approval is received in advance from the instructor.

Calculation of Course Grade

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

The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

Letter Grade	Grade Point
A+	9.0
A	8.0
A-	7.0
B+	6.0
B	5.0
B-	4.0
C+	3.0
C	2.0
C-	1.0
F	0.0

General Academic Policies: Grading, Academic Honesty and Accommodations

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academic honesty, which may be found on the Schulich website.

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.

Date Prepared: September 3, 2021

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

MINE 6200 3.00

3. Course Title

a. **Long Course Title**

Financial Strategies in Mining

b. **Short Course Title**

4. Existing Pre-requisites/Co-Requisites

All 5000 series Required Core Foundation Courses

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

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

6. Effective Session of Proposed Change(s)

Fall 2022

7. Academic Rationale

The changes to the course number, title and course description better describe the scope of this course which is focused on developing strategies to finance mineral resource development properties. These changes, together with the addition of the pre/co-requisites align with the proposed changes for the GMM specialization and the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<u>Course Number</u> MINE6200 3.00	<u>Course Number</u> GMMM6200 3.00
<u>Course Title</u> Financial Strategies in Mining	<u>Course Title</u> Financing Mineral Development
<u>Course Description</u> This course provides an understanding of the measurement of wealth arising from the execution of mining companies' strategies as well as the financial factors that impact a mining company's ability to create wealth. This includes topics such as the evaluation of mining properties, financial statement analysis and financing strategies as they pertain to mining companies.	<u>Course Description</u> Students analyze, assess and develop financing structures and strategies that metals and minerals companies employ to develop mineral properties.
<u>Pre-Requisites</u> All 5000 series Core Foundation Courses	<u>Pre-Requisites</u> All 5000 series Core Foundation Courses GMMM5100
<u>Co-Requisites</u> None	<u>Co-Requisites</u> GMMM6100, GMMM6300, GMMM6400

Consultation

Not required

Originator

Richard Ross

 Signature

September 30, 2021

 Date

Richard Ross

 Name

Global Mining Management

 Area or Specialization

Approvals:

Area or Specialization

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

Richard Ross

 Signature

September 30, 2021

 Date

Richard Ross

 Name

Global Mining Management

 Area or Specialization

Degree Program

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

Ashwin Joshi

Signature

September 30, 2021

Date

Ashwin Joshi

Name of Program Director

Schulich MBA

Program

Program Committee

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

Marcia Annisette

Signature

October 7, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

GMMM 6200 3.00: Financing Mineral Development



Instructor

Richard Ross
rross57@me.com

Office Hours: By appointment

Richard Ross is the Program Director of the Global Metals & Minerals Management Program (“GMM”) at Schulich School of Business and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource industry in senior leadership roles for over 40 years.

Brief Description

This course provides an understanding of financing strategies that metal and mineral companies utilize to develop mineral resources. This includes the evaluation of mineral properties, financial statement analysis of metal & mineral companies as well as the financing instruments that are unique to the metals and minerals sector.

Prerequisites

All 5000-series Required Foundations of Management Core Courses
GMMM 5100

Corequisites

GMMM 6100, GMMM 6300, GMMM 6400

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Learning Outcomes

The objective of this course is to improve students’ decision-making skills and enhance their leadership abilities.

With respect to decision-making skills, by the end of the course, Students will be able to demonstrate how to:

- Analyze, assess and develop financing strategies that result in wealth creation for metals and minerals companies taking into consideration:
 - The evaluation of mineral properties.
 - The financial analysis of the sponsor company and their capacity to finance growth.
 - The financing instruments available.

With respect to leadership abilities, at the end of the course students will be able to:

- Evaluate and assess how personal values impact the choices they and others make and the effect of those choices on those they interact with.
- Communicate more effectively in order to establish credibility and trust with their stakeholders.

Deliverables at a Glance

The deliverables for the course are as follows:

Evaluation Item	Weighting %	Author
Team Project	40	Team
Project Evaluation Report	45	Individual
Personal Values Assessment	15	Individual
	100	

Course Materials

The course materials primarily include readings and pre-recorded lectures and are noted in the class by class syllabus. Changes to the readings and pre-recorded lectures are communicated in advance and posted on Canvass.

Class-by-Class Syllabus

Class topics, preparation and assignments for every class are listed below and any changes are communicated during class and posted on Canvass.

Topic	Description	Preparation	Assignments
1	<p><u>EVALUATION OF MINERAL PROPERTIES – INTRODUCTION</u></p> <p>The Defining Characteristics of the Metals & Minerals Industry and Key Business Drivers which includes:</p> <ul style="list-style-type: none"> Analyzing and assessing the Defining Characteristics to determine risks and opportunities and how this leads to the range of values used in sensitivity analysis The impact of risk mitigation measures on sensitivity analysis The use of sensitivity analysis to determine the Key Business Drivers <p>Overview of the CDG Evaluation Assignment</p> <p>Introduction to the CDG DCF Excel Model</p> <p>Guest: Lawrence D. Smith (LDS)</p>	<p>MINE 6200 Course Outline</p> <p><i>“The Defining Characteristics of the Metals and Minerals Industry”</i>, R. Ross, 2021.</p> <p>LDS MINE 5100 Video Series.</p> <p>LDS Video – Data Tables</p>	None
2	<p><u>EVALUATION OF MINERAL PROPERTIES – PRODUCTION</u></p> <p>Team Project Instructions</p> <p>Analysis of the following aspects of mineral properties and how they potentially impact a Discounted Cash Flow (“DCF”) evaluation of a mineral property:</p> <ul style="list-style-type: none"> Stages of Studies 		None

	<ul style="list-style-type: none"> • Mineral Reserves and Resources • Mine plan and production schedule • Processing feed schedule, recovery, metal and mineral production schedule • Ramp-up implications <p>Guest: Lawrence D. Smith</p>		
3	<p><u>EVALUATION OF MINERAL PROPERTIES – REVENUE AND COSTS</u></p> <p>Analysis of the following aspects of mineral properties and how they potentially impact a DCF evaluation of a mineral property:</p> <ul style="list-style-type: none"> • Metal Prices (Overview) • Treatment and Refining Charges • Operating costs and energy as a major cost component • Foreign exchange • Royalties • Real versus nominal data <p>Guest: Lawrence D. Smith</p>	Team Project Discussion - Production	CDG: Key Business Drivers (Part A)
4	<p><u>EVALUATION OF MINERAL PROPERTIES – CAPITAL INVESTMENTS AND RECLAMATION COSTS</u></p> <p>Analysis of the following aspects of mineral properties and how they potentially impact a DCF evaluation of a mineral property:</p> <ul style="list-style-type: none"> • The initial capital investment and delay implications • Foreign Exchange • Sustaining capital • Reclamation and Closure costs • Taxation (Overview) <p>Guest: Lawrence D. Smith</p>	Team Project Discussion – Revenue and Costs	CDG: Key Business Drivers (Part B)
5	<p><u>EVALUATION OF MINERAL PROPERTIES – METAL PRICES 1</u></p> <p>Analysis of the following aspects of metal prices:</p> <ul style="list-style-type: none"> • How supply and demand factors impact commodity prices. • The unique demand and supply factors for key material groups: <ul style="list-style-type: none"> ○ Precious metals ○ Base metals <p>Guest: Ran Maoz (RM) & Lawrence D. Smith</p>	<p>RM Video #1</p> <p>Team Project Discussion – Capital Investments and Reclamation Costs</p>	CDG: Key Business Drivers (Part C)

6	<p><u>EVALUATION OF MINERAL PROPERTIES – METAL PRICES 2</u></p> <p>Analysis of the unique demand and supply factors for key material groups:</p> <ul style="list-style-type: none"> ○ Other metal groups (iron ore, rare earth elements and battery metals) ○ Energy materials such as coal and uranium ○ Other materials such as fertilizers & food additives, industrial minerals and gemstones <p>Guests: Ran Maoz & Lawrence D. Smith</p>	RM Video #2	CDG: Key Business Drivers (Part D)
7	<p><u>EVALUATION OF MINERAL PROPERTIES – DECISION MAKING</u></p> <p>This includes an analysis of the following aspects related to making decisions with respect to the development of a mineral resource:</p> <ul style="list-style-type: none"> • Utilizing the sensitivity analysis of individual key business drivers to create overall upside and downside business cases to assist in decision making • Factoring into decision making intangibles, such as permitting challenges and stakeholder resistance to project development • Country risk, quality of feasibility studies and technology risks and their impact on discount rates <p>Guests: Lawrence D. Smith, Ran Maoz</p>	None	None
8	<p><u>FINANCIAL ANALYSIS OF MINERAL COMPANIES 1</u></p> <p>This includes the discussion and application of the following financial reporting topics as it pertains to metal and mineral companies in relation to their ability to finance mineral development:</p> <ul style="list-style-type: none"> • Financial Reporting Frameworks • The form and content of the MDA and the relationship between the financial statements and the MDA • The KPI's and Non-GAAP measures • Significant Estimates and Judgements <p>Guests: Pieter Fourie, Philip Shalin</p>	<p>KPMG Reading List</p> <p>KPMG Video #1</p> <p>Team Project Discussion - MD&A and Significant Estimates and Judgements</p> <p>Individual Case Study Discussion – Argonaut Gold Financial Position</p>	CDG: Project Evaluation Report
9	<p><u>FINANCIAL ANALYSIS OF MINERAL COMPANIES 2</u></p> <p>This includes the discussion and application of the following accounting standards as it pertains to metal and mineral companies in relation to the understanding their financial position and their ability to finance resource development:</p> <ul style="list-style-type: none"> • Reclamation, decommissioning and restoration • Alternative financing arrangements 	<p>KPMG Video #2</p> <p>Team Project Discussion Financial</p>	None

	<ul style="list-style-type: none"> Leases Flow through shares Goodwill and impairment <p>Guests: Pieter Fourie, Philip Shalin</p>	Statement Analysis of Project Companies	
10	<p><u>FINANCING STRUCTURES AND STRATEGIES 1</u></p> <p>This includes the assessment and development of the various financing strategies used by metal and mineral companies to develop mineral resources. Topics include:</p> <ul style="list-style-type: none"> Financing instrument such as Bank debt, Project financing, Bonds, Royalties and Streams, Flow through shares. The qualitative and quantitative impacts of funding sources on a metals and minerals company's corporate strategy The valuation implications of each funding source as well as the flexibility they provide the company in ensuring its financing requirements. <p>Guest: Jeff de Sousa (JS)</p>	<p>JS Video</p> <p>Individual Case Study – Assessing Argonaut Gold's financing of Cerro del Gallo</p>	None
11	<p><u>FINANCING STRUCTURES AND STRATEGIES 2</u></p> <p>This class includes a discussion with the teams regarding the financing considerations for their company and project.</p> <p>Guest: Jeff de Sousa</p>	Team Project Discussion Financing Instruments and Strategies	None
12	<p><u>FINAL TEAM PROJECT PRESENTATION</u></p> <p>The teams will present their findings regarding the financing strategy for their Team Project and Company.</p>	None	Team Project – Final Presentation

Assignments

Assignment Submission Process

Assignments are submitted on Canvass by 7:00 pm on their due date.

The electronic files must be structured as follows:

- PDF file format.
- File naming protocol for individual assignments: *Student Name (i.e. last_first) - Assignment*. For example: **Smith_John – Evaluation Assignment**.
- File naming protocol for the team projects: *Team Company Name – Assignment*. For example: **Capstone – Evaluation of Santo Domingo**.
- Include a header within each document containing the file name.

Failure to follow these requirements may result in a reduction of one letter grade at the discretion of the Instructor.

Team Project - 40%

The objectives of the Team Project are as follows:

- Analyze, assess and develop a financing strategy that results in the wealth creation for a metals & minerals company taking into consideration:
 - The evaluation of a mineral properties.
 - The financial analysis of metals & mineral companies and their capacity to finance growth.
 - The financing instruments available to metals and minerals companies
- Communicate more effectively in order to establish credibility and trust with stakeholders.

During the semester, the teams are expected to progress the analysis of their Project and Project Company. Topics that are pertinent to each class and their application to the Team Project are discussed in order to provide feedback to the teams to assist them in the advancement of their assignment. In Class 12, each team makes a final power point presentation (15 minutes maximum, followed by a 30 minute Q&A) which should reflect the feedback received throughout the semester.

The presentation includes the following:

- Executive Summary.
- Brief overview of the Company and the Project.
- Metal Markets Analysis including future metal price assumptions.
- Summary Base Case Cash Flow and DCF metrics
- Financing Alternatives for the Project.
- Financing Strategy for the Project.
- Wealth Creation Potential of the Project for the Company

The Power point presentation also includes Appendices to provide detailed supporting schedules (appropriately cross-referenced) as well as a bibliography citing reference sources. The students will not refer to these appendices during the presentation unless it is required to respond to a question. However, the appendices are an integral part of the overall assignment and will be marked together with the power point presentation.

At a minimum, appendices should address the following:

1. Overview of the Project
 - a. Analysis of the Defining Characteristics of the Metals & Minerals Industry and an assessment of how they relate to the Project with respect to:
 - i. The determination of the Key Business Drivers of the Project.
 - ii. A risk/opportunity assessment of those Key Business Drivers (including mitigation strategies where possible) and an analysis of the assumptions used in carrying out a sensitivity analysis.
 - iii. A sensitivity analysis supporting the determination of the Key Business Drivers.
 - b. Range of Values for the Project supported by Discounted Cash Flow evaluation models based on the 43-101 evaluation.
2. Overview of the metal/mineral
 - a. Overview of key supply aspects – Mineral Reserves & Resources, production, competition level
 - b. Overview of key demand aspects (e.g. downstream use factors, recycling, etc.)
 - c. ESG considerations and any other relevant aspects that impact prices
3. Analysis of the company
 - a. Overview of the Company's Strategy and Operations.
 - b. Share Price Performance of the Company over the past decade in comparison to its peers and broader equity markets.
 - c. Financial Analysis of the Company taking into consideration
 - i. The financial performance of the Company over the past 3 years
 - ii. The financing instruments currently in place
 - iii. The debt capacity of the Company
 - d. Risks/Opportunity Assessment of the Company and how this may impact the Company's ability to finance the project.

4. Financing Selection

- a. Assessment of the realistic financing choices available to the company with respect to financing the Project (pros and cons for each)
- b. Detailed Rationale for the selection of financing package

The composition of the Team Project Grade is as follows:

Component	Weighting %
Weekly Class Team Project Discussions	10
Written Power Point Presentation and Appendices – Class 12	20
Verbal Power Point Presentation and Q&A responses – Class 12	10
Total Team Mark	40

Individual Assignment - Cerro del Gallo (“CDG”) - 45%

The objectives of the individual assignment are:

- Analyze, assess the wealth creation potential of a mine development property.
- Communicate more effectively in order to establish credibility and trust with stakeholders.
- Analyze the implications of mineral property development on company’s financial position.
- Develop financing strategy for the company to construct the mine.

The assignment is structured so that sections of the Final Report are submitted and marked during the semester. The students can revise the sections of the report that are marked prior to handing in the Final Report. The key deliverables are as follows:

1. Assessment of Key Business Drivers (Due in Classes 3, 4, 5 and 6)
2. Project Evaluation Report – (Due in Class 8)
3. Final Report – (Due one week after Class 12)

1. Assessment of Key Business Drivers

The DCF for the project Evaluation is comprised of Key Business Drivers which are the critical inputs that impact the overall evaluation of the project. Each week, students will analyze and assess Key Business Drivers Parts A – D as noted below. This analysis will include:

- The relevant defining characteristics
- A risk/opportunity assessment and risk mitigation strategies
- Sensitivity analysis (including a justification of the range of values)
- Impact on NPV

The key business drivers to be considered are as follows:

Part A – (Class 3) Reserves and Production

Part B – (Class 4) Revenue, TCR’s, Transportation Costs, Energy Costs and Foreign Exchange

Part C – (Class 5) Capital Costs and Reclamation Costs

Part D – (Class 6) Permitting and other delay impacts on commencement of construction or achievement of full production

2. Project Evaluation Report

Students assume the role of a consultant providing an independent project evaluation of the Cerro del Gallo gold development property (“The Project”). Based on the evaluation of all facets of the Project you will conclude on the wealth creation potential of the project and the merits of proceeding with project development.

The information required to complete this evaluation is contained in the “Cerro del Gallo Pre-Feasibility Study NI43-101 Technical Report January 31, 2020”, prepared by Argonaut Gold.

The Project Evaluation Report includes:

- Executive Summary
- Overview of the Project
- Assessment of Key Business Drivers (Parts A – D as submitted in Classes 3 – 6)
- Range of Values for the Project supported by a Discounted Cash Flow evaluation model including a upside, base and downside cases.
- Assessment of the merits of proceeding with the project based on the risks and opportunities identified and what further work may need to be done by Argonaut Gold to mitigate risk and provide more upside to the project.

3. Final Report

The final report includes the following:

- Project Evaluation Report submitted in Class 8
- Financial Assessment of the Sponsor Company:
 - Overview of Argonaut Gold
 - An assessment of the financial ability of Argonaut Gold to proceed with this project and the impact it would have on its financial position.
- Financing strategy: Based on the analysis on the project evaluation report and the financial assessment of the company, students will develop financing strategy (including rationale) for the development of CDG.

The composition of the Project Evaluation Report Grade is as follows:

Component	Weighting %
Key Business Drivers - Part A	2.5
Key Business Drivers - Part B	2.5
Key Business Drivers - Part C	2.5
Key Business Drivers - Part D	2.5
Project Evaluation Report	20.0
Final Report	15.0
Total	45.0

Personal Values Assessment – 15%

Personal values strongly impact the choices we make. Our personal values also impact our reaction to the choices that others make. This is true in our personal lives but equally so in our business endeavors.

Understanding and being able to assess how our personal values impact the choices we make, how those choices impact others and how we react to the choices of others is a critical skill. This will ultimately impact our ability to lead others and to work in team settings in order to achieve the strategy and goals of the organizations in which we work.

The Personal Values Assessment is based on your ability to understand and assess personal values in relation to the choices that are made. The values that you use will be those that are most important to you.

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On a random basis during the semester, the instructor will set up one on one meetings with you to review your progress with your diary and to discuss your learnings from this process. You will also be required to submit your completed diary prior by Class 12. Your ability to analyze and assess your own values, the values of others around you and how that impacts the choices that are made will form the basis for your mark.

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you met the specific deliverables for each assignment. This comprises approximately half of the overall marks available.

The balance of the marks available are based on the quality of your work as follows:

- Depth of research (as evidenced by the bibliography)
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- Relevant and creative recommendations (realistic and sustainable)
- Personal perspectives (your opinion and relation to personal experience you have had)
- Professional appearance (including title pages, headings, spelling and grammar)

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Late submissions of assignments result in a reduction in marks. For the first 48 hours that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in up to 48 hours late the revised grade is an A. If it were handed in between 48 and 96 hours late the mark would be an A-. This pattern of mark reduction continues for subsequent 48 hour intervals. The only exception to the above is for bona fide situations of serious illness or family or personal emergencies that receive written approval in advance by Richard.

Calculation of Course Grade

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

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A+	9.0
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B+	6.0
B	5.0
B-	4.0
C+	3.0
C	2.0
C-	1.0
F	0.0

General Academic Policies: Grading, Academic Honesty and Accommodations

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 website.

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

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

MINE 6300 3.00

3. Course Title

a. **Long Course Title**

Social and Environmental Strategies in Mining

b. **Short Course Title**

4. Existing Pre-requisites/Co-Requisites

All 5000 series Required Core Foundation Courses

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

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

6. Effective Session of Proposed Change(s)

Fall 2022

7. Academic Rationale

The changes to the course number, title and course description better describe the scope of this course which considers the entire value chain of the metals and minerals industry, i.e. not just mining. These changes, together with the addition of the pre/co-requisites align with the proposed changes for the GMM specialization and the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p><u>Course Number</u> MINE6300 3.00</p> <p><u>Course Title</u> Social and Environmental Strategies in Mining</p> <p><u>Course Description</u> Provides an understanding of the social and environmental challenges and opportunities in the global mining industry. Students develop environmental and social strategies which ensure sustainable value creation based on international standards and industry practices found in the mining industry.</p> <p><u>Pre-Requisites</u> All 5000 series Core Foundation Courses</p> <p><u>Co-Requisites</u> None</p>	<p><u>Course Number</u> GMMM6300 3.00</p> <p><u>Course Title</u> Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p><u>Course Description</u> Students analyze and assess the role that stakeholders have in determining the strategies of metals and minerals companies and the critical role of collaboration in seeking outcomes that benefit all stakeholders. Students learn responsible business practices, specifically focusing on the strategies, skills and methods used to bring together stakeholder groups with divergent views and values.</p> <p><u>Pre-Requisites</u> All 5000 series Core Foundation Courses GMMM5100</p> <p><u>Co-Requisites</u> GMMM6200, GMMM6300, GMMM6400</p>

Consultation

Not required

Originator

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Approvals:

Area or Specialization

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

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

September 30, 2021
Date

Ashwin Joshi
Name of Program Director

Schulich MBA
Program

Program Committee

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

Marcia Annisette
Signature

October 7, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

GMMM 6300 3.00: Stakeholder Collaboration for Responsible Mineral Development & Use



Instructor

Carolyn Burns
cburns18@schulich.yorku.ca

Office hours: By appointment

Carolyn is the Executive Director of the Devonshire Initiative and the Co-Founder and Director at NetPositive. Carolyn has over 15 years' experience designing and facilitating systems to manage complexity with diverse groups. Carolyn has a MBA from the Schulich School of Business, a Graduate Certificate in Community Relations in the Extractive Sector from Queen's University and a Honours Bachelor of Arts from McGill University.

Brief Description

Students analyze and assess the role that stakeholders have in determining the strategies of metals and minerals companies and the critical role of collaboration in seeking outcomes that benefit all stakeholders. Students learn responsible business practices, specifically focusing on the strategies, skills and methods used to bring together stakeholder groups with divergent views and values.

Prerequisites

All 5000-series Required Foundations of Management Core Courses
GMMM 5100

Corequisites

GMMM 6100, GMMM 6200, GMMM 6400

Content

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Learning Outcomes

- The objective of this course is to improve students' decision-making skills and enhance their leadership abilities.
- With respect to decision-making skills, students will be challenged to critically analyze and make recommendations related to multi-stakeholder collaboration in the metals and minerals industry. They will assess how stakeholders ultimately determine the strategies of metals and minerals companies and how effective collaboration supports responsible business practices and positive outcomes for all stakeholders.
- With respect to leadership abilities, students will examine how personal values, worldviews and experiences impact the choices they and others make as it relates to collaboration and communication.
- **Critical Analysis & Strategic Decision-Making**
- This course teaches students how to analyze and develop strategies for multi-stakeholder engagement and collaboration to support responsible business practices. After completing this course students will understand how to incorporate qualitative and quantitative data into a thoughtful engagement plan that supports an organization's short- and long-term sustainability goals.

- **Responsible Business**
- This course provides students with the ability to understand the perspective of multiple stakeholder groups, which will inform their ability to identify and respond appropriately to ethical, social, or environmental issues arising in business decision-making. It will also inform their ability to collaborate with other groups and individuals to promote responsible business practices.
- **Collaborating with Diverse Stakeholders, a Global Perspective**
- Collaborating with diverse stakeholder groups is a key element of working in the global context. This course provides students with the skills and tools to do so effectively. Specifically, this course teaches students how to critically analyze and understand the diverse positions, interests, values and worldviews of multiple stakeholder groups. This course provides students with the tools and fundamentals to design opportunities to build meaningful relationships with a diverse group of stakeholders.
- **Professional Communication & Self-Awareness**
- This course provides students with opportunities to practice oral presentation and writing. It provides students with the tools to analyze and determine the appropriate style of communication based on audience and objective. The course also provides students with the opportunity to understand and analyze their own personal values, which is integral to effective communication and collaboration.

Deliverables at a Glance

See below for more detailed information about the course deliverables

Evaluation Item	Weighting %	Responsibility
Team Project: Engagement and Collaboration Strategy	50	Team
Positions, Interests and Values Reflection Paper	25	Individual
Dialogue Simulation Reflection Paper	25	Individual
	100	

Course Material

The course materials will primarily include readings and pre-recorded lectures and are noted in the class by class syllabus. Course material includes both academic literature as well as publications and materials used by the various stakeholders in the metals and minerals sector, including companies, investors and financiers, impacted communities, governments, and civil society.

This course includes case studies and content that focus on the experience, rights and worldviews of Indigenous Peoples as it relates to the global metals and minerals industry. The course uses material that has been developed by Indigenous Peoples and where possible will provide a platform for Indigenous perspectives through speakers and recorded lectures.

Changes to the readings and pre-recorded lectures are communicated in advance and posted on Canvas.

Class-by-Class Syllabus

This course is organized into 4 sections.

Section 1: Context and Drivers of Collaboration (Week 1 – 3). This section focuses on the basics of responsible business practice, the context for multi-stakeholder collaboration and the international norms, regulations and its relevance in the metals and minerals industry. In this section students are introduced to a framework for understanding responsible business decisions that is focused on managing impacts, sharing benefits and engagement. This section will build the foundation for each learning outcome.

Section 2: Models of Collaboration (Week 4 – 5). This section focuses on the elements of multi-stakeholder collaboration and real-world examples in the metals and minerals context. Using the pillars of responsible business and specific case studies, students will become familiar with the various models and theory of multi-stakeholder collaboration.

Section 3: Understanding Stakeholders (Week 6 – 8). This section focuses on analyzing stakeholder positions, interest, values and worldviews as it relates to responsible business practices in the metals and minerals industry. This section also focuses on strategies for engagement and collaboration with a diverse set of stakeholders.

Section 4: Tools for implementation (Week 9 – 11). This section focuses on building student's general competency with the tools that support multi-stakeholder collaboration in the metals and minerals industry. This includes planning and strategy tools, as well as skills for engagement, dialogue, negotiation, and communication.

Class-By-Class Syllabus

Topic	Description	Preparation
Context and Drivers for collaboration		
1	Introduction and Course Overview <ul style="list-style-type: none"> Review of frameworks and pillars of responsible business practice Review of main stakeholder groups 	<ul style="list-style-type: none"> “The Defining Characteristics of Metals & Minerals Industry” Richard Ross, September 1, 2021 Basic Stakeholder Engagement Reading
2	Impacts and benefits of metals and minerals across the value chain <ul style="list-style-type: none"> Overview of common impacts and benefits Methods for managing impacts and benefits 	<ul style="list-style-type: none"> Getting It Right. Luc Zandvliet and Mary Anderson. Greenleaf Publishing. 2009.
3	International Norms and regulations <ul style="list-style-type: none"> Community rights, including Indigenous rights Environmental management at global and local level Understanding the role of various stakeholders in developing and implementing norms and regulations 	<ul style="list-style-type: none"> UNDRIP. UN. September 2007. UNDRIP legislation could spell more certainty for resource development. Sara King-Abadi. CIM Magazine. February 2021. Land Back: A Yellowhead Institute Red Paper. Yellowhead Institute. October 2019.
Models of Collaboration		
4	Models of collaboration (1 of 2) Influence, Alliance, Partnership, Enforcement Case Studies will include: <ul style="list-style-type: none"> From conflict minerals to a transparent supply chain (Apple, Intel, Glencore) Tesla investing in lithium production (or BMW investing in cobalt production) Community equity (TBD, FNMPC, Thaltan and Red Lake, Tlicho) Ring of Fire, Lithium development in Argentina 	
5	Models of collaboration (1 of 2) Contd...	
Understanding Stakeholders		
6	Stakeholder Analysis and Mapping <ul style="list-style-type: none"> Including a focus on positions, interest, values and worldviews <p>Guest: Community/Indigenous speaker</p>	
7	Engagement and Collaboration Strategies <ul style="list-style-type: none"> Formal engagement Building relationships through informal engagement Social media and online tools for engagement Partnerships and collaboration 	<ul style="list-style-type: none"> “Getting It Right”, Anderson, Zandvliet, 2009. Index of Community Engagement Techniques. Tamarak Institute. 2017.
Tools for implementation		

8	Dialogue and Negotiation (1/2) <ul style="list-style-type: none"> • Student presentations of stakeholder analysis and mapping • Introduction to Dialogue and Negotiation 	A Handbook of Public and Stakeholder Engagement . Dialogue for Design. December 2010.
9	Dialogue and Negotiation (2/2) <ul style="list-style-type: none"> • Student Activity and Role Play 	
10	Communications and Transparency <ul style="list-style-type: none"> • Role of communications and transparency in building trust and accountability • Methods for communicating responsible mining and mineral processing practices 	<ul style="list-style-type: none"> • Collective Impact. Stanford Social Innovation Review. John Kania & Mark Kramer. Winter 2011 • Capturing Collaborative Challenges: Designing Complexity-Sensitive • Theories of Change for Cross-Sector Partnerships. April 2018. Journal of Business Ethics.
11	Building Trust and Managing Conflict <ul style="list-style-type: none"> • Understanding the relationship between Trust and Conflict • Measuring and monitoring trust • Techniques for addressing conflict • 	
12	Team Final Presentations	

Assignments

Assignments are submitted on Canvas by 7:00 pm on their due date.

The electronic file submitted to the CMD must be structured as follows:

- PDF file format.
- File naming protocol for individual assignments: *Student Name (i.e. last_first) - Assignment*. For example: **Smith_John - Strategy Paper – The Past**.
- File naming protocol for the team projects: *Team Company Name – Assignment*. For example: **Barrick – Interim Presentation The Past**
- Include a header on each page of the document containing the file name.

Failure to follow these requirements may result in a reduction of one letter grade at the discretion of the Instructor.

Team Project (50%)

The objective of the team project is to illustrate students':

- Decision making and analysis skills;
- Ability to apply the concepts related to responsible business and global perspectives taught in the course; and
- Capacity related to presentation skills and self-awareness.

The team project requires students to research and provide recommendations about multi-stakeholder collaboration related to an assigned metal/mineral (e.g., TTT/Copper; Aluminum/Bauxite; Lithium/Cobalt; Gold). Based on the metal/mineral, students will choose a company and a specific mine site for the team project.

The team project is made of three components.

Deliverables	Due Date	Percentage
Team Presentation #1: Drivers, Stakeholders, and Impacts	Week 4	10%
Team Presentation #2: Stakeholder Analysis and Mapping	Week 8	10%
Team Presentation #3: Engagement and Collaboration Strategy	Week 12	30%

Team Presentation #1: Drivers, Stakeholders and Impacts (10%)

Based on the Case Study Activities from Week 1 -3, students will provide a summary presentation that answers the following questions.

- What constitutes responsible mining and mineral processing activity at this site/company?
 - What are the economic, social and environmental impacts from the mine site, metals produced from this site, and end products? How are they managed/shared? With whom?
- Who are the global and local stakeholders? What relationships matter?
- What drives responsible mining and mineral processing activity at this site? (e.g. regulations, voluntary standards, investor pressure, end user pressure, local pressure and SLTO)

Team Presentation #2: - Stakeholder Analysis and Mapping (10%)

Students will provide a summary presentation that answers the following questions.

- Who are the priority stakeholders? What can you assume about their worldviews, interests and values? How are they impacted by mining and mineral processing activity? What benefits do they participate in? Where are the points of connection between stakeholders values and interest?
- How do stakeholders currently collaborate? What models are employed? Which stakeholders are included? Which stakeholders are not included?
- How are stakeholders connected? Which groups have power and influence over whom?
- How could stakeholders collaborate to support responsible mining and mineral processing activity and metals use?

Team Presentation #3: Engagement and Collaboration Strategy (30%)

Based on the course learnings, students will provide a final recommendation for how stakeholders can collaborate to support the responsible production and use minerals and metals. Students are expected to incorporate feedback from Presentations #1 and #2 into the final presentation.

Positions, Interests and Values Reflection Paper (25%) Due Week 8

The objective of this assignment is to provide students an opportunity to understand their own worldviews and positions. For this assignment students will be assigned a topic related to responsible mining and mineral processing, such as recycling, tailings management, free prior and informed consent and disclosures. Students will identify and discuss their personal positions, interests and values related to the topic and compare them to their understanding of their personal world view in a 5-page paper.

The paper will specifically answer:

- What is your position on the assigned topic?
- What drives that position? How is your position connected to your interests and values related to the topic?
- How would you define your worldview? How does your worldview shape your position on the topic?

Dialogue and Negotiation Simulation and Reflection Paper (25%) Due Week 12

Students will complete a dialogue simulation with classmates based on a role play. In the simulation students will be assigned a specific identity with a specific objective and information on the stakeholder's approach to dialogue.

Students will complete a 5-page reflection paper based on the simulation.

The papers will specifically answer:

- What happened during the simulation? Did you achieve your objective? Did other stakeholders achieve their objective?
- Was it difficult to follow the assigned dialogue approach? Which approach was used for the dialogue?
- What were your key takeaways from the simulation? What did you learn about dialogue when stakeholders have different approaches?

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you have met the specific deliverables for each assignment. This comprises approximately half of the overall marks available.

The balance of the marks available are based on the quality of your work as follows:

- Depth of research (as evidenced by the bibliography)
- Clarity of thought (logical and succinct)
- Relevant and creative recommendations (realistic and sustainable)
- Personal perspectives (your opinion and relation to personal experiences you have had)
- Professional appearance (including title pages, headings, spelling and grammar)

You are encouraged to ask any questions or raise concerns you may have regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the quality of your work.

Late submissions of assignments result in a reduction in marks. For the first 48 hours that an assignment is late there is a reduction of one letter grade (assignments are due at 6:00 pm on the due date). For example, if the mark of an assignment would otherwise have been an A+ and is handed in up to 48 hours late the revised grade is an A. If it were handed in between 48 and 96 hours late the mark would be an A-. This pattern of mark reduction continues for subsequent 48-hour intervals. The only exception to this is for serious illness or family emergencies and approval is received in advance from the instructor.

Calculation of Course Grade

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

The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

Letter Grade	Grade Point
A+	9.0
A	8.0
A-	7.0
B+	6.0
B	5.0
B-	4.0
C+	3.0
C	2.0
C-	1.0
F	0.0

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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.

Date Prepared: September 3, 2021

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

MINE 6400 3.00

3. Course Title

a. Long Course Title

Managing People in Mining

b. Short Course Title

4. Existing Pre-requisites/Co-Requisites

All 5000 series Required Core Foundation Courses

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

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

6. Effective Session of Proposed Change(s)

Fall 2022

7. Academic Rationale

The changes to the course number, title and course description better describe the scope of this course which considers the entire value chain of the metals and minerals industry, i.e., not just mining. These changes, together with the addition of the pre/co-requisites align with the proposed changes for the GMM specialization and the addition of the proposed GMM Graduate Diplomas (Types 2 and 3).

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<u>Course Number</u> MINE6400 3.00	<u>Course Number</u> GMMM6400 3.00
<u>Course Title</u> Managing People in Mining	<u>Course Title</u> Organizational Excellence in the Metals and Minerals Industry
<u>Course Description</u> Provides an understanding of the organizational design, management systems and leadership practices mining companies use to manage people. Students develop organizational structures and management systems that facilitate a mining company's ability to deliver on its strategy of creating value for all stakeholders	<u>Course Description</u> In this course, students learn to develop Organizational Excellence Models for metals and minerals companies. They learn to implement the strategic choices metals and minerals companies make through the development of key elements of Organizational Excellence. This includes the identification, development, and measurement of elements of Organizational Excellence in the metals and minerals industry as well as the creation of supporting organizational structures and governance mechanisms.
<u>Pre-Requisites</u> All 5000 series Core Foundation Courses	<u>Pre-Requisites</u> All 5000 series Core Foundation Courses GMMM5100
<u>Co-Requisites</u> None	<u>Co-Requisites</u> GMMM6100, GMMM6200, GMMM6300

Consultation

Not required

Originator

Richard Ross

Signature

September 30, 2021

Date

Richard Ross

Name

Global Mining Management

Area or Specialization

Approvals:

Area or Specialization

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

Richard Ross

Signature

September 30, 2021

Date

Richard Ross
Name

Global Mining Management
Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

September 30, 2021
Date

Ashwin Joshi
Name of Program Director

Schulich MBA
Program

Program Committee

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

Marcia Annisette
Signature

October 7, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

GMMM6400 3.0: Organizational Excellence in the Metals and Minerals Industry



Claudia Mueller
G328 McEwen Building
(647) 458-2552
cmueller@schulich.yorku.ca

Claudia Mueller is the Associate Director of the Global Mining Management program and the Director of the Centre of Excellence in Mining Leadership. Claudia is a leadership and management specialist with over ten years of international experience in teaching, research, and consulting in the metals and minerals industry.

Brief Description

In this course, students learn to develop Organizational Excellence Models for metals and minerals companies. They learn to implement the strategic choices metals and minerals companies make through the development of key elements of Organizational Excellence. This includes the identification, development, and measurement of elements of Organizational Excellence in the metals and minerals industry as well as the creation of supporting organizational structures and governance mechanisms.

Prerequisites: All 5000-series courses; MINE5100

Corequisites: MINE6100, MINE6200, MINE6300

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Course Learning Outcomes

The goal of the course is to develop organizational excellence models for companies in the metals and minerals industry.

Analytical Skills and Strategic Decision-Making

Students gain an understanding of the relationship between the Defining Characteristics of the Metals and Minerals Industry (“Defining Characteristics”), the Global Metals and Minerals Strategy framework and Organizational Excellence in the metals and minerals industry. They study how strategic priorities and business drivers that arise from the Defining Characteristics impact areas of organizational excellence for metals and minerals companies. They identify key elements of organizational excellence in the metals and minerals industry and learn to measure them as well as enable them through organizational structure and governance.

Global Perspective and Responsible Business

Students assess how companies and changes in global metals and minerals value chains impact organizational excellence. They also consider and assess how stakeholder needs and demands throughout the materials value chain can be incorporated into models of organizational excellence.

Professional Communication

Throughout the course, students deliver engaging presentations and prepare informative reports that demonstrate their verbal and written communication abilities. Students also work in teams which requires effective communication between team members to achieve team goals.

Deliverables at a Glance

The contribution of each assignment to the final grade for the course as well as the type of the assignments, individual or group, is indicated in the following table:

Assignment	% Total	Author
Participation	15	Individual
Comparative Organizational Excellence Analysis	40	Individual
Team Project	45	Group

For details, see “Assignments Description” and “Evaluation of Assignments”.

Course Material

There is no assigned book for this course.

The specific readings for the course are outlined in the class-by-class syllabus and are updated throughout the semester. All readings will be provided on Canvas. If there are changes to the pre-readings these are indicated at the end of the preceding class. You must check Canvas and this Course Outline frequently to ensure you are meeting the requirements of the course pre-readings

Class-by-Class Syllabus

The dates, topics, homework, and assignments for every class are listed below and added throughout the semester on Canvas.

Any changes to the following are communicated during class and are also posted on Canvas. When changes need to be announced between classes, an email is sent to your Schulich email account.

Topic	Description	Preparation	Assignments
Residence Topic 1 (Week 1)	<p><u>Reimagining excellence in mining</u></p> <p>In this class, we discuss how a different way of thinking may lead metals and minerals companies (“minerals companies”) towards a more collaborative future.</p> <p>The metals and minerals industry (“minerals industry”) has a long history in many countries around the globe. While much has changed in the global business environment, many companies in the minerals industry have remained locked in their traditional understanding of their business and its purpose.</p> <p>An investigation of the Defining Characteristics of the Metals and Minerals Industry (“Defining Characteristics”) will lead us to elements of organizational excellence in the minerals industry. We then explore how a collaborative future may change the understanding of organizational excellence in the minerals industry.</p>	<p>Levitt, T. (2006). What Business Are You In? <i>Harvard Business Review</i>, 84(10), 126–138.</p> <p>Ted Talk: Simon Sinek, “How great leaders inspire action”</p> <p>Görner, S., Kudar, G., Mori, L., Reiter, S. and Samek, R. (2020). The mine-to-market value chain: A hidden gem. Via McKinsey website.</p> <p>Jacques, F. M. (2007). Even Commodities Have Customers. <i>Harvard Business Review</i>, 85(5), 110–119.</p> <p>Watch assigned case study/scenario video (pre-recorded)</p>	None
Topic 2 (Week 2 and 3)	<p><u>The foundation of excellence: structure and governance</u></p> <p>In Classes 2 and 3, we study how minerals companies identify areas of organizational excellence that allow them to mitigate aspects of the Defining Characteristics. Furthermore, we explore how organizational structures and governance mechanisms can enable the development of organizational excellence in areas of strategic priority.</p> <p>Companies are structured and governed in a way that facilitates the development of excellence in key strategic areas. This means aligning resources with areas of strategic importance while enabling effective and productive mechanisms for decision making. In the minerals industry, this can be particularly challenging due to the limited control companies have over aspects of their business environment</p>	<p>Blenko, M. W., Mankins, M. C., & Rogers, P. (2010). The Decision-Driven Organization. <i>Harvard Business Review</i>, 88(6), 54–62.</p> <p>Kudelko, J. (2016). Structurization of mining companies. <i>Gospodarka Surowcami Mineralnymi</i>, 32(4), 157–180.</p> <p>Xueming Luo, Kanuri, V. K., & Andrews, M. (2013). Long CEO Tenure Can Hurt Performance. <i>Harvard Business Review</i>, 91(3), 26</p>	None

	<p>as well as the fluctuating requirements throughout the mining life cycle.</p> <p>Our discussion includes different organizational models and their advantages and disadvantages as well as aspects of governance. We pay particular attention to structures and mechanisms that enable minerals companies to collaborate with diverse stakeholders in the minerals industry.</p> <p>Students start creating organizational excellence models for their assigned project companies.</p>		
<p>Topic 3 (Week 4 and 5)</p>	<p><u>Excellence in innovation and organizational capabilities</u></p> <p>In Classes 4 and 5, we focus on the first element of organizational excellence in the minerals industry: Innovation and corporate capabilities. Students learn to identify key strategic capabilities and explore tools to develop them.</p> <p>Companies develop the capabilities necessary to execute their strategy. To deliver on their strategic priorities, they continuously improve their capabilities and identify opportunities for innovation. Given the unique nature of each mine site/project it is particularly difficult to develop consistency and excellence around innovation and capabilities in the minerals industry.</p> <p>We explore approaches for the measurement of capabilities and investigate organizational structures and governance mechanisms that can enable them. Students brainstorm how innovation can support stakeholder collaboration in the context of often conflicting stakeholder needs and demands.</p> <p>Students apply their learnings to their assigned project by identifying key strategic capabilities and areas of innovation of their project companies. They find appropriate tools for the development and measurement of innovation and capabilities in their organizational excellence model. They build organizational structures and governance mechanisms that enable the capabilities and areas of innovation for their project companies.</p>	<p>Sánchez, F., & Hartlieb, P. (2020). Innovation in the mining industry: Technological trends and a case study of the challenges of disruptive innovation. <i>Mining, Metallurgy & Exploration</i>, 1-15.</p> <p>Gruenhagen, J. H., & Parker, R. (2020). Factors driving or impeding the diffusion and adoption of innovation in mining: A systematic review of the literature. <i>Resources Policy</i>, 65, 101540–.</p> <p>Shuen, A., Feiler, P. F., & Teece, D. J. (2014). Dynamic capabilities in the upstream oil and gas sector: Managing next generation competition. <i>Energy Strategy Reviews</i>, 3, 5-13.</p>	<p>None</p>

<p>Topic 4</p> <p>(Week 6 and 7)</p>	<p><u>Excellence in culture and leadership</u></p> <p>In Classes 6 and 7, we explore the link between culture, leadership, and strategy. We study different types of leadership styles and cultures and their benefits and challenges for minerals companies. Students learn how minerals companies engage and motivate employees and external stakeholders in a global context.</p> <p>Organizations build cultures that embrace the values that guide their strategies. They find ways to engage and motivate their employees and hold them accountable for their responsibilities, including for organizational values. Given the volatility and the global nature of the minerals industry, it is particularly complex to develop consistent cultures and leadership styles.</p> <p>Our discussion also focuses on compensation and rewards structures used in the minerals industry. We explore different ways to measure culture and leadership and how minerals companies can enable collaborative cultures and leadership styles through structure and governance.</p> <p>Students further develop the organizational excellence model for their project companies. They identify appropriate leadership styles and cultures for their project companies and create systems to develop effective leaders. They build tools for the measurement of culture and leadership and find structures and mechanisms that enable culture and leadership styles.</p>	<p>Tharp, B. M. (2009). Four organizational culture types. <i>Hawort Organizational Culture White Paper</i>.</p> <p>Empson, L. (2019). How to Lead Your Fellow Rainmakers. <i>Harvard Business Review</i>, 97(2), 114–123.</p>	<p>None</p>
<p>Topic 5</p> <p>(Week 8 and 9)</p>	<p><u>Excellence in project and process management</u></p> <p>In Classes 8 and 9, we explore how minerals companies manage scope, time, and budget of their projects in the context of global performance standards and local requirements. We discuss how they make decisions around engaging and choosing contractors (EPCs/EPCMs) for their projects. We learn how companies</p>	<p>Bascompta, M., Sanmiquel, L., Vintró, C., Rossell, J. M., & Costa, M. (2018). Safety culture maturity assessment for mining activities in South America. <i>Work (Reading, Mass.)</i>, 61(1), 125–133.</p> <p>Scales, M. (2019, September). Why complex mining project fail, time and again. <i>Canadian Mining Journal</i>. Retrieved from http://canadianminingjournal.com/featur</p>	<p>Team Presentation Part 1 (15%)</p>

	<p>manage their production costs against the cost curve and the production rate.</p> <p>Companies develop excellence in the management of projects and processes to deliver on their strategy. For minerals companies this means bringing consistency to global projects in the context of their unique natures. Additionally, they define processes to balance the need to localize with the requirement for corporate control in the context of an industry with limited control over its business environment. Fluctuations throughout different stages of the mining life cycle and the metals price cycle must also be considered in their project and process management. Varying stakeholder needs and demands must also be considered throughout the mining life cycle.</p> <p>We investigate how project and process excellence can be measured and enabled through organizational structure and governance mechanisms.</p> <p>Students add the next element of organizational excellence to their model. They identify the areas of excellence for their project companies and create systems to develop them. They build tools for the measurement of project excellence and find structures and mechanisms to enable excellence.</p>	<p>ed-article/why-complex-mining-projects-fail-time-and-again/</p> <p>Haubrich, C. (2014, October). Why Building A Mine On Budget Is Rare. CIM Magazine.</p>	
<p>Topic 6 (Week 10)</p>	<p><u>Excellence in business intelligence and risk management</u></p> <p>In this class, we discuss how minerals companies make decisions on their geographic locations. We explore how they gather and use business intelligence in their risk management processes. Students learn about different risk management tools and how health and safety can be included in risk management tools in the minerals industry. We investigate how opportunities and risks are balanced and how they are communicated to stakeholders.</p> <p>Companies build excellence in their abilities to accumulate business intelligence and to manage risks and opportunities to deliver on their strategy. For minerals companies this is particularly challenging due to the highly global and volatile nature of their</p>	<p>Mitchell, P. (2021). Top 10 business risks and opportunities for mining and metals in 2021.</p> <p>Swart, A. and Lane, A. (2021, February). Tracking the Trends 2021: Closing the trust deficit. Deloitte Insights. https://www2.deloitte.com/za/en/insights/industry/mining-and-metals/tracking-the-trends/2021/mining-risk-resiliency-amid-volatility.html</p>	<p>None</p>

	<p>business. With limited control over aspects of their business environment and many conflicting needs and demands from various stakeholder groups, the ability to use business intelligence to weigh risks and opportunities is of great importance.</p> <p>Students continue to build their organizational excellence model by identifying business intelligence processes for their project companies. They develop tools for opportunity and risk managements and for the measurement of excellence in this area. Lastly, they find structures and governance mechanisms to enable their development.</p>		
<p>Topic 7 (Week 11)</p>	<p><u>Excellence in collaboration and partnerships</u></p> <p>In this class, we discuss how companies identify potential partners and how they assess benefits and risks of collaboration. We explore how they develop successful partnerships with partners including end consumers and consumer product companies. Students investigate how minerals companies can engage stakeholders at different stages of the mining life cycle.</p> <p>Companies develop excellence in their ability to collaborate and partner with different stakeholders. In the minerals industry, this is particularly difficult due to the volatility in global demand and supply for mineral products. Additionally, the often-conflicting needs and demands of stakeholders can make it challenging to find ways to collaborate and partner across the materials value chain. Minerals companies must engage with stakeholders with different levels of experience with mining or industrial activities and incorporate their views into their excellence models.</p> <p>Students add the last element to their organizational excellence model. They identify areas of excellence in collaboration and partnerships and find tools to develop them. They build tools to measure and structures to enable excellence in collaboration and partnerships.</p>	<p>TBD</p>	<p>None</p>

Residence (Week 12)	<u>Final Presentations and Wrap Up</u>		Comparative Organizational Excellence Analysis – Individual (40%) Team Project Presentation Part 2 (35%)
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Assignments

Comparative Organizational Excellence Analysis – 40%

Students choose two metals and minerals companies that operate in the same commodity market(s).

In their Analysis Paper, they investigate how companies with similar strategic orientations establish competitive advantages over their peers. As a minimum, the paper should include the following:

- An identification of the highest and lowest performers based on a comparative share price analysis of the largest producers in their chosen commodity market.
- An outline of the strategic choices the companies have made as they relate to the elements of organizational excellence in the metals and minerals industry.
- Examples of organizational excellence (or the lack thereof) for each element
 - Including the link to the performance of the company
 - An analysis of the indicators and targets the companies chose for evaluation of these elements, where applicable.
 - Recommendations of other indicators and targets the companies should include.
 - Examples of companies and/or standards that use the recommended indicators and targets
- An assessment of the possible integration or collaboration strategies that the two companies identified above could follow in the development and measurement of each element of excellence.

The paper must also include an index, an executive summary, and a bibliography.

The Comparative Organizational Excellence Analysis is due in week 12. Students will be asked to submit updates on their progress on a weekly basis.

Team Project – 45%

In class 1, students are assigned to teams by the instructor. The teams prepare two presentations.

Presentation Part 1 (20%)

Each team is assigned a metals and minerals company. The teams prepare a power point presentation that illustrates the strategic choices the company has made and how these impact the organizational excellence model of the company.

The teams pre-record this first presentation and submit it to the instructor. Upon revision, the recordings will be made available to the class on Canvas. The presentations should not exceed 15 minutes.

At a minimum the presentation should address the following:

- The identification of the defining characteristics of the industry the company operates in as well as its key business drivers.
- A summary of its value chain, including an identification of the key actors at each stage of the value chain as well as the key end-user industries.
- An analysis of the strategic choices the company has made and how these relate to elements of organizational excellence.
- A comparative share price chart that showcases how the company has performed against its peers.
- A draft model of organizational excellence for the organization, including tentative indicators.

The presentation is due in week 8 and the instructor will provide feedback to each team upon submission of the recording.

Presentation Part 2 (25%)

Teams prepare a final presentation that outlines the Organizational Excellence model for their project company.

The presentation includes the following:

- The final Organizational Excellence Model for their project company, including
 - Examples of each element in the model (from within the mineral and other industries).
 - Identification of indicators for each element, including those already in use and those recommended for future inclusion.
 - Recommended targets for each indicator and their justification/explanation.
- An assessment of the possible integration or collaboration strategies that would allow the company to include alternative measurements of Organizational Excellence in their models.
- An evaluation and conclusion of the level of Organizational Excellence the company has achieved based on the new model.
- Recommendations on improvements that would allow the company to improve their Organizational Excellence performance.

The presentation includes an executive summary, index, bibliography. The maximum length of the presentation is 20 minutes. The presentation will be delivered in class 12 and will be followed by a Q&A period.

Personal Values Assessment – 15%

Personal values strongly impact the choices we make. Our personal values also impact our reaction to the choices that others make. This is true in our personal lives but equally so in our business endeavors.

Understanding and being able to assess how our personal values impact the choices we make, how those choices impact others and how we react to the choices of others is a critical skill. This will ultimately impact our ability to lead others and to work in team settings in order to achieve the strategy and goals of the organizations in which we work.

The Personal Values Assessment is based on your ability to understand and assess personal values in relation to the choices that are made. The values that you use will be those that are most important to you.

The output of this assignment is a diary, which you will keep and update on a weekly basis. Each week there must be at least one entry which includes a choice that you made and a choice that you have observed in another person (please do not use real names of others in your diary). You will assess those choices in relation to one or more of your values. This would include an evaluation of whether or not you believe the choice supported that value or not as well as how you and others were impacted by that choice.

On a random basis during the semester, the instructor will set up one on one meetings with you to review your progress with your diary and to discuss your learnings from this process. You will also be required to

submit your completed diary prior by Class 12. Your ability to analyze and assess your own values, the values of others around you and how that impacts the choices that are made will form the basis for your mark.

Assignment Submission Process

Assignments are to be submitted through Canvas by their due date. The assignments must be in PDF file format. The naming protocol for the assignment should be: Your Full Name or Team Name. Name of the Assignment. Course Name. For example:

Smith_John. MetalAnalysisPaper. MINE6400W21

Please be sure to include a header in each document containing the same information. This ensures a smooth and expedited marking process.

Evaluation of Assignments/Projects

The evaluation of the assignments takes into consideration whether you met the requirements and deliverable set out in this Course Outline and further amplified, if necessary, during class.

In addition, the evaluation takes into consideration:

- Clarity of thought
- Depth of research
- Professional appearance
- Personal perspectives
- Quality of conclusion and links to specific topics in mining such as sustainability, strategy, finance, and management.

The instructor, in their sole discretion, assigns marks based on a combination of meeting the requirements of the assignment as set out and her assessment of the quality of the work done in relation to the above noted other factors. You are encouraged to speak to the instructor in advance if you have any doubts or concerns regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the other factors noted.

Due to the close integration of the assignments with the material for the classes, the late submission of assignments results in a reduction in marks. For each day that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in one day late the revised grade is an A. If it were handed in two days late the mark would be an A- and so on for each day that the assignment continues to be late. The only exception to this is for serious illness or family emergencies. You must contact the instructor by email in advance in the event of these situations to ensure your grade is not reduced.

Calculation of Course Grade

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

Letter Grade	Grade Point
A+	9.0
A	8.0
A-	7.0
B+	6.0
B	5.0
B-	4.0
C+	3.0
C	2.0
C-	1.0
F	0.0

General Academic Policies: Grading, Academic Honesty and Accommodations

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

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

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

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

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

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

Schulich School of Business

Memorandum

To: Faculty Council, Schulich School of Business
From: Richard Ross, Director Global Mining Management
Date: September 21, 2021
Re: New Course Proposal – GMMM6500

Motion:

Approve GMMM6500 3.00 Applying Strategy in the Metals and Minerals Industry as a new elective course for Master students.

Rationale:

A number of students take an independent study (MINE6900) with the GMM program every year. This course will enable students to apply the concepts and knowledge gained throughout the GMM program in a more structured, real-life context. They will benefit from experiential learning and will be able to add personal meaning to the topics taught in the program. Students will be enabled to interact with industry professionals which will support the development of effective communication skills and add to their understanding of the industry.

New Course Proposal Form

Schulich School of Business

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).

All new course proposals must include a library statement, course outline and motion document. Provide evidence of consultation, where appropriate.

1. Responsible Program:

MBA

2. Responsible Unit:

Global Mining Management

3. Subject Code (Rubric) and Course Number:

GMMM6500

4. Credit Value:

3.00

5. Long Course Title:

Applying Strategy in the Metals & Minerals Industry

6. Short Course Title:

Applying Strategy in Metals & Minerals

7. Effective Term/Calendar Year:

Winter 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course is the integrative research project for students in the GMM specializations and diploma. It allows students to deepen their understanding of the subjects and methods learned in other GMM courses. Students gain firsthand, problem-focused experience on the application of the concepts taught in the GMM program.

Prerequisites: GMMM5100, GMMM6100, GMMM6200, GMMM6300, GMMM6400

Corequisites: None

10. Expanded Course Description:

This course is the integrative research project for students in the GMM specializations and diploma. It allows students to deepen their understanding of the subjects and methods learned in other GMM courses. Students gain firsthand, problem-focused experience on the application of the concepts taught in the GMM program. Projects vary widely in scope, nature, and topic depending on students' backgrounds and career ambitions. Students will be mentored by one of the GMM instructors to use the knowledge acquired in other GMM courses to develop insightful analysis and valuable recommendations.

11. Course Learning Outcomes:

This course provides GMM students the opportunity to experience the GMM concepts in action and to get a first-hand understanding of the strategic challenges and opportunities in the metals & minerals industry. Projects vary widely in scope, nature, and topic depending on students' backgrounds and career ambitions.

Students:

- Assess challenges and opportunities impacting the wealth creation of metals and minerals companies using the GMM Defining Characteristics Tool.
- Identify a real business problem facing an organization (or a group of peers) and design a research plan to address that problem supported by the GMM Strategy Framework and the GMM Organizational Excellence Framework.
- Implement a work plan and adapt it in real time as data collection and analysis reveal new insights.
- Enhance their ability to work with industry professionals including effective communication skills.

12. Rationale:

A number of students take an independent study (MINE6900) with the GMM program every year. This course will enable students to apply the concepts and knowledge gained throughout the GMM program in a more structured, real-life context. They will benefit from experiential learning and will be able to add personal meaning to the topics taught in the program. Students will be enabled to interact with industry professionals which will support the development of effective communication skills and add to their understanding of the industry.

13. Evaluation:

Assignment/Milestone	Weight	Type
Milestone 1: Challenges and Opportunities Analysis – Presentation	10%	Individual
Milestone 2: Work Plan – Presentation	10%	Individual
Milestone 3: Data Collection and Research – Presentation	10%	Individual
Milestone 4: Analysis and Recommendations - Report	35%	Individual
Milestone 5: Analysis and Recommendations – Presentation to Peers	35%	Individual

14. Integrated Courses:

NA

15. Cross-listed Courses:

NA

16. Enrolment Notes:

This course is for students enrolled in the GMM specialization, concurrent (type 2) or standalone diploma (type 3)

17. Faculty Resources:

This course will be offered once a year in the winter term. The course may be taken at other times during the academic year with approval from the Program Director. The instructor of the course will be determined based on the scope and nature of the topic. All GMM instructors are qualified to teach this course.

18. Physical Resources:

This course is an online course. Tech support will be required for Zoom and Canvas.

19. Bibliography and Library Statement:

Attached

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Richard Ross

Alternative instructors:

Claudia Mueller; Carolyn Burns, Larry Smith

Course coordinator:

Claudia Mueller

21. Specializations

Primary area or specialization:

Global Metals and Minerals Management

Secondary areas or specializations:

NA

22. Student Contact and Enrolment

Contact hours:

Approximately one hour per week, a total of 12 hours per term.

Maximum enrolment:

45

Expected enrolment:

This course will be a requirement for the new GMM type 2 and 3 diplomas. It is expected that the number of students will reach around 15 to 20 students per academic term.

Evidence for enrolment expectations:

With the addition of the type 3 diploma and a blended learning approach to the GMM program, we expect that our pool of potential students will grow to include early and mid-level professionals in the metals & minerals industry.

23. Human Participants Research

N/A

24. Conditions for Approval

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

N/A

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

This course is an additional requirement to the GMM foundational courses to allow students to obtain the new GMM diploma.

Originator:

Richard Ross
Signature

September 21, 2021
Date

Richard Ross
Name

Global Mining Management
Area or Specialization

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.

Ashwin Joshi

Ingo Holzinger

David Johnston

Avis Divine

Atipol Supapol

Robert Phillips

Approvals

Area or Specialization:

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

Richard Ross
Signature

September 21, 2021
Date

Richard Ross
Name of Coordinator or Director

Global Mining Management
Area or Specialization

Degree Program:

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

Ashwin Joshi

September 21, 2021

Signature

Date

Ashwin Joshi

Schulich 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

October 7, 2021

Signature

Date

Marcia Annisette

Master Programs Committee

Name of Committee Chair

Committee

Instructor

Richard Ross
ross57@me.com

Richard Ross is the Program Director of the Global Metals & Minerals Management Program (“GMM”) at the Schulich School of Business and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource industry in senior leadership roles for over 40 years.

Brief Description

This course is the integrative research project for students in the GMM specializations and diploma. It allows students to deepen their understanding of the subjects and methods learned in other GMM courses. Students gain firsthand, problem-focused experience on the application of the concepts taught in the GMM program.

Prerequisites: GMMM5100, GMMM6100, GMMM6200, GMMM6300, GMMM6400

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Course Learning Outcomes

This course provides GMM students the opportunity to experience the GMM concepts in action and to get a first-hand understanding of the strategic challenges and opportunities in the metals & minerals industry. Projects vary widely in scope, nature, and topic depending on students' backgrounds and career ambitions.

By the end of this course, students are able to:

- Assess challenges and opportunities impacting the wealth creation of metals and minerals companies using the GMM Defining Characteristics.
- Identify a real business problem facing an organization (or a group of peers) and design a research plan to address that problem supported by the GMM Strategy Framework and the GMM Organizational Excellence Framework.
- Implement a work plan and adapt it in real time as data collection and analysis reveal new insights.
- Enhance their ability to work with industry professionals including effective communication skills.

Deliverables at a Glance

The contribution of each assignment to the final grade for the course as well as the type of the assignments, individual or group, is indicated in the following table:

Assignment/Milestone	Weight	Type
Milestone 1: Challenges and Opportunities Analysis – Presentation	10%	Individual
Milestone 2: Work Plan – Presentation	10%	Individual
Milestone 3: Data Collection and Research – Presentation	10%	Individual
Milestone 4: Analysis and Recommendations - Report	35%	Individual
Milestone 5: Analysis and Recommendations – Presentation to Peers	35%	Individual

For details, see “Assignments Description” and “Evaluation of Assignments”.

Course Material

There is no assigned book for this course.

Timeline

Weeks 1 to 3

Milestone 1 Challenges and Opportunities Analysis – Presentation (10%)

By week 3, students choose an organization(s) to analyze. They present the challenges and opportunities they identified for the chosen organization, including a rating of their importance, to the instructor. Presentations are a maximum of 10 minutes long.

Weeks 3 to 5

Milestone 2 Work Plan – Presentation (10%)

By week 5, students identify which key challenges and opportunities to focus on. They create a plan that outlines what type of data they will be collecting, how they will analyze it and the time associated with each stage. Presentations are a maximum of 10 minutes long.

Weeks 5 to 8

Milestone 3 Data Collection and Research– Presentation (10%)

By week 8, students present the data they have collected and the research they have conducted. Presentations are a maximum of 10 minutes long.

Weeks 8 to 12

Milestone 4 Analysis and Recommendations – Report (35%)

By week 12, students analyze the data they collected and summarize their work in a final report. They recommend a way forward for the organization. The maximum page number for the report is 20 pages.

Milestone 5 Analysis and Recommendations – Presentation to Peers (35%)

By week 12, students present their key findings to their peers and answer questions. Presentations are a maximum of 20 minutes long.

Evaluation of Assignments/Projects

The evaluation of the assignments takes into consideration whether you met the requirements and deliverable set out in this Course Outline and further amplified in meetings.

In addition, the evaluation takes into consideration:

- Clarity of thought
- Depth of research
- Professional appearance
- Personal perspectives
- Quality of conclusion and links to specific topics in mining such as sustainability, strategy, finance, and management.

The instructor, in their sole discretion, assigns marks based on a combination of meeting the requirements of the assignment as set out and her assessment of the quality of the work done in relation to the above noted other factors. You are encouraged to speak to the instructor in advance if you have any doubts or concerns regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the other factors noted.

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A+	9	grade points		
A	8		"	"
A-	7		"	"
B+	6		"	"
B	5		"	"
B-	4		"	"
C+	3		"	"
C	2		"	"
C-	1		"	"
F	0		"	"

General Academic Policies: Grading, Academic Honesty and Accommodations

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

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

requirements, **consult your student handbook**.

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

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

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

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for
Applying Strategy in the Metals and Minerals Industry

FROM: Kris Joseph
Digital Scholarship & Business Liaison Librarian

DATE: Sept 27, 2021

GMMM 6500: Applying Strategy in the Metals and Minerals Industry

York University Libraries (YUL) is pleased to support the Global Metals & Minerals Management program's department's *Applying Strategy in the Metals & Minerals Industry* course.

As outlined, the course is project-focused; there are no standard readings or textbooks as part of the course proposal. Students will be required to analyze an organization, present a list of challenges and opportunities, and make recommendations related to a specific challenge. Accordingly, this statement focuses on research support and data services that might prove beneficial.

1. Research Databases

The following key resources are among the suite of company and industry research tools that will be of use to students in this class:

- [S&P Global Metals & Mining](#) (via *S&P Capital IQ Pro*; formerly *SNL Metals and Mining*) provides detailed company information, including company reports and filings, mining operations, technology and sustainability reports, and more.
- [Sustainalytics](#) now covers risk ratings and reports for more than 13,000 public and private companies
- [Mergent Online](#) recently acquired the *Thomson Investext* database and has integrated that data into its feed of business descriptions, merger/acquisition data, SWOT analyses and analyst reports
- [PrivCo](#) is our foremost collection of information on privately-owned companies. In addition to financial data, the database tracks projections and provides industry insight reports. Recent improvements to the platform also include the introduction of signals.

Depending on the specific organizations studied by students, additional databases, research reports and contextual information may be available. Class participants are encouraged to get in touch with the Libraries for additional research support. As an example, York University Libraries now has a dedicated data services team that can assist with gathering financial data, offer guidance on data visualizations, and more. Learn more about the team at <https://researchguides.library.yorku.ca/dataservices>

2. Research Help & Consultation Support

Students taking GMMM 6500 may benefit from just-in-time instruction for research skills and tools. York University Libraries would be pleased to develop short interactive tutorial modules that can be inserted into the course's Learning Management System (Canvas). Experience has shown that tailored content, presented to students when most relevant to course work, can contribute significantly to the achievement of course and program learning outcomes. Instructors are encouraged to contact the program's liaison librarian, Kris Joseph, during the course material preparation phase to partner on the creation of this content.

Throughout any semester where this course is offered, students will have access to research help and consultation services through the Bronfman Business Library. Drop-in research help services, which include telephone, email, instant messaging, and inperson help, are offered six days a week. Additionally, students can book an in-depth consultation with a business librarian to address specific questions or challenges related to course assignments. More information about these services can be found on this webpage: <https://www.library.yorku.ca/web/bbl/ask-a-question/>

To: Faculty Council, Schulich School of Business
From: Professor Farrokh Zandi, Associate Director, Undergraduate Programs
Date: OCTOBER 4, 2021
Re: SB/IBUS 3100 3:0 – Curriculum Change

Curriculum Change: SB /IBUS3100 3:0 – Course title: *International Business - Strategic Overview for Managers*

Rationale: *The current title is a misnomer in that it misleads the reader to believe that Schulich BBA students' first exposure to international business subject happens in their third year of study which is far from the truth. In fact, this topic is discussed in numerous first and second-year BBA required courses that embed international business topics. Accordingly, a name change, without any change in the course content, is proposed.*

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Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA Program

2. Responsible Unit:

SGMT

3. Subject Code (Rubric) and Course Number:

IBUS 3100

4. Credit Value:

3.00

5. Long Course Title:

Introduction to International Business

6. Short Course Title:

Introduction to International Business

7. Type of Course Change(s) (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)
	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 (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):

Fall 2022

Rationale:

The current title is a misnomer in that it misleads the reader to believe that Schulich BBA students' first exposure to international business subject happens in their third year of study which is far from the truth. In fact, this topic is discussed in numerous first and second- year BBA required courses that embed international business topics. Accordingly, a name change, without any change in the course content, is proposed.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Current text</p> <p><i>Introduction to International Business</i></p>	<p>Title new text</p> <p><i>International Business - Strategic Overview for Managers</i></p>

9. 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).

10. Enrolment Notes:

This course is not open to iBBA students.

11. Consultation:

N/A

Originator:

F. Zandi

September 17, 2021

Signature

Date

Farrokh Zandi

International Business

Name

Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi

October 4, 2021

Signature

Date

Farrokh Zandi

International Business

Name

Area or Specialization

Degree Program:

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

Mike Valente

October 8, 2021

Signature

Date

Mike Valente

BBA/iBBA Programs

Name of Program Director

Program

Program Committee:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee

last updated: Oct 04 9:10am EDT.

**IBUS3100 CREDITS: 3.00**

IBUS 3100 A -International Business - Strategic Overview for Managers

Office Hours

By appointment

INSTRUCTOR

Theodore Toliás

ttoliás@schulich.yorku.ca

416.736.2100 Ext. 66408

N205F SSB

ADMIN

Stephanie Allen

sallen@schulich.yorku.ca

416.736.2100 Ext. 66125

N305A SSB

Important

- All course meeting times are Eastern Time (ET) unless otherwise indicated.

THEODORE TOLIAS BIOGRAPHY

Theodore Toliás is an economic policy and business consultant and an award-winning instructor at the Schulich School of Business. He has held top leadership positions in business and not-for-profit organizations and has taught and done corporate and public sector consulting internationally. Canadian and International media networks have interviewed Theo extensively on economic policy.

BRIEF DESCRIPTION

Provides a broad coverage of the essential elements of international business. Topics covered include: international business patterns; cross-cultural systems affecting the conduct of international business; theories of international business; international financial institutions; multinational corporations; and functional management and operational concerns. Previously offered as: SB/IBUS 4400 3.00.

THIS COURSE IS NOT OPEN TO IBBA students.

COURSE LEARNING OUTCOMES

1. The skills to think critically about various facets of global competition.
2. An understanding of the problems and perspectives of doing business across national boundaries.
3. An appreciation of the external forces that influence and shape the business manager's job in the global context.
4. The skills necessary to analyze, assess, design and implement business strategies and programs that transcend national boundaries.
5. The skills to assess the ethical implications of strategic business decisions.

6. Gain a deeper understanding of the nuances of global business.
7. The ability to successfully manage a group.
8. Refined presentation skills.

LEARNING IN THE REMOTE CLASSROOM

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>) . Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

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

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

Technical Issues

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

Time Zone

All course meeting times are Eastern Time (ET) unless otherwise indicated.

Etiquette and Courtesy

Courtesy in the classroom is crucial to an effective learning environment. Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:

- Join early – up to 5 minutes before the session start time because the class will start on time.
- Attend from a distraction-free and quiet environment (to the extent possible).
- Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on.

- 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
- Have paper and a pen or pencil handy to take notes.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as students at the Schulich.

COURSE MATERIAL

- The required textbook for this course is **Charles W. L. Hill & Thomas McKaig, Global Business Today, 6th Canadian Edition 2021, McGraw-Hill Ryerson** and is available for purchase from the York University Bookstore (<https://bookstore.yorku.ca/> (<https://bookstore.yorku.ca/>)).
- For information and guidance as to how you can get online access to the e-book and the publisher's entire digital package of materials that accompanies the textbook see the materials posted at the bottom of the "Modules" page in Canvas.
- **Unless you purchase access to the above materials, you will not be able to complete the course deliverables.**
- My **Lecture Notes** (slides) are posted on the "Modules" page (second-to-last item).
- To effectively relate textbook materials to current real-world developments and issues in International Business, students are strongly encouraged to read the business section of the ***Globe and Mail*** and the ***National Post***. Publications such as the ***Economist***, the ***Wall Street Journal*** and the ***Financial Times*** of London are also highly recommended. Also highly recommended and freely accessible online are the ***Project Syndicate*** and the ***Peterson Institute for International Economics***.

- **Complementary access to the digital edition of the Globe and Mail**

The "Schulich School of Business has renewed our partnership with The Globe and Mail providing digital access to globeandmail.com for all our students and faculty for the 2021/22 academic year. Our goal is to encourage our students to become more aware of the social, political, cultural, and financial issues that impact business today and to prepare them for their future careers."

- Support material for this course, including announcements, assignment details and other course documents will be available in Canvas. Canvas is a cloud-hosted Learning Management System, accessible from any browser at **schulich.instructure.com**. Students are responsible for reviewing, in a timely manner, all communications from instructors. To ensure you're notified of all changes and course announcements, we require that *Course Content*, *Announcement*, *Conversation Message*, *Appointment Availability & Calendar Notifications* be left at their default setting of *Right Away*.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Current Topic Presentation 20%			
Current Topic Presentation		20%	
Midterm 30%			
Midterm Exam (take-home; open-book; limited-time)		30%	Thu Nov 11, 2021 at 01:30pm EST
Group Project 30%			
Group Project		30%	Thu Nov 25, 2021 at 11:30am EST
Group Project Proposal		0%	Thu Oct 21, 2021 at 11:30am EDT
Course Participation & Contribution 10%			
Course Participation & Contribution		10%	
Week 1 - Welcome to class! Please introduce yourself.		0%	Wed Sep 29, 2021 at 10:00pm EDT
Week 1 - Covid-19 and International Business		0%	Wed Sep 29, 2021 at 10:00pm EDT
Week 2 Discussion Post		0%	Wed Sep 29, 2021 at 10:00pm EDT
Week 3 Discussion Post		0%	Wed Sep 22, 2021 at 05:30pm EDT
Week 4 Discussion Post		0%	Wed Sep 29, 2021 at 05:30pm EDT
Week 5 Discussion Post		0%	Wed Oct 6, 2021 at 05:30pm EDT
Week 6 Discussion Post		0%	Wed Oct 20, 2021 at 05:30pm EDT
Week 7 Discussion Post		0%	Wed Oct 27, 2021 at 05:30pm EDT
Week 8 Discussion Post		0%	Wed Nov 3, 2021 at 05:30pm EDT
Week 10 Discussion Post		0%	Wed Nov 17, 2021 at 05:30pm EST

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Homework Assignments 10%			
Week 1 Homework (Ch. 1)		0.83%	Sun Sep 19, 2021 at 10:00pm EDT
Week 2 Homework (Ch. 2)		0.83%	Wed Sep 15, 2021 at 10:00pm EDT
Week 2 Homework (Ch. 3)		0.83%	Wed Sep 15, 2021 at 10:00pm EDT
Week 3 Homework (Ch. 4)		0.83%	Wed Sep 22, 2021 at 10:00pm EDT
Week 4 Homework (Ch. 5)		0.83%	Wed Sep 29, 2021 at 10:00pm EDT
Week 4 Homework (Ch. 6)		0.83%	Wed Sep 29, 2021 at 10:00pm EDT
Week 5 Homework (Ch. 7)		0.83%	Wed Oct 6, 2021 at 10:00pm EDT
Week 5 Homework (Ch. 8)		0.83%	Wed Oct 6, 2021 at 10:00pm EDT
Week 6 Homework (Ch. 9)		0.83%	Wed Oct 20, 2021 at 10:00pm EDT
Week 6 Homework (Ch. 10)		0.83%	Wed Oct 20, 2021 at 10:00pm EDT
Week 7 Homework (Ch. 11)		0.83%	Wed Oct 27, 2021 at 10:00pm EDT
Week 8 Homework (Ch. 12)		0.83%	Wed Nov 3, 2021 at 10:00pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Current Topic Presentation.

Assignment description

- Starting on Week 2, each student will be assigned to give a 5-minute presentation on a current topic (i.e., significant news story), which falls under the "umbrella" topic(s) assigned to class that week (check the "modules" section on Canvas).
- The presentation will draw on at least three sources/news articles published within the last three months.
- Grades will be allotted based on the topic's relevance/significance, the presenter's level of preparedness, the level of engagement exhibited by the class and the level of professionalism of the presentation and the slides deck.
- All submissions are subject to Turnitin plagiarism review.

Deliverable

- Presentation slides (file must be uploaded before class)

Check the date when you are assigned to present **here**.

Midterm Exam (take-home; open-book; limited-time).

 **Due Date:** Thu Nov 11, 2021 at 01:30pm EST

The question paper will be posted [here](#) ↓ (https://schulich.instructure.com/courses/6023/files/526691/download?download_frd=1), on Nov 11 at 11:30am.

Description

- There will be a take-home, open-book, limited-time exam for this course consisting of two essay-type questions.
- The exam questions may draw from: textbook materials (including end-of-chapter Critical Thinking and Discussion Questions), lecture notes, additional readings posted on Canvas, current news articles (on a topic related to the textbook assigned materials).
- **Successful answers will demonstrate knowledge of the assigned course material (including additional readings posted on Canvas) and they will be as current as possible.**

Exam Details

- Date: Nov 11, 2021
- Available: 11:30am
- Due: 1:30pm (total time allowed 120min; includes submission time)
- Total points: 100
- Weight: 30%
- Number of Questions: Two (2) essay-type questions.
- Word limit per question: 1500 words max (must show word count)
- All submissions are subject to Turnitin plagiarism review.

Evaluation Criteria (rubric)

- Preparation: Answer demonstrates breadth and depth of knowledge of the assigned material.
- Critical Thinking: Answer shown capacity for effective synthesis from different information sources and critical thinking.
- Current: Answer is well placed in the current context and accounts for the most recent developments on the topic.
- Clarity: Answer is clear and to the point.

Deliverable

- Upload the pdf file of your exam paper to Canvas (the document must include the exam questions).

Group Project.

 **Due Date:** Thu Nov 25, 2021 at 11:30am EST

This group project involves an industry/country research report and a presentation. The project details and expectations will be discussed at greater length in class. The class will be divided into groups and each group will have up to 5 students ([self sign-up is enabled for these groups](#)). Group formation must be completed by Week 3. Each group will work together throughout the course of the semester to write a research report of about 10 pages (5,000 words) excluding appendices and make a 15-minute Zoom presentation in class during the last two class sessions.

GROUP PROJECT - INSTRUCTIONS

You are a group of seasoned business consultants hired by a multinational corporation (the client) to advise them on an FDI opportunity in a foreign country, which they have never had any operations in. You are going to build your consulting report to the client in several steps as follows:

Step 1: Do the PESTLE on a country of your choice.

Step 2: Identify an industry/sector in that country which you consider most attractive for FDI. Specify the FDI project as much as possible.

Step 3: Choose a foreign MNC (the client), which you consider to be a plausible candidate to pursue this FDI project.

Step 4. Do the SWOT (or OTSW) to demonstrate why such an investment initiative would be a success for the client company you have chosen.

Step 5. Use your findings in steps 1 through 4 above to prepare a compelling consulting report and a presentation of your FDI recommendation to the top team of the company complete with an entry strategy and an implementation plan.

Students are expected to make extensive use of e-resources and databases available online through the Bronfman Business Library. See a list of several such e-resources and databases [here](#)  (https://schulich.instructure.com/courses/6023/files/526654/download?download_frd=1).

Deliverables:

1. Group project in-class presentation on Zoom (15 minutes) – Weeks 11 & 12 – Weight: 50%
2. Written report and supporting documents as shown below – Weight: 50%

Submit **ONE combined PDF file** with the following components:

1. Executive Summary (500 words)
2. Written report (5,000 words) summarizing the key findings of your research plus appendices showing your PESTLE and SWOT analysis and any additional work done to support your recommendation.
3. Your presentation slides

All submissions are subject to Turnitin plagiarism review.

DUE DATE:All groups must upload the above file to Canvas by Week 11 just before the class starts.

MUST SUBMIT YOUR PROPOSAL FOR APPROVAL BY: CLASS 6

Group Project Proposal.

 **Due Date:** Thu Oct 21, 2021 at 11:30am EDT

- Please upload the pdf of your one-page proposal (one copy per group).
- This is a non-graded assignment marked as complete/incomplete.

The project proposal should outline and briefly justify your preliminary (could change later) decisions regarding the country and industry (which you think is the most attractive to FDI), the foreign company (which you propose to pursue the FDI; i.e., the client) and the investment project itself (FDI). Important: the foreign company you select should not have had any prior operations in your proposed host country.

Course Participation & Contribution.

Course participation/contribution is 10% of the total course grade. Asynchronous and synchronous activities to be evaluated are shown below.

- Discussion Posts: Discussion post assignments will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade. Additional criteria include your in-class contributions (see item below) and attendance.
- Live contributions to in-class news discussions and breakout room activities

Week 1 - Welcome to class! Please introduce yourself..

 **Due Date:** Thu Sep 9, 2021 at 09:00am EDT

Welcome to class!

- Please write a short paragraph to introduce yourself.
- Feel free to also tell us how you would like to be addressed and any fun facts about you.
- And, if you haven't done so already, please upload a good resolution photo of yourself to your Canvas account.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 1 - Covid-19 and International Business.

 **Due Date:** Thu Sep 9, 2021 at 09:00am EDT

- What's the impact of Covid-19 on International Business?
- Pick a recent news article (published in the last two months or so) on the topic and contribute with a discussion post here. (supply citation and link)
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 2 Discussion Post.

 **Due Date:** Wed Sep 15, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 3 Discussion Post.

 **Due Date:** Wed Sep 22, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 4 Discussion Post.

 **Due Date:** Wed Sep 29, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 5 Discussion Post.

 **Due Date:** Wed Oct 6, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 6 Discussion Post.

 **Due Date:** Wed Oct 20, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 7 Discussion Post.

 **Due Date:** Wed Oct 27, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 8 Discussion Post.

 **Due Date:** Wed Nov 3, 2021 at 05:30pm EDT

- Post your contribution to the discussion of this week's assigned topic(s) here.
- You can start a new discussion, respond to the contribution of somebody else or both.
- For example, you may share your impressions/thoughts from reading this week's assigned materials and maybe highlight an idea, concept, perspective, etc., that resonated with you and which you thought is particularly relevant in the current context.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 10 Discussion Post.

 **Due Date:** Wed Nov 17, 2021 at 05:30pm EST

- Post your contribution to the discussion of this week's assigned topic(s) here. What is an important emerging issue in International Business, in your opinion?
- You can start a new discussion, respond to the contribution of somebody else or both.
- This discussion post will be marked as complete/incomplete and there will be no points allocated, initially.

However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade.

Week 1 Homework (Ch. 1).

Week 2 Homework (Ch. 2).

 **Due Date:** Wed Sep 15, 2021 at 10:00pm EDT

Week 2 Homework (Ch. 3).

 **Due Date:** Wed Sep 15, 2021 at 10:00pm EDT

Week 3 Homework (Ch. 4).

 **Due Date:** Wed Sep 22, 2021 at 10:00pm EDT

Week 4 Homework (Ch. 5).

 **Due Date:** Wed Sep 29, 2021 at 10:00pm EDT

Week 4 Homework (Ch. 6).

 **Due Date:** Wed Sep 29, 2021 at 10:00pm EDT

Week 5 Homework (Ch. 7).

 **Due Date:** Wed Oct 6, 2021 at 10:00pm EDT

Week 5 Homework (Ch. 8).

 **Due Date:** Wed Oct 6, 2021 at 10:00pm EDT

Week 6 Homework (Ch. 9).

 **Due Date:** Wed Oct 20, 2021 at 10:00pm EDT

Week 6 Homework (Ch. 10).

 **Due Date:** Wed Oct 20, 2021 at 10:00pm EDT

Week 7 Homework (Ch. 11).

 **Due Date:** Wed Oct 27, 2021 at 10:00pm EDT

Week 8 Homework (Ch. 12).

 **Due Date:** Wed Nov 3, 2021 at 10:00pm EDT

WRITTEN ASSIGNMENTS: EVALUATION

Deliverable	Quantity	% Weight	Total %	Author
Current Topic Presentation	1	20	20	Individual
Midterm Exam	1	30	30	Individual
Group Project	1	30	30	Group
Course Participation & Contribution	8	10	10	Individual
Homework Assignments	12	10	10	Individual
			100%	

CALCULATING COURSE GRADE

Please see below.

GRADING SCHEME

A+	100% to 89.5%
A	< 89.5% to 79.5%
B+	< 79.5% to 74.5%
B	< 74.5% to 69.5%
C+	< 69.5% to 64.5%
C	< 64.5% to 59.5%
D+	< 59.5% to 54.5%
D	< 54.5% to 49.5%
F	< 49.5% to 0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Ch 1: Globalization

Sep 9/21

Overview: Globalization

Topics

Chapter 1

- What is Globalization?
- The Emergence of Global Institutions
- Drivers of Globalization
- The Changing Demographics of The Global Economy
- The Globalization Debate
- Managing in the Global Market Place

Assigned Readings, Cases, etc.

Textbook: Chapter 1

Slides: **Chapter 1** ↓ (https://schulich.instructure.com/courses/6023/files/565598/download?download_frd=1)

Assigned Work Due

Week 1 Homework

Week 1 - Welcome to class! Please introduce yourself.

Week 1 - Covid-19 and International Business

Synchronous Session of Class (11:30am-1:30pm)

- Covid-19 and International Business (breakout rooms; random groups)
- Lecture
- Break
- Housekeeping: Course structure, expectations and evaluation

Class 2 - Chs 2 & 3: Political, Legal and Cultural Aspects of International Business

Sep 16/21

Overview: Political, Legal and Cultural Aspects of International Business

Topics

Chapter 2

- Political Systems
- Economic Systems
- Legal Systems
- The Determinants of Economic Development
- States in Transition
- The Nature of Economic Transformation
- Implications of Changing Political Economy
- Implications for Business

Chapter 3

What is Culture
 Social Culture
 Religious and Ethical Systems
 Language
 Education
 Culture and the Workplace
 Cultural Change
 Implications for Business

Class 3 -
 Ethics in
 International
 Business

Sep 23/21

Assigned Readings, Cases, etc.

Textbook: Chapters 2 & 3

Slides: **Chapter 2** ↓ (https://schulich.instructure.com/courses/6023/files/565599/download?download_frd=1) & **Chapter 3** ↓ (https://schulich.instructure.com/courses/6023/files/565600/download?download_frd=1)

Class 4 -
 International
 Trade
 Theories &
 Government
 Policy and
 International
 Trade

Assigned Work Due

Week 2 Homework (Ch. 2)

Week 2 Homework (Ch. 3)

Week 2 Discussion Post

Synchronous Session of Class (11:30am-1:30pm)

In the News

Lecture

Break

Current Topic Presentations

Class 5 -
 Foreign

Sep 30/21

Overview: Ethics in International Business

Topics

Chapter 4

Ethical Issues in International Business

Ethical Dilemmas

The Roots of Unethical Behaviour

Ethics and the Internet and Social Media

Ethical Decision Making

Ethical Decisions and Approaches to Corporate Social Responsibility

Implications for Business

Direct
 Investment
 & Regional
 Economic
 Integration

Assigned Readings, Cases, etc.

Textbook: Chapter 4

Slides: **Chapter 4** ↓ (https://schulich.instructure.com/courses/6023/files/565601/download?download_frd=1)

October 14
 - Co-
 curricular
 Day - NO
 CLASS

Assigned Work Due

Week 3 Homework (Ch. 4)

Week 3 Discussion Post

Group Project: Group formation completed

Synchronous Session of Class (11:30am-1:30pm)

In the News

Lecture

Break

Class 6 -
 The

Current Topic Presentations

International
Monetary
System and
Oct 7/21

Overview: International Trade Theories & Government Policy and International Trade

Topics

Exchange
Rates

Chapter 5

- An Overview of Trade Theory
- Mercantilism
- Absolute Advantage
- Comparative Advantage
- Does Free Trade Lead to Gains for All?
- Heckscher-Ohlin Theory
- The New Trade Theory
- National Competitive Advantage: Porter's Diamond
- Implications for Business

Class 7 -
Global
Strategy
(Developing
and

Chapter 6

- Instruments of Trade Policy
- The Case for Government Intervention
- The Revised Case for Free Trade
- Development of the World Trading System
- Implications for Business

Assigned Readings, Cases, etc.

Textbook: Chapters 5 & 6

Slides: **Chapter 5** ↓ (<https://schulich.instructure.com/courses/6023/files/565602>

[/download?download_frd=1](#)) & **Chapter 6** ↓ (https://schulich.instructure.com/courses/6023/files/565603/download?download_frd=1)

Assigned Work Due

Week 4 Homework (Ch. 5)

Week 4 Homework (Ch. 6)

Week 4 Discussion Post

Synchronous Session of Class (11:30am-1:30pm)

In the News

Lecture

Break

Current Topic Presentations

Overview: Foreign Direct Investment & Regional Economic Integration

Oct 21/21

Topics

Chapter 7

- Introduction
- Foreign Direct Investment in the World Economy
- Theories of Foreign Direct Investment
- Political Ideology and Foreign Direct Investment

Benefits and Costs of FDI
Government Policy Instruments and FDI
Implications for Business

Chapter 8

Introduction
Levels of Economic Integration
The Case for Regional Integration
The Case Against Regional Integration
Regional Economic Integration in Europe
Regional Economic Integration in the Americas
Regional Economic Integration Elsewhere
Implications for Business

Assigned Readings, Cases, etc.

Textbook: Chapters 7 & 8

Slides: **Chapter 7** ↓ (<https://schulich.instructure.com/courses/6023/files/565604>

/download?download_frd=1) & **Chapter 8** ↓ (https://schulich.instructure.com/courses/6023/files/565605/download?download_frd=1)

Assigned Work Due

Week 5 Homework (Ch. 7)

Week 5 Homework (Ch. 8)

Week 5 Discussion Post

Synchronous Session of Class (11:30am-1:30pm)

In the News

Lecture

Break

Current Topic Presentations

Overview: The International Monetary System and Exchange Rates

Topics

Chapter 9

Introduction
The Functions of the Foreign Exchange Market
The Nature of the Foreign Exchange Market
Economic Theories of Exchange Rate Determination
Exchange Rate Forecasting
Currency Convertibility
Implications for Business

Chapter 10

Introduction
The Gold Standard
The Bretton Woods System: Birth of the IMF and the World Bank
The Collapse of the Fixed Exchange Rate System
The Floating Exchange Rate Regime
Fixed Versus Floating Exchange Rates
Exchange Rate Regimes in Practice

Crisis Management by the IMF
Implications for Business

Assigned Readings, Cases, etc.

Textbook: Chapters 9 & 10

Slides: **Chapter 9** ↓ (<https://schulich.instructure.com/courses/6023/files/565606>

/download?download_frd=1) & **Chapter 10** ↓ (https://schulich.instructure.com/courses/6023/files/565607/download?download_frd=1)

Assigned Work Due

Week 6 Homework (Ch. 9)

Week 6 Homework (Ch. 10)

Week 6 Discussion Post

Group Project Proposal

Synchronous Session of Class (11:30am-1:30pm)

In the News

Lecture

Break

Current Topic Presentations

Implementing International Strategies)

Oct 28/21

Overview: Global Strategy (Developing and Implementing International Strategies)

Topics

Chapter 11

Strategy and the Firm

Global Expansion, Profitability, and Profit Growth

Pressures for Cost Reductions and Local Responsiveness

Choosing A Strategy

Strategic Alliances

Making Alliances Work

Implications for Business

Assigned Readings, Cases, etc.

Textbook: Chapter 11

Slides: **Chapter 11** ↓ (<https://schulich.instructure.com/courses/6023/files/565608>

/download?download_frd=1)

Assigned Work Due

Week 7 Homework (Ch. 11)

Week 7 Discussion Post

Synchronous Session of Class (11:30am-1:30pm)

In the News

Lecture

Break

Current Topic Presentations

Class 8 - Evaluating Foreign

Market Opportunities and Entering Foreign Markets

Nov 4/21

Overview: Evaluating Foreign Market Opportunities and Entering Foreign Markets

Topics

Chapter 12

- Introduction
- Basic Entry Decisions
- Entry Modes
- Selecting An Entry Mode
- Greenfield Venture or Acquisition?
- Implications for Business

Assigned Readings, Cases, etc.

Textbook: Chapter 12

Slides: **Chapter 12** ↓ (https://schulich.instructure.com/courses/6023/files/565609/download?download_frd=1)

Assigned Work Due

- Week 8 Homework (Ch. 12)**
- Week 8 Discussion Post**

Synchronous Session of Class (11:30am-1:30pm)

- In the News
- Lecture
- Break
- Current Topic Presentations**

Class 9 - Midterm Exam

Nov 11/21

Overview: Midterm Exam

Topics

All topics assigned for the midterm exam.

Assigned Readings, Cases, etc.

All materials assigned for the midterm exam

Assigned Work Due

Midterm examination

Class 10 - Emerging Issues in International Business

Nov 18/21

Overview: Emerging Issues in International Business

Topics

Emerging issues in International Business (no specific topics assigned)

Assigned Readings, Cases, etc.

No specific readings assigned.

Assigned Work Due**Week 10 Discussion Post****Synchronous Session of Class (11:30am-1:30pm)**

In the News

Lecture

Break

Current Topic Presentations**Class 11 - Group Presentations****Nov 25/21**

Overview: Group Project Presentations (Part 1)

Topics

Group Project Presentations

Assigned Readings, Cases, etc.

Group Project Presentations

About half of the group project presentations will be done today.

Groups presenting today and the order of the presentations will be announced at the beginning of class.

Assigned Work Due**Group Project****Synchronous Session of Class (11:30am-2:30pm)**

11:30-11:45am - Course Evaluation

11:45am-2:30pm - Group Project Presentations (Part 1)

Class 12 - Group Presentations**Dec 2/21**

Overview: Group Project Presentations (Part 2)

Topics

Group Project Presentations

Assigned Readings, Cases, etc.

Group Project Presentations

The remaining group project presentations will be done today.
The order of the presentations will be announced at the beginning of class.

Assigned Work Due

Group Project

Synchronous Session of Class (11:30am-2:30pm)
Group Project Presentations (Part 2)

Instructor's
Lecture
Notes (slide
deck;
selected
topics; all
sessions) +
Search Tips

 IBUS3100A - Fall 2021 - Lecture Notes (all sessions) & Group Project Instructions (slide 41).pptx

 Useful databases accessible online through the Bronfman Business Library .docx

 How to Search for Newspaper Articles from the Articles Database Tab from Bronfman Business Library.docx

How to get online access to the e-book and the publisher's entire digital package

 Students registering for Connect from Canvas.pdf

 Students pairing a Canvas course with an existing Connect account.pdf

 Students taking Connect assignments in Canvas.pdf

 studying_abroad_connect_v1.pdf

 Get Help

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Your active engagement in the course will help improve your performance, enhance your learning experience and contribute to the success of the class. Whether it is homework assignments, discussion posts or your study of the textbook and slides, your active engagement in the asynchronous part of class each week will prepare you for what comes next in the synchronous part. See the "Modules" page for the details of the weekly to-do list. At the beginning of each synchronous (live) session, the class will be discussing news and current events as they relate to the course material. You are encouraged to contribute live and/or start a Canvas discussion ahead of class.

The asynchronous component of class is self-managed time (ahead of the live session of class on Zoom) and involves activities designed to help you prepare for and engage in the synchronous session most effectively. Click on the "Modules" tab for an overview and the complete weekly schedule and allocation of activities between the synchronous and asynchronous parts of class.

In the asynchronous part of class, you are expected to:

- Study the assigned material in the textbook (ebook or hard copy version) and the slides.
- Do practice using the resources provided in the publisher's package.
- Complete the Homework Assignment.
- Complete the assigned Discussion Post.
- Prepare to contribute and/or start a discussion on a relevant news item.
- Check for "Upcoming Assignments" through the "Assignments" tab in Canvas navigation.

Some of these activities are graded (click on the "Assignments" tab for the details).

In the synchronous (live on Zoom; led by the instructor) session of class, you are expected to:

- Contribute to the news discussion and any breakout room activities.
- Attend class
- Actively engage in the Current Topic Presentation either as a presenter or a member of the audience.

Some of these activities are graded (click on the "Assignments" tab for the details).

Class Participation (contribution)

Course participation/contribution plus the homework assignments make up 20% of the total course grade. Asynchronous and synchronous activities to be evaluated are shown below. See the Canvas "Assignments" page for the weights.

- Homework Assignments
- Discussion Posts: Discussion post assignments will be marked as complete/incomplete and there will be no points allocated, initially. However, I will be monitoring this activity on an ongoing basis, as your discussion post contributions will be one of the criteria I will be using in determining your course participation/contribution grade. Additional criteria include your in-class contributions (see item below) and attendance.
- Live contributions to in-class news discussions and breakout room activities

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

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.

Visiting Campus

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the **Better Together**

(<https://www.yorku.ca/bettertogether/>) website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>).

Some courses are being offered in a hyflex format for the first time in the Fall 2021 term. While instructors have done their best to prepare and will be supported by a technology assistant, adjusting to a new teaching environment and technology can take time. Please offer your patience, understanding, and support to all members of the course (instructors, TAs and classmates alike) as everyone learns and adjusts to this new format.

Deliverables

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

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

To: Faculty Council, Schulich School of Business
From: Professor Farrokh Zandi, Associate Director, Undergraduate Programs
Date: OCTOBER 4, 2021
Re: SB/INTL 3021 3:0 – Curriculum Change

Curriculum Change: SB /INTL 3021 3:0 – Course title: *Culture, Management, Strategy in French*

Rationale: *To correct a transcribing error that occurred when this course was first proposed for the Committee's approval. Accordingly, a name change, without any change in the course content, is proposed.*

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA/iBBA Programs

2. Responsible Unit:

MKTG

3. Subject Code (Rubric) and Course Number:

SB/INTL 3021

4. Credit Value:

3.00

5. Long Course Title:

Culture, Marketing, Strategy in French

6. Short Course Title:

Culture, Marketing, Strategy in French

7. Type of Course Change(s) (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)
	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 (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):

V. July 2021

Winter 2022

Rationale:

To correct a transcribing error that occurred when this course was first proposed for the Committee's approval. Accordingly, a name change, without any change in the course content, is proposed.

9. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Current text</p> <p><i>Culture, Marketing, Strategy in French</i></p>	<p>Title new text</p> <p><i>Culture, Management, Strategy in French</i></p>

10. Enrolment Notes:

This course is available to iBBA as well as to BBA students.

11. Consultation:

N/A

Originator:

C. Marjollet

September 17, 2021

Signature

Date

Christian Marjollet

Name

MKTG

Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi

Signature

September 17, 2021

Date

FARROKH ZANDI

Name

International Business

Area or Specialization

Degree Program:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

BBA/iBBA Program Committee

Name of Committee Chair

Committee

Course Outline HIVER / WINTER 2022

Instructor

Dr. Christian Marjollet
cmarjo@yorku.ca

Assistant

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

Pre-requisites

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

Course-Credit Exclusion: AP/FR 2081 3.0

Brief Description:

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

TABLE OF CONTENTS / TABLE DES MATIÈRES

1. General Objectives and Course Objectives/ Objectifs généraux et objectifs du cours	p. 1
2. Areas of Study and Debates / Domaines d'étude et d'applications	p. 2
3. Methodology / Méthodologie	p. 2
4. Readings / Liste des cas à lire	p. 3
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1. OBJECTIVES

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

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

Basic objectives:

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

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

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

2. AREAS OF STUDY AND APPLICATIONS

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

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

3. METHODOLOGY

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

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

- Vocabulary study
- The study of grammar conventions

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

4. LIST OF CASES TO READ (subject to modification)

- **Strategy :**
 - **LEGO**
 - **Pepsi Cola**
 - **Philips**
 - **Pebble watvhrd**
 - **Netflix and Reed Hastings**
 - **Amazon**
 - **Microsoft**
 - **Huawei**
- **Management**
 - **Peter Drucker's principles**
 - **Tim Cook and Steve Jobs**

5. COURSE PLAN

NB / Please note. The work to be prepared for the following class will be announced in class and / or on Canvas. It does not appear in the schedule below.

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

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

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

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

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

6- EVALUATION/BARÈME DE NOTATION

Oral includes (45%):

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

Written includes (45%):

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

Internet Discussions (10%):

(5% et 5%) 10%

7- ASSIGNMENT SCHEDULE

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

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

8- GRADES AND GRADING SCHEMES

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

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

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

9- Academic Integrity

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

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

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

Exams (Absence from)

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

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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Mark Kamstra, Professor of Finance

Date: April 14, 2021

Re: SB/FINE 3310 – Course name, calendar description, learning outcomes

Curriculum Change: To change the course name, short description, and learning outcomes of FINE 3310

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 BBA Program

2. Course Number and Credit Value
Fine 3310 3.00

3. Course Title
Econometrics of Financial Markets
a) Short Course Title
Econometrics of Financial Markets

4. Existing Pre-requisites/Co-Requisites
SB/MGMT 2050 3.00

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 does not highlight the central applications of the learning objectives of this course, to develop data scientist skills. Additionally, please append the graduate program's existing learning outcomes as a separate document.

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Course Title: <i>Econometrics of Financial Markets</i></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. The focus of the course is to teach the student about empirical methods in finance by performing statistical analysis used in finance on financial data. "I hear and I forget. I see and I remember. I do and I understand." Confucius (551 BC to 479 BC). Prerequisite: MGMT 2050 3.00</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 SAS and Excel. 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; 	<p>Course Title: <i>Applications of Data Science in Finance</i></p> <p>Brief Description The focus of this course 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;

<ul style="list-style-type: none"> c. tests of asset pricing models; d. event study design; e. panel data methods. <p>3. Level of Application of Knowledge: Students will develop, evaluate, optimize, and prioritize strategies related to</p> <ul style="list-style-type: none"> a. portfolio return analysis; b. event study evaluation; c. testing for pricing anomalies (searching for alpha). <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> <ul style="list-style-type: none"> a. Producing return analysis reports; b. concisely sorting, summarizing, and communicating complex statistical information with the written word and graphical displays. 	<ul style="list-style-type: none"> c. tests of asset pricing models; d. event study design; e. panel data methods. <p>3. Level of Application of Knowledge: Students will develop, evaluate, optimize, and prioritize strategies related to</p> <ul style="list-style-type: none"> a. portfolio return analysis; b. event study evaluation; c. testing for pricing anomalies (searching for alpha). <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> <ul style="list-style-type: none"> a. Producing return analysis reports; b. concisely sorting, summarizing, and communicating complex statistical information with the written word and graphical displays.
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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 19, 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.

<u>Lilian Ng</u>	<u>April 19, 2021</u>
Signature	Date

<u>Lilian Ng</u>	<u>FINE</u>
Name	Area or Specialization

Degree Program

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

<u>Mike Valente</u>	<u>October 8, 2021</u>
Signature	Date

<u>Mike Valente</u>	<u>BBA/iBBA Programs</u>
Name of Program Director	Program

Program Committee

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

<u>Mike Valente</u>	<u>October 8, 2021</u>
Signature	Date

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

FINE 3310 A 3.0: Econometrics of Financial Markets



Course Outline: *Fall 2021*

Class day: *Tuesday 11:30 – 1:20 PM*

Room: *Zoom*

Instructor

Dr. M. Kamstra

(416) 736-2100 ext. 33302

N204 C Seymour Schulich Building

mkamstra@yorku.ca

Office hours: Wednesday 11:30-noon, 1-2PM or by appointment

Assistant

Stacey-Ann Nadine Filici

416-736-5690

N204A

fnen@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 of this course 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.

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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 engagement	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	2.5	2.5	Group
Group Assignment II, Event Study	1	15	15	Group
Quizzes	5	5	25	Individual
Group Research Paper Proposal	1	2.5	2.5	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, Willey, 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](#)

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. 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.

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 (engagement). 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 <i>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.</i>	Deliverables
1 – Sept. 14, 2021	Review of Basic Statistics	- eBooks will be made available - Lab time for introduction to SAS and data resources.	-Nothing
2 – Sept. 21, 2021	Review of Basic Statistics Cont.	- 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 – Sept. 28, 2021	Time Series Econometrics	- S Ch. 2 - An eBook will also be made available	-Weekly Homework
4 – Oct. 5, 2021	Asset Return Predictability	- S Ch. 6, BH Ch. 20, 21 - Lab time intended to wrap up first group assignment.	-Weekly Homework - Quiz on weeks 1 & 2
Reading Week October 9th to October 15th, 2021			
5 – Oct. 19, 2021	Event Studies	- BH Ch. 12, 22	-Group Assignment I
6 – Oct. 26, 2021	Event Studies Continued	- Lab time intended to start second group assignment (data collection).	-Weekly Homework -Group Event Study Proposal -Quiz on weeks 3 & 4
7 – Nov. 2, 2021	Asset Pricing	- S Ch. 4, 5,	-Weekly Homework
8 – Nov. 9, 2021	Asset Pricing	- Lab time intended to wrap up second group assignment.	-Weekly Homework -Quiz on weeks 5 & 6
9 – Nov. 16, 2021	Asset Pricing	- Lab time intended to start third group assignment (data collection).	-2 nd Group Assignment
10 – Nov. 23, 2021	Volatility	- S Ch. 3.3 - Lab time for introduction to modelling volatility and to continue third group assignment (programming).	-Weekly Homework -Group Research Paper Proposal - Quiz on weeks 7,8 & 9
11 – Nov. 30, 2021	Value at Risk	- S Ch. 9 - Lab time intended to wrap up third group assignment.	-Weekly Homework
12 – Dec. 7, 2021	Market Microstructure	- class notes	Group Research Paper Report - Quiz on weeks 10 & 11

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.

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.

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.

Grade	Grade Point / Index Value	Percent Range
A+	9	90-100
A	8	80-89
B+	7	75-79

Grade	Grade Point / Index Value	Percent Range
B	6	70-74
C+	5	65-69
C	4	60-64
D+	3	55-59
D	2	50-54
F	0	(below 50%)

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).

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 Associate Director, Undergraduate Programs Unit at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services, Associate Director, Undergraduate Programs Unit (SSB Room W262) within 48 hours of

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

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. I work hard on preparing this material for you. Please do not steal from me.

Quick Reference: Summary of Classes, Activities and Deliverables

Class	Topic	Activities	Deliverables
1 – Sept. 14, 2021	Review of Basic Statistics	- Lab time for introduction to SAS and data resources.	-Nothing
2 – Sept. 21, 2021	Review of Basic Statistics Cont.	- Lab time for use of SAS and Excel, and simple exercises.	-Weekly Homework
3 – Sept. 28, 2021	Time Series Econometrics		-Weekly Homework
4 – Oct. 5, 2021	Asset Return Predictability	- Lab time intended to wrap up first group assignment.	-Weekly Homework - Quiz
Reading Week October 9th to October 15th, 2021			
5 – Oct. 19, 2021	Event Studies		-Group Assignment I
6 – Oct. 26, 2021	Event Studies Continued	- Lab time intended to start second group assignment (data collection, programming).	-Weekly Homework -Group Event Study Proposal Quiz
7 – Nov. 2, 2021	Asset Pricing		-Weekly Homework
8 – Nov. 9, 2021	Asset Pricing	- Lab time intended to wrap up second group assignment.	-Weekly Homework -Quiz
9 – Nov. 16, 2021	Asset Pricing	- Lab time intended to start third group assignment (data collection).	-2 nd Group Assignment
10 – Nov. 23, 2021	Volatility	- Lab time for introduction to modelling volatility and to continue third group assignment (programming).	-Weekly Homework -Group Research Paper Proposal - Quiz
11 – Nov. 30, 2021	Value at Risk	- Lab time intended to wrap up third group assignment.	-Weekly Homework
12 – Dec. 7, 2021	Market Microstructure		Group Research Paper Report - Quiz

September 23, 2021

TO: Faculty Council, Schulich School of Business
FROM: Adam Diamant, OMIS Area Faculty
RE: Motions regarding Business Analytics Specialization

Motions & Rationale

Motion 1: Retire the generic OMIS specialization starting in the 2022-2023 academic year.

- **Rationale:** The current OMIS specialization does not communicate a vision and a mission that aligns with placement. This may also be the reason why the OMIS specialization has few students. More importantly, many of the electives in the generic OMIS specialization electives will be retired as we bring on board the Business Analytics specialization (current effort) and the Supply Chain Management specialization (within a year). Retiring the generic OMIS specialization starting in academic year 2022-2023 will not affect the ability for current students to graduate since they will be grandfathered.

Motion 2: Add a new specialization to Operations Management & Information Systems (<https://schulich.yorku.ca/specializations/bba-operations-management/>) entitled **Business Analytics** (see the accompanying picture on page 3 for a breakdown of courses).

- **Rationale:** Our area has been progressively updating the undergraduate curriculum to better align with our pedagogical and research competencies, the master's programs, and entry-level positions across diverse industries in operations management and data science. We want these changes to be reflected in the promotional materials offered by the Schulich School of Business. This has four implications:
 - It standardizes the skillset, we believe, competent professionals in data science/business analytics should possess while also providing some degree of flexibility for students who are interested in specific sub-disciplines.
 - It provides first- and second-year students some structure as to how they should plan out their third- and fourth-year courses to align with industry placement.
 - Prospective students will look to the OMIS area to learn specific technical and applied knowledge with the expectation of working in high-growth industries such as business analytics. This notoriety is already present due to our Master's programs (MBAN, MMAI) and we wish to extend it to the undergraduate offering.
 - It is a signal to companies that students who have obtained the Business Analytics specialization have a unique set of high-desirable skills.
- **Learning Outcomes of the Business Analytics Specialization:**
 1. Achieve a basic competency in creating data-driven models (predictive/prescriptive) that support managerial decision-making.
 2. Gain exposure to software tools that support the solution of large-scale problems for analytics, machine learning, and artificial intelligence.
 3. Effectively communicate managerial conclusions in written, verbal, and visual format to disseminate analytical findings derived from the quantitative models.
 4. Foster an ability to critically analyze, synthesize, and solve business problems parameterized by complex business requirements and/or historical data stores.
 5. Instill a sense of ethical decision-making associated with the ramifications of biased outcomes on communities affected by the proposed solutions.
- **Competitive Landscape:** A number of Schulich's peer schools have already created similar specialization offerings. For instance: [Odette Business School](#), [UPEI](#), [Alberta School of Business](#), [Sauder School of Business](#), and the [Telfer School of Management](#).

- **Specialization Structure (see accompanying picture):** The proposed specialization would require the completion of OMIS 3020, OMIS 3730, and OMIS 4000 as well as at least one of OMIS 3670, OMIS 3710, and OMIS 4010. The mandatory courses have been chosen due to their foundational nature in analytics and data-driven decision-making. OMIS 3020 provides fundamental knowledge in predictive analytics and machine learning, OMIS 3730 focuses on the management of historical data stores, while OMIS 4000 teaches students about solving prescriptive problems using tools such as optimization and simulation. The elective courses allow students to tailor the specialization to their interests. Those who are interested in the creation and management of decision support systems will gravitate towards OMIS 3670. Students who wish to be managers of information technology will take OMIS 3710. Finally, students interested in the emerging field of artificial intelligence will choose OMIS 4010.
- **Teaching Resources:** The courses are already being taught in the iBBA/BBA programs and the same instructors will teach them in the future.
- **Impact on Existing Programs:** We do not anticipate any adverse reactions of this specialization on the existing specializations outside the OMIS area.
- **Demand for the Specialization:** Across numerous individual interactions with students and the continued high demand of long-standing courses in this specialization, it is apparent that there is substantial student support. While the School currently offers two specialized master programs in the fields of business analytics (MBAN) and artificial intelligence (MMAI), there is no option for students within the iBBA/BBA program to specialize in this growing industry or signal to employers their competency in the field.
- **Consultation:** All OMIS area faculty members, the MBAN, MMAI, and MSCM Program Directors, and the Area Coordinator of the OMIS area. They all support the motion to launch the specialization in Business Analytics.

Motion 3: Standardize the pre-requisites for courses in the business analytics specialization.

- **Rationale:** In the last few years, the OMIS area has updated the curriculum for first and second year iBBA/BBA students to address persistent concerns about how well-prepared students are for mathematical analysis, the central role that data/technology plays in modern management and analytics, and to align what is taught in the classroom with the area's core competencies. During this time, coordinators of elective courses have updated certain aspects of the curriculum to ensure that their courses do not require highly specialized knowledge that can only be obtained by taking another OMIS-area elective.

In order to convey to students that they now have more flexibility in taking elective OMIS courses, we are now at a place where the only pre-requisites that are required for the electives in the Business Analytics specialization -- see picture below for the courses that comprise this stream -- are OMIS 2010 and OMIS 2050. This motion formalizes this notion. Note that, for many electives, the same second year courses were either required or were assumed to be required because all students must pass OMIS 2010 and OMIS 2050 in order to successfully complete their second-year at Schulich. More detail regarding current pre-requisites is contained in the form: *Modification of an Existing BBA/iBBA Course*.

SCHULICH BBA – BUSINESS ANALYTICS SPECIALIZATION

Mandatory Courses (9.00 Credits)

- 1. Database Management (OMIS 3730)****
 - Data management, SQL, Big Data, NoSQL, and MySQL.
- 2. Predictive Analytics (OMIS 3020)*****
 - Exploratory data analysis, regression, classification, supervised and unsupervised learning, and neural networks.
- 3. Prescriptive Analytics (OMIS 4000)*****
 - Constrained linear and nonlinear optimization, linear programming, linear reformulations of nonlinear constraints, goal programming, and multi-objective optimization.

Elective Courses (Choose at least 3.00 Credits)

- 4. AI Fundamentals for Business (OMIS 4010)*****
 - Association analysis, anomaly detection, recommendation systems, text mining, and social network analysis.
- 5. Information Systems (OMIS 3710)**
 - Managing decision-support systems and the decision-making process associated with data-driven projects.
- 6. Spreadsheet-Based DSS (OMIS 3670)**
 - Dashboards, visualization, decision support systems, programming in VBA, and the management of data.

***** Requires the use of the Python programming language**



Schulich
School of Business
York University



Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA, iBBA programs

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 3670

4. Credit Value:

3.00

5. Long Course Title:

Spreadsheet-Based Decision Support Systems

6. Short Course Title:

Spreadsheet-Based Decision Support Systems

7. Type of Course Change(s) (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 (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
X	in pre/co-requisite
	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):

Fall 2022

Rationale:

In the last few years, the OMIS area has updated the first- and second-year iBBA/BBA curriculum to address persistent concerns about how well-prepared students are for mathematical analysis (given that Schulich does not require Calculus or Data Management as an entry level requirements), the central role that data and technology plays in modern management and analytics, and to align what is taught in the classroom with the area's core competencies. These changes were formalized via motions that were passed last year regarding OMIS 1050, OMIS 2010, and OMIS 2050. During this time, coordinators of elective courses in the Business Analytics specialization (see picture below for the courses that comprise this stream) have also been reflecting on what they teach – and making updates to their respective curricula – to ensure that their courses do not require highly specialized knowledge that can only be obtained by taking another OMIS-area elective and that the relevant background material required for the course is still taught in the new versions of OMIS 1050, OMIS 2010, and OMIS 2050.

However, with the revisions to OMIS 1050, OMIS 2010, and OMIS 2050, the background material for electives in the Business Analytics specialization has now been spread over multiple courses. In order to ensure that students have the relevant quantitative background in data management, information systems, and statistical thinking (OMIS 1050/2050) as well as can think strategically about operations strategy, capacity management, process design, and logistics (OMIS 2010), we wish to make OMIS 2010 and OMIS 2050 pre-requisites for all course in this specialization. Note that although material from OMIS 1050 is also required, it is a pre-requisite for OMIS 2050. Specifically, the changes are:

- **Predictive Analytics (OMIS 3020):** None
- **Spreadsheet Based DSS (OMIS 3670):** Adding OMIS 2050 as knowledge of basic statistics, data management, and Microsoft Excel is a requirement for this course.
- **Information Systems (OMIS 3710):** Adding OMIS 2010 and OMIS 2050. The updated curriculum associated with the pre-requisites delves into technology (both the hardware and software) used to store data, analyze data, and deploy data-driven solutions for modern applications such as e-commerce, cloud computing, mobile platforms, and the internet of things. Social and ethical issues (e.g., privacy, monitoring, hackers) surrounding data and IT security are also discussed. Thus, there is a greater emphasis on Information Systems in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3710 will assume students have some background knowledge.
- **Database Management (OMIS 3730):** Adding OMIS 2010 and OMIS 2050. The updated curriculum for the pre-requisites delves into the data collection process, data representation on computers, various algorithms used to process data efficiently, and how to process data for storage. Thus, there is a greater emphasis on the basics of databases in in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3730 will assume students have some background knowledge.
- **Prescriptive Analytics (OMIS 4000):** None
- **AI Fundamentals for Business (OMIS 4010):** Adding OMIS 2010 and OMIS 2050. The original version of the course assumed students had successfully completed OMIS 3020. To increase the enrollment and make the material more accessible to a wider audience (given the importance of AI in today's world), the material was updated so that it does not rely on OMIS 3020

We do not anticipate any adverse reactions to these change because OMIS 2010 and OMIS 2050 are currently mandatory courses that all Schulich students are required to successfully complete.

SCHULICH BBA – BUSINESS ANALYTICS SPECIALIZATION

Mandatory Courses (9.00 Credits)

1. **Database Management (OMIS 3730)*****
 - Data management, SQL, Big Data, NoSQL, and MySQL.
2. **Predictive Analytics (OMIS 3020)*****
 - Exploratory data analysis, regression, classification, supervised and unsupervised learning, and neural networks.
3. **Prescriptive Analytics (OMIS 4000)*****
 - Constrained linear and nonlinear optimization, linear programming, linear reformulations of nonlinear constraints, goal programming, and multi-objective optimization.

Elective Courses (Choose at least 3.00 Credits)

4. **AI Fundamentals for Business (OMIS 4010)*****
 - Association analysis, anomaly detection, recommendation systems, text mining, and social network analysis.
5. **Information Systems (OMIS 3710)**
 - Managing decision-support systems and the decision-making process associated with data-driven projects.
6. **Spreadsheet-Based DSS (OMIS 3670)**
 - Dashboards, visualization, decision support systems, programming in VBA, and the management of data.

*** Requires the use of the Python programming language

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Description: Decision support systems (DSS) are intelligent information systems that are used to extract data from various sources, provide interfaces and processing methods, and derive meaningful decisions there from. By combining Excel with its built-in programming language, VBA, this course shows how to create spreadsheet-based DSS and demonstrates how to successfully integrate them into actual business applications. No prior VBA background is required.</p> <p>Prerequisite: SB/OMIS 2010 3.00</p>	<p>Description: Decision support systems (DSS) are intelligent information systems that are used to extract data from various sources, provide interfaces and processing methods, and derive meaningful decisions there from. By combining Excel with its built-in programming language, VBA, this course shows how to create spreadsheet-based DSS and demonstrates how to successfully integrate them into actual business applications. No prior VBA background is required.</p> <p>Prerequisite: SB/OMIS 2010 3.00 SB/OMIS 2050 3.00</p>

11. Consultation:

All OMIS area faculty members, the MBAN, MMAI, and MSCM Program Directors, and the OMIS Area Coordinator were consulted on the matter. We also solicited feedback from the relevant course coordinators. They all support the motion to update the pre-requisites for these courses.

Originator:



Signature

September 21, 2021

Date

Adam Diamant

Name

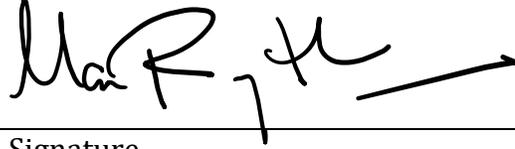
OMIS

Area or Specialization

Approvals:

Area or Specialization

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



Signature

September 22, 2021

Date

Manus Rungtusanatham

Name

OMIS

Area or Specialization

Degree Program:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee



OMIS3670 F2021 CREDITS: 3.00

OMIS 3670 A - SPREADSHEET-BASED DECISION SUPPORT SYSTEMS

TUE 14:30-16:30 REMOTE

INSTRUCTOR

Julian Scott Yeomans

✉ syeomans@schulich.yorku.ca

ℹ 416.736.2100 Ext. 77951

🏠 S338 SSB

ADMIN

Paula Gowdie Rose

✉ pgowdierose@schulich.yorku.ca

ℹ 416.736.2100 Ext. 55074

🏠 S337N SSB

Monday, October 11, 2021: Thanksgiving - University Closed

Undergraduate Co-curricular days: October 9, 10, 12, 13, 14, 15, 2021 - No classes

This course requires a PC with Windows 10 and Office 365. Other platforms will be incompatible with course work

JULIAN SCOTT YEOMANS BIOGRAPHY

Professor Yeomans holds degrees in management science/information systems, environmental engineering, and statistics. He generally teaches courses on spreadsheet-based decision support systems and VBA programming. He has published 5 books (3 on climate change uncertainties, 2 on production scheduling) and over 125 peer-reviewed, academic journal articles on a wide range of topics. His current research focuses upon simulation-optimization, machine learning, visual analytics, population-based metaheuristics, and modelling-to-generate-alternatives. Application areas include environmental informatics, solid/hazardous waste management, empirical finance, and the optimal osmotic dehydration of fruits, vegetables, and fungi.

BRIEF DESCRIPTION

Decision support systems (DSS) are intelligent information systems that are used to extract data from various sources, provide interfaces and processing methods, and derive meaningful decisions there from. By combining Excel with its built-in programming language, VBA, this course shows how to create spreadsheet-based DSS and demonstrates how to successfully integrate them into actual business applications. No prior VBA background is required.

Prerequisite: ~~SB/OMIS 2010 3.00~~ SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00

LEARNING IN THE REMOTE CLASSROOM

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/t5/p/66>). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

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

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

Technical Issues

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

COURSE MATERIAL

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

S.C. Albright, VBA for Modelers: Developing Decision Support Systems (with Microsoft® Office Excel® Printed Access Card), 5th Edition, South Western, Cengage Learning. ISBN# 978-1-285-86961-2 (Paperback).

Readings available through York University Libraries (resources-<https://www.library.yorku.ca/web/> (<https://www.library.yorku.ca/web/>)):

C. Ragsdale, Spreadsheet Modeling & Decision Analysis, 5th Edition, South Western College Publishing, Cincinnati, OH, 2007.

W.L. Winston & S.C. Albright, Practical Management Science, 3rd Edition, South Western College Publishing, Cincinnati, OH, 2006.

Other Materials

All applicable VBA programs, spreadsheet logic, PowerPoint overheads, and case materials will be accessible on Canvas and/or will be supplied by the instructor on a supplementary CD or via Office 365 OneDrive.

Copyright

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

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

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignments 40%			
Assignment 1		20%	Tue Nov 2, 2021 at 02:30pm EDT
Assignment 2		20%	Tue Nov 30, 2021 at 02:30pm EST
Final Project 40%			
Group Project		40%	Tue Dec 7, 2021 at 11:59pm EST
Bi-Weekly In-Class Short Quizzes 20%			
Quiz 1		5%	Tue Sep 28, 2021 at 03:30pm EDT
Quiz 2		5%	Tue Oct 19, 2021 at 03:30pm EDT
Quiz 3		5%	Tue Nov 2, 2021 at 03:30pm EDT
Quiz 4		5%	Tue Nov 16, 2021 at 03:30pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment 1.

 **Due Date:** Tue Nov 2, 2021 at 02:30pm EDT

Assignment 1 Fall 2021.docx  (https://schulich.instructure.com/courses/6097/files/577810/download?download_frd=1)

Accounts.xlsx  (https://schulich.instructure.com/courses/6097/files/539258/download?download_frd=1)

Book Reps Finished.xlsm  (https://schulich.instructure.com/courses/6097/files/539365/download?download_frd=1)

Book Reps.xlsx  (https://schulich.instructure.com/courses/6097/files/539366/download?download_frd=1)

Recent Sales Finished.xlsm  (https://schulich.instructure.com/courses/6097/files/539364/download?download_frd=1)

Recent Sales.xlsm  (https://schulich.instructure.com/courses/6097/files/539357/download?download_frd=1)

Assignment 2.

 **Due Date:** Tue Nov 30, 2021 at 02:30pm EST

Details available Wed Oct 27, 2021 at 12:00am EDT

Group Project.

 **Due Date:** Tue Dec 7, 2021 at 11:59pm EST

Group Projects.docx  (https://schulich.instructure.com/courses/6097/files/577640/download?download_frd=1)

Group Project Capacity Setting with Solver & Simulation.docx 
(https://schulich.instructure.com/courses/6097/files/581134/download?download_frd=1)

Group Project Capacity Setting with Solver & Simulation.xlsm 
(https://schulich.instructure.com/courses/6097/files/577642/download?download_frd=1)

Quiz 1.

 **Due Date:** Tue Sep 28, 2021 at 03:30pm EDT

Quiz 2.

 **Due Date:** Tue Oct 19, 2021 at 03:30pm EDT

Details available Tue Oct 19, 2021 at 01:30pm EDT

Quiz 3.

 **Due Date:** Tue Nov 2, 2021 at 03:30pm EDT

Details available Tue Nov 2, 2021 at 01:30pm EDT

Quiz 4.

 **Due Date:** Tue Nov 16, 2021 at 03:30pm EST

Details available Tue Nov 16, 2021 at 01:30pm EST

CALCULATING COURSE GRADE

The course grade will be based upon the weighted total of the individual course components. If faculty mandated grade averages/distributions for the course are not satisfied, the grade distribution ranges may be adjusted accordingly.

Grading Scheme syllabus

A+ 100% to 89.5%

A < 89.5% to 84.5%

B+ < 84.5% to 79.5%

B < 79.5% to 74.5%

C+ < 74.5% to 69.5%

C < 69.5% to 64.5%

D+ < 64.5% to 59.5%

D < 59.5% to 49.5%

F < 49.5% to 0%

GRADING SCHEME

A+	100% to 89.5%
A	< 89.5% to 84.5%
B+	< 84.5% to 79.5%
B	< 79.5% to 74.5%
C+	< 74.5% to 69.5%
C	< 69.5% to 64.5%
D+	< 64.5% to 59.5%
D	< 59.5% to 49.5%
F	< 49.5% to 0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Excel VBA I

Sep 14/21

Overview: Class 1 - Excel VBA I

Excel VBA I

Introduction to Programming with Visual Basic for Applications (VBA).

The VBA Environment – VBA Editor, Object Browser, Properties & Methods, Libraries, Classes & Members.

Programming and Recording Macros – Recording Macros, VBA Code, Event Procedures, Customizing Ribbons, Toolbars and Menu Options.

Assigned Readings, Cases, etc.

Text Chapters 1, 2 (Skim only), 3, 4, 5, 16

Text Chapter 4 (Read 35-45 in-depth, Note modified code, skim 43-44)

Text Chapter 3 (Skim - will need to re-read several times over semester)

Class 2 - Excel VBA II & Excel VBA IIIA

Sep 21/21

Overview: Class 2 - Excel VBA II & Excel VBA IIIA

Excel VBA II & Excel VBA IIIA

More on Objects – Objects and Their Properties & Methods, Workbooks & Worksheets, Ranges, Charts & Drawing Objects, Referencing in VBA, WITH Construct

Variables – Message Boxes, Input Boxes, VBA Math Functions, Variable Scope

Assigned Readings, Cases, etc.

Text Chapters 5, 6, 10

Class 3 - Excel VBA IIIB & Excel VBA IIIC

Sep 28/21

Overview: Class 3 - Excel VBA IIIB & Excel VBA IIIC

Excel VBA IIIB & Excel VBA IIIC

Procedures – Organizing Sub Procedures, Creating Function Procedures

Programming Structures – If-Then, Logical, Loops, Select, Case, Exit/End Statements

Applications – Banking Account Management

Assigned Readings, Cases, etc.

Text Chapters 7, 10

Class 4 - Excel VBA IIID & Excel VBA IV

Oct 5/21

Overview: Class 4 - Excel VBA IIID & Excel VBA IV

Excel VBA IIID & Excel VBA IV

Arrays – When to Use, Size, Indexing, Dynamic, Multidimensional.
Developing a User Interface – User Forms & Options, Event Procedures, Error Checking, Navigating, Professional Appearance.
Applications – “Phonebooks”, Real Estate Search Spreadsheet Application, Product Search Form.

Assigned Readings, Cases, etc.

Text Chapters 9, 11, 12

Class 5 - Excel VBA IIID & Excel VBA IV (continued)

Oct 19/21

Overview: [Class 5 - Excel VBA IIID & Excel VBA IV \(continued\)](#)

Excel VBA IIID & Excel VBA IV (continued)

Arrays – When to Use, Size, Indexing, Dynamic, Multidimensional
Developing a User Interface – User Forms & Options, Event Procedures, Error Checking, Navigating, Professional Appearance
Applications – “Phonebooks”, Real Estate Search Spreadsheet Application, Product Search Form

Assigned Readings, Cases, etc.

Text Chapters 9, 11, 12 (continued)

Class 6 - Excel Extended Functionality B & Excel VBA V

Oct 26/21

Overview: [Class 6 - Excel Extended Functionality B & Excel VBA V](#)

Excel Extended Functionality B & Excel VBA V

Extended Spreadsheet Functionality
Simulation – Data Tables, Scenario Manager, Generating Random Numbers From Distributions
Simulation Re-Visited – Simulation with VBA, Animation, Analysis
Applications – Game of Craps

Assigned Readings, Cases, etc.

Text Chapters 13, 14

Class 7 - Excel Extended Functionality A & Excel VBA V

Nov 2/21

Overview: [Class 7 - Excel Extended Functionality A & Excel VBA V Copy](#)

Excel Extended Functionality A & Excel VBA V

Solver and Modeling – Linear, Integer, & Non-Linear Mathematical Modelling with Excel Solver
Solver Re-Visited – Review of Solver, Solver Commands using VBA
Applications – Dynamic Production Problem

Assigned Readings, Cases, etc.

Text Chapter 15

Assignment Due

Assignment 1

Class 8 - Excel Basic Functionality B & Excel Extended Functionality B

Nov 9/21

Overview: [Class 8 - Excel Basic Functionality B & Excel Extended Functionality B Copy](#)

Excel Basic Functionality B & Excel Extended Functionality B

Extended Spreadsheet Functionality

Statistical Analysis – Descriptive Statistics, Histograms, Regression, Trend Curves, Distributions

Working with Large Data Sets – Importing/Exporting Data From: Files, Databases & the Web.

Data Sorting, Data Filtering, Data Validation & Consolidation, Pivot Tables

Assigned Readings, Cases, etc.

Text Chapters 15, 17

Class 9 - Excel VBA VI & VII

Nov 16/21

Overview: [Class 9 - Excel VBA VI & VII Copy](#)

Excel VBA VI & VII

Working with Large Data Revisited – Using External Databases, Importing & Exporting Data,

Performing Queries with SQL

Debugging – Error Checking, Types of Errors, Debug Toolbar, Debug Windows, Tips

Applications – Transcript Query

Assigned Readings, Cases, etc.

Text Chapters 3, 12, 13, 14 (Reference also 23, 31, 32)

Class 10 - Application Development, Case Studies, Applications

Nov 23/21

Overview: [Class 10 - Application Development, Case Studies, Applications](#)

Application Development, Case Studies, Applications

Development Process – Defining the Process, Application overview, Spreadsheets, User Interface, Procedures, Resolve Options

GUI Design and Programming Principles – Theory Behind Good GUI Design, Users, Tasks & Goals, Clarity, Consistency, Good & Bad Designs Using Buttons/Boxes/Controls/Forms/Procedures,

Programming Practices

Case Studies and DSS Application Demonstration.

Portfolio Management and Optimization,

A University Student Information System

Assigned Readings, Cases, etc.

Text Chapters 18

Case Handout Material

Class 11 - Selected Topics

Nov 30/21

Overview: Class 11 - Selected Topics

Introduction to VBA

Introduction
Various VBA Examples

Assigned Readings, Cases, etc.

Text Chapters 1, 5 (Section 10), 2 (skim only)
Text Chapter 3 (skim - will need to re-read several times over semester)

Assigned work due

Assignment 2

Class 12 - Project Presentations

Dec 7/21

Overview: Class 12 - Project Presentations

Presentations

Presentations of Student DSS Projects, Course Wrap-Up, Extensions

At the instructor's discretion, Final Projects & Presentations may be due/held on the date of the Regularly scheduled examination for the class.

Assignment Due:
Group Project

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

This is an **online only class**, this semester - the second time it has been offered in this fashion. Consequently, one should reasonably expect to encounter an assortment of "growing pains" and technical hiccups along the way. Maintaining a sense of humour throughout would be a definite asset (fortunately, one must generally possess a sense of humour to be part of the Schulich community).

This course stresses VBA programming and requires a rather intense interaction with the materials. I do not believe that a 3-hour technical session conducted synchronously each week using Zoom would be appropriate for learning the course content. Even more so, given that those enrolled in the course are spread throughout the world.

Hence, videos have been recorded of all of lecture materials, so that **much of the course content can be delivered in essentially an asynchronous fashion.**

You will need to go through each set of videos, each week, with the appropriate files open on your computer and mimic/enter/follow all of the actions on your own device. You should pause the videos at each stage to perform the appropriate actions and observe the resulting consequences on your own system.

Both "before" and "after" files will be available via Canvas, and the videos will demonstrate how to progress from one to the other. Learning in this course is not a passive process, you **must** engage directly and consistently with all materials. Different computers and systems can - and do - "behave" in very different - and unanticipated - ways. You must explore the actions to learn and become familiar with the course concepts and how to extend them to other applications/situations. This is learning-by-doing. You must experiment! Tentanda Via!

Every 2 weeks (starting in Class 3), there will be a short, time-limited quiz based on the materials from the classes in the previous 2 weeks. These quizzes will generally consist of 5-10 true/false, multiple choice, and/or fill-in-the-blanks questions. You must check the syllabus for the detailed scheduling and timing availability of these quizzes. There should be a link provided to each quiz that is accessible from within each class module. If you have gone through the material in a hands-on fashion and understand the concepts, then the answers should be relatively straightforward (hopefully, that is).

During the regularly scheduled course time, each week, there will be a Zoom session that will run for an hour or so. Other than for Class 1, these sessions can be considered as entirely voluntary, during which I will go through and/or demonstrate some materials related to that week's content. In addition, you can consider these as drop-in sessions - somewhat akin to office hours - when you can discuss course items with the instructor.

In addition, there will be one or more discussions set up on Canvas. The discussion forum(s) will permit dialogue with classmates where questions/issues/problems can be posed and answered by classmates. The instructor will monitor the discussions periodically and provide additional input/clarifications, but the discussion is planned to be student-centric.

For online learning, it can be quite advantageous to add a second computer screen to your configuration. For things like Zoom sessions, this permits one screen showing participants and a second screen for projected documents from the presenter and/or for running your own applications simultaneously. A second screen configuration is also useful for improving the overall layout in offline work. I, personally, had been using a screen from an old desktop (which was very satisfactory) prior to purchasing a somewhat "fancier", larger one. Note - a second screen is simply a friendly suggestion to facilitate your online working environment.

For the course materials, you will need to use a PC. While Apple/Macintosh products are superior for many things (social networking), they are technically deficient in other areas...and, in particular, they are completely deficient for developing user form applications. Unfortunately, there is no satisfactory workaround to circumvent these technical limitations. In past years, York libraries have provided a service that lends out PCs for the semester (I cannot vouch whether this program is still in operation at the moment).

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

Visiting Campus

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>).

Some courses are being offered in a hyflex format for the first time in the Fall 2021 term. While instructors have done their best to prepare and will be supported by a technology assistant, adjusting to a new teaching environment and technology can take time. Please offer your patience, understanding, and support to all members of the course (instructors, TAs and classmates alike) as everyone learns and adjusts to this new format.

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities:
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>
(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)

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



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

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

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA, iBBA programs

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 3710

4. Credit Value:

3.00

5. Long Course Title:

Information Systems

6. Short Course Title:

Information Systems

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

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

8. Effective Term/Calendar Year of Proposed Change(s):

V. July 2021

Fall 2022

Rationale:

In the last few years, the OMIS area has updated the first- and second-year iBBA/BBA curriculum to address persistent concerns about how well-prepared students are for mathematical analysis (given that Schulich does not require Calculus or Data Management as an entry level requirements), the central role that data and technology plays in modern management and analytics, and to align what is taught in the classroom with the area's core competencies. These changes were formalized via motions that were passed last year regarding OMIS 1050, OMIS 2010, and OMIS 2050. During this time, coordinators of elective courses in the Business Analytics specialization (see picture below for the courses that comprise this stream) have also been reflecting on what they teach – and making updates to their respective curricula – to ensure that their courses do not require highly specialized knowledge that can only be obtained by taking another OMIS-area elective and that the relevant background material required for the course is still taught in the new versions of OMIS 1050, OMIS 2010, and OMIS 2050.

However, with the revisions to OMIS 1050, OMIS 2010, and OMIS 2050, the background material for electives in the Business Analytics specialization has now been spread over multiple courses. In order to ensure that students have the relevant quantitative background in data management, information systems, and statistical thinking (OMIS 1050/2050) as well as can think strategically about operations strategy, capacity management, process design, and logistics (OMIS 2010), we wish to make OMIS 2010 and OMIS 2050 pre-requisites for all course in this specialization. Note that although material from OMIS 1050 is also required, it is a pre-requisite for OMIS 2050. Specifically, the changes are:

- **Predictive Analytics (OMIS 3020):** None
- **Spreadsheet Based DSS (OMIS 3670):** Adding OMIS 2050 as knowledge of basic statistics, data management, and Microsoft Excel is a requirement for this course.
- **Information Systems (OMIS 3710):** Adding OMIS 2010 and OMIS 2050. The updated curriculum associated with the pre-requisites delves into technology (both the hardware and software) used to store data, analyze data, and deploy data-driven solutions for modern applications such as e-commerce, cloud computing, mobile platforms, and the internet of things. Social and ethical issues (e.g., privacy, monitoring, hackers) surrounding data and IT security are also discussed. Thus, there is a greater emphasis on Information Systems in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3710 will assume students have some background knowledge.
- **Database Management (OMIS 3730):** Adding OMIS 2010 and OMIS 2050. The updated curriculum for the pre-requisites delves into the data collection process, data representation on computers, various algorithms used to process data efficiently, and how to process data for storage. Thus, there is a greater emphasis on the basics of databases in in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3730 will assume students have some background knowledge.
- **Prescriptive Analytics (OMIS 4000):** None
- **AI Fundamentals for Business (OMIS 4010):** Adding OMIS 2010 and OMIS 2050. The original version of the course assumed students had successfully completed OMIS 3020. To increase the enrollment and make the material more accessible to a wider audience (given the importance of AI in today's world), the material was updated so that it does not rely on OMIS 3020

We do not anticipate any adverse reactions to these change because OMIS 2010 and OMIS 2050 are currently mandatory courses that all Schulich students are required to successfully complete.

SCHULICH BBA – BUSINESS ANALYTICS SPECIALIZATION

Mandatory Courses (9.00 Credits)

1. **Database Management (OMIS 3730)*****
 - Data management, SQL, Big Data, NoSQL, and MySQL.
2. **Predictive Analytics (OMIS 3020)*****
 - Exploratory data analysis, regression, classification, supervised and unsupervised learning, and neural networks.
3. **Prescriptive Analytics (OMIS 4000)*****
 - Constrained linear and nonlinear optimization, linear programming, linear reformulations of nonlinear constraints, goal programming, and multi-objective optimization.

Elective Courses (Choose at least 3.00 Credits)

4. **AI Fundamentals for Business (OMIS 4010)*****
 - Association analysis, anomaly detection, recommendation systems, text mining, and social network analysis.
5. **Information Systems (OMIS 3710)**
 - Managing decision-support systems and the decision-making process associated with data-driven projects.
6. **Spreadsheet-Based DSS (OMIS 3670)**
 - Dashboards, visualization, decision support systems, programming in VBA, and the management of data.

*** Requires the use of the Python programming language

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Description: Managers use data to make critical decisions. Business analytics begins with data and transforms it into insights to aid organizational decision making and problem solving. This course builds on SB/MGMT 1050 3.00, equipping students with the skills to select relevant information, to use analytics tools, to apply appropriate quantitative techniques and to critically evaluate results leading to better and faster fact-based decisions.</p> <p>Prerequisite: SB/OMIS 1050 3.00</p>	<p>Description: Managers use data to make critical decisions. Business analytics begins with data and transforms it into insights to aid organizational decision making and problem solving. This course equips students with the skills to select relevant information, to use analytics tools, to apply appropriate quantitative techniques and to critically evaluate results leading to better and faster fact-based decisions.</p> <p>Prerequisite: SB/OMIS 2010 3.00 SB/OMIS 2050 3.00</p>

11. Consultation:

All OMIS area faculty members, the MBAN, MMAI, and MSCM Program Directors, and the OMIS Area Coordinator were consulted on the matter. We also solicited feedback from the relevant course coordinators. They all support the motion to update the pre-requisites for these courses.

Originator:



Signature

Adam Diamant

Name

September 21, 2021

Date

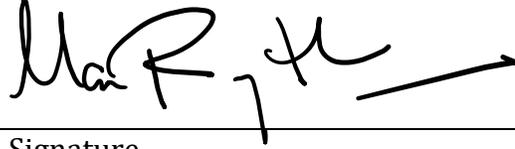
OMIS

Area or Specialization

Approvals:

Area or Specialization

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



Signature

September 22, 2021

Date

Manus Rungtusanatham

Name

OMIS

Area or Specialization

Degree Program:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee



OMIS3710 F2021 CREDITS: 3.00

OMIS 3710 A - INFORMATIONS SYSTEMS

MON 14:30 - 16:30 SSB E115

INSTRUCTOR

Ushnish Sengupta

✉ ushnish@schulich.yorku.ca

📞 416.736.2100 Ext. 55074

🏠 S337 SSB

ADMIN

Paula Gowdie Rose

✉ pgowdierose@schulich.yorku.ca

📞 416.736.2100 Ext. 55074

🏠 S337N SSB

Monday, October 11, 2021: Thanksgiving - University Closed

Undergraduate Co-curricular days: October 9, 10, 12, 13, 14, 15, 2021 - No classes

USHNISH SENGUPTA BIOGRAPHY

Ushnish Sengupta holds degrees in Industrial Engineering (BASc) and Business Administration and (MBA) from the University of Toronto. He has taught courses at post-secondary institutions and at community based organizations. In addition to his academic experience, he has worked in various private sector and public sector organizations including Atomic Energy of Canada Limited, Cedara Software Corp, Canadian Broadcasting Corporation, Centre for Addiction and Mental Health, OntarioMD, Ontario Telemedicine Network, and eHealth Ontario. Ushnish has worked in different roles including Project Manager and Product Manager, and is currently Project Manager at the Blockchain Lab at York University. Ushnish Sengupta is a recipient of the Seymour Schulich Teaching Excellence Award for 2019.

BRIEF DESCRIPTION

Managers use data to make critical decisions. Business analytics begins with data and transforms it into insights to aid organizational decision making and problem solving. This course ~~builds on SB/MGMT 1050 3.00, equipping~~ students with the skills to select relevant information, to use analytics tools, to apply appropriate quantitative techniques and to critically evaluate results leading to better and faster fact-based decisions. Prerequisite: ~~SB/MGMT 1050 3.00~~ SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00

COURSE LEARNING OUTCOMES

This course equips managers, analysts, consultants, and accountants to better: use and manage information and systems; understand business implications of Information Technologies (IT); explore future business implications of emerging technologies; and appreciate that most of the exciting business models and practices entail leveraging IT.

Information systems are vital to organizations, and their use can be a source of competitive advantage. At its core, Information systems process data into useful information. Lectures and discussions will cover concepts and theories that underlie organizational and individual uses of information systems.

Topics covered include strategic and operational uses, and management, of information systems; Information Technologies (IT) with which information systems are developed; as well as Cloud Computing, Big Data and Business Analytics, AI, Blockchain and other emerging IT paradigms.

Course Objectives

The objective of the course is to improve your understanding of how information systems are used in organizations and by individuals.

Upon completing this course, students will have a more informed perspective on how information systems process data into useful information within organizational and individual contexts. The following then are expected learning outcomes.

Expected Learning Outcomes

Through this course, you are expected to:

1. Understand the core concepts, theories, and technologies that underlie information systems.
2. Identify the issues and the challenges involved in information systems use and management.

Organization of the Course

This course is primarily a lecture-based course. Each student is expected to have read the assigned material for the lecture before class. They should be ready to discuss any of the material assigned for the prior week and the current week. There are assigned questions each week that will have to be submitted to Turnitin.

The lecture slides as well as this course outline and all other material needed for the class—except the book—can be accessed through the course's Canvas site. The lecture slides will typically be posted before the lecture.

All deliverables will be individually assessed, except for the group term project (5 to 7 students per group). You are expected to **self-organize** into groups for this.

The instructor reserves the right to add students to your group, or break up your group to be added to other groups if required.

Deliverables at a Glance

Course work includes individual work, group work and class participation.

Assignment/Task	Quantity	% Weight	Total %	Author
Term Group Project	1	35%	35%	Group
Group Presentation	1	15%	15%	Group
Weekly Assignment – Open Book 1		35%	35%	Individual
Class Participation	1	15%	15%	Individual
100%				

There will be a number of ungraded individual and group in class exercises, such as crosswords, and mathematical exercises. Although these assignments are not graded, experience indicates the students who diligently complete these exercises generally do better on the course as a whole as they understand and absorb the material for the course in different ways.

LEARNING IN THE REMOTE CLASSROOM

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

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

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

Technical Issues

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

COURSE MATERIAL

Required reading for this course includes the following book, which is available for purchase from the York University Bookstore (<http://bookstore.yorku.ca> (bookstore.yorku.ca)):

Information Systems: A Manager's Guide to Harnessing Technology, v. 8.0, by John Gallaugher. Flatworld Knowledge, ISBN #: 978-1-4533-9788-6.

This website allows you to input your instructor's name and/or course code, and will take you directly to the book.

You may also access the publisher website directly at <https://students.flatworldknowledge.com/course/2588802>. (<https://students.flatworldknowledge.com/course/2592496>)

Course website

We will be using Schulich Canvas for the course - <https://schulich.instructure.com>. We will also be using Turnitin through Canvas. So, make sure that you have both Canvas and Turnitin accounts set up.

Canvas has been created to contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Copyright

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

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

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Class Participation 15%			
For Wk01: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Sep 14, 2021 at 02:30pm EDT
For Wk02: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Sep 21, 2021 at 02:30pm EDT
For Wk03: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Sep 28, 2021 at 02:30pm EDT
For Wk04: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Oct 5, 2021 at 02:30pm EDT
For Wk05: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Oct 19, 2021 at 02:30pm EDT
For Wk06: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Oct 26, 2021 at 02:30pm EDT
For Wk07: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Nov 2, 2021 at 02:30pm EDT
For Wk08: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Nov 9, 2021 at 02:30pm EST
For Wk09: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Nov 16, 2021 at 02:30pm EST
For Wk10: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Nov 23, 2021 at 02:30pm EST
For Wk11: 1 page slide (before live lecture) and writeup of your participation (after live lecture) omited from final grade.		0%	Tue Nov 30, 2021 at 02:30pm EST
For Wk12: Writeup of your participation (after live lecture) omited from final grade.		0%	Tue Dec 7, 2021 at 02:30pm EST
CP I		5%	

Assignment Task	Group Individual	Total % of Final Grade	Due Date
CP II		5%	
CP III		5%	Sun Sep 19, 2021 at 11:30pm EDT
Weekly Assignments 35%			
Wk01 Assigned Questions		3.18%	Mon Sep 13, 2021 at 08:00am EDT
Wk02 Assigned Questions		3.18%	Mon Sep 20, 2021 at 08:00am EDT
Wk03 Assigned Questions		3.18%	Mon Sep 27, 2021 at 08:00am EDT
Wk04 Assigned Questions		3.18%	Mon Oct 4, 2021 at 08:00am EDT
Wk05 Assigned Questions		3.18%	Mon Oct 18, 2021 at 08:00am EDT
Wk06 Assigned Questions		3.18%	Mon Oct 25, 2021 at 08:00am EDT
Wk07 Assigned Questions		3.18%	Mon Nov 1, 2021 at 08:00am EDT
Wk08 Assigned Questions		3.18%	Mon Nov 8, 2021 at 08:00am EST
Wk09 Assigned Questions		3.18%	Mon Nov 15, 2021 at 08:00am EST
Wk10 Assigned Questions		3.18%	Mon Nov 22, 2021 at 08:00am EST
Wk11 Assigned Questions		3.18%	Mon Nov 29, 2021 at 08:00am EST
Breakout Slam 15%			
Breakout Slam 1		4%	Mon Oct 4, 2021 at 11:59pm EDT
Breakout Slam 2		4%	Mon Oct 25, 2021 at 11:59pm EDT
Breakout Slam 3		3.5%	Mon Nov 8, 2021 at 11:59pm EST
Breakout Slam 4		3.5%	Mon Nov 22, 2021 at 11:59pm EST
Final Project 35%			

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Team Final Project - Written Assignment		35%	Mon Dec 20, 2021 at 11:30pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

For Wk01: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Sep 14, 2021 at 02:30pm EDT

Before live lecture - submit powerpoint slide

- By Friday at 10 PM, you may submit two powerpoint slides for inclusion by the instructor into the following week's live lecture. Any submission after this time will not be included
- ONE of the slides included MUST be from the instructors pre-recorded lecture. i.e. the concepts you are describing in your slide need to connect to a concept described by the instructor on a slide. The second slide is your own slide with your name on it.
- An appropriate slide for inclusion
 - may be follow-ups, questions, comments from topics covered in this week's pre-recorded and live lectures or readings
 - may be follow-ups, questions, comments from topics to be covered in next week's pre-recorded lecture or readings
 - may not be directly related to weekly questions
- You must also include your name in the slide.– NAME the file with your name and section as well.
- Starting with the Monday 8:30 AM section of the next week, the instructor will compile a set of slides that are appropriate for the class.
- Slides appropriate for the lectures will be chosen for inclusion into the slide deck.

During live lecture

- Very topical slides made by the students will be pre-selected by the instructor for discussion. Other slides will be randomly drawn during the live lecture. The maker of the slide will be given the opportunity to speak to their pre-selected or randomly-chosen slide. In this way, the slide maker increases the chances for some participation marks for themselves.
- At random times at the instructor's discretion, you maybe be asked to take an attendance poll on Zoom. Just answer "yes" to the question "Are you in attendance?" Doing that constitutes proof of your attendance and you will automatically be awarded 2 out of 5 for class participation.
- There will be ample opportunity for you to publicly answer questions, comment, or pose questions. Doing that will improve your participation score.
- Note that only substantial comments in chat count as participation
- If you wanted to speak but were unable to do so, you could make a slide for the following week to give yourself a chance to speak your point next week
- Found below is a marking scheme for assigning class participation marks

After lecture - submit 100 word write-up in the text box

- Please briefly summarize your public class participation during today's lecture in under 100 words. Namely
 - How did you publicly answer questions posed by the lecturer during the lecture?
 - What questions did you publicly pose to the lecturer during the lecture?

- What comments did you publicly make during the lecture?
- Only substantive comments in chat will be counted as participation.
- Include a word count.
- You should submit your write-up within 24 hours of the start of class. The instructor will still assign you a class participation mark with or without your submission, but if you don't submit your write-up, they may not recall your contribution that well. So it's definitely in your best interest to submit if you publicly participated
- You are to submit in the text box. If you had submitted a PowerPoint slide previously, you can put your write-up in the comments section.

More on Class Participation

For Wk02: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Sep 21, 2021 at 02:30pm EDT

Before live lecture - submit powerpoint slide

- By Friday at 10 PM, you may submit two powerpoint slides for inclusion by the instructor into the following week's live lecture. Any submission after this time will not be included
- ONE of the slides included MUST be from the instructors pre-recorded lecture. i.e. the concepts you are describing in your slide need to connect to a concept described by the instructor on a slide. The second slide is your own slide with your name on it.
- An appropriate slide for inclusion
 - may be follow-ups, questions, comments from topics covered in this week's pre-recorded and live lectures or readings
 - may be follow-ups, questions, comments from topics to be covered in next week's pre-recorded lecture or readings
 - may not be directly related to weekly questions
- You must also include your name in the slide.– NAME the file with your name and section as well.
- Starting with the Monday 8:30 AM section of the next week, the instructor will compile a set of slides that are appropriate for the class.
- Slides appropriate for the lectures will be chosen for inclusion into the slide deck.

During live lecture

- Very topical slides made by the students will be pre-selected by the instructor for discussion. Other slides will be randomly drawn during the live lecture. The maker of the slide will be given the opportunity to speak to their pre-selected or randomly-chosen slide. In this way, the slide maker increases the chances for some participation marks for themselves.
- At random times at the instructor's discretion, you maybe be asked to take an attendance poll on Zoom. Just answer "yes" to the question "Are you in attendance?" Doing that constitutes proof of your attendance and you will automatically be awarded 2 out of 5 for class participation.
- There will be ample opportunity for you to publicly answer questions, comment, or pose questions. Doing that will improve your participation score.
- Note that only substantial comments in chat count as participation
- If you wanted to speak but were unable to do so, you could make a slide for the following week to give yourself a chance to speak your point next week
- Found below is a marking scheme for assigning class participation marks

After lecture - submit 100 word write-up in the text box

- Please briefly summarize your public class participation during today's lecture in under 100 words. Namely

- How did you publicly answer questions posed by the lecturer during the lecture?
- What questions did you publicly pose to the lecturer during the lecture?
- What comments did you publicly make during the lecture?
- Only substantive comments in chat will be counted as participation.
- Include a word count.
- You should submit your write-up within 24 hours of the start of class. The instructor will still assign you a class participation mark with or without your submission, but if you don't submit your write-up, they may not recall your contribution that well. So it's definitely in your best interest to submit if you publicly participated
- You are to submit in the text box. If you had submitted a PowerPoint slide previously, you can put your write-up in the comments section.

More on Class Participation

For Wk03: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Sep 28, 2021 at 02:30pm EDT

Before live lecture - submit powerpoint slide

- By Friday at 10 PM, you may submit two powerpoint slides for inclusion by the instructor into the following week's live lecture. Any submission after this time will not be included
- ONE of the slides included MUST be from the instructors pre-recorded lecture. i.e. the concepts you are describing in your slide need to connect to a concept described by the instructor on a slide. The second slide is your own slide with your name on it.
- An appropriate slide for inclusion
 - may be follow-ups, questions, comments from topics covered in this week's pre-recorded and live lectures or readings
 - may be follow-ups, questions, comments from topics to be covered in next week's pre-recorded lecture or readings
 - may not be directly related to weekly questions
- You must also include your name in the slide.– NAME the file with your name and section as well.
- Starting with the Monday 8:30 AM section of the next week, the instructor will compile a set of slides that are appropriate for the class.
- Slides appropriate for the lectures will be chosen for inclusion into the slide deck.

During live lecture

- Very topical slides made by the students will be pre-selected by the instructor for discussion. Other slides will be randomly drawn during the live lecture. The maker of the slide will be given the opportunity to speak to their pre-selected or randomly-chosen slide. In this way, the slide maker increases the chances for some participation marks for themselves.
- At random times at the instructor's discretion, you maybe be asked to take an attendance poll on Zoom. Just answer "yes" to the question "Are you in attendance?" Doing that constitutes proof of your attendance and you will automatically be awarded 2 out of 5 for class participation.
- There will be ample opportunity for you to publicly answer questions, comment, or pose questions. Doing that will improve your participation score.
- Note that only substantial comments in chat count as participation
- If you wanted to speak but were unable to do so, you could make a slide for the following week to give yourself a chance to speak your point next week
- Found below is a marking scheme for assigning class participation marks

After lecture - submit 100 word write-up in the text box

- Please briefly summarize your public class participation during today's lecture in under 100 words. Namely
 - How did you publicly answer questions posed by the lecturer during the lecture?
 - What questions did you publicly pose to the lecturer during the lecture?
 - What comments did you publicly make during the lecture?
 - Only substantive comments in chat will be counted as participation.
 - Include a word count.
- You should submit your write-up within 24 hours of the start of class. The instructor will still assign you a class participation mark with or without your submission, but if you don't submit your write-up, they may not recall your contribution that well. So it's definitely in your best interest to submit if you publicly participated
- You are to submit in the text box. If you had submitted a PowerPoint slide previously, you can put your write-up in the comments section.

More on Class Participation

For Wk04: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Oct 5, 2021 at 02:30pm EDT

Before live lecture - submit powerpoint slide

- By Saturday at 10 PM, you may submit two powerpoint slides for inclusion by the instructor into the following week's live lecture. Any submission after this time will not be included
- ONE of the slides included MUST be from the instructors pre-recorded lecture. i.e. the concepts you are describing in your slide need to connect to a concept described by the instructor on a slide. The second slide is your own slide with your name on it.
- An appropriate slide for inclusion
 - may be follow-ups, questions, comments from topics covered in this week's pre-recorded and live lectures or readings
 - may be follow-ups, questions, comments from topics to be covered in next week's pre-recorded lecture or readings
 - may not be directly related to weekly questions
- You must also include your name in the slide.– NAME the file with your name and section as well.
- Starting with the Monday 8:30 AM section of the next week, the instructor will compile a set of slides that are appropriate for the class.
- Slides appropriate for the lectures will be chosen for inclusion into the slide deck.

During live lecture

- Very topical slides made by the students will be pre-selected by the instructor for discussion. Other slides will be randomly drawn during the live lecture. The maker of the slide will be given the opportunity to speak to their pre-selected or randomly-chosen slide. In this way, the slide maker increases the chances for some participation marks for themselves.
- At random times at the instructor's discretion, you maybe be asked to take an attendance poll on Zoom. Just answer "yes" to the question "Are you in attendance?" Doing that constitutes proof of your attendance and you will automatically be awarded 2 out of 5 for class participation.
- There will be ample opportunity for you to publicly answer questions, comment, or pose questions. Doing that will improve your participation score.
- Note that only substantial comments in chat count as participation
- If you wanted to speak but were unable to do so, you could make a slide for the following week to give yourself a chance to speak your point next week
- Found below is a marking scheme for assigning class participation marks

After lecture - submit 100 word write-up in the text box

- Please briefly summarize your public class participation during today's lecture in under 100 words. Namely
 - How did you publicly answer questions posed by the lecturer during the lecture?
 - What questions did you publicly pose to the lecturer during the lecture?
 - What comments did you publicly make during the lecture?
 - Only substantive comments in chat will be counted as participation.
 - Include a word count.
- You should submit your write-up within 24 hours of the start of class. The instructor will still assign you a class participation mark with or without your submission, but if you don't submit your write-up, they may not recall your contribution that well. So it's definitely in your best interest to submit if you publicly participated
- You are to submit in the text box. If you had submitted a PowerPoint slide previously, you can put your write-up in the comments section.

More on Class Participation

For Wk05: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Oct 19, 2021 at 02:30pm EDT

Details available Wed Oct 6, 2021 at 01:30pm EDT

For Wk06: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Oct 26, 2021 at 02:30pm EDT

Details available Wed Oct 20, 2021 at 01:30pm EDT

For Wk07: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Nov 2, 2021 at 02:30pm EDT

Details available Wed Oct 27, 2021 at 01:30pm EDT

For Wk08: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Nov 9, 2021 at 02:30pm EST

Details available Wed Nov 3, 2021 at 01:30pm EDT

For Wk09: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Nov 16, 2021 at 02:30pm EST

Details available Wed Nov 10, 2021 at 01:30pm EST

For Wk10: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Nov 23, 2021 at 02:30pm EST

Details available Wed Nov 17, 2021 at 01:30pm EST

For Wk11: 1 page slide (before live lecture) and writeup of your participation (after live lecture).

 **Due Date:** Tue Nov 30, 2021 at 02:30pm EST

Details available Wed Nov 24, 2021 at 01:30pm EST

For Wk12: Writeup of your participation (after live lecture).

 **Due Date:** Tue Dec 7, 2021 at 02:30pm EST

Details available Wed Dec 1, 2021 at 01:30pm EST

CP I.

- There will be 12 live lectures in this course.
- After Wk04, you will be assigned a mark for CP (Class Participation) I. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk01 to Wk04.
- After Wk08, you will be assigned a mark for CP II. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk05 to Wk08.
- After Wk12, you will be assigned a mark for CP III. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk09 to Wk12.
- So in sum, your class participation mark is out of 15, which dovetails with the fact that class participation is worth 15% of the final mark.
- Scaling will be done by adding up your class participation marks and then applying a bell-curve to them to get a reasonable average and standard deviation. Typically, the aim is for a class average of 72%-78%

CP II.

- There will be 12 live lectures in this course.
- After Wk04, you will be assigned a mark for CP (Class Participation) I. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk01 to Wk04.
- After Wk08, you will be assigned a mark for CP II. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk05 to Wk08.
- After Wk12, you will be assigned a mark for CP III. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk09 to Wk12.
- So in sum, your class participation mark is out of 15, which dovetails with the fact that class participation is worth 15% of the final mark.
- Scaling will be done by adding up your class participation marks and then applying a bell-curve to them to get a reasonable average and standard deviation. Typically, the aim is for a class average of 72%-78%

CP III.

 **Due Date:** Sun Sep 19, 2021 at 11:30pm EDT

- There will be 12 live lectures in this course.
- After Wk04, you will be assigned a mark for CP (Class Participation) I. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk01 to Wk04.
- After Wk08, you will be assigned a mark for CP II. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk05 to Wk08.
- After Wk12, you will be assigned a mark for CP III. This will be a scaled mark out of 5 that aggregates and scales your participation marks from Wk09 to Wk12.
- So in sum, your class participation mark is out of 15, which dovetails with the fact that class participation is worth 15% of the final mark.
- Scaling will be done by adding up your class participation marks and then applying a bell-curve to them to get a reasonable average and standard deviation. Typically, the aim is for a class average of 72%-78%

Wk01 Assigned Questions.

 **Due Date:** Mon Sep 13, 2021 at 08:00am EDT

Please include a word count for each answer - should be under 100 words

Q1: What do Accountants need to know about their organizations Technology Strategy?

Q2: How will the changing expectations of customer marketing interactions change organizational technology strategy? What does this have to do with Accountants?

Q3: How will AI change the profession of Accounting?

Wk02 Assigned Questions.

 **Due Date:** Mon Sep 20, 2021 at 08:00am EDT

1. What are the dangers of competing on operational effectiveness? How would you describe the basis for consumer decision-making when evaluating products that are highly similar?

2. Choose a technology-based company (except Amazon, Google, Facebook). Discuss its competitive advantages based on the “resource-based” view of competitive advantage? What are the characteristics of resources that may yield sustainable competitive advantage for this company?

3. Why is Moore’s Law important for managers? How does it influence managerial thinking?

4. Search online to assess the current state of quantum computing. What kinds of problems might be solved if the promise of quantum computing is achieved? How might individuals and organizations leverage quantum computing? What sorts of challenges could arise from the widespread availability of such powerful computing technology?

Wk03 Assigned Questions.

 **Due Date:** Mon Sep 27, 2021 at 08:00am EDT

Questions related to Chapter 5

1. What is Price Elasticity and how does it apply to the price of mobile phones? What are the business decisions managers need to make based on Price Elasticity and the price of mobile phones?

2. Name two Technology companies that have incurred the wrath of environmental advocates. What might each firm have done to avoid such criticism?

Questions related to Chapter 6

3. Why do leading firms fail to recognize and react to potentially disruptive innovations? How can a firm avoid the kind of blindness that leads to disruption?

4. Once a firm can detect disruptive technologies, what techniques can it use to nurture and develop these technologies?

Wk04 Assigned Questions.

 **Due Date:** Mon Oct 4, 2021 at 08:00am EDT

Questions related to Chapter 6

1. Investigate current uses of blockchain technology. Describe two examples of industries where blockchain projects have been successful? Describe two examples of industries where blockchain projects failed? (the success and failure examples can be from the same industry).

2. To whom do cryptocurrencies appeal? Why? Do some exploring online. Which specific businesses, governments, or charities accept bitcoin or other cryptocurrencies?

Questions related to Chapter 7

3. Which firms does Amazon compete with? Describe what Amazon competes on with these firms.

4. What are some of the advantages in Amazon having a longer time horizon? What are the internal and external challenges to Amazon that could derail its current approach?

Wk05 Assigned Questions.

 **Due Date:** Mon Oct 18, 2021 at 08:00am EDT

Details available Wed Oct 6, 2021 at 01:30pm EDT

Wk06 Assigned Questions.

 **Due Date:** Mon Oct 25, 2021 at 08:00am EDT

Details available Wed Oct 20, 2021 at 01:30pm EDT

Wk07 Assigned Questions.

 **Due Date:** Mon Nov 1, 2021 at 08:00am EDT

Details available Wed Oct 27, 2021 at 01:30pm EDT

Wk08 Assigned Questions.

 **Due Date:** Mon Nov 8, 2021 at 08:00am EST

Details available Wed Nov 3, 2021 at 01:30pm EDT

Wk09 Assigned Questions.

 **Due Date:** Mon Nov 15, 2021 at 08:00am EST

Details available Wed Nov 10, 2021 at 01:30pm EST

Wk10 Assigned Questions.

 **Due Date:** Mon Nov 22, 2021 at 08:00am EST

Details available Wed Nov 17, 2021 at 01:30pm EST

Wk11 Assigned Questions.

 **Due Date:** Mon Nov 29, 2021 at 08:00am EST

Details available Wed Nov 24, 2021 at 01:30pm EST

Breakout Slam 1.

 **Due Date:** Mon Oct 4, 2021 at 11:59pm EDT

Details available Fri Oct 1, 2021 at 03:00pm EDT

Breakout Slam 2.

 **Due Date:** Mon Oct 25, 2021 at 11:59pm EDT

Details available Fri Oct 22, 2021 at 03:00pm EDT

Breakout Slam 3.

 **Due Date:** Mon Nov 8, 2021 at 11:59pm EST

Details available Fri Nov 5, 2021 at 03:00pm EDT

Breakout Slam 4.

 **Due Date:** Mon Nov 22, 2021 at 11:59pm EST

Details available Fri Nov 19, 2021 at 03:00pm EST

Team Final Project - Written Assignment.

 **Due Date:** Mon Dec 20, 2021 at 11:30pm EST

The assignment specifications are provided in the document **found under Class Module 3**

Questions on the final assignment will be answered Class 3 onwards.

CLASS-BY-CLASS SYLLABUS

Administrative Documentation

 Class Participation Description
 Weekly Questions Description
 Breakout Slam Description
Team Final Project - Written Assignment

Wk01: Setting the Stage (Ch 1) and Strategy and Technology (Ch 2)

Sep 13/21

Overview and Readings-1: Setting the Stage and Strategy and Technology

Readings

Read: Chapter 1 and Chapter 2

Review

Narrated PowerPoint slides

Wk02 - Moore's Law (Ch 5)

Sep 20/21

Overview and Readings-2: Moores Law

Readings

Read: Chapter 5

Review

Narrated PowerPoint slides

Wk03: Disruptive Technologies (Ch. 6)

Sep 27/21

Overview and Readings-3: Disruptive Technologies

Readings

Read: Chapter 6

Review

Narrated PowerPoint slides

Wk04: Amazon (Ch. 7)

Oct 4/21

Overview and Readings-4: Amazon

Readings

Read: Chapter 7

Review

Narrated PowerPoint slides

Wk05: Network Effects (Ch. 8) and Social Media (Ch. 9)

Oct 18/21

Overview and Readings-5: Network Effects and Social Media

Readings

Read: Chapter 8 and Chapter 9

Review

Narrated PowerPoint slides

Wk06: Facebook (Ch. 11)

Oct 25/21

Overview and Readings-6: Facebook

Readings

Read: Chapter 11

Review

Narrated PowerPoint slides

Wk07 - Software Primer (Ch. 13)

Nov 1/21

Overview and Readings-7: Understanding Software

Readings

Read: Chapter 13

Review

Narrated PowerPoint slides

Wk08 - Software in Flux (Ch 14)

Nov 8/21

Overview and Readings-8: Software in Flux

Readings

Read: Chapter 14

Review

Narrated PowerPoint slides

Wk09: Data and Competitive Advantage (Ch. 15)

Nov 15/21

Overview and Readings-9: Data and Competitive Advantage

Readings

Read: Chapter 15

Review

Narrated PowerPoint slides

Wk10: Internet & Telecommunications (Ch 16)

Nov 22/21

Overview and Readings-10: Internet and Telecommunications

Readings

Read: Chapter 16

Review

Narrated PowerPoint slides

Wk11: Google (Ch. 18)

Nov 29/21

Overview and Readings-11: Google

Readings

Read: Chapter 18

Review

Narrated PowerPoint slides

Wk12: Information Security (Ch. 17) OMIS 3710 Section A and C Only

Dec 6/21

Overview and Readings-12: Information Security

Readings

Read: Chapter 17

Review

Narrated PowerPoint slides

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

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.

Student Responsibilities

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. 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. 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 the instructor know 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! Ensure your name is displayed on Zoom. 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 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. When using Zoom for this class, your camera must be kept on. This will maintain an atmosphere as close as possible to an interactive physical classroom.
8. When using Zoom for this class, please ensure that chat messages and other communication in the context of this class are professional and within York University and Schulich school of Business communication standards.
9. All or most of the class sessions will be recorded, so please ensure during class time you create an environment conducive to an online class.

Class Participation (contribution)

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 the rubric for marks for Class Participation for each Lecture:

Grade Criteria

- | | |
|---|--|
| 0 | Absent or very disruptive |
| 2 | Present, not disruptive.
Demonstrates no class participation or trivial participation |
| 3 | Demonstrates adequate preparation: knows facts from readings, but does not show evidence of trying to interpret or analyze them.
Offers straightforward information (e.g., straight from the readings), without elaboration
Demonstrates sporadic participation. |

4 Demonstrates good preparation: knows reading facts well, has thought through implications of them.

Offers interpretations and analysis of readings and the week's topics.

Contributes well to discussion in an ongoing way: responds to lecturer and other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions.

Demonstrates consistent participation.

Demonstrates excellent preparation: has analyzed readings exceptionally well and researched complementary readings for week's topics.

Offers analysis, synthesis, and evaluation of week's topics, e.g. leads discussion to develop new approaches that take the class further.

5

Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other lecturer and students' comments, suggests alternative ways of approaching week's topics and helps class analyze which approaches are appropriate, etc.

Demonstrates ongoing very active participation.

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. 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.

As per the Schulich Undergraduate Handbook, Academic Policies and Regulations – Attendance, “If a student does not formally withdraw from a course, failure to attend will result in a grade of ‘F’.”

The instructor will frequently 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.

Finally, since you are in a learning environment of an educational institution, you will NOT be penalized for giving a wrong answer or asking the wrong question. You are encouraged to ask questions when you do not understand an item, or to provide answers to questions asked even if you are not sure your answers are absolutely correct. The instructor will provide guidance where necessary for questions and answers.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

Visiting Campus

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>).

Some courses are being offered in a hyflex format for the first time in the Fall 2021 term. While instructors have done their best to prepare and will be supported by a technology assistant, adjusting to a new teaching environment and technology can take time. Please offer your patience, understanding, and support to all members of the course (instructors, TAs and classmates alike) as everyone learns and adjusts to this new format.

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities:
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>
(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)

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

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

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

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA, iBBA programs

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 3730

4. Credit Value:

3.00

5. Long Course Title:

Database Management

6. Short Course Title:

Database Management

7. Type of Course Change(s) (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 (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
X	in pre/co-requisite
	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):

Fall 2022

Rationale:

In the last few years, the OMIS area has updated the first- and second-year iBBA/BBA curriculum to address persistent concerns about how well-prepared students are for mathematical analysis (given that Schulich does not require Calculus or Data Management as an entry level requirements), the central role that data and technology plays in modern management and analytics, and to align what is taught in the classroom with the area's core competencies. These changes were formalized via motions that were passed last year regarding OMIS 1050, OMIS 2010, and OMIS 2050. During this time, coordinators of elective courses in the Business Analytics specialization (see picture below for the courses that comprise this stream) have also been reflecting on what they teach – and making updates to their respective curricula – to ensure that their courses do not require highly specialized knowledge that can only be obtained by taking another OMIS-area elective and that the relevant background material required for the course is still taught in the new versions of OMIS 1050, OMIS 2010, and OMIS 2050.

However, with the revisions to OMIS 1050, OMIS 2010, and OMIS 2050, the background material for electives in the Business Analytics specialization has now been spread over multiple courses. In order to ensure that students have the relevant quantitative background in data management, information systems, and statistical thinking (OMIS 1050/2050) as well as can think strategically about operations strategy, capacity management, process design, and logistics (OMIS 2010), we wish to make OMIS 2010 and OMIS 2050 pre-requisites for all course in this specialization. Note that although material from OMIS 1050 is also required, it is a pre-requisite for OMIS 2050. Specifically, the changes are:

- **Predictive Analytics (OMIS 3020):** None
- **Spreadsheet Based DSS (OMIS 3670):** Adding OMIS 2050 as knowledge of basic statistics, data management, and Microsoft Excel is a requirement for this course.
- **Information Systems (OMIS 3710):** Adding OMIS 2010 and OMIS 2050. The updated curriculum associated with the pre-requisites delves into technology (both the hardware and software) used to store data, analyze data, and deploy data-driven solutions for modern applications such as e-commerce, cloud computing, mobile platforms, and the internet of things. Social and ethical issues (e.g., privacy, monitoring, hackers) surrounding data and IT security are also discussed. Thus, there is a greater emphasis on Information Systems in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3710 will assume students have some background knowledge.
- **Database Management (OMIS 3730):** Adding OMIS 2010 and OMIS 2050. The updated curriculum for the pre-requisites delves into the data collection process, data representation on computers, various algorithms used to process data efficiently, and how to process data for storage. Thus, there is a greater emphasis on the basics of databases in in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3730 will assume students have some background knowledge.
- **Prescriptive Analytics (OMIS 4000):** None
- **AI Fundamentals for Business (OMIS 4010):** Adding OMIS 2010 and OMIS 2050. The original version of the course assumed students had successfully completed OMIS 3020. To increase the enrollment and make the material more accessible to a wider audience (given the importance of AI in today's world), the material was updated so that it does not rely on OMIS 3020

We do not anticipate any adverse reactions to these change because OMIS 2010 and OMIS 2050 are currently mandatory courses that all Schulich students are required to successfully complete.

SCHULICH BBA – BUSINESS ANALYTICS SPECIALIZATION

Mandatory Courses (9.00 Credits)

1. **Database Management (OMIS 3730)*****
 - Data management, SQL, Big Data, NoSQL, and MySQL..
2. **Predictive Analytics (OMIS 3020)*****
 - Exploratory data analysis, regression, classification, supervised and unsupervised learning, and neural networks.
3. **Prescriptive Analytics (OMIS 4000)*****
 - Constrained linear and nonlinear optimization, linear programming, linear reformulations of nonlinear constraints, goal programming, and multi-objective optimization.

Elective Courses (Choose at least 3.00 Credits)

4. **AI Fundamentals for Business (OMIS 4010)*****
 - Association analysis, anomaly detection, recommendation systems, text mining, and social network analysis.
5. **Information Systems (OMIS 3710)**
 - Managing decision-support systems and the decision-making process associated with data-driven projects.
6. **Spreadsheet-Based DSS (OMIS 3670)**
 - Dashboards, visualization, decision support systems, programming in VBA, and the management of data.

*** Requires the use of the Python programming language

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Description: Database Management covers computerized systems used by organizations to manage the vast amount of data that encode business logic, accompany daily operations and support data analysis. The course provides the fundamentals of database management, analysis and design as well as a hands-on experience using up-to-date tools for data and big data management.</p> <p>Course Credit Exclusions : LE/CSE 1550 3.00, LE/EECS 1550 3.00</p> <p>Prerequisite:</p>	<p>Description: Database Management covers computerized systems used by organizations to manage the vast amount of data that encode business logic, accompany daily operations and support data analysis. The course provides the fundamentals of database management, analysis and design as well as a hands-on experience using up-to-date tools for data and big data management.</p> <p>Course Credit Exclusions : LE/CSE 1550 3.00, LE/EECS 1550 3.00</p> <p>Prerequisite: SB/OMIS 2010 3.00 SB/OMIS 2050 3.00</p>

11. Consultation:

All OMIS area faculty members, the MBAN, MMAI, and MSCM Program Directors, and the OMIS Area Coordinator were consulted on the matter. We also solicited feedback from the relevant course coordinators. They all support the motion to update the pre-requisites for these courses.

Originator:



Signature

September 21, 2021

Date

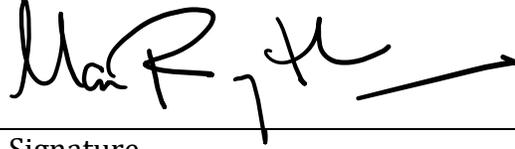
Adam Diamant
Name

OMIS
Area or Specialization

Approvals:

Area or Specialization

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



Signature

September 22, 2021

Date

Manus Rungtusanatham

Name

OMIS

Area or Specialization

Degree Program:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee



OMIS3730 W2021 CREDITS: 3.00

OMIS 3730 R & S - DATABASE MANAGEMENT

🕒 MON 11:30-14:30 🏠 N/A

Office Hours

Office hours are available by appointment only. Appointments can be made through email.

INSTRUCTOR

Yuval Meron

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📞 416.736.2100 Ext. 55074

🏠 S337 SSB

ADMIN

Paula Gowdie Rose

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📞 416.736.2100 Ext. 55074

🏠 S337N SSB

Family Day: February 15, 2021 - University Closed**Winter Reading Week: February 13, 14, 15, 16, 17, 18, 19, 2021 - No Classes**

BRIEF DESCRIPTION

Database Management covers computerized systems used by organizations to manage the vast amount of data that encode business logic, accompany daily operations and support data analysis. The course provides the fundamentals of database management, analysis and design as well as a hands-on experience using up-to-date tools for data and big data management.

Course Credit Exclusions: LE/CSE 1550 3.00, LE/EECS 1550 3.00 Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00

COURSE LEARNING OUTCOMES

This course has several primary objectives, which will be introduced in class lectures and reinforced through labs, assignments and course textbook reading. Participants will gain knowledge of database management and be able to:

- Explain what is conceptual modeling and logical database design.
- Create an entity relationship diagram given a business description.
- Explain how to convert a conceptual model (entity-relationship diagram) into a working relational model.
- Explain the difference between first, second, and third normal form and be able to normalize a database.
- Be able to write SQL statements to build and manage databases (Data Definition Language), as well as manipulate existing data (Data Manipulation Language).
- Explain and use inner queries in SQL statements.
- Get experience in creating a database driven business application.

LEARNING IN THE REMOTE CLASSROOM

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

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

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

Technical Issues

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

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

During this course we will be making use of database management software. You will be provided with download links for Mac and Windows environments. It is expected that you will have the ability to install and run the software on your computer - technical assistance cannot be provided by the course instructor.

COURSE MATERIAL

Text: Required reading for this course includes the following custom book, which is available for purchase from the York University bookstore (<http://bookstore.blog.yorku.ca> (<http://bookstore.blog.yorku.ca>)):

Modern Database Management, 12th Edition, Jeffery A. Hoffer, Ramesh Venkataraman, and Heikki Topi, Prentice Hall Press, 2015

ISBN: ISBN-13: 978-0133544619

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
In-class Quizzes 20%			
Quiz #1 (Lesson 2)		2%	Fri Jan 29, 2021 at 11:59pm EST
Quiz #2 (Lesson 3)		2%	Fri Jan 29, 2021 at 11:59pm EST
Quiz #3 (Lesson 4)		2%	Fri Apr 23, 2021 at 11:59pm EDT
Quiz #4 (Lesson 5)		2%	Fri Apr 23, 2021 at 11:59pm EDT
Quiz #5 (Lesson 6)		2%	Fri Apr 23, 2021 at 11:59pm EDT
Quiz #6 (Lesson 7)		2%	Fri Apr 23, 2021 at 11:59pm EDT
Quiz #7 (Lesson 8)		2%	Fri Apr 23, 2021 at 11:59pm EDT
Quiz #8 (Lesson 9)		2%	Fri Apr 23, 2021 at 11:59pm EDT
Quiz #9 (Lesson 10)		2%	Mon Mar 22, 2021 at 11:55am EDT
Quiz #10 (Lesson 11)		2%	Tue Mar 30, 2021 at 11:59pm EDT
Assignment 1 20%			
Assignment 1 - ERD Concepts		20%	Mon Feb 1, 2021 at 08:00am EST
Assignment 2 20%			
Assignment 2 - DB Modeling		20%	Mon Feb 22, 2021 at 08:00am EST
Project 25%			
Project - Business Application		25%	Mon Apr 12, 2021 at 08:00am EDT
Project Peer Review 5%			
Project Peer Review - submit your assessments		0%	Fri Apr 16, 2021 at 11:59pm EDT
omitted from final grade.			

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Project Peer Review - Results		5%	
Participation 10%			
Participation		10%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Quiz #1 (Lesson 2).

 **Due Date:** Mon Jan 18, 2021 at 11:55am EST

Answer 10 questions in 10 minutes.

Quiz #2 (Lesson 3).

 **Due Date:** Mon Jan 25, 2021 at 11:55am EST

Answer 10 questions in 10 minutes.

Quiz #3 (Lesson 4).

 **Due Date:** Mon Feb 1, 2021 at 11:55am EST

Answer 10 questions in 10 minutes.

Quiz #4 (Lesson 5).

Answer 10 questions in 10 minutes.

Quiz #5 (Lesson 6).

15 minutes to solve a FileMaker challenge.

Quiz #6 (Lesson 7).

Answer 10 questions in 10 minutes.

Quiz #7 (Lesson 8).

Answer 10 questions in 10 minutes.

Quiz #8 (Lesson 9).

In this quiz you are asked to form a Relational Algebra expression.

The question references the database schema in slide 6 of lesson 8.

Use **S** for **SELECT**

Use **P** for **PROJECT**

Use **U** for **UNION**

Use **I** for **INTERSECTION**

Use **X** for **CARTESIAN PRODUCT**

Use **J** for **EQUIJOIN**

Use ***** for **NATURAL JOIN**

Use **LJ** for **LEFT OUTER JOIN**

Use **RJ** for **RIGHT OUTER JOIN**

Quiz #9 (Lesson 10).

Answer 10 questions in 10 minutes.

Quiz #10 (Lesson 11).

Answer 10 questions in 10 minutes.

Assignment 1 - ERD Concepts.

 **Due Date:** Mon Feb 1, 2021 at 08:00am EST

Instructions

1. Review the described business scenarios and write down the business rules clearly to justify the cardinality and participation constraints.
2. Draw an entity-relationship diagram (ERD), using standard notations.

Note: If needed and not explicitly conflicting with descriptions in the question, you can make your own assumptions, document them clearly, and draw the ER diagram according to your assumptions.

Assignment 1 - Assignment 1 - ERD Concepts.pdf 

(https://schulich.instructure.com/courses/4996/files/400552/download?download_frd=1)

Assignment 2 - DB Modeling.

 **Due Date:** Mon Feb 22, 2021 at 08:00am EST

Instructions

Review the described business scenarios in each of the three questions, and respond to each question using the methodology and style demonstrated in the lecture slides. Briefly list any assumptions to clarify how you interpret the scenario; no assumptions should contradict the scenario or broaden its scope.

Assignment 2 - Database Modeling.pdf  (https://schulich.instructure.com/courses/4996/files/425860/download?download_frd=1)

Project - Business Application.

 **Due Date:** Mon Apr 12, 2021 at 08:00am EDT

Review the business scenario provided and submit a working FileMaker solution that provides the requested deliverables. Briefly list any assumptions to clarify how you interpret the scenario; no assumptions should contradict the scenario or broaden its scope.

Important: If you have questions seeking clarification on the assignment, post them to the **Final Project Clarification Q&A** discussion forum.

OMIS 3730 Final Assignment.pdf  (https://schulich.instructure.com/courses/4996/files/441596/download?download_frd=1)

Townhouse Books Records.xlsx  (https://schulich.instructure.com/courses/4996/files/441899/download?download_frd=1)

Project Peer Review - submit your assessments.

 **Due Date:** Fri Apr 16, 2021 at 11:59pm EDT

Project Peer Review - Results.

Your Project peer review (1-10, normalized to a scale of 100)

Amounts to 5% of course grade

Participation.

CALCULATING COURSE GRADE

Assignment/Task	Quantity	% Weight	Total %	Author
In-class Quizzes	10	2	20	Individual
Assignment 1 - ERD Concepts	1	20	20	Group
Assignment 2 - DB Modeling	1	20	20	Group
Project - Business Application	1	30	30	Group
Class participation	1	10	10	Individual

GRADING SCHEME

A+	100% to 89.5%
A	< 89.5% to 79.5%
B+	< 79.5% to 74.5%
B	< 74.5% to 69.5%
C+	< 69.5% to 64.5%
C	< 64.5% to 59.5%
D+	< 59.5% to 54.5%
D	< 54.5% to 49.5%
F	< 49.5% to 0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Course Overview & Introduction to DBMS

Overview 1: Course Overview & Introduction to DBMS

Course Overview and Intro to DBMS

- Course overview - structure and expectations
- Introduction to DBMS
- SDLC - Systems Development Life Cycle

Read: Chapter 1

Class 2 - Modeling Organizational Data – ER and EER Diagramming

Overview 2: Modeling Organizational Data – ER and EER Diagramming

Modeling Data in the Organization

- Entity-Relationship Diagrams
- Enhanced Entity-Relationship Diagrams

Read: Chapter 2,3

Class 3 - The Relational Model: Logical DB Design

Overview 3: The Relational Model: Logical DB Design

Modeling Organizational Data - Logical DB Design

- The Relational Data Model
- Converting a conceptual data model to a relational data model

Read: Chapter 4

Class 4 - The Relational Model: Normalization

Overview 4: The Relational Model: Normalization

The Relational Model: Data Normalization

- Data Normalization - First, Second and Third Normal Forms

Read: Chapter 4, Chapter 5 (Denormalization)

Class 5 - Application of Relational Database

Overview 5: Application of Relational Database

Application of Relational Database

- Working towards creating a relational DB based business application

Class 6 - Introduction to SQL - DDL

Overview 6: Introduction to SQL - DDL

Introduction to SQL - DDL

- SQL - Structured Query Language

- DDL - Data Definition Language

Read: Chapter 6

Class 7 - SQL/DDL - Continued

Overview 7: SQL/DDL - Continued

SQL/DDL - Continued

- Data Definition Language - Continued

Read: Chapter 6, Chapter 5 (File Organizations), Chapter 7 (Triggers and Routines)

Class 8 - The relational Model: Relational Algebra

Overview 8: The relational Model: Relational Algebra

The relational Model: Relational Algebra

- Relational Algebra - forming queries for data retrieval

Read: Supplemental Material

Class 9 - Introduction to SQL - DML

Overview 9: Introduction to SQL - DML

Introduction to SQL - DML

- Data manipulation Language

Read: Chapter 6

Class 10 - SQL/DML - Continued

Overview 10: SQL/DML - Continued

SQL/DML - Continued

- Advanced SQL

Read: Chapter 7

Class 11 - Beyond Relational Databases - Data Warehousing/NOSQL

Overview 11: Beyond Relational Databases - Data Warehousing/NOSQL

Beyond Relational Databases - Data Warehousing/NOSQL

- Overview of Data Warehousing

- Overview of NoSQL (Not Only SQL) databases

Read: Chapter 9, 11

Class 12 - Application of Relational Database

Overview 12: Application of Relational Database

Application of Relational Database

- Creating a relational DB based business application

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Preparation. Students are required to prepare for class by reading the relevant textbook chapter(s) and supplemental material (if there is one). This will help you participate in class.

Class Participation (contribution)

Class Participation (contribution). Your mark (10%) will be awarded based upon your participation throughout the term.

Please note: attending a section other than the one you're registered for without pre-approval will not entitle you to a participation mark!

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

Visiting Campus

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>).

Some courses are being offered in a hyflex format for the first time in the Fall 2021 term. While instructors have done their best to prepare and will be supported by a technology assistant, adjusting to a new teaching environment and technology can take time. Please offer your patience, understanding, and support to all members of the course (instructors, TAs and classmates alike) as everyone learns and adjusts to this new format.

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities:
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

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

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

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

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA, iBBA programs

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 4010

4. Credit Value:

3.00

5. Long Course Title:

Artificial Intelligence Fundamentals for Business

6. Short Course Title:

AI Fundamentals

7. Type of Course Change(s) (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 (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
X	in pre/co-requisite
	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):

Fall 2022

Rationale:

In the last few years, the OMIS area has updated the first- and second-year iBBA/BBA curriculum to address persistent concerns about how well-prepared students are for mathematical analysis (given that Schulich does not require Calculus or Data Management as an entry level requirements), the central role that data and technology plays in modern management and analytics, and to align what is taught in the classroom with the area's core competencies. These changes were formalized via motions that were passed last year regarding OMIS 1050, OMIS 2010, and OMIS 2050. During this time, coordinators of elective courses in the Business Analytics specialization (see picture below for the courses that comprise this stream) have also been reflecting on what they teach – and making updates to their respective curricula – to ensure that their courses do not require highly specialized knowledge that can only be obtained by taking another OMIS-area elective and that the relevant background material required for the course is still taught in the new versions of OMIS 1050, OMIS 2010, and OMIS 2050.

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- **Predictive Analytics (OMIS 3020):** None
- **Spreadsheet Based DSS (OMIS 3670):** Adding OMIS 2050 as knowledge of basic statistics, data management, and Microsoft Excel is a requirement for this course.
- **Information Systems (OMIS 3710):** Adding OMIS 2010 and OMIS 2050. The updated curriculum associated with the pre-requisites delves into technology (both the hardware and software) used to store data, analyze data, and deploy data-driven solutions for modern applications such as e-commerce, cloud computing, mobile platforms, and the internet of things. Social and ethical issues (e.g., privacy, monitoring, hackers) surrounding data and IT security are also discussed. Thus, there is a greater emphasis on Information Systems in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3710 will assume students have some background knowledge.
- **Database Management (OMIS 3730):** Adding OMIS 2010 and OMIS 2050. The updated curriculum for the pre-requisites delves into the data collection process, data representation on computers, various algorithms used to process data efficiently, and how to process data for storage. Thus, there is a greater emphasis on the basics of databases in in OMIS 1050, OMIS 2010, and OMIS 2050 which means that OMIS 3730 will assume students have some background knowledge.
- **Prescriptive Analytics (OMIS 4000):** None
- **AI Fundamentals for Business (OMIS 4010):** Adding OMIS 2010 and OMIS 2050. The original version of the course assumed students had successfully completed OMIS 3020. To increase the enrollment and make the material more accessible to a wider audience (given the importance of AI in today's world), the material was updated so that it does not rely on OMIS 3020

We do not anticipate any adverse reactions to these change because OMIS 2010 and OMIS 2050 are currently mandatory courses that all Schulich students are required to successfully complete.

SCHULICH BBA – BUSINESS ANALYTICS SPECIALIZATION

Mandatory Courses (9.00 Credits)

- 1. Database Management (OMIS 3730)*****
 - Data management, SQL, Big Data, NoSQL, and MySQL.
- 2. Predictive Analytics (OMIS 3020)*****
 - Exploratory data analysis, regression, classification, supervised and unsupervised learning, and neural networks.
- 3. Prescriptive Analytics (OMIS 4000)*****
 - Constrained linear and nonlinear optimization, linear programming, linear reformulations of nonlinear constraints, goal programming, and multi-objective optimization.

Elective Courses (Choose at least 3.00 Credits)

- 4. AI Fundamentals for Business (OMIS 4010)*****
 - Association analysis, anomaly detection, recommendation systems, text mining, and social network analysis.
- 5. Information Systems (OMIS 3710)**
 - Managing decision-support systems and the decision-making process associated with data-driven projects.
- 6. Spreadsheet-Based DSS (OMIS 3670)**
 - Dashboards, visualization, decision support systems, programming in VBA, and the management of data.

*** Requires the use of the Python programming language

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

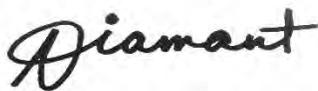
N/A

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Description: This course addresses how to apply machine learning to managerial tasks. Through lectures, labs and hands-on projects in realistic contexts, students will learn how artificial intelligence is used for decision making in realistic contexts. Specifically, students will develop technical skills revolving around business value discovery through data mining, e.g., statistical learning, text mining, recommendation, outlier detection and social network analysis.</p> <p>Prerequisite: SB/OMIS 3020 3.00</p>	<p>Description: This course addresses how to apply machine learning to managerial tasks. Through lectures, labs and hands-on projects in realistic contexts, students will learn how artificial intelligence is used for decision making in realistic contexts. Specifically, students will develop technical skills revolving around business value discovery through data mining, e.g., statistical learning, text mining, recommendation, outlier detection and social network analysis.</p> <p>Prerequisite: SB/OMIS 2010 3.00 SB/OMIS 2050 3.00</p>

11. Consultation:

All OMIS area faculty members, the MBAN, MMAI, and MSCM Program Directors, and the OMIS Area Coordinator were consulted on the matter. We also solicited feedback from the relevant course coordinators. They all support the motion to update the pre-requisites for these courses.

Originator:



Signature

September 21, 2021

Date

Adam Diamant

Name

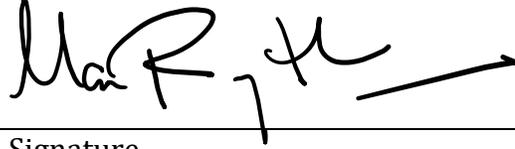
OMIS

Area or Specialization

Approvals:

Area or Specialization

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



Signature

September 22, 2021

Date

Manus Rungtusanatham

Name

OMIS

Area or Specialization

Degree Program:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Mike Valente

Signature

October 8, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee

last updated: Feb 05 1:02pm EST.

**OMIS4010 W2021 CREDITS: 3.00**

OMIS 4010 R - ARTIFICIAL INTELLIGENCE FUNDAMENTALS FOR BUSINESS

🕒 TUE 11:30 - 14:30 🏠 N/A

INSTRUCTOR

Isik Bicer

✉ bicer@schulich.yorku.ca

📞 416.736.2100 Ext. 55074

🏠 S337M SSB



ADMIN

Paula Gowdie Rose

✉ pgowdierose@schulich.yorku.ca

📞 416.736.2100 Ext. 55074

🏠 S337N SSB

Family Day: February 15, 2021 - University Closed**Undergraduate Reading Week: February 13-19, 2021 - No Classes**

ISIK BICER BIOGRAPHY

Isik Bicer is an Assistant Professor of Operations Management at the Schulich School of Management, York University. His current research focuses on analyzing the impact of operational factors on financial parameters (e.g., stock price, capital structure, and return on assets) and designing operational strategies to ensure high customer-fulfillment rates in economically feasible ways. He uses methods from corporate finance, quantitative finance, and optimization theory to address these challenges. His research has appeared in the Financial Times listed journals such as Production and Operations Management and the Journal of Operations Management. He is also a member of Editorial Review Board of the Journal of Operations Management. Prior to joining the Schulich School of Management, he has worked and lived in the Netherlands, Switzerland, and Turkey.

BRIEF DESCRIPTION

This course addresses how to apply machine learning to managerial tasks. Through lectures, labs and hands-on projects in realistic contexts, students will learn how artificial intelligence is used for decision making in realistic contexts. Specifically, students will develop technical skills revolving around business value discovery through data mining, e.g., statistical learning, text mining, recommendation, outlier detection and social network analysis.

~~Prerequisite: SB/OMIS 3020 3.00~~ Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00

COURSE LEARNING OUTCOMES

The course does not require programming, but it needs basic linear algebra and math. At the end of the semester, the participants are equipped with the knowledge and practical techniques to solve the problems related to:

1. Data management,

2. Data clustering and classification,
3. Text mining and recommender systems,
4. Fraud detection,
5. Social network analysis

Readings from the text or supplementary materials are assigned to the participants. For further information, please look at the description of each session under the Modules tab.

LEARNING REMOTELY

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

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

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

Technical Issues

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

COURSE MATERIAL

Text: The recommended reading for this course is:

1. Data Mining: The Textbook, Charu C. Aggarwal, Springer, 2015. Print ISBN: 978-3319141411. eBook ISBN: 978-3-319-14142-8. (available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>

(<http://bookstore.blog.yorku.ca>))

2. Dive into Deep Learning, 2020, (Online book available via: <https://d2l.ai>)

The participants may find the following sources useful for this course:

Data Science for Business: What You Need to Know about Data Mining and Data-Analytic, Foster Provost and Tom Fawcett, O'Reilly Media, 2013. Print ISBN: 978-1449361327.

Data Mining: Concepts and Techniques, 3rd Edition, Jiawei Han, Micheline Kamber and Jian Pei, Morgan Kauffmann (Elsevier/Science Direct), 2011. Print ISBN: 978-0-12-381479-1. eBook ISBN: 9780123814807.

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ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignments 30%			
Assignment 1		15%	Fri Feb 12, 2021 at 11:30pm EST
Assignment 2		15%	Tue Mar 23, 2021 at 11:30pm EDT
DataCamp Exercises 10%			
DataCamp Exercises		10%	Tue Apr 6, 2021 at 11:30am EDT
Midterm 20%			
Midterm		20%	Tue Feb 23, 2021 at 02:30pm EST
Final Exam - Date TBA 40%			
Final Exam - Date TBA		40%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment 1

 **Due Date:** Fri Feb 12, 2021 at 11:30pm EST

Late Assignments: Please note that all assignments are due at the date and time specified. **The exact date and time will be given in the assignment and on Canvas.** Late work will not be accepted. Exceptions will only be granted for medical and other serious emergencies. Please make every effort to let your instructor know in advance if your assignment is going to be late – use email. Supporting documentation will be required as per the **Schulich policy** (<http://undergradblog.schulich.yorku.ca/2012/12/04/exams-what-you-need-to-know/>) on missed tests and assignments.

Value: 15%

Assignment 2

 **Due Date:** Tue Mar 23, 2021 at 11:30pm EDT

Late Assignments: Please note that all assignments are due at the date and time specified. **The exact date and time will be given in the assignment and on Canvas.** Late work will not be accepted. Exceptions will only be granted for medical and other serious emergencies. Please make every effort to let your instructor know in advance if your assignment is going to be late – use email. Supporting documentation will be required as per the **Schulich policy**

(<http://undergradblog.schulich.yorku.ca/2012/12/04/exams-what-you-need-to-know/>) on missed tests and assignments.

Value: 15%

DataCamp Exercises

 **Due Date:** Tue Apr 6, 2021 at 11:30am EDT

You will have the opportunity to earn 10% of your final course grade by completing DataCamp exercises. The instructor will share with the students (after the first session) the link through which students can have access to the DataCamp exercises. There are 8 weekly exercises (each having 1.25% credit).

Value: 10%

Midterm

 **Due Date:** Tue Feb 23, 2021 at 02:30pm EST

During the class time in Week 6, there is a midterm exam. The midterm takes place online using the technology of Lockdown browser and Respondus monitoring system. There will be 25-30 multiple choice questions, and students will have 90 minutes to answer the questions.

Final Exam - Date TBA

Value: 30%

CLASS-BY-CLASS SYLLABUS

Class 1: From Data, Data Mining to Intelligent Business

Jan 12/21

Overview 1: From Data, Data Mining to Intelligent Business

From Data, Data Mining to Intelligent Business

Key components of Business Analytics problems

Data

Model

Objective function

Optimization algorithms

Types of Machine Learning problems

Supervised and unsupervised learning

Interacting with problem environment

Class 2: Data Management

Jan 19/21

Overview 2: Data Management

Data Management in Python

Indexing and slicing

Broadcast mechanism

Other data manipulation methods

Reading dataset

Handling missing data

Basic Computation in Python

Fundamentals of information theory

Class 3: Association Analysis

Jan 26/21

Overview 3: Association Analysis

Association Analysis

Frequent pattern mining

Association rules

Association vs. Correlation

Sequential patterns and frequent subgraph mining

Applied association pattern mining in business: customer shopping behavior & market basket analysis

Reading:

Chapter 4 from the textbook

Assignment 1 files

 questions.pdf assignment_raw_data.csv

Class 4: Advanced Classification

Feb 2/21

Overview 4: Advanced Classification

Advanced Classification

Statistical Learning

- Bayes' Theorem: a revisit

- Naive Bayesian classifier: assumption, training, and inference

- Bayesian Belief Networks

Rule-based learning

Instance-based learning

- Applied classification mining in business: stock price movement predictions

Class 5: Advanced Clustering

Feb 9/21

Overview 5: Advanced Clustering

Advanced Clustering

Partition clustering

Hierarchical clustering

Cluster validation

- Applied clustering techniques in business: customer profiling

Midterm

 Midterm

Class 6: Anomaly Detection

Mar 2/21

Overview 6: Anomaly Detection

Anomaly Detection

- Anomaly: characteristics and application approaches

Anomaly detection technique

- Statistical-based method

- Density-based method

Information manipulation

Applied anomaly detection in business: Financial Fraud Detection and Prevention with Data

Mining Techniques

Class 7:

Recommendation

Mar 9/21

Overview 7: Recommendation

Recommendation

Personalization and Recommender Systems

Recommendation techniques

Collaborative filtering

Content-based filtering

Cold start problem

Applied recommendation in business: Mobile App recommendation and target advertising

Class 8: Text Mining

Mar 16/21

Overview 8: Text Mining

Text Mining

Representation of unstructured text data

Natural Language Processing: tagging, language modeling and beyond

Mining textual data

Semantics,

Sentimental analysis

Topic discovery

Dialog System, e.g., chatterbots

Applied text mining in business: Online customer review (WoM) analysis and social media study

Reading:

Chapter 13 from the textbook

Class 9: Social Network Analysis

Mar 23/21

Overview 9: Social Network Analysis

Social Network Analysis

Dynamics of network formation

Social influences and adoption

Link prediction

Applied social network analysis in business: friend recommendation on LinkedIn

Reading:

Chapter 19 from the textbook

Class 10: Frontier topics: Big Data and Data Mining (*)

Mar 30/21**Overview 10: Frontier topics: Big Data and Data Mining (*)**

Frontier topics: Big Data and Data Mining (*)

NoSQL

Big data computing

Mining Web data

Privacy-preserving data mining

Reading:

Materials are to be posted on Canvas

(*) The coverage of the frontier topics is contingent on the circumstances, e.g., classroom equipment, guest speaker and the topic's relevance.

Class 11: Wrap Up

Apr 6/21**Overview 12: Wrap Up**

Summary of the lecture and some future trends of AI will be covered in the last session.

Final Exam



Final Exam - Date TBA

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Information and materials specific to this course, including lecture slides, practice problems, data sets, programs, and information regarding additional readings will be found on Canvas. Check the course website frequently! You will also access and submit homework assignments on Canvas. Because of the large volume of information available on Canvas, information will be grouped by topic (lectures, general information, practice materials, homework, etc.).

Class Participation (contribution)

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

In papers and assignments:

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

On test and exams:

Deliverables

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

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FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS MINUTES OF MEETING

A regular meeting of the Schulich Faculty Council for the 2021-2022 academic year was held on Friday October 1st 2021 at 11:30am via Zoom.

In Attendance:

Chair: C. Graham
Vice-Chair: L. Zhu
Secretary: E. Rush
Assistant: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin.	D. Zwick, M. Annisette, K. Kanagaretnam, D. Matten		
ACTG	C. Cho, A. Mawani, G. Saxton, L. Thorne, V. Trivedi		
ARTM	T. McQueen, K. Rogers		
BSUS			
ECON	A. Coutts, I. Henriques		
ENTR	G. Kistruck		
FINE	K.-H. Bae, M. Cao, P. Foroughi, M. Kamstra, M. Milevsky, L. Ng, A. Rzeznik, Y. Tian		
MKTG	P. Darke, E. Fischer, M. Giesler, A. Joshi, N. Mead, T. Noseworthy, G. Packard, E. Veresiu		
ORGS	C. Bell, I. Hideg, B. Lyons, W. Shen, K. Tasa, M. Valente, M. Voronov		
OMIS	A. Diamant, R. Irving (ret.), D. Johnston, M. Levesque, D. Oppong-Tawiah, J. Rungtusanatham		
PLCY	P. Aulakh, B. Eberlein, M. Kipping, A. Madhok, M. Majzoubi, T. Peridis, R. Phillips, W. Sheremata		
PROP	J. Clayton, J. McKellar (ret.)	OTHER:	X. Li (Lib)
Voting CPM's & Director of 601	I. Holzinger, H. Sinker		
Student Reps	T. Anand (UBS), A. Kakkar (UBS), J. Lam (PhD), N. Nasser (UBS), J. Patel (UBS), H. Zhu (GBC)		

Voting Members of Faculty Council Absent/Regrets:

E. Auster	A. Devine	R. Karambayya (ret.)	G. Morgan (ret.)	P. Shum Nolan
M. Bamber	V. Dhingra	A. Kecskes	A. Mustapha	J. Tan
T. Beechy (ret.)	D. Dimick (ret.)	H. Kim	D. Neu	S. Weiss
R. Belk	M. Dong	M. Kristal	C. Oliver (ret.)	E. Westney (ret.)
A. Bhanich-Supapol	J. Everett	Y. Larkin	Y. Pan	B. Wolf (ret.)
I. Bicer	M. Farjoun	F. Lazar	E. Prisman	L. Wright (ret.)
A. Campbell	B. Gainer (ret.)	G. Li	S. Qu	S. Yeomans
J. Chung	B. Graham (alum)	Z. Li	T. Rashid (GBC)	J. Zemans (ret.)
W. Cook (ret.)	D. Horváth	I. Macdonald (ret.)	M. Rice	
A. DeCarufel (ret.)	S. Hsu	R. McClean (ret.)	H. Rosin (Ret.)	
Y. Deutsch	R. Imanirad	C. McMillan	P. Sadorsky	

Leaves and Sabbaticals:

M. Biehl	J. Darroch	L. Hillcoat	R. Shao
A. Sirsi	T. Wesson		

Non-Voting Members of Faculty Council Present

W. Al-Hussaini	S. Friedman	M. Machado	L. Pan
M. Bhutani	L. Ginsberg	N. Machado (guest)	J. Pinto
S. Calahan	A. Gravel	Y. Massop	N. Sutherland
C. Carder	M. Hastings	G. Milavsky	S. Tenn
M. Cernea	B. Kha	M. Morriello	A. Thomson
J-M. Clark	H. Koren-Cohen	C. Mueller (guest)	T. Tolias
W. Craddock	L. Lakats	C. Niederwanger	K. Welsby
J. Fayt	P. Macdonald	G. Pau	F. Zandi

Non-Voting Members of Faculty Council Absent:

A. Narbe	D. Elsner	A. Konson	M. Orlan	T. Stubbs
D. Barret	A. Ferreira	D. Lennox	C. Partland	C. Sullivan
P. Barter	T. Gosse	R. Lynn	B. Pasquali	E. Vanderheyden
E. Caprioni	E. Farrell	D. Mak	P. Pivato	N. Verma
T. D'Agostino	A. Fisher	K. Mapa	J. Pokrajac	A. Welsh
G. Deans	P. Grant	R. Mayer	S. Pulver	D. Woticky
P. Deonandan	A. Harris	T. Medcof	E. Roman	C. Zhuang
L. De Wilde	R. Hines	J. Morgan	R. Ross	
P. Dillon	J. Jeyakumaran	R. Moy	C. Sicoli	
K. Ellis	G. Klar	Z. Necas	S. Sigel	

1. Welcome and Chair's Remarks

The meeting was called to order and the Chair read out the land acknowledgement, highlighting yesterday's first National Day for Truth and Reconciliation.

The Chair also drew attention to the Provost's recent update on the dean search. He also welcomed new adjunct faculty members who were recently added as non-voting members of council and clarified that, while they are unable to vote on matters, they are welcome to contribute to discussions.

The Chair also reminded council members of the divide between the consent and regular agendas, noting that items on consent agenda tend to be more routine in nature. He explained that Executive Committee (EC) uses its best judgment when reviewing the consent agenda to see if anything should be moved up onto the regular agenda, but council members are encouraged to notify the chair or the secretary should they wish to discuss any of the items. A concern was raised with this approach and it was requested that any item pertaining to the MBA, PhD and the BBA programs should be described so that members are aware of what changes are taking

place. The Chair indicated that EC will try to take this into account but noted that it only takes a request from one council member to move an item up onto the regular agenda.

2. Motion to Remove Summer Authority of Executive Committee

A motion to remove the summer authority of Executive Committee was moved, seconded and carried

3. Dean's Remarks

A recording of the Dean's Remarks can be accessed [here](#).

4. PhD/GBC/UBS Initiatives

The GBC, UBS and PhD all provided an update on their current activities as well as student perspectives and concerns on the Fall and upcoming Winter terms.

5. Concerns re COVID Protocol Adherence

Concerns were raised by the student bodies as well as many other council members that adherence to the University's COVID protocols (masking, daily screening, vaccinations, building entrance, etc.) was not being monitored or enforced. A discussion took place, and the following hortatory motion was drafted, moved, seconded and carried.

Motion: Faculty Council urges the President and Provost to establish more stringent enforcement of pre-screening and vaccination status for building entry and mask usage as specified by provincial guidelines.

Context: Schulich students, faculty and staff have expressed great concern over the lack of enforcement at York University. They have expressed concern over the potential impact on their health, the health of their families and their ability to learn, work and teach in-person presently and in upcoming terms. The faculty maintain public health and safety are imperative for in-person teaching.

It was agreed that the Chair will convey the motion and plus additional context to the President and Provost.

6. Introduction of Committee for Equity and Community (CEC)

The Chair of the CEC introduced the new committee and its mandate. Community members experiencing issues with regard to diversity, equity and inclusion, or those with suggestions for how to address such issues within the School, were invited to contact I. Hideg. The Committee will present its initiatives to Faculty Council at an upcoming meeting.

7. Tenure & Promotion Committee

A motion to approve the newly drafted Guidelines for Tenure and Promotion to the Rank of Associate Professor, Teaching Stream at Schulich was moved, seconded, and carried.

8. Master Programs Committee

A motion to approve the program change to the DIAC/MAcc was moved, seconded and carried.

9. Adjournment

The meeting adjourned at 1:07pm.

Consent Agenda

The following items were approved by consent:

- 1. Nominating Committee (A. Joshi)**
 - a) Updated Nominating Slate** for 2021-2022
- 2. EMBA Program Committee (M. Kipping / M. Annisette)**
 - a) New Course Proposal**
 - a) EMBA 5060 2.0 Quantitative Methods for Business
- 3. Master Programs Committee (M. Annisette)**
 - a) New Course Proposals**
 1. FINE 6880 3.0 Sustainable Finance and Impact Investing (*L. Ng*)
 2. MGMT 6350 3.0 Professional Development for Managers (*M. Cernea*)
 - b) Course Changes**
 1. FINE 6310 3.0 Econometrics of Financial Markets (*title, description & learning outcomes*) (*M. Kamstra*)
 2. MGMT 6090 0.0 Strategy Field Study Formation (*pre-requisites*) (*I. Holzinger*)
 3. OMIS 6300 3.0 Managing Change in Supply Chains (*credit value*) (*D. Johnston*)
 4. OMIS 6320 1.5 Managing New Supply Chain Technology (*credit value, title & description*) (*D. Johnston*)
- 4. Other Business**
 - a) Schulich Committee Work Plans 2021-2022**
 1. BBA/iBBA Program Committee
 2. Master Programs Committee/Programs Coordinating Committee
 3. EMBA Program Committee
 4. PhD Program Committee
 5. Masters Admissions Committee
 6. Nominating Committee
 7. Student Affairs Committee
 8. Tenure & Promotion Committee
 9. Research & Library Committee
 10. Committee for Equity & Community
- 5. Minutes of the Last Meeting: 2021.05.28**

**Executive Committee
Schulich School of Business**

Meeting Minutes - September 17th 2021

A regular meeting of the Executive Committee of Schulich Faculty Council for the 2021-2022 academic year was held via Zoom on Friday September 17, 2021, from 11:30am – 1:00pm.

In Attendance:

Chair: C. Graham
Vice-Chair: L. Zhu
Secretary: E. Rush
Assistant: L. Da Silva

Members of Executive Committee Present:

M. Anisette (Associate Dean Academic; Chair, Master Programs Committee & Programs Coordinating Committee)	D. Matten (Associate Dean Research; Chair, Research & Library Committee)
A. Campbell (Director, IMBA)	A. Mustapha (Executive Officer)
M. Cao (Director, MF)	T. Noseworthy (Associate Dean External Relations)
E. Fischer (Director, PhD Program; Chair, PhD Committee)	G. Packard (Director, MMKG)
A. Franks (Guest, Student Academic Services)	T. Rashid (President, GBC)
I. Hideg (Chair, Community and Equity Committee)	J. Sedgewick (President, PhD)
D. Johnston (Director, MSCM; Interim Director MBAN and MMAI)	K. Tasa (Director, MMgt)
A. Joshi (Director, MBA; Chair, Nominating Committee)	V. Trivedi (Director, MAcc)
A. Kakkar (President, UBS)	M. Valente (Director, BBA/iBBA; Chair, BBA/iBBA Committee)
K. Kanagaretnam (Associate Dean Students; Chair, Masters Admissions Committee)	S. Weiss (Chair, Student Affairs Committee)
M. Kipping (Director, EMBA)	D. Zwick (Interim Dean)
M. Levesque (Chair, Tenure & Promotions Committee)	

Members of Executive Committee Absent/Regrets:

J. Clayton (Director, MREI)	
------------------------------------	--

1. Welcome & Chair's Remarks

The Chair called the meeting to order at 11:31 am. A round of member introductions was completed as this was the first meeting of the academic year and the committee included several new individuals. The Chair also reviewed the agenda and it was agreed that the

student appeals would be addressed first as the students were on standby in a Zoom waiting room. It was also noted that going forward the agendas for Executive Committee and Faculty Council will be presented separately to clearly indicate which items pertain to which body.

2. Student Appeals

Three student appeals were reviewed by the committee. For questions, please contact A. Franks, Appeals Secretary, at audaisha@schulich.yorku.ca.

3. Review of Faculty Council Agenda & Documentation

The committee reviewed the agenda items for Council and their related documentation, and the following changes were agreed upon:

- addition of the DIAc/MAcc program change to the regular agenda (to be moved up from the consent agenda)
- two clarifications on the Nominating Slate (re SAC vice-chair, and the addition of a legend to explain the highlighting)
- inclusion of the memo re the creation of the new academic area in Sustainability as a 'for information' item.

4. Discussion re Role of Non-voting Members in Schulich Faculty Council

The Chair explained that with the addition of a large number of adjunct faculty to the non-voting membership of Council this year, he wanted to gather committee members' perspectives on whether any changes or clarifications were needed to how non-voting members may participate in Council meetings. His aim was to ensure that Council is inclusive and that it allows for the contributions of non-voting members where it may be appropriate. The Chair also explained that the university does not have existing requirements for participation of non-voting members in Council meetings so it is up to Council itself to decide what is appropriate. A brief discussion took place after which it was agreed that no immediate changes or clarifications were needed.

5. Adjournment

The meeting adjourned at 12:56pm.